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Standards for Library Schools, 1976

At the General Council Meeting of IFLA in Lausanne in August 1976 the Section of Library Schools discussed the "Standards for Library Schools", drafted by its Standing Advisory Committee. The Section approved the Standards unanimously with a few modifications. The revised English text is printed below. A French, German and Russian version will be available at the beginning of next year. Any comments from IFLA members can be directed to the Secretary of the Section, Dr. H.P. Geh, c/o Württembergische Landesbibliothek, POB 769, 7000 Stuttgart, BRD.

I. Introduction

A. *The Need for Standards in Library Education*

The worldwide development of the library profession (in which we include the documentalist and information scientist)(1) has brought into focus the necessity for high quality programs in library education. Indeed, library education is very advanced in certain countries; but in most areas of the world it functions in a less satisfactory manner. There are basic differences to be found, from one region to another, in the level of the library education programs, in their curricula, in their expectations of students, in the qualifications of their teaching staffs, in their conditions of operation. In many instances, these differences work to the disadvantage of library development in the regions which need it most.

Formal criteria, or Standards, for the qualitative and quantitative aspects of library education programs are found in very few countries — and they are the same countries which already have advanced systems of library education. It is a premise of the present formulation by IFLA that such Standards will have a beneficial effect in countries without Standards already in use. It is expected that this beneficial effect will be seen not only in the library schools, but in the entire library/information science activity of the area.

"Library standards are essential when planning library services and subsequently for evaluating them." This observation by F. N. Withers(2) is as valid for library education as for any other function in the profession. Some other remarks by Mr. Withers in the same publication, are also appropriate to the present effort at library education standards: ". . . qualitative standards must come first, for without a clear understanding of what these are, no proper attempt can be made to express in quantitative terms what library materials, human resources, accommodation and equipment, and above all funds, are necessary." The present standards are essentially statements of principles and conditions, with few quantifications; this appears to be the vital need, at this time, in the field of international library education. Implicit in the present standards is the philosophy of autonomy. Each country should decide for itself what kinds of librarians and information specialists it needs — and having decided that, what kind of training such persons ought to have. What the present standards hope to illuminate is a fundamental structure of understandings and means of operation which will facilitate the achievements of any national goals.

"To carry out the tasks of the documentation, library and archives infrastructure it will be necessary to recruit staff of high quality, able to accept the responsibility for making the fullest contribution to national development. There should be suitable ad-

ministrative machinery for overseeing professional standards of recruitment, education, training and practice either by a professional association or by a government or similar official agency." In the spirit of that NATIS objective,(3) the present standards are offered to the profession as a set of guidelines with application in any national context, and also as a basis for more elaborate and locally appropriate standards – quantitative as well as qualitative – which will be prepared in the individual countries.

B. Genesis of the Present Standards

In its 1974 meetings at Berlin and Washington, the Standing Advisory Committee of the IFLA Section of Library Schools decided to undertake the project of formulating global standards for library education. The SAC determined to enlist the aid of colleagues throughout the world, in the hope of finding a universal consensus on the basic norms and criteria which ought to be included. Guy Marco, a member of the SAC, took the responsibility for a lengthy international correspondence, in which information on existing Standards was requested, and information on Standards in preparation. It was discovered that little formal work of this kind had been done outside of a very few countries. At the Vilnius meeting of the SAC, in January 1975, it was decided to prepare a draft set of Standards for circulation to the worldwide library community. This was done, also by Marco, with the advice and concurrence of the SAC, in spring 1975. At the Oslo IFLA Congress, August 1975, Marco read a paper introducing the draft concepts; he also summarized the numerous comments and suggestions received through global correspondence and personal contact. Formal responses to the paper were made, by Professors Asheim (USA), Hogg (UK), Ogunsheye (Nigeria) and Vladimirov (USSR); and many persons at the meeting also gave their viewpoints during the discussion period.

Marco was asked by the SAC to revise the draft paper in the light of comments received. This was done, and a new version was presented to the SAC at the Aberystwyth meeting of March 1976. Further refinements were made at that meeting. The revision was presented to the Section of Library Schools at the Lausanne Congress, August 1976, and was unanimously approved with a few modifications.

C. Philosophy and Main Points of the Standards

These criteria have been designed for a universal function. For this reason, they concentrate on basic principles and essential conditions of operation which ought to be found in any library education program, in any country. Quantifications and other detailed specifications are given in just a few instances.

