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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE DEVELOPMENT OF AN INSTRUMENT FOR THE EVALUATION OF INTERNATIONALISM IN EDUCATION FOR LIBRARIANSHIP

A DISSERTATION

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BY

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Norman, Oklahoma

1970

THE DEVELOPMENT OF AN INSTRUMENT FOR THE EVALUATION OF INTERNATIONALISM IN EDUCATION FOR LIBRARIANSHIP

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FOREWORD

"Today as always library schools feel pressure for improvement. Throughout their existence they have been criticized freely and frequently, so that they have had little chance to forget their weaknesses."[1] The comment, made nearly thirty years ago, is appropriate in 1970.

Formal education for librarianship in America will celebrate its one-hundredth anniversary in 1987. Dewey chose a program of technical education, which was popular at that time, over the apprenticeship form of training in establishing the first library school in 1887.[2] However, the change of the subject heading from "Training for Librarians" to "Education for Librarianship" came as late as 1952 in Library Literature. This change coincided with the acceptance by the American Library Association of the Standards for Accreditation,[3] which moved library education to the fifth-year level.

The need for library schools in the 1950's in the United States was met partially in the 1960's with schools being added rather quickly. The shortage of librarians and the absence of accurate job descriptions

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[1]Ernest J. Reece, Programs for Library Schools (New York: Columbia University Press, 1943), p. 1.

[2]Carl M. White, The Origins of the American Library School (New York: The Scarecrow Press, Inc., 1961), p. 85.

[3]Josephine Metcalfe Smith, A Chronology of Librarianship (Metuchen, N. J.: The Scarecrow Press, Inc., 1968), p. 172.

were of grave concern in the 1960's. Manpower studies begun in that period are expected to yield some solutions for the 1970's. Although American education for librarianship is highly regarded, it remains very sensitive today of shortcomings and pressures.

Sidney L. Jackson, a professor of library science at Kent State University in Ohio, has commented on one deficiency, saying, "Concern for international studies in our library schools has never risen above the first floor."[1]

This study has been attempted in order to provide a basis for the analysis of the international component in American library education with the purpose of contributing to the improvement of American library education.

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[1] Sidney L. Jackson, "Library Colonialism," Library Journal, XCIV, No. 13 (July, 1969), p. 2537.

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THE DEVELOPMENT OF AN INSTRUMENT FOR THE EVALUATION OF INTERNATIONALISM IN EDUCATION FOR LIBRARIANSHIP

CHAPTER I

INTERNATIONALISM IN HIGHER EDUCATION

Introduction

Modern society is international in character. One of the most significant developments of the post-World War II period is the great leap by U. S. corporations into overseas markets. The United Nations has already called travel "the largest single item in world trade."[1] Modern transportation and communication have propelled us into a physical and psychological neighborhood that is international whether we know it or not. The future will be increasingly influenced by international matters. The international influence is being felt in all educational programs and professional organizations in the preparation of students of today for tomorrow's world.

History and Status of International Education

Ancient and medieval education, in which libraries figured, is described as international primarily due to the mobility of students and

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[1] Horace Sutton, "Tomorrow's Traveler," Saturday Review, LI, No. 1 (January 6, 1968), p. 41.

teachers. Today higher education not only has local commitments but also international ones as well. These programs involve more than mobility of students and faculty; they may encompass ownership of real estate in foreign countries or the responsibilities of membership in a consortium for international affairs. By 1962, sixty percent of the large institutions (8,000 or more students) had programs of some kind that were international in aspect.[1]

Education for librarianship is a small segment of the higher education field. The library school is a professional school, responsible for the supply of librarians for public, school, academic, and special libraries. One of the six recommendations of a Committee of the Ford Foundation, formed at the request of the Department of State in 1959, was that all American universities should improve the competence of their graduate and professional schools to teach and conduct research on the international aspects of their disciplines and professions.[2]

Internationalism, or an international outlook, in recent years has been thrust upon higher education and librarianship by world events. International education, the non-American substance of the school and university curriculums in the United States (see also Appendix I, Definitions), entails more responsibility than an international outlook.

International education has also been defined in terms of the activities involved, such as study abroad, technical assistance, or current

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[1]Edward W. Weidner, The World Role of Universities (New York: McGraw-Hill Book Company, Inc., 1962), p. 6.

[2]Committee on the University and World Affairs, The University and World Affairs (New York: The Ford Foundation, 1960), p. 1.

events courses. International education is a term used to describe the various types of educational and cultural relations among nations, such as goodwill tours of artists, athletes, or educators. While originally it applied merely to formal education, the concept has now broadened to include governmental cultural relations programs, the promotion of mutual understanding among nations, educational assistance to under-developed regions, cross-cultural education, and international communications.[1] Another definition is that international education is a term which describes the various types of individual and group relationships in intellectual, scholastic, and cultural affairs involving two or more nations. From this point of view, it can be said to cover the influences and connections in all fields emanating from one country and affecting one or more other countries.[2] More recently there has been an objection to including cultural relations, cultural affairs, cultural exchange, or international communications in the definition. Although educational, some of these activities are spasmodic and others, if connected with the government, in danger of robbing education of its autonomy and integrity.[3]

Historically described, an international communication of ideas has permeated the academic world for centuries. The education of students

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[1]David G. Scanlon, (ed.) International Education (New York: Teachers College, Columbia University, 1960), p. 1.

[2]William W. Brickman, Introduction to the History of International Relations in Higher Education (New York: The Author, 1960), p. 1. (Mimeographed.)

[3]R. Freeman Butts, "America's Role in International Education: A Perspective on Thirty Years," The United States and International Education, Sixty-eighth Yearbook of the National Society for the Study of Education, Part I, ed. Harold G. Shane (Chicago: The University of Chicago Press, 1969), p. 11.

who came to Greece from all over the known world of ancient times probably provided the earliest cross-cultural learnings. From this natural beginning one of the most utopian of ideas, an international college, was proposed by Comenius in the seventeenth century.[1] Another pioneer of international education was Marc-Antoine Jullien, who, following the Napoleonic wars, published his first works on the need for an international commission on education. Early pioneers of international education argued for loyalty to mankind in an era of nationalism in the nineteenth century.[2]

The contribution by the U. S. government to international education may be traced to the first half of the nineteenth century. Among the early activities were exchanges of books by the Library of Congress and libraries in other countries; international exchanges of documentary materials by the Smithsonian Institution; and the publication of informational essays on the educational systems of different countries by the U.S. Bureau of Education.[3]

The modern era of international education began in 1945 when UNESCO was established. UNESCO operates a clearing house of information about school systems and educational problems all over the world; a program of fellowships (exchange of persons) in education, science, art, social science; library and museum work, and the mass media of informational and audio-visual communications; the promotion of fundamental education in the underdeveloped countries, with special reference to literacy, health

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[1] Scanlon, p. 2.

[2] Scanlon, p. 4.

[3] Brickman, p. 16.

habits, and the like; publication of periodicals, yearbooks, bulletins, and other materials in all the areas of operation; and the three major projects--the promotion of primary education in Latin America, the mutual appreciation of Asian and Western cultures, and the development of arid zones.[1]

Today, "it would be strange indeed if the colleges and universities had not been enlisted to play and did not themselves seek a leading role" in international education.[2] International education can be accomplished in a variety of ways. The State University of New York has a Dean of International Studies, and the program permeates the entire state university system. Another plan suited to one discipline involves both curricular and extracurricular activities, research, study abroad, and technical assistance contracts.

Although the number of articles in Education Index on international education is smaller in more recent years, the content of the recent articles reflects a realization of the extensive worth and of the multiplicity of problems involved in international education. Ten of the fourteen articles published in the period 1947-1950 used "international understanding" in the title. Later articles, however, deal with the value of international education in tensions research [3] and synonymy with liberal education.[4]

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[1]Brickman, p. 19.

[2]Weidner, p. 2.

[3]Howard Lee Nostrand, "Toward Selective Planning in International Education," Educational Record, XXXI, No. 4 (October, 1950), p. 409.

[4]Donald C. Stone, "Some Research and Action Needs in International Educational Exchange," Educational Record, XXXIX, No. 4 (October, 1958), p. 376.

However, the fifties were seen as a period of unplanned proliferation of international education and cultural activities on all sides.[1] Quantitatively, the trend continued into the 1960's. Over 20,000 American students were abroad in 1960-1961, twice the number of 1954-1955.[2] Students representing two hundred colleges and universities were attending World Campus Afloat in the late 1960's. However, the 1960's are considered a watershed. Two important reports appeared early in the 1960's which analyzed and identified the role of the American university and college in internationalism. These reports are known by the names of the chairmen, Morrill and Nason. The recommendation of the Morrill report has already been cited on page two. The Nason report[3] concerned itself with liberal education, the undergraduate, and study abroad.

After President Johnson's message to Congress on international education and health on February 2, 1966, the International Education Act was introduced in the House of Representatives. This act was aimed at strengthening the resources of American colleges and universities in international studies and research. Its passage and failure to be funded has been referred to as the "scandal of the year."[4]

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[1]The American Assembly, Columbia University, Cultural Affairs and Foreign Relations (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963), p. 150.

[2]R. Freeman Butts, American Education in International Development (New York: Harper & Row, Publishers, Incorporated, 1963), p. 12.

[3]Committee on the College and World Affairs, The College and World Affairs (New York: Edward W. Hazen Foundation, 1964).

[4]Ben Brodinsky, "Top Ten Major Events in U. S. Education in 1967," AAUW Journal, LXI, No. 3 (March, 1968), p. 129.

Without funds the act gave little opportunity for international education to prove its usefulness in cooperation with other disciplines and professions or to establish itself as an objective discipline. Since the climate for development of either was probably more receptive then than ever before, the event may be seen as a tragic delay of action rather than a total loss of the initial impetus.

If international education is viewed as the "basic resource and cornerstone of free world development and free world unity,"[1] a statement such as "encouraging anything international, because it is the thing to do today in higher education"[2] seems truthfully reflective of the situation but unfair to a great potential within American higher education.

Internationalism in Librarianship

The librarian deals directly with the world's peoples and their written and oral communication. The librarian should have a broad understanding of the international scene in order to perform public service intelligently. Some librarians will develop beyond this to specializations that require, because of subject, langauge, or geographical location, more knowledge of international matters. A smaller number will be away from their native land in a work capacity at some time in life. A reflection of these international interests of librarians should be apparent in education for librarianship.

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[1]Peter F. Drucker, "American Higher Education: Cornerstone of Free World Unity," Current Issues in Higher Education, ed. G. Kerry Smith (Washington, D.C.: Association for Higher Education, National Education Association, 1960), p. 19.

[2]Clyde E. Kelsey, "A New Dimension of Responsibility for Higher Education," Educational Record, LXVI, No. 4 (Fall, 1965), p. 346.

Recently library science has been called "the global discipline strategically best suited to bring about one world of understanding in a world of conflicting cultures no longer apart by time and space."[1] The international interests of professional librarians are first in the area of materials for research, both in acquisitive and service functions; often in international committee work; sometimes in exchange of persons programs; and recently in technical assistance to developing countries. The work of any American librarian at almost any time may be with materials non-American in origin.

Waples refers to "librarianship, historically and actually, as an empirical and a somewhat national science."[2] The writings of Munn and Pierce[3] on library education reflect only concern for a satisfactory national system of training. Carnovsky says "perhaps American librarianship is distinct and requires unique preparation."[4] Danton scores the thirty-two schools of the 1940's for remaining in the basic tradition with respect to curriculum and approach for sixty years.[5] Wheeler admits

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[1]Howard W. Winger, "Education for Area-Studies Librarianship," Library Quarterly, XXXV, No. 4 (October, 1965), p. 371.

[2]Douglas Waples and Harold D. Lasswell, National Libraries and Foreign Scholarship (Chicago: The University of Chicago Press, 1936), p. 99.

[3]Cf., e.g. Ralph Munn, Conditions and Trends in Education for Librarianship (New York: Carnegie Corporation, 1936), 49pp. and Helen Frances Pierce, Graduate Study in Librarianship in the United States (Chicago: American Library Association, 1941), 87pp.

[4]Leon Carnovsky, "Education for Librarianship Abroad," Education for Librarianship, ed. Bernard Berelson (Chicago: American Library Association, 1949), p. 83.

[5]J. Periam Danton, Education for Librarianship: Criticisms, Dilemmas and Proposals (New York: School of Library Service, Columbia University, 1946), p. 5.

librarians must be "out looking and socially minded"[1] and Reece says library schools may have been "limiting their field of opportunity, unnecessarily and even illogically,"[2] but these phrases could be used to document a variety of programs. In the volume issued for the bicentennial of Columbia University, New York, the School of Library Service announced its desire to continue its role as a "national library school"[3] despite a suggestion from alumni that it offer training for international librarianship.[4]

The title, International Aspects of Librarianship, unfortunately, does not pertain to education for librarianship. However, the last two sentences infer a responsibility. "The contents of our libraries are international in scope. We, too, must be international in our thinking."[5]

At the Institute on the Future of Library Education, April 25-28, 1962, held in Cleveland, Ohio, types of competencies of librarians were listed and suggestions for changes in education necessary to provide competent personnel were given. The list of competencies included an indication of the number of discussion groups that recorded all or part of

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[1]Joseph L. Wheeler, Progress & Problems in Education for Librarianship (New York: Carnegie Corporation, 1946), p. 9.

[2]Ernest J. Reece, The Task and Training of Librarians (New York: King's Crown Press, 1949), p. 84.

[3]Ray Trautman, A History of the School of Library Service, Columbia University (New York: Columbia University Press, 1954), p. 54.

[4]Trautman, p. 64.

[5]Flora B. Ludington, "The American Contribution to Foreign Library Establishment and Rehabilitation," International Aspects of Librarianship, ed. Leon Carnovsky (Chicago: The University of Chicago Press, 1954), p. 124.

the statement of competency. Under the division, competency in special knowledge, the statement, in foreign languages and cultures of other countries, received a five, the only statement with so high a figure.[1] Under the list of suggestions for educational changes, there was no mention of cultures of other countries and a conflicting view on the extent of foreign language needed.[2]

At library conferences speakers have warned of the changing social order. Karl J. Weintraub said, "In the world we inhabit, lack of knowledge about life abroad will not just be unpardonable but dangerous."[3] At the conclusion of the Conference-Within-a-Conference Samuel Gould said, "Education finds itself constrained to balance itself precariously between an honest desire to teach according to humanistic principles and an ever-present necessity to train for survival in an age of horrendous dangers."[4]

The government survey of library education programs completed in 1964 summarized the structure of library education as made up of institutions with two different levels of responsibility: state and national.[5]

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[1]Ruth Warncke, "Types of Competence to Fill the Libraries' Changing Role: A Synthesis of Seminar Reports," Journal of Education for Librarianship, III, No. 1 (Summer, 1962), p. 42.

[2]"Suggestions, Recommendations, and Proposals," Journal of Education for Librarianship, III, No. 1 (Summer, 1962), p. 55.

[3]Karl J. Weintraub, "Recent Social and Cultural Developments," Persistent Issues in American Librarianship, ed. Lester Asheim (Chicago: University of Chicago, Graduate Library School, 1961), p. 4.

[4]Samuel B. Gould, "Education: A Decade of Dilemmas," American Library Association Bulletin, LVII, No. 9 (October, 1963), p. 842.

[5]"Summary of Report of the U.S. Office of Education, Survey of Library Education Programs, Fall, 1964," American Library Association, Education Division Newsletter, No. 59 (September, 1966), p. 4.

There have been no significant changes to refute that summarization of the structure of library education. .

International Aspects of the American Library Association

The American Library Association strongly influences libraries and library education. The Association, as early as 1948, was one of the sponsoring organizations in an Institute of Adult Education which undertook to study the forces present in American life that made for possible understanding of international matters.[1] The International Relations Round Table was organized in 1949 and in the same year co-sponsored an intensive study week for the purpose of briefing librarians going abroad and to aid librarians who would be guiding overseas librarians in the United States.[2]

In the 1950's there were many activities in which librarians were taking part, such as the People-to-People book program,[3] and projects in which the American Library Association or the Library of Congress or both were involved, such as the Florence Agreement to reduce tariff on books and other materials.[4] In 1960 the American Library Association showed an interest in internationalism because of a joint national meeting with the

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[1]Thomas R. Adam, Education for International Understanding (New York: Teachers College, Columbia University, 1948), p. v.

[2]Helen E. Wessells, "History of the International Relations Round Table," Foreign Service Directory of American Librarians, ed. Janet C. Phillips. (Pittsburgh: University of Pittsburgh Book Center, 1967), p. ix.

[3]Lucile M. Morsch, "Cultural Diplomacy and the Librarians," D. C. Libraries, XXXI, No. 3 (July, 1960), p. 37.

[4]Morsch, p. 35.

Canadian Library Association. The Association is a member of the International Federation of Library Associations and other similar organizations. The ALA has maintained an International Relations Office in Washington, D.C., since 1967, which works primarily with any technical aid projects involving libraries, offering particular assistance to programs of library education and training either in promotion of programs abroad or the utilization of U. S. training for librarians from abroad.[1]

A standing committee of the American Library Association on International Relations acts primarily as liaison in matters concerning exchange librarians and cooperates with the Library Education Division, which is charged with a "continuous study and review of changing needs for library education."[2] An ALA subcommittee on equivalencies and reciprocities has recently proposed an overseas library education survey team approach.[3] The third edition of the Foreign Service Directory of American Librarians issued in 1967 was co-sponsored by the American Library Association. The 1009 librarians listed in the directory constitute approximately three percent of the membership of the American Library Association.[4] In the potential activities discussed by Library Education Division President, Rose L. Vormelker, in 1967, was the sponsoring of an international

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[1] "IRO Guidelines for Action," American Library Association Bulletin, LXIII, No. 11 (December, 1969), p. 1501.