The draft statement of these standards brought reactions from every part of the world. In examining these reactions, it was noted that points of disagreement between one national viewpoint and another national viewpoint simply underscored points of non-universality; consequently those points were modified for this final version.

In section K, Curriculum, there does appear to be a fair amount of specific expectation. However, these expectations have been derived from wide international consensus. Indeed, many of the ideas in that section can be traced back to 1968, when M. Jacques Lethève reported to the IFLA Frankfurt Congress on his "Minimum Standards for Vocational Training of Librarians and Documentalists."⁽⁴⁾ The emphasis of that fine report was on curriculum, which M. Lethève described as "the core of the formulation of minimum norms." The author was rightly concerned

about the difficulties involved in defining a model curriculum: the wide diversity of current practice in different countries, and the probability that any specific models would soon be outdated. Nevertheless, his basic proposal for content of the curriculum was certainly sound, and has been reinforced by reactions to the draft statement of the present standards.

But while certain areas of instruction are recommended, the actual content of courses is not proposed here. The premise is that whatever the national and regional needs and priorities may be, these will surely be reflected in the curriculum, in the content of individual courses, and in the emphasis of one area of instruction over another. Value judgments by outsiders are hazardous. We return to our philosophical starting point: that whether a library school is able to carry out its intentions or not (whatever these specific intentions may be) depends largely upon the conditions of its existence and manner of its operation.

These are the main criteria presented in the Standards. The School should function at university level. It should have clearly formulated and accepted goals, and objectives. It needs a definite place in its own institution, appropriate to its professional character. Financial support should be definite and positive – related to the accepted goals and objectives of the Program. Accommodation must be suitable to the needs, and also the library resources. A highly qualified teaching staff is necessary, numbering at least one person for every twelve students. Curriculum should emphasize principles and concepts, rather than routines; it should include a fundamental “core” of basic subjects, a general education component, and areas of professional specialization. Continuing education activities are necessary. Clear, published norms for admission of students are needed; and also clear, published expectations for completion of the program curriculum. A suitable credential should be awarded to students who complete the course of study. Questions of governance should be based on clearly expressed policy; teaching staff should participate in decision-making. Records must be kept to document all activities of the School. A clear but flexible design for future activity (long-range plan) is necessary.

D. Possibilities for Implementation

Obviously it is implicit in any standards that effort will be made to put them into practice. It may be desirable to measure the success of such effort, that is to decide whether a particular School is “meeting the standards”. In some countries it has been found suitable to hold periodic evaluations of library schools, in which each School is carefully checked against the national standards. Schools which are judged to be adequate, in terms of the standards, are designated as “approved,” or “accredited.” Approved Schools have advantage over Schools not yet approved, in the recruitment of better students and better staff, and in the placement of graduated students in better library positions. A good incentive is therefore provided for the weaker Schools to improve themselves and attain the criteria of the standards. If the international library community should be able to agree on global standards for library schools, what kind of implementation would be appropriate? A few possibilities may be suggested. One is that the international standards might be officially adopted by a country or region, acting through professional associations and/or agencies. In such a case, the Schools within the country or region would be responsible to their own authorities for attaining the criteria of the standards. Appropriate rewards and incentives would be devised at the national or regional level. Another

possibility is that IFLA itself, through the Section of Library Schools, could seek to implement the standards in those countries which do not yet have a suitable structure for doing so. Individual Schools could then request aid from IFLA in meeting the standards, and might ultimately receive some form of "approval" from IFLA when they have achieved that goal. To carry out such a plan would be immensely difficult and time-consuming, but it would perhaps lead in the direction of establishing some internationally acceptable qualifications for the practice of librarianship.

II. Definitions

Standards: Formal, published criteria – qualitative and/or quantitative – prepared and approved by one or more library associations and/or library agencies, for the evaluation of library education programs.

Library: Irrespective of its title, any organized collection of printed books and periodicals or of any other graphic and audio-visual materials, and the services of the staff to provide and facilitate the use of such materials as are required to meet the informational, research, educational or recreational needs of its users. (Unesco)

Librarianship: The profession that is concerned with the systematic organization of knowledge in all its various formats and its dissemination for the purpose of preserving the society's cultural heritage, promoting scholarship and the generation of new knowledge. The practitioners employ the skills and processes of library science, documentation and information science to make graphic records available to meet the specific needs of its clientele according to the level of service required.

Library Science: The study of the principles and skills, of processes and operations, for systematic organization of the intellectual heritage in the form of graphic and non-graphic records in libraries. It is also concerned with creating ready access to these records and the maximization of their use by matching clientele and appropriate record.

Documentation: The analysis of the intellectual content of the literature of a subject area and its systematic reorganization and dissemination in bibliographic tools through indices, abstracts, review journals, current contents and other alerting reporting journal literature for the use of a specialist clientele. It is concerned with data processing, its storage, retrieval and its dissemination through information services and report journals. Reprographic services and microforms are important features of documentation centers.

Information Science: That discipline that investigates the properties and behaviour of Information, the forces governing the flow of information and the means of processing information for optimum accessibility and usability. It is concerned with that body of knowledge relating to the origination, collection, organization, storage, retrieval, interpretation, transmission, and utilization of information. This includes the investigation of information representations in both natural and artificial systems, the use of codes for efficient message transmission and the study of information processing devices and techniques such as computers and their programming systems. It is an interdisciplinary science derived from and related to such fields as mathematics, logic linguistics, operations research, library science, management and other similar fields.

Informatics: A scientific discipline which studies the structure and characteristics (but not the specific contents) of scientific information as well as the rules of scientific information work, its theory, history, methodology and organization.

Library Education: The activity of transmitting knowledge and skills which are necessary for successful performance in the profession of librarianship.

Head of the School: The person given formal authority to act as executive director of a School. (Actual title varies: "Dean" and "Chairman" are examples.)

University: An educational institution giving formal instruction and credentials at Unesco-ISCED Level Three (Actual title varies: "College," "Polytechnic," "Institute" are common examples.)

Unesco-ISCED Levels: Definitions of educational levels as published in the *International Standard Classification of Education (ISCED)*. Three-Stage Classification System. Part II – Definitions. Paris: Unesco, 1973.

Full-time Equivalent (FTE): The arithmetic composite of all part-time and full-time students, or staff. (Thus: one student who is full-time, plus four students who are half-time equal three FTE students.)

Academic staff: The teaching personnel of the program, usually inclusive of the Head of the School.

III. Standards, with comments

A. Locus

The School should be part of an institution which awards a university degree or equivalent credential; or it should be an independent institution itself, giving instruction at university level and awarding a credential equivalent to a university degree.

It is also possible for the School to be an independent unit, but affiliated in some way with a university or university-level institution; in such a case the credential may be awarded by the affiliated institution. In all applications of this Standard, the concept of "equivalent" must be judged according to well-accepted understandings in the country concerned; i.e., it is not sufficient for the School itself to claim equivalency.

B. Goals

The School should have goals and purposes which are clearly stated in a formal document.

While each institution must devise its own purposes, the intent of this Standard is to promote the kind of goal statement which is *realistic* in the national context, and which is sufficiently *direct* in its language to permit the emergence of specific objectives from it.

Explicit or implicit approval of the goals should be granted by the institution or other agency which controls the School.

C. Objectives

The School should have specific objectives, derived from its goals, which are clearly stated in a formal document.

The goal statement is one of general purpose and long-range intentions of the School. The objectives statement is an expression of specific aims which are to be met (usually in a specified time span) and which can be evaluated in terms of their achievement or lack of achievement. For example, a goal statement might read: "The School will prepare library personnel as required by the needs of the country." A more detailed statement of objectives, based upon that goal, might read: "Each year the School will

endeavor to prepare beginning level professional librarians in sufficient number and with appropriate skills to meet the employment requirements of public libraries, academic libraries and libraries in secondary schools. The School will also give advanced educational opportunity, leading to special competence and higher degrees, for experienced librarians." The concept of objectives will be discussed further under *Curriculum and Planning*.

Explicit or implicit approval of the goals and objectives should be granted by the parent institution or other agency which controls the School.

D. Designation and Status

The designation (name) and status (organizational level) of the School should be comparable to that of other schools in the country and in the local situation which are engaged in education of professional personnel.

If it is part of larger institutions, the School should have the designation and status which is given to comparable units within the parent institution. In a university setting, this name would probably be "Department" or "School". In some situations, the designation "Institute" may be appropriate, but only if this does not imply a lower status for the program in relation to comparable programs in the institution. Independent Schools, not part of a university or other institution, should be recognized by the agency or ministry which supports them as being fully equal in status to similar programs concerned with other professional education. Teachers in the School should hold titles and possess all privileges which are given to teachers in other units of the institution (or of comparable programs, if the School is independent) who are comparably qualified in their own disciplines. The Head of the School should hold a title and possess all privileges which are given to heads of comparable units. Students in the School should be able to share fully in the general student life of the institution.