[2] "Report of the Library Education Division President 1959-60," American Library Association Library Education Division Newsletter, No. 35 (August, 1960), p. 13.

[3] "Midwinter in New Orleans," American Library Association Bulletin, LXI, No. 3 (March, 1967), p. 308.

[4] Lewis F. Stieg, "American Librarians Abroad, 1946-65," Library Quarterly, XXXVIII, No. 4 (October, 1968), p. 317.

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[3]Lucile M. Morsch, "Cultural Diplomacy and the Librarians," D. C. Libraries, XXXI, No. 3 (July, 1960), p. 37.

[4]Morsch, p. 35.

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[1]"IRO Guidelines fo[illegible]Library Association Bulletin, LXIII, No. 11 (Decemb[illegible]501.

[2]"Report of the Library Education Division President 1959-60," American Library Association Library Education Division Newsletter, No. 35 (August, 1960), p. 13.

[3]"Midwinter in New Orleans," American Library Association Bulletin, LXI, No. 3 (March, 1967), p. 308.

[4]Lewis F. Stieg, "American Librarians Abroad, 1946-65," Library Quarterly, XXXVIII, No. 4 (October, 1968), p. 317.

library school, which would concentrate on aspects of library education pertinent to situations in developing nations and comparative librarianship as it concerns all countries.[1]

W. W. Bishop, who chaired the ALA Committee on International Relations in 1926 at the fiftieth anniversary of the American Library Association, has been called the first international librarian.[2] Foster Mohrhardt, who was inaugurated in 1967 as president of the American Library Association, has been referred to as the second.[3] His inaugural address pointed out that (1) international programs have assumed a major role in the work of the Association and its members and (2) newer problems are those that call for international solutions.[4] Number seven in the nine major goals of the American Library Association for the future is: increased participation in the development of libraries and librarianship throughout the world.[5]

Internationalism in Library Schools

The library schools also have certain tangible evidence of international activity. The enrollment of foreign students in American

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[1] "From the LED President," American Library Association Education Division Newsletter, No. 63 (October, 1967), p. 2.

[2] "International Group," American Library Association Bulletin, XX (1926), p. 514.

[3] Conference on International Responsibilities of College and University Librarians, October 2-4, 1967. State University of New York, Oyster Bay.

[4] Foster E. Mohrhardt, "Libraries Unlimited," American Library Association Bulletin, LXI, No. 7 (July-August, 1967), p. 818.

[5] "A.L.A. Goals for Action 1967," American Library Association Bulletin, LXI, No. 8 (September, 1967), p. 952.

library schools in the fall of 1964 was approximately seven percent of the total number of students enrolled in the M.L.S. program. These students came from approximately fifty different foreign countries.[1]

The University of Pittsburgh in 1962 became the thirty-sixth school to be accredited by the American Library Association and the only school whose stated purpose from its founding is to train librarians for here and abroad. An International Library Information Center was established there in 1965, with the responsibility of acting as a clearing house of information on library development, documentation and book production and distribution in the United States and abroad and acting as a training and research center in the field of international librarianship.[2] The Brewster study, which placed the University of Pittsburgh Library School high on an international index, was the first and only attempt to evaluate the extent of the activities of American library schools in internationalism.[3]

An examination of the catalogs of the forty-three library schools accredited by the American Library Association for the extent of the offering of courses dealing with the international aspects of library science showed that twenty-four schools had one course. Courses with titles using the word, international, and courses whose titles led to

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[1] "Accredited Library School Enrollment Statistics: 1963-64," Journal of Education for Librarianship, VII, No. 1 (Summer, 1966), p. 40.

[2] "International Library Information Center," American Library Association Education Division Newsletter, No. 43 (June, 1965), p. 7.

[3] Beverly J. Brewster, "International Library School Programs," Journal of Education for Librarianship, IX, No. 2 (Fall, 1968), p. 138.

reading the description to determine the relevance of the content to internationalism were counted. Courses in International Documents and Comparative Librarianship were the ones most often listed. Courses in history, administration, or subject bibliography, which may or may not have an international flavor, were not counted. Ten schools had more than one course.

The 1969-1970 catalog of the library school of the Pratt Institute, Brooklyn, devoted an added paragraph to an added purpose or as they term it, another dimension, the international. One other school has changed the word, national, to the word, international, in describing its objectives. The literature of library education as indexed by Library Literature ignored these changes; in fact, subject headings for the international aspects of library education were lacking, while international library concerns were noted. The number of citations for a variety of international library concerns has been increasing, ranging from fifteen entries in the period, 1921-1932, to forty-five entries for one year, 1968. Many of the citations in Library Literature referred to international meetings or international cooperative projects. The national library of a country is often involved first in these activities, such as the shared cataloging program of the Library of Congress in recent years. The shared cataloging program, however, affects other libraries in the academic field,[1] and therefore, education for librarianship, especially education of academic librarians.

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[1] Marietta Daniels Shepard, "International Dimensions of U.S. Librarianship," American Library Association Bulletin, LXII, No. 6 (June, 1968), p. 700.

It might be said that the relation of international education to library education is no more than the result of the influence of a more cosmopolitan system of higher education in the United States, but even so, the program should be educationally productive and not disjointed. If library education's international program is to be meaningful, it must subscribe to goals and relate the activities to the goals.

CHAPTER II

REVIEW OF THE LITERATURE

Types of Materials in International Education and Librarianship

Several rather extensive writings in the field of international education have been done in the 1960's and these have provided an easily accessible chronicle of events and a description of activities. The writings have been mostly in the form of collected works in a single volume or journal articles. The topic has had limited treatment as a result of this type of publishing. The authors should have been encouraged to expand to needed depths in theories and definitions.

Two yearbooks have appeared which have been devoted to international education. The 1964 English publication was entitled Education and International Life and the 1968 yearbook of the National Society for the Study of Education was called The United States and International Education.[1]

Two bibliographies are extensive. The Crabbs bibliography is annotated. The Michie bibliography was up-dated for the publication he

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[1]Cf., e.g. George Z. F. Bereday and Joseph A. Lauwerys, (eds.) Education and International Life, The Yearbook of Education, 1964. (London: Evans Brothers Limited, 1964), 493pp. and Harold G. Shane, (ed.) The United States and International Education, Sixty-eighth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1969), 379pp.

edited, entitled Diversity and Independence Through International Education.[1] It had first appeared in the governmental publication prepared to support passage of the International Education Act. The government publication was also primarily a compilation of journal articles.[2]

The study project of Education and World Affairs, a private, nonprofit organization, with five areas--business administration, agriculture and engineering, law, public health, and education--resulted in five volumes, later combined into one, entitled The Professional School and World Affairs.[3]

In the review of the literature of international education the references to comparative work, travels, international schools, handbooks, and directories were eliminated. In the area of librarianship the separation of libraries and library education is a constant problem. Probably the outstanding volumes of the 1960's in library education and internationalism are Asheim's and Bonn's.[4] Gelfand's and Bone's, while

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[1]Cf., e.g. Richard F. Crabbs and Frank W. Holmquist, United States Higher Education and World Affairs (New York: Frederick A. Praeger, 1967), 207pp. and Allan A. Michie, (ed.) Diversity and Independence Through International Education (New York: Education and World Affairs, 1967), 208pp.

[2]U. S., Congress, House, Committee on Education and Labor, International Education: Past, Present, Problems and Prospects, 89th Cong., 2d Session, 1966, Selected Readings to Supplement H.R. 14643. (Washington, D.C.: U.S. Government Printing Office, 1966), 565pp.

[3]Committee on the Professional School and World Affairs, The Professional School and World Affairs (Albuquerque: The University of New Mexico Press, 1968), 408pp.

[4]Cf., e.g. Lester Asheim, Librarianship in Developing Countries (Urbana: University of Illinois Press, 1966), 95pp. and George S. Bonn, (ed.) Library Education and Training in Developing Countries (Honolulu: East-West Center Press, 1966), 199pp.

outstanding, deal with libraries abroad and education for librarianship in various parts of the world, respectively.[1]

These materials facilitated study because of their form primarily, but they have contributed to the content of this paper as well. The logical disposition of some of the issues concerning the development of an evaluative instrument forced perusal of additional materials in the social foundations of education. The remainder of this chapter is devoted to the concerns felt for attempting to reduce an area of education that is traditionally vague, idealistic, and emotional to a practical checklist and to the literature, ranging across general education, to support that decision.

Social Foundations of Education

There is a disparity in the world between the aspirations for education and the resources for education despite extensive investments being made in the educational systems of various countries.[2] The solution does not seem to be additional money any more than a tendency to a systems analysis technique[3] to determine the best way to spend the available money. It is not enough simply to educate more prople. The need is to educate in such a way that education becomes an instrument for helping society achieve its goals.

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[1]Cf., e.g. M. A. Gelfand, University Libraries for Developing Countries (Paris: Unesco, 1968), 157pp. and Larry Bone, (ed.) Library Education, An International Survey (Urbana: University of Illinois Graduate School of Library Science, 1968), 388pp.

[2]Philip H. Coombs, The World Educational Crisis, A Systems Analysis (New York: Oxford University Press, 1968), p. 4.

[3]Roy E. Lave, Jr. and Donald W. Kyle, "The Application of Systems Analysis to Educational Planning," Comparative Education Review, XII, No. 1 (February, 1968), p. 39.

Goals constitute a part of the information needed for a systems analysis. A goal is a central concept in the study of organizations. Sociologically, the organization (school) is the aggregate that uses the institution (education). Goals may be termed output or support goals. An output goal is one that immediately or in the future reflects in some product, service, skill or orientation which will affect, and is intended, to affect society. A support goal is the end desired by a person responsible for maintenance activities. Gross listed "preserve cultural heritage" as one of seventeen output goals for the university.[1]

Sociologists commonly conceive the function of education as the transmission of culture from generation to generation.[2] Education, an institution acting as a regulator of society, finds the task difficult in a modern industrial society in the twentieth century because our culture has been described as unintegrated. Two of the factors, for example, contributing to a nonintegrated culture are the mobility of people, geographically and socially, and the numerous change-inducing items in the culture, such as the microscope which aids discovery. Among three factors cited by Chase as increasing the difficulty of the transmission of culture was "the redefinition of the culture to include civilizations previously ignored in Western education."[3] Culture is being referred to in this

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[1]Edward Gross and Paul V. Gramsbsch, University Goals and Academic Power (Washington, D.C.: American Council on Education, 1968), p. 14.

[2]Lawrence Stenhouse, Culture and Education (New York: Weybright and Talley, 1967), p. 1.

[3]Francis S. Chase, "Education's New Challenge to the Urban University," Encounters with Reality ed. Morey R. Fields (New York: The Center for Applied Research in Education, Inc., 1967), p. 19.

discussion as an abstraction, not as materials or artifacts of a culture. In this era it may be said that the dominant agency, such as the church was in the Middle Ages, has given way to the dominant values to be transmitted. A liberal and creative interpretation of this statement would be, "the object of education is to make culture more a resource and less of a determinant."[1]

We speak of cultures and subcultures, and these are related to nationalism and national characteristics, as indicated by this quote, "If the ethnic group attempts to create its own national identity in addition to its cultural, linguistic, or regional separateness, then the two systems of communication stand in direct competition, and a disintegration of one of them is possible, though the system which proves dominant will finally either way create or maintain a form of national identity."[2]

From the advent of Christianity Western man has dreamed of a universal order, but education has not been used for an international order as it has been to meet national needs.[3] In the United States education in the early twentieth century was used as a major force in the assimilation of immigrant children.[4] In older nations the idea of

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[1]Stenhouse, p. 10.

[2]Henri Tajfel, "The Formation of National Attitudes: A Social-Psychological Perspective," Interdisciplinary Relationships in the Social Sciences, ed. Muzafer Sherif and Carolyn W. Sherif (Chicago: Aldine Publishing Company, 1969), p. 167.

[3]Thomas Woody, "The Trend Toward International Education," School and Society, LXXXIII, No. 2077 (January 21, 1956), p. 19.

[4]Stewart E. Fraser, "Foreign Interpretations and Misinterpretations of American Education: Historical Notes," International Education: Understandings and Misunderstandings, A Symposium Sponsored by Kappa Delta Pi, Peabody International Center, ed. Stewart E. Fraser (Nashville, Tennessee: George Peabody College for Teachers, 1969), p. 22.

nationalism has developed to the point of entrenchment. In the developing nations there is a need for nationalism to lend inner vigor and international ties to aid social development. Nationalism developing under these conditions and in this period of rapid nation-formation may be a variant. There may be a new theory of internationalism for Americans in the process of formulation according to an English authority.[1]

Nationalism can be described variously, but one way is as an attitude. It is the definition of nation that varies with certain characteristics of the attitude towards it rather than the other way around.[2] Attitude-change is possible.[3]

An example of the evolutionary changes in international relations is recognition of the three phases: primitive, aristocratic, and democratic. In the first phase the intelligent captive was enslaved rather than killed; in the aristocratic, the favorable balance in cultural exchange was kept by enticing the artisan from abroad and preventing export of skills. In the democratic phase, many economic, political, and cultural organizations dedicated to international exchange evolved. Compromise, peace, or world order was better than struggle.[4]

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[1]Brian Holmes, "Comprehensions and Apprehensions Concerning American Educational Philosophy," International Education: Understandings and Misunderstandings, A Symposium Sponsored by Kappa Delta Pi, Peabody International Center, ed. Stewart E. Fraser (Nashville, Tennessee: George Peabody College for Teachers, 1969), p. 32.

[2]Tajfel, p. 138.

[3]Herbert C. Kelman, "Changing Attitudes Through International Activities," The Journal of Social Issues, XVIII, No. 1 (January, 1962) p. 86.

[4]Harold H. Fisher, "The Fourth Element in International Relations," To Strengthen World Freedom, Special Publications Series, No. 1. (New York: Institute of International Education, 1961), p. 26.

In order to bring about other than evolutionary change, to attempt the engineering of international change,[1] social communication must acquire the properties of social influence. The transition is possible if the message is acceptable to the population or builds a cognitive structure that will coexist or dominate the competing view, in this case, a world in which the human groups as nations are seen as salient and important.[2]

> The nation is today the largest community which, when the chips are down, effectively commands men's loyalty, overriding the claims both of lesser communities within it and those which cut across it or potentially enfold it within a still greater society, reaching ultimately to mankind as a whole. In this sense, the nation can be called a "terminal community," with the implication that it is for present purposes the effective end for man as a social animal, the end point of working solidarity between men.[3]

There is no denying that there is conflict, but nationalism and internationalism are not the extremes or the opposites so often presented. We have never had such a world situation, compounded by technological advances; and we do not know to what extent to adopt an international viewpoint or to what extent an international viewpoint will bring success, for we do not know what success is. And our reason for contemplating its possibilities may be solely the fear of the alternative, destruction.

"Geography has not always made us neighbors; history has not always made us friends; economics has not always made us partners;

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[1] Michael J. Flack, "An Attempt at Perspective," International Education and Cultural Exchange, V, No. 2 (Fall, 1969), p. 4.

[2] Tajfel, p. 158.

[3] Rupert Emerson, From Empire to Nation, the Rise of Self-Assertion of Asian and African Peoples. (Cambridge: Harvard University Press, 1960), p. 95.

necessity has not always made us allies."[1] In that case, why plan for the future!

Ours is an age of mass societies, in which the requirements of urbanization and industrialization, together with the availability of powerful media for communication, provide all the necessary conditions for extensive manipulation and control of the behavior of masses. An interest in controlling the behavior of its population is, of course, a characteristic of every society. What is unique is that this is one on a mass scale, in a systematic way, and under the aegis of specialized institutions deliberately assigned to this task. It behooves the social scientist, therefore, to be concerned with the nature of the product that he is creating and the social process to which he is contributing.[2]

Can Society Tolerate the Kind of Men It Creates

> If there is a question whether biological man and psychological man can tolerate his own society, there is also the no less serious questions whether any society can long endure which creates men who are in varying ways either over or under socialized. Modern man suffers alienation on the one hand and overconformism on the other. He is exploitative, manipulative, and opportunistic but also oppressed, exploited, and manipulated. But most critical of all, can a society endure constituted of men who have suffered a failure of nerve--who have seen every success expose a more serious problem so that the whole idea of progress is undermined?[3]

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[1] Franklin Parker, "The Importance of Education in International Affairs," (Norman: University of Oklahoma, 1966), p. 5. (Mimeographed.)

[2] Herbert C. Kelman, A Time to Speak: On Human Values and Social Research (San Francisco: Jossey-Bass Inc., 1968), p. 15.

[3] Silvan S. Tomkins, "Personality Theory and Social Science," Interdisciplinary Relations in the Social Sciences, ed. Muzafer Sherif and Carolyn W. Sherif (Chicago: Adline Publishing Company, 1969), p. 201.

As may so often happen in the study of man, his problems and lack of solutions, a pessimism, created by confrontation with truth, must be alleviated by hope, faith, or work toward "progress." Education for internationalism recognizes the existence of nation-states but also attempts to see the world and mankind as one great whole, which happens to be divided into nation-states. "Thus, it is not too much to say that the study of education is now approaching a new flowering of humane study--an element or perspective in a great many serious disciplines."[1] "The modern university is involved in no less than the survival of our civilization and the future of the human race."[2]

Librarianship, too, has been asked by the youth of its professional association to take a stand.

> It is the view of the Committee that the social responsibilities of the ALA must be defined in terms of the contribution that librarianship as a profession can make in the effort to ameliorate or even solve the many critical problems of society. For example, libraries can play a significant role in the education or acculturation of the underprivileged . . . by mounting high priority programs to make . . . . informational materials easily available to such citizens and by developing techniques whereby they are encouraged to develop an interest. . . . With respect to many critical social issues, however, the indirect responsibility of librarianship is no less important. It is essential to make freely available the full range of data and opinion on all aspects of such problems and to develop methods of interesting the public in learning the facts and varying points of view regarding the issues that confront us.
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> Currently the number of such critical problems is immense. . . . As an Association, our position should be support for all efforts to help inform and educate the people of the United States to the gravity of these problems, to encourage them to

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[1] Edmund J. King, Education and Social Change (Oxford: Pergamon Press, 1966), p. 22.