In general, all features of the School should be clearly equal in recognition, privilege and prestige to comparable programs.

E. Organization

The School should have a distinct position in the administrative organization plan of the institution.

In the administrative plan, or organization chart, of the institution, the School should exhibit a clearly defined place, with reporting channel indicated for the Head of the School. It should be manifest that the Head is responsible to a specified individual, within a specified office of the institution. It should be the same individual to whom heads of comparable programs report. Preferably, the office so designated, should be that of the chief academic officer; the individual to whom the Head of the School is responsible should be the chief academic officer himself, or one of his immediate subordinates. In no case should the Head report to the librarian of the institution.

In the case of an independent School, the Head should report to the same agency or ministry which supervises comparable educational programs in other professions.

F. Support

The School should have a positive commitment of adequate financial support, with a definite annual budget related to the established objectives of the School.

It is essential that the School should have a positive commitment of support from

the institution of which it is a part. If the School is independent of any institution there should be a commitment from the agency or authority which sponsors it. Evidence of such commitment is found in adequate financial provision for the School and in the encouragement offered to it for innovation and development. The School should have a definite annual budget assigned to it. The amount of this budget should be determined upon due consideration of the expressed needs of the School, as presented by the Head of the School. Those expressed needs should be clearly related to the objectives sought by the School.

G. Accommodation

Offices, classrooms, study areas, furnishings and equipment should be provided in accord with the needs of the School.

Certain minimal expectations may be noted. The Head of the School should have an individual (private) office. Teachers should have adequate work space, preferably in private offices. Classrooms of suitable size, with appropriate furnishings and equipment, need to be regularly available. Study space for students, a work area for clerical personnel, and room for informal gatherings, should all be provided. Preferably all these facilities should be located near one another, forming an identifiable locale for the School. All rooms should have reasonable temperature control, and reasonable freedom from outside noise and other distractions. Typewriters, desks, filing cabinets, chalkboards, office machines and supplies should be provided as required. Special attention should be given to provision of audio and visual devices needed for instruction. Access to all services of the parent institution (or controlling agency) should be available, on a basis comparable to that of other teaching units at the same level.

H. Library

Library resources should be of sufficient depth to support fully all the courses taught in the School, other courses taken by School students, and research efforts of the teaching staff.

The library of the institution should have a collection large enough, and of necessary quality, to account for all curricular and research needs of the School – with the possible exception of the requirements of advanced researchers. Courses taken outside the School (non-library science) by School students also need suitable library resources. The last-named requirement must receive particular attention in those Schools which are independent of a larger institution, and which do not have a large general collection at their disposal.

The number of volumes per student, in the entire institution, should not be significantly lower than the mean number of volumes per student in all similar institutions of the country. Library holdings in the field of reference/bibliography should be strong enough to permit adequate study and practice for students in reference and subject bibliography courses. The library of the institution should have a professional staff which is qualified at the same level of qualification given by the School, i.e., Unesco Level Three (cf. section K below). A modern system of cataloging and classification should be in use, and in general all library operations should present a suitable model for students in the School to observe.

A specific collection of materials in the field of librarianship and information science should be assembled. It is preferable for this collection to be located in proximity to the School offices and classrooms, but it is not necessary for the collection to be a separate library. It is often possible to shelve that portion of the institution's library collection which pertains to librarianship in a location which is convenient to the School students and staff, without disrupting the access to that collection by other students of the institution. Selection of materials for this collection should be the joint responsibility of the library professional staff and of the School staff. While the authority of the library staff in such matters is recognized, the situation should nevertheless allow for considerable freedom of choice on the part of the School staff. Expenditures for materials in the field of librarianship and information science should be adequate to provide a basic group of books and periodicals, and to supplement this with regular purchases which bring a wide range of new literature into the library. A portion of this material should be acquired in microform; suitable reading machines should be available and kept in good working order.

The collection in librarianship and information science should preferably aim for national comprehensiveness, with respect to principal books and non-print materials which are published in the country; although books in specialized fields not covered by the curriculum might be omitted. It is understood, however, that in countries where publication is very prolific, more selectivity may be necessary. All professional library and information science journals issued in the country – except perhaps for local news bulletins – should be acquired, unless they are in special fields not covered by the program. Back files of principal journals should be purchased, as well as older books which are not entirely superseded by newer publications in the collection. Books and periodicals issued in other countries should be selectively acquired, with attention to materials published in neighboring countries, and with recognition of the need to keep in touch with new professional developments which are often described in English, German, French or Russian language publications. Journals and monographs of international organizations in librarianship and information science should be in the collection, and also documents of organizations outside the field of librarianship when those documents have relevance to librarianship. Annual reports and similar publications of major libraries should be kept on file. Other ephemeral materials should be sought and organized for use.

If the School is not part of a larger institution, and is responsible for offering courses outside the field of library science, book and journal acquisition should include major publications of those other fields of study.

I. Academic Staff

The academic (teaching) staff should be of high quality: with significant professional experience, formal qualifications, and teaching ability. There should be one teacher for every twelve students (in full-time equivalents).

Staff should be qualified at least at Unesco Level Three. All members should have professional experience as librarians or information scientists; and each person should teach only courses for which he is suited by experience and/or formal study. Staff should be able to teach well, and to justify what they are doing by clear statements of their objectives and methodology. Some members of the staff may be prac-

ting librarians who teach in the Program on a part-time basis. This is desirable, as a means of amplifying the range of the full-time staff, and as a means of giving current, practical viewpoints to the teaching activity. However, a certain proportion of staff should be holders of full-time teaching appointments, with no work outside the School. Certainly the Head should be full-time; and as a minimum three or four other staff should be full-time. The total number of staff, full- and part-time, should be sufficient to give individual attention to all the students, and to provide expert teaching in all the subjects of the curriculum. Generally, a student-staff ratio (in full-time equivalents) of 12 : 1, or smaller, is desirable.

Staff members should be active in professional associations, and should be engaged in research. They should pursue advanced studies, as appropriate; and they should be perpetual students of the art of teaching. They should be involved in the governance of the School, and of the parent institution, on a basis comparable to that of their colleagues in comparable units of the institution. For such extra-classroom activities to be possible, staff members should have reasonably modest teaching responsibilities. While the primacy of teaching is recognized, time must be available for each staff member to develop professionally.

Variety of background is desirable on the staff. As the School grows, there should be a serious effort to recruit staff whose training has been in various institutions, and whose professional work has been dispersed geographically. This goal of diversity should also be met by judicious selection of visiting and part-time staff.

J. Non-academic Staff

Non-academic (clerical, secretarial) staff should have qualifications equivalent to those of persons in comparable units. One full-time person is the minimum, but two or more are usually necessary.

The non-academic (i.e. clerical, secretarial) staff should be high calibre. Their qualifications should not be less than the qualifications found in comparable units of the institution. They should be paid on the same basis as persons employed for similar work elsewhere in the institution, and have all the same privileges and benefits. One full-time person would be the absolute minimum non-academic staff. For one person to do all the work, it would be assumed that much of the activity essential to the School is dispersed among other offices in the institution. For example, if all correspondence and paperwork relative to student applications is carried out by a central "admissions office," time of the non-academic staff would be conserved. To the extent that other record keeping and routine work is handled elsewhere, the staff can be small. But normally, the non-academic staff will have to carry out certain functions which require several persons to be assigned directly to the School. The Head should have a personal secretary, and the academic staff should have a person or persons to do their secretarial work (correspondence, calendar arrangements, travel arrangements, care of visitors, etc.). In addition there is need for someone to look after preparation of materials for classroom use, of publications of the School, of local student records, etc. Within the overall plan of work distribution in the institution, it should be clear that sufficient non-academic staff time is available to the Program to carry out appropriate activities and functions without forcing academic staff to handle them.

K. Curriculum

The Curriculum should consist of a unified series of courses and other educational experiences, designed to meet specific program objectives. All instruction should be at university level, following the guidelines of Unesco-ISCED for level three. Principles and concepts should be emphasized, over routines and techniques. All students should study certain fundamental "core" subjects, as well as more specialized electives. General education (studies outside of librarianship) should be a major component of the total education of the librarian.

The curriculum consists of formal courses, guided research, field trips, informal discussions, and possibly practical work. In designing the curriculum the first principle to be observed is the implementation of School objectives (cf. section C, above). In the ideal curriculum, each course is an outgrowth of one or more specific objectives; and each lecture or other element of the course develops particular elaborations of the course objectives.

All instruction given by the School should be at post-secondary school level – the level customarily identified as "university" or, as Unesco names it, Level Three. The present world picture of library education shows instruction given at "first-degree" level (years 1–2–3 and sometimes 4 in the university) and also at the post-graduate level (years 4–5+ in the university). Unesco classifies these two zones as Stage One and Stage Two of Level Three.