[2] Robert F. Goheen, The Human Nature of a University (Princeton, N.J.: Princeton University Press, 1969), p. 24.

> read the many views on, and the facts regarding, each problem so that in the exercise of their democratic prerogatives they will not be guided solely by the relatively restricted number of points of view represented in the mass media or by prejudice, passion or ignorance. Additionally, ALA should be willing to take a position for the guidance and support of its members on current critical issues and should endeavor to devise means whereby libraries can become more effective instruments of social change.[1]

It is felt that American philosophers of education should continue to search for a new rationale for American education. "Success would mean that a new system of philosophy would evolve to give general answers to the main philosophical questions and to major socio-political issues of the day.[2] A new philosophy is needed because of the reforms being made in education, the changing conditions as to sources of laws and funds, and the need to look at non-Western systems of thought. This philosophy needs to be logically consistent within a philosophical system, sociologically appropriate, and capable of international-comparative application.[3]

The second issue is brought into focus by this remark: "A world view will require us to think again of the educated man."[4] The chasm between liberal education and specialized education, or the humanities vs. science, has been bridged in words many times. One such view is: "I have argued that there should not be a divergence between general

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[1] First Report of the Activities Committee on New Directions for ALA and Subcommittee Reports (Chicago: American Library Association, 1970), p. 2.

[2] Holmes, p. 30.

[3] Holmes, p. 34.

[4] Claude S. Phillips, "The Present World Challenge to Higher Education," Educational Record, XLIV, No. 3 (July, 1963), p. 272.

education and specialism, in that specialism requires the context of inquiry in order to free it from the narrow bounds of mere training, while general education needs to be grounded in the rigor of disciplines before relationships can be seen and applied."[1] For Bell, general education is the same as liberal education. Liberal education began with the reexamination of the known ideas of an earlier Greek society. "The central idea of liberal education is . . . the idea of individualism and individual freedom."[2] "Nor can we, with intelligence, look into human affairs without realizing that men's aspirations for significance and value are ever at stake. The mind of the educated man is properly focused not only on the mechanics of our social and political existence, critical as these are, but also on the fundamental values which undergird a free society and make possible the opportunities for self-realization that he enjoys within it. I mean, for example, belief in a republican form of government, in equality of opportunity, in intellectual freedom, in the dignity and worth of the individual."[3]

What of the informed opinion on international affairs of the private citizen, the basis for democracy? "The emotional reactions of millions of uninformed democratic citizens do not make for knowledgeable

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[1]Daniel Bell, "The Scholar Cornered, about The Reforming of General Education," American Scholar, xxxvii, No. 3 (Summer, 1968), p. 406.

[2]Harold Taylor, "Individualism and the Liberal Tradition," The Goals of Higher Education ed. Willis D. Weatherford, Jr. (Cambridge: Harvard University Press, 1960), p. 10.

[3]Goheen, p. 97.

and rational opinions but generate a mass mood which is unstable because it lacks intellectual structure and factual content.[1]

To be slightly humorous and mathematical, in view of serious things, internationalism may result in 0--nation confronting nation and the result, annihilation; 1 - 1 = 0. It may add up to 1, dominance or alliance of nations. Dr. Cormack suggests John Useem's "third culture," or 1 + 1 = 3. This is, no doubt, the ultimate, the successful blending to make a new culture.[2] The "third culture" is not an addition of non-Western culture, 1 + 1 = 2. This latter interim step may well be the viewpoint of Dr. Caldwell, who says "no matter how deeply involved an American university may be in international education, it still is oriented toward one civilization rather than toward mankind. To serve one civilization well, a university must look toward cultures."[3] The idea of a third culture is phrased as a change in structure caused by re-interpretation of the purpose to be achieved through the social sciences. Integration requires preoccupation with mankind not any one man.[4]

The mathematical equations may seem strange; in the light of many American experiences in technical assistance projects, the answers they used from the back of the mathematics book have been wrong. More

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[1]W. W. Kulski, International Politics in a Revolutionary Age (New York: J. B. Lippincott Company, 1968), p. 476.

[2]Margaret L. Cormack, "The Wandering Scholar," International Educational and Cultural Exchange, III, No. 4 (Spring, 1968), p. 49.

[3]Oliver J. Caldwell, "Search for Relevance in Higher Education," International Educational and Cultural Exchange, IV, No. 3 (Winter, 1969), p. 6.

[4]Robert C. Hammock, "Internationalism in Education," Clearing House, XXXVI, No. 2 (October, 1961), p. 80.

success for trainees (Peace Corps, for example) has been sought. The analysis of programs, from 1946 to 1966, showed a progression from an emphasis on technical skills and language study to the addition of cross-cultural communications techniques. The need for the human aspects of overseasmanship was found to be foremost.[1]

The specialist, the professional as a world citizen, expects in the future to deal with cultural differences in the same way that he now deals with individual differences.[2] He expects a heightened sense of supranational colleagueship. Further, the profession may expect the expanded knowledge to be of help in improving practice and developing the underlying theory on which effective practice may be based.[3]

The issues then have been: internationalism vs. nationalism and liberal vs. specialized education. In the first instance the statement that "those who work for education's advancement are dedicated to the mission of international cooperation simply because it is indisputably right"[4] may express personal feelings, but the statement that "loyal citizenship of one's own country is consistent with worldmindedness and

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[1]Charles Kenneth Bolton, "Training for Cross-Cultural Adjustment and Effectiveness" (unpublished Ph.D. dissertation, Department of Social Psychology, Case Western Reserve University, 1967), p. 81.

[2]Irvin T. Sanders, Professional Education for World Responsibility (New York: Education and World Affairs, 1968), p. 27.

[3]Sanders, p. 28.

[4]William W. Marvel, "American Higher Education in Service Abroad," Liberal Education, XLIX, No. 4 (December, 1963), p. 545.

[that] national interests are found to suffer if international interests are ignored"[1] is a better statement for the professional.

Concerning the division between specialized and liberal education, Commager says, "it would be folly to suggest that we might solve the problems that crowd about us by a return to the classics, or to the deadly drill to which eighteenth-century youngsters were exposed. But it may not be irrelevant to recall that our earlier philosophy of education was associated with a political and international system that was affluent and successful, and that our contemporary technical and problem-oriented education is not."[2] However, the second concern is really one of "how" and "when," not "why"; it resolves itself partially by equating liberal with undergraduate and specialization with graduate education.

In Chapter I the events of an international world have been shown to be influences on higher education and education for librarianship. Chapter I is both a description and a chronicle. It points out indirection, uneveness, and possible proliferation of activities in internationalism. It does not reveal the more basic issues that a person must consider if he wishes to work with almost any phase of internationalism, at first, personally, and secondly, as a professional. In Chapter II these basic issues are discussed in a review of the literature.

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[1] Education for International Understanding, Examples and Suggestions for Class-Room Use (Paris: Unesco, 1959), p. 11, quoting Unesco document ED/142, 1955.

[2] Henry Steele Commager, "Education and the International Community," Phi Delta Kappan, XI, No. 5 (January, 1970), p. 234.

Before the concept of an evaluative instrument was approached, these issues had to be discussed.

The concept of developing an instrument for the evaluation of internationalism in library education stems from the need to relate the growing number of activities of an international nature to educational goals. Library education, since it is relatively small and compact, has been used often for research studies.[1] The use of media by library schools in teaching was studied by Herman Totten, then a student at the University of Oklahoma. The extent to which education for the information scientist is offered in library schools is another example of recent studies about the impact of new technological developments directly upon the book world. International education, on the other hand, although shown to be related to librarianship, is not yet in the mainstream of library education. The evaluative instrument was chosen as the form desirable in order to focus the current study on not only the current status but to cite new competencies to be reached.

Having decided that an evaluative instrument was lacking and perhaps desirable and that these important issues and postures must be evident in the proposed instrument, the form of the instrument was thought to be necessarily short, concise, and as streamlined as possible. Innovative

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[1]Cf., e.g. Herman Lavon Totten, "An Analysis and Evaluation of the Use of Educational Media in the Teaching of Library Science in Accredited Graduate Library Schools." (unpublished Ph.D. dissertation, College of Education, University of Oklahoma, 1966), 179pp. and Dorothy Brace Lilley, "Graduate Education Needed by Information Specialists and the Extent to Which It Is Offered in Accredited Library Schools." (unpublished D.L.S. dissertation, School of Library Service, Columbia University, 1969), 251pp.

and futuristic, the instrument would strive to carry the essence of the current educational thought generally. Activities were tangibles but needed connection to goals. Self-evaluation was the democratic technique to foster improvement. The instrument was to be open-ended, giving goals and examples from which a school could be guided to arrange the same activities to achieve other goals. The instrument was to recognize the educational program of both student and teacher. The scoresheet was to be designed to be systematic and graphic, allowing a school to plan, seeing the effect of planning. The proposed checklist would allow a school that wanted to retain its present program or a school which wanted an international viewpoint or a school that wished to specialize to enter the checklist at these points and find additional activities for which to strive. The proposed checklist would also allow a school to enter and determine a series of activities that would move them from one type of school to another of a more advanced level, internationally speaking.

CHAPTER III

CONSTRUCTION OF EVALUATIVE INSTRUMENT

Purpose of the Study

Few, if any, goals have been published for the internationalizing of library education as it evolves in contemporary society and feels the impact of its outside professional constituency which is being internationalized as a body and to some extent individually. The purpose of this study was to identify and isolate those goals and activities of an international nature in library education and international education and to arrange the items into a valid and reliable instrument for the use of a library school in self-evaluation of this aspect of its educational program. Recently, evaluation has been seen as a "continuous information-management process which serves program-improvement as well as program-assessment purposes."[1] (See also Appendix I, Definitions.) Program improvement by the library school, hopefully, would follow self-evaluation.

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[1]Malcolm Provus, "Evaluation of Ongoing Programs in the Public School System," Educational Evaluation: New Roles, New Means, Sixty-eighth Yearbook of the National Society for the Study of Education, Part II, ed. Ralph W. Tyler (Chicago: The University of Chicago Press, 1969), p. 283.

Statement of the Problem

Specifically, the problem was the construction of an instrument suitable for evaluation of internationalism in education for librarianship in the United States. The instrument is to be used by the faculty and administrative head of a library school to inventory activities associated with goals to determine how successfully the school has accomplished the goals of the international aspect of its program. The instrument may also enable a library school to plan the addition of a goal and its associated activities or to add activities under a goal to increase the depth of involvement of the school.

One assumption was that internationalism in professional library education can be evaluated and that internationalism can and should be evaluated in terms of goals as well as activities. This type of evaluation tends to be more qualitative than quantitative. The second assumption was that an instrument which evaluated both quantity and quality validly and reliably can be used as a criterion in the process of improvement of the educational program with which it is associated.

Need for the Study

Education for librarianship is proliferating its international activities without regard for goals or not bringing goals into focus within the stated objectives. The objectives of education for librarianship are those stated in the catalogs of the forty-three schools in the United States accredited by the American Library Association. These schools are accredited under standards which do not define the objectives of library education but expect the publications of the library schools

to state objectives.[1] The word, objectives, is more often used than the word, goals, in the catalogs. In the catalogs the objectives may be scattered through the introductory material pertaining to the purposes of the school, a description of librarianship, or an historical account of the school or university.

An analysis of the formal statements in the catalogs to determine the inclusion of any reference to internationalism was tabulated under four categories: No Statement, General Statement, Some Reference, and Specific Statement. In the category, General Statement, terms such as world or contemporary were noted as having possible meaning for internationalism but were considered not specific enough to denote an identification with internationalism as an objective of the school. There were twenty-eight schools in this category.

In the third category, Some Reference, the phrases noted dealt with the international work possibilities in librarianship and alumni abroad. There were twelve schools in this category. Included in this category were two schools whose statements do not appear as stated objectives but were illustrative and are repeated here:

> At Indiana University students may prepare themselves for positions in municipal, county, or regional public libraries; in college and university libraries; in school libraries or media centers; and in technical, medical, governmental, or other types of special libraries and information centers in the United States and abroad. (1969-70, Catalog, p. 7.)

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[1] Committee on Accreditation, Statement of Interpretation to Accompany Standards for Accreditation (Chicago: American Library Association, 1962), p. 17. (Mimeographed.)

> The Graduate School of Library and Information Sciences [Pittsburgh] offers to carefully selected students an integrated program of studies preparing them for a broad range of positions in the library, educational communication, and information service professions, both in this country and abroad. (1968-69 Catalog, p. 25.)

The last category, Specific Statement, pertains to two schools, whose stated purposes included a statement utilizing the word, international, significantly. The University of Hawaii was not included in any category for their international program is unique to the program of the American library school.

In the catalog of the School of Library Science, Kent State University, March, 1967, under Background and Objectives is this quote: "This preparation goes beyond the everyday aspects of an individual library situation; it requires the development of a truly professional outlook through which librarians view their own work in a wide context, and set their own goals within a national framework of total library needs, functions and activities." In May, 1969, national was changed to international. Nowhere in the published literature is there any heralding of this school's having made a basic and rather drastic change in stated objectives.

Therefore, the goals of internationalism in library education must stem from one paragraph in the catalog of the Graduate Library School of the Pratt Institute, Brooklyn. The 1969-1970 catalog of Pratt states, "The post-war expansion of American education has created a need for librarians with the special skills necessary to acquire and process overseas and foreign language materials to support the multiplying number of language and area study programs." Also the catalog states that

"international librarianship, encompassing the developing as well as developed societies, can contribute much to the creation of effective approaches to library and information services for both the less developed as well as the more fortunate sectors of the American society." The catalog does not identify this section as Objectives, Purposes, or History. The first statement deals with the need of any professional school to recognize the characteristics of the market for its graduates, who are, sociologically, the output goal. The latter statement reflects the trend to two-way benefits to be achieved in true international education, but is, sociologically, a support goal, or a secondary goal.

A school must understand the depth and importance of international involvement. A changing of one word has been shown to be highly significant. The reverse situation exists with those schools which have several international activities but no stated reason for them. It can be said that every library school is international in that it admits and educates foreign students, this being one of the activities associated with international education. The changing of statements of objectives of library schools has been rapid, perhaps even shallow, in a few cases or has gone undeveloped, in a majority of cases. It is typical, according to Hunkins, for sets of statements to be missing that link activities to goals.[1]

Recent periodical literature concerning the aims and purposes of library schools is meager. One article, listed under Library Schools--Aims and Purposes, however, was enlightening in (1) mentioning the need

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[1]Ralph Hanel Hunkins, "Education for International Understanding: A Critical Appraisal of the Literature" (unpublished Ed.D. dissertation, School of Education, University of Indiana, 1968), p. 305.

for recognition of the structure of library service on a world-wide scale and (2) indicating that the methodology for an international viewpoint can be pervasive in a library school curriculum.[1]

In this period of transition or break-through, studies can be noted that should have included the international dimension: Stone's study on professional growth; Shaffer's on professionalism; and Harlow's on curriculum.[2] Study Abroad for library school students is far less available than in other professional schools of the universities. At the same time there are successful exchanges of library personnel which lead some to feel that there is an international body of knowledge or level of attainment possible that would support an international library school.

The persistent issue of recognizing long-term potential or responding with immediate capabilities makes it important to provide at this time an evaluative instrument showing the relationship of the international activities to the goals of library education in order to aid library education to develop a more sophisticated approach to international activity.

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[1]Guy A. Marco, "Two Models," Library Journal, XCIII, No. 9 (May 1, 1968), p. 1870.

[2]Cf., e.g. Elizabeth W. Stone, "A Study of Some Factors Related to the Professional Development of Librarians," (unpublished Ph.D. dissertation, School of Government and Public Administration, American University, 1968), 479pp.; Dale Eugene Shaffer, The Maturity of Librarianship as a Profession (Metuchen, N.J.: The Scarecrow Press, 1968), 166pp.; and Neal Harlow, "Changing the Curriculum," Journal of Education for Librarianship, X, No. 2 (Fall, 1969), pp. 78-85.

Methodology

The first step in the construction process dealt with the determination of those goals and activities of international education which could be used to supplement any of the international goals and activities of the accredited library schools in the United States. The goals and activities were compiled from a literature search, using the catalogs of accredited library schools as primary source material. The literature of both international education and library science as described below, was used: (1) monographs listed under the heading of International Education in Books in Print were searched for goals and activities; (2) Education Index, which has carried International Education--Aims and Objectives, as a subject heading since June, 1953, was searched for citations to periodical material; and (3) Library Literature was used as a source for references to library education. The goals of international education and the objectives for library education were analyzed and synthesized within the framework of the higher education system of today's world.

Synthesis of Goals

The acceptance of the ordering of the goals and activities of internationalism in library education into an instrument for evaluative purposes should be preceded by an acceptance of the concept of the enlarged role of the library as a national institution involved in international activities. The literature has described a library as a national organ handling foreign materials and has described more or less chronologically how the library has become involved in international

activities. Looking at the literature of international relations and international relations theory, a more sophisticated view of a library is possible.

International relations theory has been perceived as moving from the traditional (nation-state, geographical, and power-oriented description) to the more innovative. This movement from the traditional is directly conditioned by the technological advances in communications. The growth in the number of nations from twenty in 1815 to approximately one hundred and fifty today is also a contributing factor. Another reason is the lack yet of an international order that can deal with some international problems which exist beyond national boundaries and not under any international agency's prescribed jurisdiction. There are many interlocking ventures growing at the international level, not controlled by national agencies. One example is the need to continue educational relations during social instability. Modern newspapers furnish other examples: Biafra, Christmas gifts to American prisoners of war, and student rebellion. Under these types of circumstances "sovereignity becomes no more than the state's situational capabilities."[1] Co-existence has become more acceptable, and co-existence may mean reconciliation or accommodation.

Five theories of international relations have been offered by A. A. Said.[2] His second theory, the systems approach, suggests theorizing

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[1] Abdul A. Said, "Recent Theories of International Relations: An Overview," Theory of International Relations, the Crisis of Relevance, ed. Abdul A. Said (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1968), p. 20.

[2] Said, p. 19.

about the library as an agency in a national system or an international system. Theorizing allows both realistic and idealistic concepts. As the concept of the nation-state is changing, the library's role should be reexamined in the new context of world-order.

At a conference sponsored by the American Academy of Arts and Sciences, twenty-one scholars from all over the world and from various disciplines met and defined world order as "more than interstate relations, that world order is affected by domestic structures and transnational phenomena."[1] They agreed that "the nation-state would probably not disappear but would not remain unaffected by trends."[2]

The type of institution determines the theory of international relations used to define world-relatedness for that particular institution. For example, education (for all ages) cannot today espouse really supranational causes since it is nationalistic and confined geographically primarily to relaying knowledge to its own people. Higher education and the library, both concerned directly with the area of research and more flexible already geographically, are more capable of supranational activities, if they so desire. The library, an educational agency, if only informally, may perhaps be more capable than higher education of working outside national boundaries. The library envisaged may be similar to the "reformed" USIS library suggested by Ashiem, a place where the patron goes "for real general library service"[3]--not propaganda, not Americana--a

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[1]Stanley Hoffman, "Report of the Conference on Conditions of World Order--June 12-19, 1965, Villa Serbelloni, Bellagio, Italy," Conditions of World Order, ed. Stanley Hoffman (Boston: Houghton Mifflin Company, 1968), p. 2.

[2]Hoffman, p. 4.

[3]Asheim, p. 92.

communications center. Teaching about libraries in their national roles and their possibilities in an international system is a realistic, yet liberal, concept of library education today.

As a preliminary, also, to the determination of goals, a definition of goals must be stated. Goals are overarching statements of end results desired, broad yet meaningful, but not to be confused with activities or means or evaluative statements. It is acknowledged, of course, that there are unstated goals, ones which make for overcommitment or pretention, ones which are determined by various standards for success.

The goals of international education in general were used in this study. A distinction was made, for example, between the goals of international education and the goals for the activities of international education; and the latter were eliminated. In fact, the exchange-of-persons programs have goals for the foreign student coming to the United States, the American student going abroad, the foreign faculty member visiting America, or the American Fulbright appointee.

The goals of international education are listed in sets, a set having from three to six goals each, with the source, in Appendix II, Goals of International Education. These same goals are identified and rearranged in this chapter under four divisions for discussion purposes. The first division discusses the major goal under three parts. Division two takes another goal found to be major. Division three pertains to a goal labeled Technical Assistance, and the discussion concerns whether it is properly labeled a goal or an activity. Division four describes each of the minor goals and determines the possibility for inclusion or exclusion. Following this discussion in four parts a relation of the goals of

international education must be made to the goals of library education as it concerns itself with internationalism.

In division one the goal, International Understanding, will be discussed. The goal most often given for international education is that of International Understanding. The key word is understanding. Hunkins used three symbols, IU-A, IU-K, and IU-S, to define the several ways international understanding has been presented in the literature.[1] The following briefly explains his use of the symbols:

> International Understanding--Attitude that will lead people of every nation to feel friendliness toward the people of other nations and to cooperate in international enterprises. It is in the affective domain of education. (IU-A)
>
> International Understanding--Knowledge, or culture study, of how and why people behave; aids the traveler, businessman, soldier; does not include knowledge of actions between cultures. It is in the cognitive domain of education. (IU-K)
>
> International Understanding--Strategic knowledge, acquired to understand "intentions of others"; its importance is in decision making. It is in the cognitive domain of education. (IU-S)

The study by Hunkins dealt with only one goal, International Understanding. His study did not analyze the following goals which have appeared in later literature than that which he examined.

From the sets of goals the following ones can be placed under the three divisions which Hunkins identified:

International Understanding--Attitude

Promotion of international good will and understanding (Frankel)
Encouraging common understanding among nations (Educational Record)

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[1] Hunkins, p. 124.

To advance human knowledge and human welfare generally, and to strengthen the mechanisms for international cooperation (American Assembly)
Note: this goal will be used again.
To build new bridges of international understanding (Johnson)
To cultivate the soil of civic understanding so that informed leadership can reap enlightened response and constructively critical support from mass political followership (Bailey)
The reasons most often advanced for international studies is the value for citizenship (Anderson)

International Understanding--Knowledge

A second reason, even more important, is based on cultural values; the importance of knowing other people with other ways of life (Anderson)
Enabling people of the United States to learn about, and benefit from their association with the peoples of other nations (Educational Record)

International Understanding--Strategic Knowledge

To prepare men and women for wise public leadership in the sciences and arts of governance in a critically interdependent and rapidly changing and evolving world (Bailey)
Advancement of the objectives of U. S. foreign policy (Frankel)

With the use of the three divisions under one goal, a number of the goals, ten out of a total of twenty-six, are identified more readily as pertaining to one goal. Certainly this goal is to be labeled a major goal and given due consideration.

In division two, the goal, Advancement of Knowledge, is discussed. Although it is relatively easy to pick out the statements dealing with knowledge, it is relatively difficult to know whether to divide the goal into two parts. The following statements pertain to knowledge as a goal:

Facilitation of scholarly and intellectual interchange and enhancement of educational opportunity for individuals (Frankel)
Strengthening of educational, scientific, and cultural resources of mankind (Educational Record)
To advance human knowledge and human welfare (Note: the second part of this goal has been discussed under international understanding)

> A third reason, especially important for us as members of college and university faculties, is based on scholarly values (Anderson)

Three other statements, which follow, are borderline:

> To strengthen our capacity for international educational cooperation (Johnson)
>
> To stimulate exchange with students and teachers of other lands (Johnson)
>
> To heighten the sense of option, variety, excitement, and identity in peoples across the face of the globe whose esthetics and social sensibilities can be sharpened only by insights into the world beyond their familial and neighborhood surroundings. (Bailey)

The second statement, to stimulate exchange, can be shown to have goals of its own which are similar to those being considered for the major goals of international education in general. For the foreign student, one goal is "to promote international understanding"; for his country, one goal is "to promote mutual understanding." Of course, there are other self-interest goals, too, which outrank the above. However, since exchange-of-persons programs promote the major goal of understanding, exchange was thought to be an activity, not a goal.

President Johnson's statement concerning strengthening our capacity for international education cooperation had several specific items to be accomplished: a better administrative plan which involved attaching educational officers to embassies, world education for all American school children, more incentive grants to higher education here and abroad, and the establishment of research centers. The statement is a combination of activities and goals. The message to Congress on February 2, 1966, was an outgrowth of his Smithsonian speech, September 16, 1965. The first had four topics and the latter, five, reported as

goals.[1] The allusion to world education for school children could be placed in the first category, International Understanding. The majority of the phrases, whether they be activities or goals, deal with provision for knowledge other than that associated with world education. This statement was counted as a goal and put in this division, which makes Advancement of Knowledge a major goal, with five statements, the second highest number.

The problem, already mentioned, is whether there are two goals under Advancement of Knowledge, one dealing with the production of new knowledge and one dealing with the transmission of known knowledge. According to a taxonomy of education, knowledge is defined as "involving recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting,"[2] all activities associated with the transmission of knowledge. The taxonomy places synthesis high in a hierarchical order of abilities and skills under knowledge and defines synthesis as "putting together of parts as to form a structure not clearly there before."[3] The taxonomy allows knowledge to become definable in one order as both transmission and development of information. Therefore, in this study, Advancement of Knowledge as a goal will refer to diffusion of knowledge and the discovery of new knowledge.

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[1]National Citizens' Commission, Committee on Education and Training, The White House Conference on International Cooperation, November 28-December 1, 1965 (Washington, D.C.: U.S. Government Printing Office, 1965), p. 10.

[2]Benjamin S. Bloom, (ed.) Taxonomy of Educational Objectives, the Classification of Educational Goals, Handbook 1, Cognitive Domain (New York: Longmans Green, 1956), p. 201.

[3]Bloom, p. 206.

In division three the goal to be discussed is Technical Assistance, or "technical aid," probably called this because of the acronym AID, Agency for International Development. The idea of Technical Assistance is listed in four of the seven sets of goals. By number of times mentioned, this goal is third in order. It is stated in the following ways:

> Assistance in the economic and technical development of other nations (Frankel)
> Developing the economic or social structure of the foreign country participating (Educational Record)
> To help emerging nations build strong, viable and independent societies whose values and goals are compatible with our own, though their economic and other institutions and customs may differ (American Assembly)
> To assist the progress of education in developing nations (Johnson)

Whether this is an activity or a goal must be determined by a rather thorough examination of the literature. In descriptive statements concerning Technical Assistance, it has been allied with quantity, over a hundred million dollars to forty nations, under one hundred fifty contractors, with various figures for different years. Technical Assistance originated in the 1940's as economic and technical assistance to underdeveloped countries. Surely the goal was not to spend money although the rush of time at the end of a fiscal year has made this a true statement occasionally. Surely the goal was not purely altruistic on the part of our government. This type of comment should be injected: "We began arguing for and using foreign aid as a means of defeating the enemy bloc, not as a means of serving the needs of the world's people."[1]

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[1]Harold Taylor, "National Goals and International Values," Phi Delta Kappan, XLVII, No. 4 (December, 1965), p. 177.

For the most part the American university was accommodative, having no goals set by it. This is not to say that the experiences with technical aid have not been useful or helpful to the American university. The following explanation is better than the "how much and how many" description:

> The project should aim to build an institution in the field of higher education which will serve the critical teaching, research, and service needs of the host country clearly enough so that it will, in the end, be fully staffed by capable people from the host country, and fully financed by that country; the institution will, as a result, be equipped to carry on indefinitely into the future, after the formal institution-to-institution relationship ends.[1]

As originally organized, education was to be a part of the team, and, therefore, a means to an end. Frankel has defended Technical Assistance as it was meant to be, saying it was taken as a specific but stands for an abstraction, its purpose lost if not culturally penetrative.[2] The goals of educational technical assistance have been stated:

> To produce the people to do the jobs upon which development depends--the number, range, and depth needed
> Generally raise the level of social and intellectual attitudes which make growth possible.[3]

From these two statements it may be noted that Technical Assistance may have the goals being discussed in this paper as major goals. On the other

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[1]Richard H. Wood, U. S. Universities: Their Role in AID-Financed Technical Assistance Overseas (New York: Education and World Affairs, 1968), p. 21.

[2]Charles Frankel, The Neglected Aspect of Foreign Affairs (Washington, D.C.: The Brookings Institute, 1965), p. 91.

[3]Adam Curle, "The Role of Education in Developing Societies," International Education: Past, Present, Problems and Prospects, U. S., Congress, House, Committee on Education and Labor (Washington, D.C.: U.S. Government Printing Office, 1966), p. 458.

hand, neither of the major goals will use Technical Assistance as a goal. Technical Assistance can be an activity, for technical aid does create situations in which the major goals of understanding and research can develop.

The third statement of Technical Assistance as a goal, the one from American Assembly, is perhaps very apt, as we have noted. As such a thought is explored, the goal, "the advancement of the objectives of U. S. foreign policy," may also be brought into the discussion. However, the determination to exclude Technical Assistance as a goal did not rest on this interpretation, which is considerably narrower than is necessary, at the present time, when many of the mistakes that have been made in technical aid projects, partially due to this attitude, have been recognized if not corrected.

Contracts for technical aid are usually made with universities, not directly with a library school or a unit of a university, for example. A library school can become involved in a contract, of course, through the university or its professional organization. Since the likelihood of involvement is extremely small, however, Technical Assistance could hardly be a major goal. Primarily, Technical Assistance was excluded as a goal because the involvement in a technical aid contract presents an opportunity for activities similar to those recorded in the section, Synthesis of Activities.

In division four, a discussion of the remaining goals from the sets of goals will conclude that these goals are minor ones. A reference has already been made to the goal, "advancement of the objectives of

U. S. foreign policy." This expresses an idea that appeared twice. The other statement is:

> To strengthen American education and our national competence in world affairs (American Assembly)

A discussion of whether to include this idea as a goal, despite its small number of references, can go back to basic educational philosophy concerning the role of education in society, isolation or participation. Frankel's view is that the educational and cultural activities, which range from jazz concerts to propaganda broadcasts, are part of international education.[1] The opposite view is that the more formal aspects of international education, such as world affairs education and educational exchange, should be identified with international education and remain separate from the cultural program of the government.[2] Coombs, for instance, feels that the educational and cultural activities, the entire range, are the neglected part of the government's foreign policy, which has included political, military, and economic dimensions.[3]

The resolution of the status of this goal for this study required a study of other opposing forces. If one considers the library an informal cultural agency, the library is included in government agency planning, which it is. However, as discussed earlier, the library has abilities to be both a domestic agency and an agency in an international system, in

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[1] Frankel, p. 68.

[2] Butts, "America's Role in International Education," p. 11.

[3] Philip H. Coombs, The Fourth Dimension of Foreign Policy: Educational and Cultural Affairs (New York: Harper & Row, Publishers, Incorporated, 1965), p. 6.

which it may or may not be under government jurisdiction. In order to use the liberal and futuristic view of a library with a great deal of freedom in an international system, this goal was rejected.

Twice, also, a goal, was listed that reflects a kind of colonialism or tendency to national pride:

> To develop an accurate knowledge and understanding of the United States by foreigners, especially those who shape the youth and policies and destinies of their own nation
> Acquainting the people of other nations with the strengths and progress of the U. S.

If these goals are more specifically related to the profession, such unstated goals as "promote library education in a cosmopolitan higher education hierarchy" or "export the American concept of libraries abroad" can be written. These goals, or this type of goal, seem to refute the intent of the goals under International Understanding, although the latter has been criticized for its lack of reality. Cooperation, such as encouraging a network of libraries in another country that will connect with our networks of libraries, can be suspect, just as Technical Assistance has ambivalent interpretations, altruism or self-interest. This goal cannot be removed on the basis of its being an activity, as was Technical Assistance. However, it is a minor goal; and as a goal is better stated by Frankel as "the furthering of educational and cultural relations as ends in themselves."[1] On this point, American entry into the world system would be on a competitive basis, our national products (including education) to be accepted or left by the rest of the world.

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[1]Frankel, p. 112

No consideration was given to the following goals, primarily because they deal with specific countries; secondly, there is not a sufficiency of number; and lastly, they reflect situations, which still exist but are no longer seen in such simplistic terms:

Combating communism (Educational Record)
To reduce dangerous tensions and broaden the channels of constructive communication, understanding, and agreement with communist nations (American Assembly)
To strengthen the Atlantic Community and our partnership with Japan, which constitute the core of the free world's strength and greatest promise (American Assembly)

One goal, which did not appear in the sets, appeared several times in the literature and should be mentioned. It might be termed the "Know Thyself" goal. Anderson did not include it in his statement of reasons, but did include it in the same article. His reference is that international education "is also a means of gaining perspective on one's own values and traditions."[1] Another reference was "the first element in wisdom about international affairs is understanding of one's own nation."[2] Much more searching is this remark: "As Americans examine the kind of internationalism they will espouse, they must also examine their own cultural values and the instutionalization of those reconstructed values which will permit the wholesome development of

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[1]Wallace L. Anderson, "A World View for Undergraduates," Saturday Review, XLIX, No. 34 (August 20, 1966), p. 51.

[2]Howard E. Wilson and Florence H. Wilson, American Higher Education and World Affairs (Washington, D.C.: American Council on Education, 1963), p. 35.

their own society within the world community."[1] "In fact, part of his own culture today is its reaction to others."[2]

From the synthesis of twenty-six goals of international education from six sources, only two goals have been thought to be both quantitatively and qualitatively desirable as goal statements for library science. The two goals are: International Understanding and Advancement of Knowledge. They are acknowledged as separate yet contributory to each other. One strives to develop human rights and the other, to promote learning that will enrich mankind. One might assume that the two goals are already expressed in the objectives of library science. "At its best, education aims to bring forth in man nothing more but nothing less than the best of his human capacities."[3] The first goal seemingly requires maturity, the "good guy," a positive approach to life; the latter goal is one to which every institution of higher learning subscribes.

The synthesis of these goals from international education with the objectives of library education is sought for two reasons. The first reason is the very practical one that the goals of international education must be used to fill the absence of stated goals for internationalism in library education although library education is engaged in

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[1]Louis P. Cajoleas, "International Understanding, A Theoretical Analysis of a Goal in Education," Teachers College Record, LXI, No. 14 (January, 1960), p. 194.

[2]Claude S. Phillips, "The Present World Challenge to Higher Education," Educational Record, XLIV, No. 3 (July, 1963), p. 271.

[3]J. W. Fulbright, "Foreword: Education for a New Kind of International Relations," Diversity and Interdependence Through International Education, ed. Allan A. Michie (New York: Education and World Affairs, 1967), p. 15.

activities of an international nature. The second reason for a desirable synthesis is the rather obvious desire to take the path of least resistance. These goals, valid and sufficient for international education, are really basic goals of education in general and should, therefore, be readily acceptable to library education. It may also be simpler to encourage more international activities or more quality within the programs already existing, with published goals. Present programs would not exist without heads and be all arms and legs.

An examination of thirty-six catalogs of the library schools was made to find those schools granting only the M.L.S. which had sections labeled, Objectives, and whose objectives included either of the two goals. These schools, eight in all, did not show any statement concerning a commitment to human values.