It is strongly recommended that the education of librarians and information scientists should extend into the post-graduate zone, i.e., into Stage Two. However, it is recognized that in certain national contexts this is not a reasonable prospect as library education begins to develop. If a library education Program must function at Stage One, it will have serious problems in meeting other curricular standards. Every effort should be made to add Stage Two levels to such Programs as soon as possible.

These extracts from the Unesco-ISCED classification will serve to explicate the character and content of curricula at these two Stages:

Programs leading to a first University degree (bachelor's) or equivalent (Third level, first stage in Unesco classification).

Nature and Scope of the Program: Dealing with the principles and applications of Library Science. The programs, consisting of lectures, seminars, discussion groups, and practical on-the-job training, are generally of two types: (1) one-year, post-degree programs specializing solely in Library Science, and (2) first-degree programs involving several subject areas, one of which is Library Science. Both types of programs deal with all kinds of records, including microfilm, magnetic tape, etc. Programs are usually given in universities.

Principal Course Content: Specialized (i.e., Library Science) content of both programs includes prescribed courses in such subjects as reference, classification and cataloging, systems analysis, development and use of thesauri, administration, technical services, and bibliography.

Usual Minimum Educational Prerequisite: For the first type is possession of a university degree; for the second type, it is completion of upper secondary school (Second level, second stage in Unesco classification).

Programs leading to a higher degree (M.A., M.L.S., Ph.D.) or the equivalent (Third level, second stage in Unesco classification).

Nature and Scope of the Program: Dealing with the principles and applications of Library Science. Through lectures, seminars, directed and independent study, and

research, students acquire a comprehensive knowledge either of the general area of Library Science or of one or more fields within the broader area, such as collection development, cataloging, and classification, technical services, and the history of library services. Programs last between one and three years full-time in a university.

Principal Course Content and Areas of Research: Prescribed core courses such as cataloging and classification, technical services, reference materials and services courses, library organization and administration; demonstrated competence in one or more foreign languages; and the preparation of a thesis or dissertation based on original research into a particular problem within the major subject.

Usual Minimum Educational Prerequisite: First university degree or equivalent, usually in the same or related field.

General studies may precede professional studies, occupying the first years of the curriculum; or the general studies may be combined with professional studies from the beginning. Care is needed, however, to introduce certain library studies only after completion of certain general studies which bear upon them. For example, the study of subject bibliography is best undertaken after earlier study of the subjects themselves.

It is desirable that a specialization be included in the general studies, so that the student will achieve some mastery of a particular scholarly field. The study of foreign languages is also important, within the general studies framework. The need for languages will vary from country to country, but it is clear that a reading knowledge of English is becoming almost indispensable for the pursuit of modern library studies. A curriculum at this level should give weight to principles and concepts, to research, to problems and issues concerning librarianship. It is recognized that certain routine, technical matters must be included. However, such techniques should be taught as applications of principles, rather than as ends in themselves. The professional person must know not only what a library is doing, but why it is doing it. This approach should be evident in all the courses of the curriculum.

Within the professional curriculum, there should be a division between fundamental "core" subjects, and specialized subjects. Fundamental subjects should be mastered first by all students in the School, and should serve as prerequisites for study of specialized subjects. While different Schools will assign different names to "core" subjects, and will distribute the necessary content in various ways among specific courses, all Schools should ensure that the fundamental work covers these areas:

- 1) The role of the library in society and as a communication agency
- 2) Principles and methods of bibliography
- 3) Principles and methods of organizing library materials (cataloging and classification, etc.)
- 4) Principles and methods of reference and reader services
- 5) Principles and methods of selecting, acquiring, and using print and non-print materials
- 6) Principles and methods of library management
- 7) Library history
- 8) Bibliology
- 9) Principles and techniques of conducting research in librarianship
- 10) Principles and methods of library automation
- 11) Principles and methods of documentation and information science
- 12) Principles and methods of planning, constructing and equipping a library.

In all courses, effort should be made to present an international approach to the topics and questions under consideration.

At least one field of specialized study, and preferably several such fields, should be available to students who have successfully mastered the fundamental sector of the curriculum. These specialized fields should be chosen and developed with the needs of the country and region in mind.

Some special fields of study which are suitable are these: children's literature and services; subject bibliography (probably subdivided by discipline, as humanities bibliography, legal bibliography, medical bibliography); public library service; college-university library service; school library service; scientific documentation; cataloging and classification.