Since the goal of Advancement of Knowledge is one of the goals of higher education, it was interesting to note that many library schools referred to developing the skills of research but only five of the eight actively expected engagement of faculty and students in research. Another indication of the acceptance of this goal might be to see to what extent is it the policy of the library school to offer a thesis program. The majority of the schools do not encourage theses. Of the two schools which have embraced the philosophy of international education, one has a thesis program and one does not.

What are the objectives of a library school? Metcalf refers to the library school curriculum being planned for occupational purposes.[1]

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[1]Keyes D. Metcalf, John Dale Russell, and Andrew D. Osborn, The Program of Instruction in Library Schools (Urbana: University of Illinois Press, 1943), p. 20.

This seems to be the purpose--to prepare professional librarians, adequate in education and personality to give high quality service.[1]

Since there has been no acceptance of the goals, which would have suggested appropriate activites, an examination of the international activities of library schools to see if they are the same activities as those usually ascribed to international education would legitimize the activities and encourage an acceptance of the goals associated with them.

Synthesis of Activities

A compilation of activities of an international nature which schools of library science could use or were already using to implement their unstated goals of internationalism was needed. In 1901 the advancement of international education according to Kemeny was by the following ways:

1. publications of purely descriptive reports
2. organization of international conferences
3. development of international agreements on organization and structure
4. formulation of international statement on rights of man
5. revision of textbooks to eliminate hatred and emphasize mutual trust
6. concerned effort to eradicate racial prejudice[2]

This early list was the beginning of a longer one which could have shown an infinite amount of repetition and copying of activities by schools from successful sister institutions and other organizations.

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[1] "ALA Goals for Action 1967," American Library Association Bulletin, LXI, No. 8 (September, 1967), p. 952.

[2] Scanlon, p. 11, quoting Francis Kemeny, Entwurf einer Internationalen Gesammt-Academie: Weltacademie (Budapest, R. Lampel, 1901).

There was no attempt to count the number of times an activity was mentioned in this literature. It soon became evident that the list must reflect a search for different activities, not repetitions of the same activity.

The main sources of the list were (1) the catalogs of the library schools, (2) a series of questions formulated by Howard Wilson in Universities and World Affairs,[1] (3) the divisions set up by Brewster in her International Index[2] and (4) the literature of library science and international education.

The activities listed had to be within the scope of the M.L.S. program of the library schools accredited by the American Library Association and identifiable as functions of higher education, traditionally stated as research, teaching, and service. The activity should also satisfy group and individual interests of faculty and students.

First, using the catalogs of the library schools which had been placed in the previous section on goals, in two categories, Some Reference to Internationalism and Specific Statement on Internationalism, the following activities of an international nature were found:

Visiting lecturer from abroad	Kent State
Faculty with foreign degree	Pratt
Foreign colloquium speaker	Denver
International information clearing house	Pratt
Scholarship for foreign student from developing country	Pratt
Publications of international nature of interest to international professional personnel	Pittsburgh
Workshops on comparative librarianship	Pittsburgh

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[1]Howard E. Wilson, Universities and World Affairs (New York: Carnegie Endowment for International Peace, 1951), pp. 78-84.

[2]Brewster, p. 139.

Briefing of foreign visitors	Pittsburgh
Contractual work for outside agency sought	Pittsburgh
Tours	Drexel
Special language courses	Pratt
Awards given for area study program	Pittsburgh
Foreign language requirement for all students	Several schools
Admission of foreign students	Several schools
Announcements in bulletins concerning foreign students and/or location and resources especially suitable to international program	Several schools

There was no attempt to list how many schools may have the same activity.

Courses in the library school curriculum have already been discussed on page fifteen as to content and quantity. It should be mentioned here that concentrations of courses at the masters level are possible in internationally related areas, such as those needed for area studies, outside the library school, and for librarianship abroad, within the library school.

A study of the Brewster questionnaire, which related to course work and exchange of persons, was helpful in looking at the description of courses suggested for international students in library science. She calls attention to the following aspects:

1. courses are usually termed international or comparative
2. courses may be for a particular aspect of internationalism such as government documents
3. courses may be for Americans going abroad or the foreign student here
4. courses may be for area studies work to be done in the U.S.
5. internships may be included in area studies work
6. international content may be handled in a survey course or workshop
7. independent study may be utilized in the internationalized curriculum

The Wilson questions were suggested originally by him to be a basis for the development of an appraisal instrument for institutions.[1]

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[1]Howard E. Wilson, Universities and World Affairs, p. 78.

This material brings out the curriculum relationships of international education in still another way:

1. graduate and undergraduate courses
2. general (liberal) and specialized education

The activities accumulated from the literature search are arranged alphabetically by source in Appendix III, Bibliography of Sources for Activities. These sources are not repeated in the general bibliography of the dissertation.

As the study developed, the activities began to group themselves. The grouping did not appear at the source, as it had with the goals, which occurred in sets. The grouping of activities became plausible through the similarity due to type of activity. For example, student exchange, faculty exchange, and foreign student exchange are variations on one type of activity, mobility of people in education.

After the initial list was completed, five types of activities were noted: Mobility of Persons, Curriculum Content, Research Activities, Technical Assistance, and Communication Processes. Again, attention was turned to Technical Assistance since the area had been discussed under goals and had been transferred to the activities area. The activities specifically associated with technical aid were: faculty and student participation in projects; negotiating contracts with valid educational aims, which enhance the speciality of the university; and utilizing projects for research pertinent to professional education.[1] When these activities were analyzed, faculty participation in aid projects fitted into Mobility of Persons; and the other two, into Research Activities.

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[1]Wood, p. 22.

Therefore, Technical Assistance was dropped as a type of activity, and the specific activities fitted into other areas. The four remaining types of activities continued distinct and constant.

Having found that grouping under four headings was feasible and having located many activities or ideas for activities, the next objective was to fit the activities under the appropriate headings, reword them in "action" language, and begin a process of ordering or ranking.

During the grouping process an equal number of activities under each heading was sought. Attention was then turned to the types of ranking desired for the study. One type of ranking was termed "school-involvement." Involvement can be stated also as the school level of interest or the need of the school. Gardner gives three levels: individual involvement for which the university has no commitment, separate projects handled with technical competence and short-term commitment, and continuing institutional responsibility and concern.[1] In the report from Education and World Affairs the activities suggested for business administration were described as minimal, intermediate, or advanced according to school-involvement.[2] The other type of ranking that was desired was according to goal-achievement.

Groups of activities were places in a hierarchical order related to goal-achievement. Within the groups, activities were arranged

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[1] John W. Gardner, "The University in Our Civilization," International Education: Past, Present, Problems and Prospects, U.S., Congress, House, Committee on Education and Labor (Washington, D.C.: U.S. Government Printing Office, 1966), p. 43

[2] Committee on the Professional School and World Affairs, p. 31.

according to the extent of involvement a school must undertake--financially or politically. The choice of words was important as an aid to define the extent of involvement. The exact means of implementation was not given and the final list of activities stands as one indicative, but not definitive, of suggested action. The choice of words respected the original terms of construction: innovative, practical, brief, upward!

The following twelve groups with forty-eight activities are given here with brief citation as to source. Any idea or activity not used, which was listed in Appendix III, is starred in the appendix.

COMMUNICATION GROUP

Dissemination Activities

Revising educational materials to reflect an international viewpoint (C. Wilson)
Establishing a clearing house for the collection, exchange, and publication of international professional materials (Brewster)
Buying foreign language materials pertinent to the profession (Harris)
Announcing the goals and agreements of international professional education (I B E)

Language Study

Assisting in translations of specialized knowledge of the profession (Byrne)
Instituting opportunities to hear lectures in a foreign language (Educational TV) (Miller)
Providing special professionally oriented language courses (Sinauer)
Requiring a foreign language in the professional school (C P S W A)

Orientation Responsibilities

Informing the general public of the international aspects of the profession (Houle)
Organizing short courses dealing with international professional problems (Bonn)
Orienting mobile professional personnel (Long)
Participating in international conferences related to the profession (Shepard)

CURRICULUM GROUP

Content of Curriculum

Introducing the concept of "induced social change" (Esman)
Reorganizing the core program around the idea of the profession as a responding unit within the international system (Marco)
Infusing new material relevant to the contemporary world into traditional courses (Shane)
Requiring an undergraduate liberal education (inclusion of non-Western culture) (C C W A)

Specialization

Providing electives for preparation of international professional (Liebaers)
Securing internships abroad for area studies student (Haslam)
Developing interdisciplinary area studies program (Morehouse)
Identifying an area studies emphasis (no foreign language required) (Witman)

Methodology

Experimenting with multicultural approach in teaching (Winger)
Emphasizing needs of the region in area studies (Asheim)
Using the comparative method in problem-oriented courses (Hassendorfer)
Evaluating descriptions of foreign professional activities (Kandel)

MOBILITY OF PERSONS GROUP

American Students Abroad

Reeducating American working abroad (Masland)
Extending placement service to a world base (U S D H E W)
Establishing Study Abroad programs (Weidner)
Sponsoring tours abroad for students (Students)

Foreign Students in U. S.

Initiating "development exchange" (C E I P, p. 3)
Recruiting qualified foreign students (C E I P, p. 7)
Obtaining scholarships for foreign students (Davis)
Admitting qualified foreign applicants (Lewis)

MOBILITY OF PERSONS GROUP--(Continued)

Faculty Exchange

Utilizing faculty exchange regularly (Harcleroad)
Employing faculty member with foreign degree (C E I P, p. 10)
Securing visiting lecturer from abroad (Marvel)
Conducting in-service training for faculty on internationalism (Witman)

RESEARCH GROUP

Faculty Research

Recording observations of the profession in a world setting to establish a philosophy of the profession (Kandel)
Attempting research in the cross-cultural aspects of the profession (Guthrie)
Seeking multi-country research projects (Jacobs)
Cooperating in suitable educational research projects such as technical assistance abroad (Bell)

Student Research

Rewarding independent research abroad (Mayhew)
Encouraging the choice of an international topic for a thesis (Taylor)
Providing for small research projects in the curriculum on topics involving internationalism (C P S W A)
Requiring a course in the methods of research (Schwarz)

School Research Support

Buying materials to support research (C I U)
Designating the emphasis of the educational program to be graduate research (Fraser)
Securing favorable working conditions for researchers (Wilson)
Supporting the theory of free inquiry (I C W C E)

The catalogs of the library schools were searched again for additional activities that might be supportive of the primary objective of library schools--preparation of professional librarians. Seminars, comprehensive written examinations, assistantships, evening courses, and the awarding of degrees appeared in addition to the ones already noted.

Most of the activities listed in the appendix and here are the same activities that would be expected to be used to support the objective of preparing professionals. They are also the same activities which international education programs employ. In the composition of the checklist, which employed forty-eight activities, the activities noted in the literature search of both international education and library science were used. The international activities located in the library school catalogs were compared to this list and were encompassed in the checklist.

The evaluation of library schools and their international activities is in line with national concern for international activities. Congress has asked for appraisals of the effectiveness of exchange programs. Technical assistance has not been altogether a happy experience. The NDEA Language Institutes have aided the communications activity to develop. With the exception of area studies, particularly in non-Western countries and Africa, curriculum materials revision remains a massive task. More recent research has been advocated for every field and certainly international education and library science are not exceptions. The faults in library schools are the lack of progress toward greater involvement and a satisfaction with a minimum level of participation in one type of activity. Few schools have grasped the concept of a well-rounded program of activities based on definite goals.

Establishment of Relationships

The activities are the activities of individuals who wish education and employment, but the activities are also being related to the goals of groups which are concerned with education and employment. The instrument was not conceived as a checklist of random, although

pertinent, activities; the arrangement of the activities in the checklist would make the checklist of more value to the school as a tool for improving its program.

The hierarchy of activities within each group was built on the need of the school to accept responsibility and realize the financial and philosophical involvement incurred. The arrangement of the groups, with the activities in each group kept intact, was based on the different applicability of the groups to goal-achievement. Each of the two goals required a different arrangement of the groups although the same activities, the same arrangement within the group, and the same types of activities were being utilized to achieve each goal. The four groups are discussed first on the basis of goal-achievement and the desired arrangement.

In the first group, Communication, with three sub-activities, Language Study, Dissemination Activities, and Orientation Responsibilities (see Appendix IV, Proposed Checklist, pages 1 and 6 for an example), Dissemination Activities is placed ahead of Language Study as a better way to achieve the goal of International Understanding, as the relationship of the activity to the goal is defined, because of the closer alliance of the listed activities to mass communication and the more attitude-change possible. The goal of Advancement of Knowledge, however, as defined, is served better by Language Study.

In the second group, the Content of Curriculum for the larger student body, as opposed to that indicated for the specialist, will be more likely to accomplish the goal of International Understanding. The Advancement of Knowledge goal, however, will be better implemented by the

activities outlined under Methodology both by number of people affected and activities suggested.

In the third group, Mobility of Persons, one must accept the impact that sheer numbers of students will have on goal-achievement. American students abroad are increasing in number and outweigh the other two groups in goal-achievement, based on the assumption that going abroad does, indeed, produce international understanding. However, when the three groups are rearranged under the goal, Advancement of Knowledge, the Faculty Exchange group goes to the top of the list, not because of the number of people involved but the potential for more and better research or "feed-back" into the educational system, again assuming that the faculty member does have a background that will stimulate a more gainful experience abroad.

In the fourth group School Research Support seems to be basic to the other two groups' activities. Numbers-of-people is disregarded in arranging the remaining two groups under the goal, Advancement of Knowledge, relying on the smaller number in Faculty Research to produce the more meaningful research. The open-ended research left available to the student, both in topic and quantity, should produce a better setting for international understanding; therefore, the group, Student Research, comes at the top under the goal of International Understanding, making it the most desirable group of activities to achieve that goal.

Within the groups the arrangement of the four activities was determined by the type of activity in relation to the number of people involved in the activity and the claim the activity would make on the resources of the school. The twelve groups are discussed below (see

Appendix IV, Proposed Checklist). The order of arrangement, throughout the Proposed Checklist, is from low to high on the page, with the activity or group placed in the topmost position being the item most capable of achieving the goal and requiring the most involvement of the school.

In the first group of activities to be discussed, Dissemination Activities, the first activity is the informing of anyone, student, foreigner, or public, of the international purposes or agreements determined by the school, whether departmental, cooperative, or reflective of the larger unit to which the school may be attached, through the normal channels of communication, such as catalogs, articles, brochures, and speeches. Buying materials is put under Dissemination Activities and beneath or distinguished from the next step, which includes a more involving activity, publishing, because the acquisition of foreign language materials pertinent to the profession represents the culmination of a dissemination activity but is the easiest point of the cycle at which to enter. Revising curriculum materials to reflect an international viewpoint is a real extension beyond the philosophy of the preceding steps, which may have included exchange and publication of international materials, such as those from Unesco, or national materials, reflecting national or international concerns from a national viewpoint, from this point in time and into the future, because revision indicates the need to comb materials, rewording and deleting, to make retrospective material relevant.

Requiring a foreign language in the professional school, the first activity listed under Language Study, may be interpreted as occurring before or during professional school. The present and near future

demands language study rather than electronic translation, if we are to build toward technical proficiency in a language for a special type of work or to continue education at home or abroad by TV. Increased proficiency can continue to the point of "cultural proficiency" which permits translations, cultural exchange, the development of the third culture, as predicted, or the discovery of new knowledge.

Under Orientation Responsibilities, participation in a conference is a semi-active but very commonplace thing today in America. To aid in orientation in a true guidance role is to be more active and is a time when viewpoints are thrust quickly up for reconsideration and reinterpretation in order to clarify them for others, and often for the orientator. Short courses are really only an extended orientation, with new techniques of providing the content of orientation for more people in a more formal way. To attempt to reach the general public, however, is a difficult role but a part of the professional responsibility. The methods used in orientation or in courses, within the profession, may not be the best or most convenient ones to use to translate the international viewpoint of the profession to the general public.

In the general grouping, Mobility of Persons, the first group of activities concerns American Students Abroad. The concern for American students studying abroad was first for the provision of "culture shock" to complement curriculum changes or motivate student interest. The difference between a tour and Study Abroad is primarily in the length of time spent abroad, indicated usually by the use of Study Abroad to mean an academic year and the use of tour to mean a few weeks in the summer. It is assumed that a longer length of time increases the benefits to the

student. Once a student has utilized Study Abroad and becomes interested in the possibilities of working abroad, guidance is desired for placement of the student. Very little has been done about placement or re-education of the employee who is working abroad. His needs may be considered in new educational programs as well as his contribution to the orientation of others going abroad. This activity ladder tried to cover the needs of a variety of students.

Under Foreign Students in the U. S. the steps move upward from the prevailing situation, admission of qualified foreign students to library schools upon application of the individual, to an activity which indicates a concern for the foreign student's well-being or our role as "host," specifically written here as obtaining scholarships for foreigners. This step is only indicative of the wider area of better relations we could provide for foreign students or the better utilization of their talents which we could encourage. To recruit foreign students, however, is to realize the long range worth of communicants and the effect of planning on exchange. To initiate "development exchange" is to realize that planning will provide "affective" exchange in a national context.

Faculty Exchange may be utilized with exchange personnel or internationally oriented natives from any subject area working with a department or school to initiate or enhance an international viewpoint. Specific needs of a department or school for staff may be met by visiting lecturers who may have the advantage of being short-term or specially qualified. Regular employment of a foreign educator may be desirable for longer periods of time and still not constitute full exchange or true

exchange; but if it is two-way, exchange increases the capabilities of the local person, assuming his experiences abroad provide new material and new viewpoints for his courses, which can be shared with his colleagues in a way that is not always possible with a visiting foreign lecturer.

Under Content of Curriculum, it is noted that the curriculum for a library school student extends over a period of five years and the deficiencies of the first four may be noted and corrected before or during the fifth. It is for this reason that attention is given to the undergraduate liberal education, as defined and expected for the future. During the fifth year the new material, acquired by up-dated faculty, more resources, and library holdings more apt to be used by increased emphasis on language study, will be infused into many of the courses of the school but not in the same quantity or for the same reasons in every course. The core courses, however, will reflect the purpose of change and must be supported by policy, staff, and resources. The concept of "induced social change" will be most likely confined to a few culminating courses in which philosophical issues of librarianship are explored.

Specialization within the M.L.S. program is usually either by type of library or type of work within a library. It is possible to provide area specialization, too, with or without language competency. It is, however, difficult to provide this approach through the library school alone. Electives in other departments, such as history, economics, and religion, must be secured at either the graduate or undergraduate level or both. The internship, rather than a tour or Study Abroad, may be more successful as an experience for a student who wishes to specialize.

For the person who expects to go beyond area specialization and work at the international level, the approach may be similar to the interdisciplinary one but range even further afield from library science and geographically-oriented courses into sociology, anthropology, and computer science.

Under the topic of Methodology the descriptive reports of foreign "whatever" have been prevalent for a hundred years; the use of these reports for comparative work, which is evaluative, is relatively recent. The former can degenerate into memory work for facts while the latter provides insights often proclaimed at the present time as desirable for domestic use. Comparative work may be termed applied research at the M.L.S. level. As applied research, if connected to the needs of a region or area, comparative work may be quite beneficial to a region and later lead to philosophical approaches such as seeing the study of one culture or one area as having similarity to the study of another culture, with the possibility of the multicultural approach rather than the area study approach as a method of teaching.

In the last of the main groups, Research, Faculty Research is described as individual, isolated as far as the school's involvement is concerned, hired for a project which relates to or is research. The four steps presented may all indicate individual research and little school-involvement, but the type of research being attempted spells out more involvement on the part of the person in behalf of the school and the profession than might be undertaken by the average person otherwise.

Student Research is inept without instruction or boring without depth or a wide perspective. Opening up research to an international sweep may be overwhelming or exciting. The student's response and capabilities to the possibilities offered are shaped by the choice between a paper or a thesis. Independent research seems more innovative and has a great potential outside the M.L.S. level but is relevant and possible within the M.L.S. program and may not be encompassed by either of the aforementioned traditional ways.

Under School Research Support the economic support of the theory of free inquiry was intentionally inserted as visible evidence of the policy or philosophy often quoted, just as favorable working conditions refers to tenure and retirement practices remaining in effect for faculty on research projects or traveling. They are relatively small matters that lend assistance to the larger policy that a library school may undertake in asserting that education for librarianship should involve more research activity on the part of the student and the faculty. The more often and obvious activity, buying resources for research, follows the above.

The final arrangement of the material on each page of the Checklist into a Section A, Descriptive Material, and Section B, Activities, was done to avoid criticism that the relationship of the activities to the goals was not stated.[1]

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[1] Hunkins, p. 69.

Testing the Instrument

The instrument, which was composed after consideration of goals, activities, and various relationships and definitions, was submitted to a panel of experts to validate the literature search that had been done. Reliability was secured by the test-retest method.

Selection of the Panel of Experts

Sixty persons were reached by mail and asked to serve on a panel or jury of experts for content validation of the instrument. (See Appendix V, Letter to Panel.) The names were selected from three sources. All of the fifteen contributors to the 1968 Yearbook of the National Society for the Study of Education were contacted. From the participants of the Seminar of the American Council on Education, held in Washington, D.C., March 24, 1957, on the topic Higher Education and Public International Service, twenty-three names were selected. These people were primarily directors of international programs on university campuses. The majority of the attendants at the Seminar were government officials. The total number of persons outside of librarianship contacted was forty-two.

Eighteen library educators and librarians, who were known for outstanding leadership in professional library organizations, were chosen. Fifteen of these names were listed in the Foreign Service Directory of American Librarians. In addition, two persons associated with the International Relations Office of the American Library Association were included. Four people who had lectured at the Institute on Internationalism in Library School Curriculum, held at the University of

Oklahoma in the summer of 1969, were also added. One was a librarian. One was not listed in any of these sources but was added out of admiration for her writings.

Returns from the first letter were encouraging, despite the delay of a mail strike. Errors in addresses, deaths, and persons out of the country reduced the number in the international education area to thirty-five.

Sixteen of the eighteen in librarianship, or eighty-eight percent, agreed to serve on the panel. Twenty-one, or fifty percent, of the educators in the international field, agreed to serve. The combined percentage of people agreeing to serve on the panel was sixty-nine, figured on the basis of fifty-three requests actually reaching the addressee. The following shows a breakdown of all answers to the initial request:

2 deceased, school responded

3 out of country, secretary answered

2 agreed to serve but inconvenient due to overseas work

2 error in address; answered, but not forwarded

5 no answer

11 courteous nonacceptance letters

35 agreed to serve by returning card as requested

From the thirty-five persons who consented by postcard to serve on the panel of experts twenty-five volunteered and returned materials that could be analyzed. Two of the original thirty-five were out of the country at the time the material was sent but not at the time the request card for cooperation was received and returned by them.

There were twelve librarians or library educators and thirteen persons representing the international education field. The panelists are identified with an "I" for International Education and an "L" for Librarianship in Appendix VI, Panel of Experts. The panelists have also been grouped in Appendix IX; numbers one through thirteen represent people in the international education field and the remaining numbers represent librarians or library educators.

The instrument was submitted to the panel to establish the content validity (See Appendixes II, IV, VII, and VIII for materials submitted to the panel of experts). Content validity had been partially established through the literature search done in preparation of the Proposed Checklist. Content validity was further established for the Proposed Checklist by the panel for the following:

I. Goals
II. Activities
III. Relationships of Goals and Activities.

Analysis of Data

The following types of materials were analyzed in order to determine the percentage of agreement of the panel with the stated goals and activities:

1. Instruction sheet containing Statements I and II.
2. Letter expressing viewpoint, accompanied by completed Checklist
3. Completed Checklist
4. Letter expressing viewpoint, accompanied by blank Checklist

Fourteen people on the panel returned the instruction sheet, as requested, showing their approval. Four people wrote letters of approval, and five returned the completed checklist indicating approval. One

person expressed general agreement with the context of the document by letter but declined to work on a "best" method of arrangement. One letter expressed a negative viewpoint and rejected the concept of the Proposed Checklist. Of the twenty-five respondents, twenty-three, or ninety-two percent, expressed approval of the stated goals and activities as they were phrased:

Goals: The current program of American library education should further international understanding.

The current program of American library education should further the advancement of knowledge.

Activities: The activities listed in Section B on Pages 1, 2, 3, and 4 of the Proposed Checklist may be used to implement the Goal of International Understanding.

The activities listed in Section B on Pages 5, 6, 7, and 8 of the Proposed Checklist may be used to implement the Goal of Advancement of Knowledge.

One instruction sheet was returned marked to show disagreement with the stated goals and gave as a goal, "further understanding of international librarianship and international library education." Although this person is very perceptive in realizing the use of this study to encourage improvement in library education, the person stated as a goal a much more narrow one than those established by the synthesis of goals and very like the view of Metcalf[1] concerning the limited and purely practical purpose of library education.

A close analysis of the data from the checklists was made in order to determine validity for the Relationships of Goals and Activities. Each of the eight pages of the Proposed Checklist was treated separately in establishing validity. Each page was analyzed twice, once, for the

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[1]Metcalf, p. 20.

amount of association in the rankings of the experts and again according to the rankings assigned by the experts to each item. Each page was analyzed to ascertain the extent of agreement concerning the relationships of activities for goal-achievement and for school-involvement.

A checklist which was only partially marked or gave equal rankings was rejected as invalid on that particular section. A total of twenty-two checklists was used in the analysis of relationships. An observation of the working procedures of each of the experts showed that decisions for ranking were difficult to make at this point. Misunderstanding of the directions for ranking did not seemingly occur although the instrument was cumbersome at this point.

First, the validity of the relationships shown in the Proposed Checklist was established statistically by use of the Kendall Coefficient of concordance: W. A high or significant value of W may be interpreted as meaning that the observers or judges are applying essentially the same standard in ranking the objects under study. Often their pooled ordering may serve as a "standard," especially when there is no relevant external criterion for ordering the objects.[1] To state the point another way, a high degree of agreement about an order does not necessarily mean that the order which was agreed upon is the "objective" one; it is more correctly called a "consensual" ordering.[2] Statistical Table R[3] and Statistical Table XIII[4] were used. This statistic (W)

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[1] Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences. (New York: McGraw-Hill Book Company, Inc., 1956), p. 237.

[2] Siegel, p. 238.

[3] Siegel, p. 286.

[4] N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper & Row, Publishers, 1965), p. 314.

points out the amount of agreement among the panelists but not whether they agreed with the established order of the Proposed Checklist.

Secondly, the ranking given to each item on the Proposed Checklist by the expert was recorded. The pattern of agreement (\\) which will be mentioned frequently in the paper, will always be from upper left to lower right, if the panelists are in agreement with the established order of the proposed Checklist. For example, from Appendix IX, Data Base for Goal-Achievement, using the rankings for Page One, the following table can be set up:

Rankings Assigned by Panelists (19)

Order of Items on Checklist	First	Second	Third
1	16	3	0
2	1	12	6
3	2	4	13

The table given as an example shows a pattern of rankings that numerically coincides with the established order of the Proposed Checklist. This graphic representation of agreement does not attempt to represent any further statistical figure for the amount of agreement. The data base for determining the validity of the relationships of goals and activities for goal-achievement is Appendix IX. A summary of the data given in Appendix IX is presented in Table 1.

Six pages of the Proposed Checklist were found to have significant amounts of agreement among the panelists, at the .05 level,

concerning the relationships of goals and activities for goal-achievement. These pages also exhibited agreement with the pattern established in the Proposed Checklist.

Table 1. Values of W, Pages One Through Eight, Proposed Checklist, Goal-Achievement

Page	Computed Value of W	Significant Value of W at .05 Level
1	.55	.16
2	.57	.15
3	.22	.16
4	.14	.17
5	.09	.15
6	.45	.15
7	.36	.16
8	.23	.16

Page Four and Page Five did not show significant agreement among the panelists. The .09 value of W for Page Five is significant at the .20 level. The .14 level of W for Page Four is significant at the .10 level. Page Four did fit the pattern of the Proposed Checklist.

When there was not a significantly high value of W, the panel was divided to determine, if possible, whether the disagreement existed in the field of library science or the field of international education as represented by the panelists and whether the groups disagreed about the rankings assigned the items on the Proposed Checklist. The Kendall coefficient of concordance: W was figured and the pattern of agreement charted for each of these subgroups. Table 2 gives the statistical information for the four subgroups. The group of internationalists on

Page Four was the only group with a high value of W, significant at the .05 level.

Table 2. Values for W for Subgroups, Goal-Achievement

Subgroup	Page Four		Page Five	
	Computed Value of W	Significant Value of W at .05 Level	Computed Value of W	Significant Value of W at .05 Level
Internationalists	.30	.28	.14	.25
Librarians	.02	.51	.04	.39

The patterns of the subgroups of Page Four are similar. The pattern of the subgroup which has a value of W significant at the .05 level, the internationalists, is similar to the pattern of the group as a whole, which is the pattern of the Proposed Checklist. The pattern of the subgroups of Page Five are not similar, and neither subgroup has a value of W significant at the .05 level.

In one instance a page was found to have group association with a value of W significant at the .05 level and a pattern unlike that of the established order of the Proposed Checklist. The pattern of Page Eight is not similar to the pattern of the Proposed Checklist.

The study also attempted to organize the activities into a hierarchy within the groups to show the amount of school-involvement necessary for the activity. The same statistical method was used on the

twenty-four groups which comprised the part of the instrument dealing with the relationships of activities to school-involvement. Appendix X contains the data base for this section. A summary of Appendix X is presented in Table 3, which follows on page eighty-one. According to Table 3, the following were not found to have a significantly high value of W at the .05 level:

Page 1	Language Study
Page 2	Content of Curriculum
Page 3	American Students Abroad
Page 4	Student Research
Page 7	American Students Abroad
Page 8	Content of Curriculum

In Table 4, which follows on page eighty-two, information concerning the subgroups of those cited above is given. The patterns of the subgroups will be discussed further under Interpretation of Data.

Only in one instance does a group as a whole have a value of W significant at the .05 level, in this section of the instrument dealing with school involvement, and the pattern of that group not follow the established order of the Proposed Checklist. The pattern of Faculty Research on Page Four shows the panelists desirous of placing the last item in the first position.

Interpretation of Data

The content validity of the Proposed Checklist for the Goals and Activities was established by the agreement of ninety-two percent of the panelists, and the relationships of these goals and activities in a

Table 3. Values of W, Pages One Through Eight, Proposed Checklist, School-Involvement

Page	Activity	Computed Value of W	Significant Value of W at .05 Level
1	Dissemination Activities	.68	.13
	Language Study	.09	.13
	Orientation Responsibilities	.39	.135
2	Curriculum Content	.10	.15
	Specialization	.69	.13
	Methodology	.35	.135
3	American Students Abroad	.02	.135
	Foreign Students	.14	.135
	Faculty Exchange	.34	.14
4	Student Research	.09	.13
	Faculty Research	.14	.135
	School Research Support	.40	.14
5	Faculty Research	.17	.13
	Student Research	.32	.14
	School Research Support	.40	.135
6	Language Study	.16	.14
	Dissemination Activities	.67	.135
	Orientation Responsibilities	.29	.13
7	Faculty Exchange	.29	.13
	American Students Abroad	.06	.15
	Foreign Students	.20	.15
8	Methodology	.42	.14
	Content of Curriculum	.13	.15
	Specialization	.36	.15

Table 4. Values of W for Subgroups, School-Involvement

Page	Activity	Subgroups			
		Internationalists		Librarians	
		Computed Value of W	Significant Value of W at .05 Level	Computed Value of W	Significant Value of W at .05 Level
1	Language Study	.29	.195	.33	.36
2	Content of Curriculum	.11	.21	.15	.52
4	Student Research	.21	.21	.006	.32
3	American Students Abroad	.23	.21	.004	.36
7	American Students Abroad	.21	.23	.03	.42
8	Content of Curriculum	.22	.23	.03	.42

predetermined order was accepted in seventy-five percent or better of the cases.

More interpretation of the data was undertaken to find, if possible, if the Proposed Checklist should be changed. In the area of goal-achievement the groups of activities were arranged according to their suitability to achieve one of two different goals. Both Page Four and Page Five dealt with Research activities but under different goals. Page Four and Page Five were the only pages found to be significantly low in the association of the rankings of the experts. Since they involve different goals, the pages are treated separately.

Page Four, with its panel as a whole having a value of W significant at the .10 level, has one subgroup, the internationalists, with a value of W significant at the .05 level. The patterns of these groups are similar to the order of the Proposed Checklist. A tie occurs in the group where there is significant agreement among the panelists, indicating ambivalence concerning the placement of Student Research in first place. There is no overriding figure that gives direction for a change from the established order of the Proposed Checklist. Therefore, it does not seem that a change should be made with no indication of what constitutes a better arrangement.

According to Table 2, Page Five does not have any group whose value of W is significant at the .05 level. Page Five has a value of W significant at the .20 level for the panelists as a whole and for the internationalists as a subgroup. Siegel[1] quotes Kendall as suggesting

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[1]Siegel, p. 238.

that the best estimate of the "true" ranking of the objects is provided, when W is significant, by the order of the various sums of the ranks. Following this idea, the order for Page Five remains the same as the established order of the Proposed Checklist (see Appendix IX, Data Base for Goal-Achievement, sums of ranks).

Page Eight, as indicated previously, was unique in having a pattern challenging the established order of the Proposed Checklist and having a significant amount of agreement among the panelists. The observation of this pattern in terms of change would place the Content of Curriculum first and Methodology second on Page Eight.

The analysis of the order of the activities within a group with the thought of changing the order must reckon with the fact that the order of the activities is kept the same within the group under the two different goals. Therefore, when the panelists agreed in one instance to the order of the Proposed Checklist for a group of activities, such as they did on Page Six for Language Study, but disagreed on the order of the same group on Page One, any decision to change must keep in mind both goals.

Language Study, although it presents no disagreement on Page Six, was analyzed and the patterns for the subgroups on that page were found to be similar to those for the subgroups on Page One. This suggests that a change in the order of the activities within the group to accommodate one goal is permissable for the other goal.

Language Study presents one instance of possible misinterpretation. The traditional language requirement for library school is filled variously either before or during the graduate work. Language study is done,

however, outside the library school in a language department of the university. The statement on the Proposed Checklist read "in the professional school." On this basis the panelists in librarianship may have seen that taking a foreign language in the library school would require a great deal more involvement on the part of the school than would translation of specialized materials. The original intent was for the activity to occur outside the professional school but possibly during the time of professional study. The misinterpretation seems to be somewhat substantiated by a comparison of the different patterns as presented in Table 5 below.

Table 5. Rankings Assigned by Panelists to Items for School-Involvement, Page One, Language Study

Order of Items on Checklist	Rankings Assigned by Panelists (20)				Rankings Assigned by Internationalists(13)				Rankings Assigned by Librarians (7)			
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th
Translation	11	2	4	3	9	2	1	1	2	0	3	2
TV	0	10	3	7	0	9	1	3	0	1	2	4
Specialized Language	2	7	10	1	2	2	9	1	0	6	1	0
Required Language	7	1	3	9	2	1	2	8	5	0	1	1
	.90 = W = significant at .15 level				.29 = W = significant at .05 level				.33 = W = significant at .10 level			

Underlining a figure in the table denotes an amount of disagreement larger than that of the agreement figure, vertically, in the pattern(\\).