Students should be required to engage in formal inquiry or research, at appropriate levels, and to present their results in acceptable written form.

Viewed as a totality, the curriculum should clearly offer a unified and coherent succession of studies and experiences which will support well-defined objectives. The objectives of the curriculum should be carefully expressed, as specifically as possible, in a formal document; this document should be periodically examined to judge its current validity, and revised as necessary.

It is not desirable for Standards such as these to describe in detail the content of individual courses. For guidance in such matters, the reader is referred to the excellent model given by H.-P. Geh, "Current Problems in Library Training with a Proposal for Curriculum," *Libri* 24-2 (1974), 143–152.

While questions of procedure, pedagogy and methodology may perhaps be left to the wisdom of the individual School staff, some suggestions are in order. It is clearly useful to have in written form a "syllabus" or content outline for each course in the curriculum. This should be revised as necessary, but should at any given time reflect what is actually taking place in the classroom.

A clear and distinct statement should be made, in written form, regarding the responsibilities of students in each course, and how they will be evaluated.

Each student should have personal guidance from a member of staff with respect to choice of courses and specialized field of study. Students in need of individual assistance in their studies should have personal guidance available.

Courses should be conducted in a manner which encourages expression of opinions by the students in the classroom. The teaching technique of guided discussion deserves a place at least equal to that of the lecture. When lectures are given, they should not merely repeat what students can read for themselves in a textbook or other source which is readily available to them; instead the lecture should amplify and illuminate what students are expected to read for themselves.

Modern aids to teaching should be used as appropriate and insofar as they are available. Films, slides, transparencies, recordings, charts, maps and other audio-visual media are employed with great frequency in advanced library schools. A valuable guide to teaching techniques appears in the book *Methods of Teaching Librarianship* by Josefa E. Sabor (Paris: Unesco, 1969).

L. Continuing Education

The School should conduct suitable workshops and short courses for the benefit of practicing librarians.

Continuing library and information science education consists of educational activities

primarily designed to keep practicing library and information science personnel and library educators abreast of their areas of specialization, or to provide them with training in new fields. Its ultimate aim is to improve library and information services. Each continuing education program should have its specific educational objective clearly stated. Its budget should be adequate; knowledgeable administrative personnel, and a teaching staff of educators and practitioners of proved ability should be selected. Methods of evaluating the effectiveness of each program should be developed. Meaningful continuing education opportunities should be offered regularly. Admission may be without the usual academic requirements; academic credit may or may not be given. Subjects covered should be rotated, and deal with needs, innovations and problems that have been identified by the profession. Continuing library education on a regular basis throughout a person's career is a professional obligation.

M. Admission of Students

Selection of students should be based on clearly stated criteria; these criteria should require high levels of intelligence and educational background and suitable personal characteristics.

To be considered for admission to the School, a person must have successfully completed formal education at Unesco Level Two, Stage Two. Selection of students should be based on clearly stated criteria, and these criteria should be made known to the prospective students. The criteria should have as a principal objective the identification of persons who can contribute to the advancement of the library profession and to the solution of its problems. Persons chosen for the program should have a strong academic record, a high level of intelligence, problem solving ability, a commitment to the library profession, and a desire and capability of working with people of diverse backgrounds. Except for the obligation to follow governmental or institutional policies, the School should not select students (or reject them) on the basis of age, race, sex, nationality, politics, religion, wealth, life style, family prestige, or physical handicaps.

Each School will have to find its own way of judging candidates. It is generally agreed that a personal interview with each candidate, by the Head of the School or a staff member, is desirable; however this is impractical in the case of very numerous applicants, or for individuals who live at some distance from the institution. Letters of reference are easier to obtain, and several of these should invariably be required. National or local entrance examinations may be useful.

All admission criteria and practices should be continuously reviewed, and adjusted as necessary.

N. Completion Requirements

A clear statement of the requirements for completion of the educational program should appear in a formal document which is available to students and prospective students.

The students, and those persons who are considering entrance into the School, should have full knowledge of what will be expected of them. They should be advised, via a formal document, of how many courses or "credits" they will need, with what quality levels (grades), and what other requirements will be applied to them. The document should describe such supplementary activities outside of class as research

papers, or practice work in libraries, which may be required. If there is a time limit for the completion of the course of study, this should be mentioned. Students must have confidence that no changes will be made in these requirements that will materially impede their progress toward completion. In general, students who begin their studies under a given set of requirements should expect to continue on that basis, even though changes are made in the requirements later.