In Table 5, the desire to change the order of the items in the librarians group is shown by the underlining. Only if the Checklist is used by a professional school which cannot send a student outside for language study, are the rearranged activities below suggested as a new order for the established order of the Proposed Checklist:

> Requiring a foreign language in the professional school
> Providing special professionally oriented language courses
> Assisting in translations of specialized knowledge of the profession
> Instituting opportunities to hear lectures in a foreign language (educational TV)

On Page Four the value of W for the panelists ranking the activities under Student Research was .09, which is significant at the .15 level. The predominant pattern of those groups, Pages Four and Five, whose values of W were significantly high, ranging from .05 to .15, was the pattern of the established order of the Proposed Checklist.

The groups to be discussed next are those groups whose order was questioned under both goals: American Students Abroad and Content of Curriculum. Table 6 shows that the patterns for American Students Abroad formed by the rankings of the panelists are similar, which indicates a change is possible, there being no conflict on the order in relation to the two different goals. The only groups with significant agreement of panelists are the two internationalist's groups. These groups have patterns similar to the patterns of the groups combined. This pattern is the same as the established order of the Proposed Checklist. The amount of change indicated by underlining in Table 6 is not sufficient to change the order, since the panelists in those groups do not have a significantly high degree of association.

Table 6. Rankings Assigned by Panelists to Items for School-Involvement, Pages Three and Seven, American Students Abroad

Order of Items on Checklist	Panelists (19)				Internationalists (12)				Librarians (7)			
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th
Page Three												
1	7	2	4	6	5	0	4	3	2	2	0	3
2	2	7	6	4	1	5	3	3	1	2	3	1
3	7	3	7	2	5	2	4	1	2	1	3	1
4	3	7	2	7	1	5	1	5	2	2	1	2
	W = .02				W = .23				W = .004			
	no significance				significant at .05 level				no significance			
Page Seven												
	(17)				(11)				(6)			
1	7	1	5	4	5	1	4	1	2	0	1	3
2	2	8	3	4	1	7	0	3	1	1	3	1
3	7	1	8	1	5	0	6	0	2	1	2	1
4	1	7	1	8	0	3	1	7	1	4	0	1
	W = .06				W = .21				W = .03			
	no significance				significant at .10 level				no significance			

A comparison of the rankings of the activities under Content of Curriculum shows that the panelists on the separate pages do not have the same pattern, one following the established order and one desiring change. In Table 7, below, the underlining shows the reaction of the group which desired change. These two groups have a range of significance for W of from .10 to .20.

Table 7. Rankings Assigned by Panelists to Items for School-Involvement, Pages Two and Eight, Content of Curriculum

Order of Items on Checklist	Page Two Panelists (17)				Page Eight Panelists (17)			
	First	Second	Third	Fourth	First	Second	Third	Fourth
Social Change	7	3	3	4	4	3	5	5
Core	2	8	5	2	3	6	5	3
Infusion	4	5	8	0	7	5	5	0
Required	4	1	1	11	3	3	2	9

The ordering of these activities is according to the increasing amount of commitment on the part of the school of its resources that the activity demands. "Infusing new materials relevant to the contemporary world into traditional courses" does not seem to demand any more of a faculty or student body than any expected up-dating of course content, an interpretation which would logically tend to keep it in the third position. Arbitrarily, the grouping is left intact.

The last group, Faculty Research, appeared on both pages significantly strong in association and the panelists in the groups as a whole supported similar patterns, but not wholly the pattern of the Proposed Checklist. The change desired was a switch of the top and bottom items, within the group.

The interpretation of the data has pointed out where changes in the Proposed Checklist may occur. For the relationships of goals and activities to achieve goals, change was rejected for Page Four and Page Five. Change in Page Eight is recommended to coincide with the "consensual" ordering of the panelists.

In the area of school-involvement, change in the relationships of goals and activities was rejected for the Language Study group for a checklist for librarians. A revision in terminology is suggested. A legitimate source for change was not established for the groups, American Students Abroad, Student Research, and Content of Curriculum. For the same reason that a change was recommended for Page Eight, that is, consenual ordering, a change is recommended for the group, Faculty Research, on Page Four, which necessitates changing the group on Page Five, also.

Minor changes in the wording of the instrument, the Proposed Checklist, were made as a result of the suggestions made by the panelists. The intent of the activity concerning educational TV was clearer if the word, lectures, was modified by inserting "relating to the profession." Two panelists wished that the word, qualified, be inserted in front of the phrases concerning faculty recruitment from abroad. These changes have been incorporated into the final draft of the Checklist.

Reliability for the instrument was established by the use of the test-retest method. This method was appropriate for determining the stability of the items on the instrument. The Proposed Checklist, with the minor revisions in the wording suggested by panelists, was sent to the faculty members of five library schools. Faculty members were instructed to check the activities on the Proposed Checklist in which the school was engaged. If the school engaged in an activity, but not in relation to a goal, the faculty member was instructed to mark out the goal and check the activity. Two weeks was the period of time set as appropriate between the two administrations of the test. Twenty-five sets were accumulated for analysis.

There were forty-eight activities under two goals, or a total of ninety-six activities, that could have been checked on the Proposed Checklist. Fifteen activities were not checked; fifty-nine activities were checked by eight or fewer people (one-third of the twenty-five); and twenty-two activities were checked by eight or more people.

The returns were analyzed to determine if:

1. a person checked an activity the first time but not the second
2. a person checked an activity the first time and the second time
3. a person did not check an activity the first or the second time
4. a person checked an activity the second time but not the first

Items one and four above represent the instability of the activity; items two and three indicate the stability.

The absence of approximately fifteen percent of the activities at schools is an indication of the innovative nature of the instrument. The large number of activities checked by eight or fewer people is partially attributed to innovation.

The reactions of the twenty-five respondents to the twenty-two activities have been placed in Appendix XI, Data Base for Reliability. Two activities are unstable.

An analysis of the two activities that are unstable indicates that under both goals, the activity, Revising Education Materials, was misinterpreted in some way. Despite this discrepancy the instrument as a whole proved to be reliable with the intent of the activities understood although all the activities were not always in evidence at each school.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The main focus of the study was the construction of a valid instrument for the evaluation of internationalism in education for librarianship in the United States. The checklist was the form which was thought to be needed at this time. The checklist would express goals and activities in relationships that would not only inventory procedures but encourage movement toward the achievement of the goals in a practical manner. The development of the Proposed Checklist occurred in the "backwash" of events triggered by the International Education Act of 1966. Although this circumstance provided an abundance of material, it also precipitated a probing examination of the social foundations of education. The construction of the instrument tried to reflect all these concerns, supporting a liberal view to stimulate national schools to think internationally, but tried not to get tangentially into a study describing library education around the world or chronicling the development of an international library school.

The first step in the construction of the instrument consisted of examining primary and secondary sources in the literature of library science and international education to locate goals and activities. Two major goals, the Advancement of Knowledge and the furthering of

International Understanding, were determined as representative of fifteen goals of international education after an analysis of twenty-six goals found cited in recent literature. The activities were extracted from the literature and organized into four major types: Communication, Research, Mobility of People, and Curriculum.

The second step was the determination of the best arrangement of the goals and activities. The placement of an activity in the hierarchy of the Proposed Checklist was determined both by the ability of the activity to achieve a goal and its need for school support or school-involvement. The third step was to secure a panel of experts which would validate the content of the Proposed Checklist and suggest rearrangements by their ranking of the items. Step four was to analyze the data statistically to determine the validity, reliability, and appropriateness of the Checklist for publication. The Proposed Checklist was seen as a device for calling attention through an inventory process to activities which had been incorporated into only a few of the library schools and as an instrument that would encourage a library school to engage in new international activities with concern for the purposes and requirements of the activity.

Presentation of the Instrument in Final Form

The Proposed Checklist was found to be valid when tested with a panel of experts from the fields of library science and international education. Six of the eight pages were found to be valid when tested for the degree of association in the rankings of the experts (significant value of the Kendall coefficient of concordance: W at the .05 level) for

the arrangement established for goal-achievement. When the rankings of each item were charted and the patterns compared to that of the Proposed Checklist, seven of the eight pages were found to be valid.

The same type of analysis was used to determine the validity for the arrangements of the activities within the groups which simulated the degree of school-involvement. In eighteen of the twenty-four groups the arrangements were considered valid. Reliability was established by the test-retest method. The instrument was found to be stable in all but one activity.

Changes were made in the instrument. The order of the paging of the Checklist was changed for the final printing in order to make a better graphic of the scoresheet. The changes made in the final copy are those described previously and summarized below:

Revision of wording
Revision in the order of groups on one page
Revision in the order within a group on two pages.

Any change was considered carefully, and avoided, when possible, if the change was made to satisfy the view of only one professional group. An introduction, instructions, and a scoresheet were developed for use with the Checklist. The instrument in its final form is placed in Appendix XII.

In general the rankings of activities within groups tended to be consistently without regard for goals, which gave credence to the ranking done for the achievement of goals and the value of a goal-oriented evaluative form. The trend to disagreement in the subgroup composed of librarians might reflect on the validity of the instrument if the justification for the instrument is not reiterated: the

proliferation of activities without stated goals was the situation which the instrument was constructed to attack.

It was interesting that technical assistance was not a write-in goal in any instance. The possibility of technical assistance as a goal was mentioned in the letter to the panelists and discussed in the study.

Certain limitations were imposed on the study from the beginning. The program of library education which was the background for all parts of the study is that of the accredited library schools of the United States only (see Appendix XIII, Accredited Library Schools). The activities of the Checklist were the activities tending more to a formal educational program than any extracurricular or informal education program. However, the goal of International Understanding is often linked with extracurricular activities. The list of activities was not intended to be exhaustive but rather an indication of the possibilities open to a school. The activities did not advocate any particular source of financial aid or specific technique for implementation. The responsibility lies with the school.

The climate for writing on international affairs was recognized as a limitation. A wave of patriotism was in evidence when the study began. Other anti-national feelings were centered in universities and colleges. In fact, writing a dissertation involving any response from any campus was found to be frustrating in the United States in the spring of 1970. The obvious fact that the execution of any program can change the quality of a program was recognized. These are some of the local, national, and international limitations.

The shortness of the goal-statements and the minimal number of goals may be of concern to anyone who handles the checklist without an introduction such as that provided in the Synthesis of Goals, which was abstracted for use as an introduction to the final checklist, or to anyone who does not have wide experience with the international field. Certain goals, such as success goals for any one of the four major activities, were eliminated. Goals such as "save money" or "eliminate culture shock" were thought to be minor. These forces have tended to make the study very compact. The study is guilty of reductionism if it does not, by its very shortness, attract attention and become more useful.

Recommendations for Use and Research

Several directions for research are apparent from the study, including the need for a chronology of the international aspects of library science. The most immediate and urgent need is for field-testing the instrument in several library schools.

The instrument after standardization will have broader use than just in one professional school although it was designed for library science initially. In many instances the word, library, can be omitted and the word professional, used to modify the word, school.

Furthermore, it will be possible to utilize the completed instrument abroad. Comparative studies evolving from its use in two or more countries would reveal interesting perceptions of the activities used to implement common goals. Such studies would be relevant to Coomb's speculation that the British and the Americans were less

nationalistic and more international and universal in their approach than the French, Germans, and Russians.[1]

The use of the field-tested instrument in library schools should encourage responses such as standing committees for international affairs; revisions of handbooks, catalogs, or brochures concerning goals and activities, especially as they concern mobility of people; and a renewed interest in sixth-year programs to which some schools will feel international aspects are better suited.

Siegel has said "only time can show"[2] whether the panel's judgments were sound. The Checklist is experimental until further research has been done. Recommendations for further study include the need for field-testing the instrument at library schools in the United States. Continuous use and compilation of data are essential before general usage. For the same reason that the method of self-evaluation was adopted originally, the voluntary return of data from the use of the Checklist in the field-testing is recommended as appropriate. It is recommended that the distribution of the Checklist to schools be with a number of duplicate scoresheets attached, one of which will be returned with any suggestions or comments.

A second recommendation is that data be collected and used in order to develop weighted scores for purposes of standardization and the development of norms. The graphic scoresheet on the next page shows how an activity pursued under one goal, International Understanding, for

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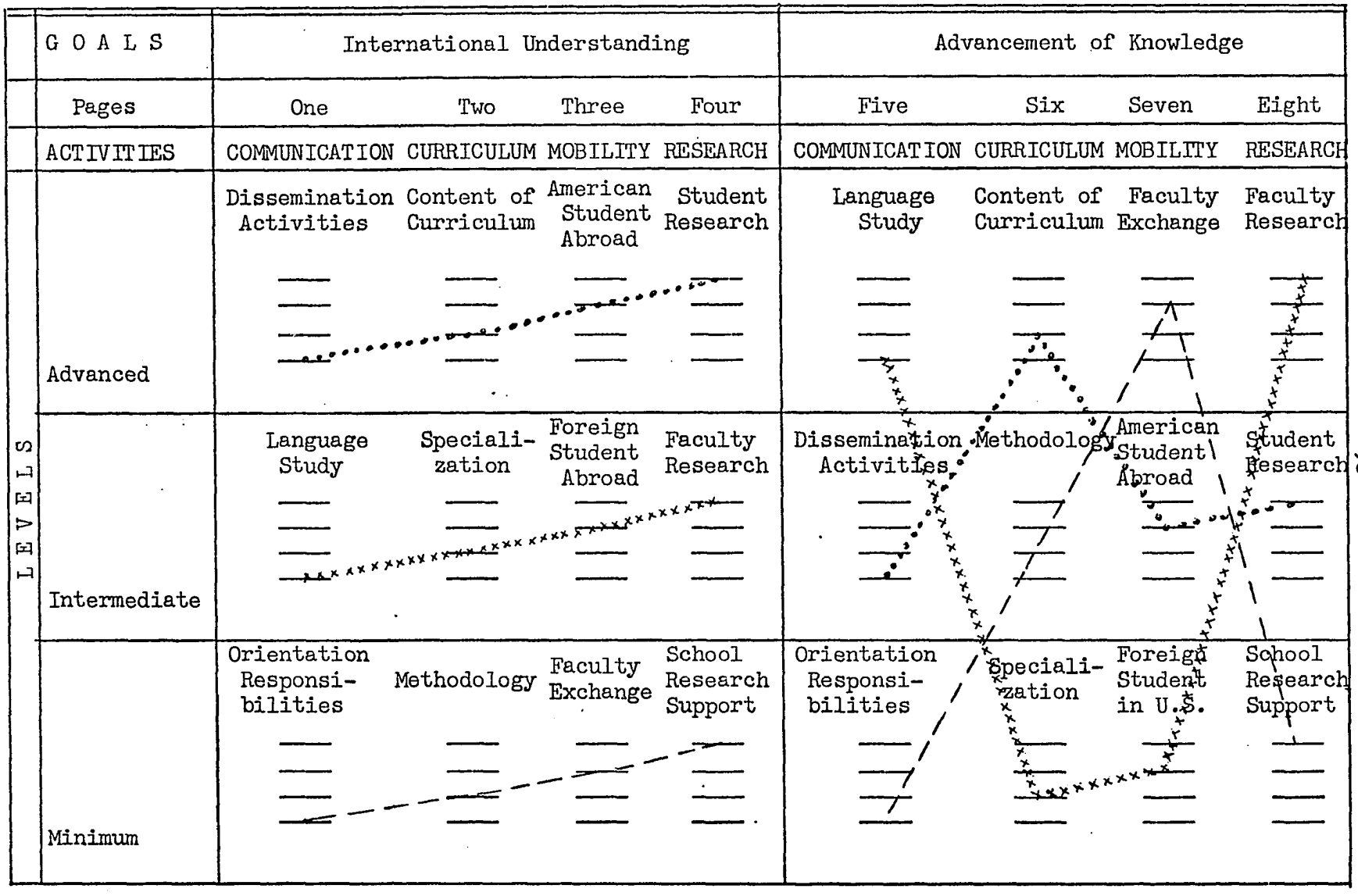
[1] Coombs, p. 95.

[2] Siegel, p. 238.

S C O R E S H E E T


GOALS
International Understanding
Advancement of Knowledge
Pages
One
Two
Three
Four
Five
Six
Seven
Eight
ACTIVITIES
COMMUNICATION
CURRICULUM
MOBILITY
RESEARCH
COMMUNICATION
CURRICULUM
MOBILITY
RESEARCH
LEVELS
Advanced
Dissemination Activities
Content of Curriculum
American Student Abroad
Student Research
Language Study
Content of Curriculum
Faculty Exchange
Faculty Research
Intermediate
Language Study
Specialization
Foreign Student Abroad
Faculty Research
Dissemination Activities
Methodology
American Student Abroad
Student Research
Minimum
Orientation Responsibilities
Methodology
Faculty Exchange
School Research Support
Orientation Responsibilities
Specialization
Foreign Student in U.S.
School Research Support

example, may be increased, moving upward in a sense, to more nearly achieve the goal, but in so doing may lower the chances of attaining the other goal, Advancement of Knowledge. A system of scoring for the Checklist should be developed that will aid research in international education. Research of this type could allay the criticism that internationalism is too sentimental and cannot stand critical analysis.

The ultimate aim of the research, of which this study is phase one, is to produce an instrument to further the concern for the goals of library education. This study and the experimental instrument have dealt with the goals of education, society, and specifically, library education. Interesting and encouraging responses from the panelists showed a kindred concern. A particularly pertinent and persistent issue awaits the professional library school--how to develop a student as an agent of change. The library professional has not yet developed its stance toward the phenomenon of the professional as an agent of social change. It is shown in no better way than in the profession's need to see itself in an international system and to recognize the implications once that happens.

Extensive activity, for example, will be tempered by rising costs, rising demands for the educational slots in every country, our poor capabilities in languages, and the responsiveness of the library to the needs of society. Ideologically the change to a broader viewpoint may well be revolutionary. It seems simple to do, in words; but it is not simple, in deeds. Revolution appears to be stylish, but the aim of library education may be far short of that. In an international situation

the library would be an institution or agency, a product of the United States, which the world may adopt or adapt in a free competitive system. This is not a revolutionary statement, but it is a new perception. The purpose of library education may well be to give all students an international perspective of their profession and a few students, an education for international involvement. The Checklist is offered as one step toward helping the library school in the United States to improve its educational program and to retain its leadership in the world in library education.