In all qualitative and quantitative aspects, the requirements of the School should not be lower than the requirements of comparable courses of study within the institution, and of other library/information science programs of the country or region. Students in progress through the course of study should have periodic signals of their success, through course grades and conferences with staff.

O. Credential

Upon completion of requirements, students should be awarded a degree or certificate which is suitable for their level of study.

In some respects, the identification of the "suitable" credential is facilitated by consultation of the Unesco-ISCED statements (cf. section K. *Curriculum*, above). However, the wide diversity of practice internationally in the naming of university degrees (and equivalent credentials from non-university institutions) is obvious. The spirit of this Standard is that the final degree or other credential should be one that knowledgeable persons will identify with a particular level of accomplishment. If there are several library education Programs in a country, effort should be made to harmonize the terminology of their credentials, so that students who have done substantially the same courses of study will have comparable credentials.

P. Governance

Decision-making should be based on clearly defined policy, and should allow staff participation.

Depending upon the nature and traditions of each institution, authority for decision-making may rest with different persons. In some situations, decisions are made by the Head of the School, with little or no consultation among the staff. In other situations, the Head confers regularly with staff on major or even minor points of decision; indeed certain practice calls for staff participation in decision-making through discussion and ballot. The place of students in the decision process also varies widely: from none to a structured approach which permits discussion and voting privileges. In general it appears desirable to follow a plan which – within the framework appropriate to the institution – allows the widest expression of opinion before important decisions are made which affect the entire School. Certainly, regular meetings of the academic staff should be held – at least one per term.

Since decisions need to be based upon some existing understandings, it is recommended that each School should prepare a formal statement of all principal policies and procedures. Insofar as these policies and procedures have a direct impact upon students, they should be expressed in a "bulletin" or other codification which is distributed to prospective and to admitted students. It should be understood that policies, regulations, requirements, etc. which are presented in such a publication will be considered binding upon all persons concerned. When changes are made – preferably after wide participation, as described above – these changes should be made known at once to all concerned persons, and suitable adjustments should be

made in subsequent issues of the "bulletin". Depending upon local circumstances, this "bulletin" may be elaborate or simple, printed or mimeographed; the content is what is important.

Policies and procedures which are of major concern to staff should be codified in a "manual" or other document which is distributed to staff. Changes should be made as the need arises, preferably with wide participation from the staff.

Decisions regarding use of funds and facilities are properly made by the Head. However, the Head should ensure that the basis and criteria for such judgments are made known, and are stable from year to year. Furthermore the Head should consult with staff regarding such determinations.

In general, the whole process of governance in the School should be one that produces a calm and dependable atmosphere. The system should not allow surprises, unexpected changes in the situation, sudden shifts in emphasis or priority. It is most desirable that when changes are contemplated, there should be ample time for study and discussion of them, and their implications, before any decision is reached.

Q. Records

The School should maintain documentation of its major activities.

Files of information on all aspects of the School are needed. It is particularly important to have a thorough dossier of documentation for each student, from the time of first inquiry about admission, through completion of the curriculum and then onward through the graduate's career. There should be files for each member of the academic and non-academic staff, showing all changes in status, evaluations of performance, agreements, controversies, etc. There should be updated descriptions of course content ("syllabi") for the entire curriculum. Files should be kept of student papers; minutes should be kept of staff meetings. Annual reports should be prepared by the Head describing principal events of the year in some detail.

In general, the School should create and retain adequate documentation of its history.

R. Planning

A clear but flexible design for future activity should be prepared, based upon the School's goals and objectives.

Considerations of future activity should be prominent in the thinking of the staff and Head. Such considerations will be most effective if they are based upon prior formulations of goals and objectives (cf. sections B and C, above). It is desirable that a formal "long range plan" should be prepared, with staff consensus, and inscribed in a document. This plan will analyze the potential impact of changes in the society and in the profession upon the goals and objectives of the School. Among its specific considerations, there will probably be attention to the number and level of students to be admitted in the next several years, what changes in staff size should be requested, what changes in curriculum, accommodation, budget, etc. The plan needs to be examined and revised periodically as conditions change.

References

- 1) See Part II, Definitions.
- 2) F. N. Withers, *Standards for Library Service: an International Survey* (Paris: Unesco Press, 1974), p. 9.
- 3) Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures. Paris, 23-27 Sept. 1974. Final Report. Objective 8. P. 28.
- 4) Actes du Conseil Général, 34^e Session, 107-110.