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APPENDIX

A P P E N D I X I

DEFINITIONS

APPENDIX I

DEFINITIONS

Activities..."We conceive action to be oriented to the attainment of goals..."[1]

Accredited library school...those reviewed regularly by the Committee on Accreditation of the American Library Association (see Appendix XII, Accredited Library Schools).

Area Studies...interdisciplinary and regional in character, concerned with language and culture, past and present, of a given area; also termed monocultural.[2]

Comparative librarianship.."the study and comparison of library theory and practice in all of the different countries of the world for the purpose of broadening and deepening our understanding of professional problems and solutions."[3]

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[1]Julius Gould and William L. Kolb (eds.) A Dictionary of the Social Sciences (New York: The Free Press, 1964), p. 290, quoting T. Parsons, 'A Revised Analytical Approach to the Theory of Social Stratification,' in R. Bendix & S. M. Lipset (eds.) Class, Status and Power--A Reader in Social Stratification (Glencoe, Ill.: The Free Press, 1953), p. 93.

[2]Anderson, p. 50.

[3]Louis Shores, "Why Comparative Librarianship," Wilson Library Bulletin, XLI, No. 2 (October, 1966), p. 204.

Cross-cultural education...learning that occurs when people from one country come into contact with people from another.[4]

Cultural relations...also cultural affairs, cultural exchange; may range from serious tourism, performing artists, exhibits, or conferences; able to increase awareness, appreciation, and understanding of another people and their culture.[5]

Development education...designed to aid other less developed nations by educational means to help themselves and to achieve their goals of peaceful and humane national development.[6]

Educational exchange program...sponsored plan through which persons are sent to or brought from one country to another, primarily to teach or to engage in academic study, research, or other types of directed training.[7]

Evaluation...determining the relative importance of something in terms of a standard.[8]

Goal...the end result, immediate or remote.[9]

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[4]Scanlon, p. 31.

[5]Butts, "America's Role in International Education," p. 10.

[6]Butts, "America's Role in International Education," p. 13.

[7]Committee on Educational Interchange Policy, The Goals of Student Exchange (New York: The Committee, 1961), p. 1.

[8]Horace B. English and Ava Champney English, A Comprehensive Dictionary of Psychological and Psychoanalytical Terms, A Guide to Usage. (New York: David McKay, Company, Inc., 1958), p. 190.

[9]English, p. 227.

Interdisciplinary...involving two or more academic disciplines.[10]

International education...non-American substance of school and university curriculums in the United States.[11]

International relations...refers to those activities in the intercourse of nation-states which make for war or peace, sometimes international affairs, or foreign affairs, primarily concerned with politics and diplomacy.[12]

International understanding...knowing the processes by which human associations evolve into human communities with common interests.[13]

Internationalism...international character, principles, interests, or outlook.[14]

Librarian...person responsible for the administration of a library, a professional member of a library staff...combined with other terms, as order librarian, children's librarian.[15]

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[10]Webster's Seventh New Collegiate Dictionary (Springfield, Mass.: G. & C. Merriam Company, Publishers, 1967), p. 441.

[11]Stephen K. Bailey, "International Education: Shadow and Substance," International Education: Past, Present, Problems and Prospects, U.S., Congress, House, Committee on Education and Labor (Washington, D.C.: U.S. Government Printing Office, 1966), p. 1.

[12]C. Dale Fuller, Training of Specialists in International Relations (Washington, D.C.: American Council on Education, 1957), p. ix.

[13]Hunkins, p. 284.

[14]Webster's Seventh New Collegiate Dictionary, p. 442.

[15]Elizabeth H. Thompson, A.L.S. Glossary of Library Terms. (Chicago: American Library Association, 1943), p. 80.

Librarianship...the application of knowledge of books and certain principles, theories, and techniques to the establishment, preservation, organization, and use of collections of books and other materials in libraries, and to the extension of library service.[16]

Library school...an agency which gives in a single academic year at least one co-ordinated professional curriculum in library science, for which credit for a full year of study is granted in accordance with the practice of the institution.[17]

M.L.S....Master of Library Science degree; also M.A., M.S., M.A.L.S., M.S.L.S.

Professional...one who conforms to the technical or ethical standards of a profession.[18]

World affairs education...improvement of one's own understanding about other people in order to be able to deal more effectively with them, either by travel away from home or study at home.[19]

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[16]Thompson, p. 80.

[17]Thompson, p. 82.

[18]Webster's Seventh New Collegiate Dictionary, p. 680.

[19]Butts, "America's Role in International Education," p. 13.

APPENDIX II

GOALS OF INTERNATIONAL EDUCATION

APPENDIX II

GOALS OF INTERNATIONAL EDUCATION

For Panel Information Only

For their greatest effectiveness educational and cultural activities must also be directed consciously at specific objectives, country by country and within the United States, not treated as ends in themselves. Among the paramount objectives to be served are these:

1. To strengthen American education and our national competence in world affairs
2. To develop an accurate knowledge and understanding of the United States by foreigners, especially those who shape the youth and policies and destinies of their own nation
3. To strengthen the Atlantic Community and our partnership with Japan which constitute the core of the free world's strength and greatest promise
4. To help emerging nations build strong, viable and independent societies whose values and goals are compatible with our own, though their economic and other institutions and customs may differ
5. To reduce dangerous tensions and broaden the channels of constructive communication, understanding and agreement with communist nations
6. To advance human knowledge and human welfare generally, and to strengthen the mechanisms for international cooperation.

American Assembly, Columbia University, Cultural Affairs and Foreign Relations. Englewood Cliffs, N. J., Prentice-Hall, 1963, p. 156-57.

The reason most often advanced for international studies is the value for citizenship. A second reason, even more important, is based on cultural values: the importance of knowing other people with other ways of life. A third reason, especially important for us as members of college and university faculties, is based on scholarly values.

Wallace L. Anderson, "A World View for Undergraduates" Saturday Review, August 20, 1966, p. 51.

Behind all these efforts seem to be three interrelated goals:

I. To prepare men and women for wise public leadership in the sciences and arts of governance in a critically interdependent and rapidly changing and evolving world
II. To cultivate the soil of civic understanding so that informed leadership can reap enlightened response and constructively critical support from mass political followership
III. To heighten the sense of option, variety, excitement, and identity in peoples across the face of the globe whose esthetics and social sensibilities can be sharpened only by insights into the world beyond their familial and neighborhood surroundings.

Stephen K. Bailey, "International Education: Shadow and Substance" Annual School of Education Spring Lecture, Cornell University, April 30, 1963.

Four major purposes are conventionally assigned to the federal government's educational and cultural programs overseas:

I. Promotion of international good will and understanding
II. Advancement of the objectives of U. S. foreign policy
III. Assistance in the economic and technical development of other nations.
IV. Facilitation of scholarly and intellectual interchange and the enhancement of educational opportunity for individuals.

Charles Frankel, The Neglected Aspect of Foreign Affairs. Washington, D.C., The Brookings Institution, 1965, p. 80.

Question I was "What are your views as to the broad purposes of international educational programs?" For example, the primary purpose of international education activities are variously viewed from one or a combination of the following standpoints:

I. Encouraging common understanding among nations
II. Developing the economic or social structure of the foreign country participating.
III. Strengthening of educational, scientific, and cultural resources of mankind
IV. Acquainting the people of other nations with the strength and progress of the U. S.
V. Enabling people of the United States to learn about, and benefit from their association with the peoples of other nations
VI. Combating communism.

"International Educational Activities of American Universities and Colleges" Educational Record, October, 1957, p. 387.

International education cannot be the work of one country. It is the responsibility and promise of all nations. It calls for free exchange and full collaboration. We expect to receive as much as we give, to learn as well as to teach. Let this Nation play its part. To this end, I propose:

1. To strengthen our capacity for international educational cooperation.
2. To stimulate exchange with students and teachers of other lands.
3. To assist the progress of education in developing nations.
4. To build new bridges of international understanding.

Lyndon B. Johnson, "President's Message on International Education" February 2, 1966.

APPENDIX III

BIBLIOGRAPHY OF SOURCES FOR ACTIVITIES

APPENDIX III

BIBLIOGRAPHY OF SOURCES FOR ACTIVITIES

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The solutions that work in one cultural milieu do not necessarily work in another, p. 66.

David E. Bell, "The Quality of Aid," Foreign Affairs, XLIV, No. 4 (July, 1966), pp. 601-7.

The whole process of foreign aid would be seen as a research process, p. 606.

George S. Bonn (ed.), Library Education and Training in Developing Countries (Honolulu: East-West Center Press, 1966).

U. S. library schools should provide special workshops in areas such as information sciences for overseas librarians, p. 180.

Compilation and dissemination of information about opportunities for foreign students to study and to do research in the U. S., p. 192.

Beverly J. Brewster, "International Library School Programs," Journal of Education for Librarianship, IX, No. 2 (Fall, 1968), pp. 138-43.

Resources to support international and comparative librarianship, p. 142.

Robert F. Byrne, "Teaching Materials for Foreign Area Instruction," Phi Delta Kappan, LXVII, No. 4 (December, 1965), pp. 223-27.

Among materials most urgently needed are translations of basic works for all levels and all courses, p. 227.

Commission on International Understanding, Non-Western Studies in the Liberal Arts College. (Washington, D.C.: Association of American Colleges, 1965).

The three most urgent library needs are materials on Latin America, Eastern Europe, and the Middle East, p. 145.

Committee on Educational Interchange Policy, Educational Exchange in the Economic Development of Nations. (New York: Institute of International Education, 1961).

Development exchange is especially important in Asia, Africa, and Latin America, p. 3.

_____, Foreign Professors and Research Scholars at U.S. Colleges and Universities (New York: Institute of International Education, 1963).

Occasionally, foreign professors and research scholars fill temporary vacancies resulting from increased opportunities and demand for American faculty members to go abroad, p. 10.

_____, The Goals of Student Exchange (New York: Institute of International Education, 1955).

Exchanges comprise a thin but important strand in affecting national policies and attitudes, p. 7.

Committee on the College and World Affairs, The College and World Affairs (New York: Edward W. Hazen Foundation, 1964).

The spirit of liberal learning, which includes the study of man and the constantly changing cultural condition, is needed as part of professional work, p. 66.

Committee on the Professional School and World Affairs, Education and World Affairs (Albuquerque: The University of New Mexico Press, 1968).

Students should also be encouraged to develop and maintain proficiency in one or more of the major foreign languages, p. 94.

Students should be required to look systematically, analytically and thoroughly--with the use of rich secondary sources if no foreign experience is possible--at the educational enterprise of another country and try to account, in terms of its social and cultural characteristics, for the development of that particular kind of system. Even this minimal "research" experience can be part of the training of every student gaining a degree in education, p. 332.

James M. Davis, "Some Trends in International Educational Exchange," Comparative Education Review, VIII, No. 1 (June, 1964), pp. 48-57.

Provide financial assistance for foreign students, p. 55.

*Special schools for foreign students, p. 50.

Milton J. Esman, Needed: An Educational and Research Base to Support America's Expanded Commitments Overseas (Pittsburgh: Graduate School of Public and International Affairs, University of Pittsburgh Press, 1961).

Teach processes of induced social change, p. 15.

*Retrain people working abroad, p. 31.

Stewart E. Fraser, "Some Aspects of University Cooperation in International Education," Educational Imperatives in a Changing Culture, ed. William W. Brickman (Philadelphia: University of Pennsylvania Press, 1967), pp. 180-195.

Enlargement of the proposal of President Johnson for research centers, which Fraser calls Residential Academic Centers in International Education, p. 189.

George M. Guthrie and Richard E. Spencer, American Professions and Overseas Technical Assistance (University Park, Pennsylvania: The Pennsylvania State University, 1965).

Extent to which professional skills acquired and used in the U. S. had to be modified to meet the needs of the foreign setting, p. 14.

Fred F. Harcleroad and Alfred D. Kilmartin, International Education in the Developing State Colleges and Universities (Washington, D.C.: Association of State Colleges and Universities, 1966).

Released time to study abroad for all faculty, p. 24.

Chauncy D. Harris, "Area Studies and Library Resources," Library Quarterly, XXXV, No. 4 (October, 1965), pp. 205-17.

Acquisition and processing a high proportion in a foreign language, published under diverse customs of foreign book trade, p. 215.

D. D. Haslam, "Internships in British Libraries for Overseas Librarians," Library World, LXVI, No. 770 (August, 1964), pp. 31-2.

Internships abroad, for the benefit of the individual and the library, p. 31.

Jean Hassendorfer, "Comparative Studies and the Development of Public Libraries," Unesco Bulletin for Libraries, XXII, No. 1 (January-February, 1968), pp. 13-19.

Able to use the results of comparative education as a source of ideas for planning and executing strategies, p. 19.

Cyril O. Houle and Charles A. Nelson, The University, the Citizen, and World Affairs (Washington, D. C.: American Council on Education, 1956).

Educating adults about world affairs, p. 146.

*Provide opportunities for specialists to educate one another, p. 147.

International Bureau of Education, International Understanding as an Integral Part of the School Curriculum (Paris, Unesco, 1968).

Statement of general aims regarding respect of human rights, p. xi.

International Conference on the World Crisis in Education, Principal Addresses, Summary Report (Williamsburg, Virginia, October 5-9, 1967).

2% of the educational budget could appropriately be applied to the research process, p. 31.

Robert Jacobs, "Technology as an Agent of Change in Development Education," The United States and International Education, Sixty-eighth Yearbook of the National Society for the Study of Education, Part I, ed. Harold G. Shane (Chicago: The University of Chicago Press, 1969), p. 153-83.

Multi-country research projects, p. 178.

I. L. Kandel, The New Era in Education, A Comparative Study (Boston: Houghton Mifflin Company, 1955).

Utilize accurate descriptions of foreign education, p. 9.

*Stimulate thinking in national schools until international schools are achieved, p. 16.

Dealing with fundamental principles should foster philosophic attitude, p. 12.

Mary Genevieve Lewis, "Library Orientation for Asian College Students," College & Research Libraries, XXX, No. 3, (May, 1969), pp. 267-72.

Fundamental to success is a thorough knowledge of English (for foreign student), p. 271.

Herman Liebaers, "The International Librarian," Unesco Bulletin for Libraries, XXXI, No. 2 (March-April, 1967), pp. 93-7.

Training of international librarian includes management, psychology, and sociology, p. 96.

Jack Long, "School for Business Ambassadors," The Lamp (Fall, 1965), pp. 1-2. (Reprint.)

Orientation, including languages, and including families, p. 1.

Guy A. Marco, "Two models," Library Journal, XCIII, No. 9 (May 1, 1968) pp. 1870-71.

The attitude is pervasive to all courses, p. 1870.

William W. Marvel, "Relating International Developments to the Undergraduate Curriculum," International Education: Past, Present, Problems and Prospects, U.S., Congress, House, Committee on Education and Labor (Washington, D.C.: U.S. Government Printing Office, 1966), p. 519-27.

Programs under which foreign teachers and scholars may visit institutions as visiting faculty or resource persons, p. 521.

John W. Masland, "Education for Overseasmanship," The Art of Overseasmanship, ed. Harlan Cleveland and Gerald J. Mangone (Syracuse: Syracuse University Press, 1957), pp. 129-34.

Mid-year training programs for preparing mature individuals for new assignments overseas, p. 132.

Lewis B. Mayhew, "The Future Undergraduate Curriculum," Campus 1980, ed. Alvin Eurich (New York: Delacorte, 1968), pp. 200-19.

Some students will be at overseas campuses, branches of ours; others will study and travel independently, p. 209.

Paul A. Miller, "Expanding Opportunities in International Education," Paper presented to Group 40, National Conference on Higher Education, Chicago, March 7, 1967. (Washington, D.C.: Association for Higher Education, 1967). (Mimeographed.)

Use of educational TV to aid instruction in international education, p. 4.

Ward Morehouse, "What Should Be the Role of Area Programs in the 60's?" Current Issues in Higher Education, ed. G. Kerry Smith (Washington, D.C.: Association for Higher Education, National Education Association, 1960), pp. 190-3.

Area studies program is useful for training people whose professional activity has an international dimension, p. 191.

Paul A. Schwarz, "Research Needed to Guide New Policies and Practices in International Education," The United States and International Education, ed. Harold G. Shane (Chicago: The University of Chicago Press, 1969), pp. 344-65.

Few graduate students are systematically prepared for the challenge of problems that do not conform to laboratory conditions..., p. 345.

Harold G. Shane, "International Education in the Elementary and Secondary School," The United States and International Education, Sixty-eighth Yearbook of the National Society for the Study of Education, Part I, ed. Harold G. Shane (Chicago: The University of Chicago Press, 1969), pp. 269-97.

Little has been done to determine how children and youth can be educated to understand and to respect both our own subcultures and the meaning of citizenship in a polycultural world, p. 286.

Marietta Daniels Shepard, "International Dimensions of U.S. Librarianship," American Library Association Bulletin, LXII, No. 6 (June, 1968), pp. 699-710.

Increasing number of American librarians participate in international conferences, p. 700.

Ernst M. Sinauer, The Role of Communication in International Training and Education (New York: Frederick A. Praeger, 1967).

Provide language instruction at several levels of achievement, according to needs of usage situation, p. 58.

Students Abroad, Summer Study, Travel and Work Programs, 1969, (New York, Council on International Educational Exchange, 1969).

In addition to classes and seminars, the summer schedule often includes field trips and/or time for independent travel, p. 5.

Harold Taylor (ed.), Conference on World Education (Washington, D.C.: American Association of Colleges for Teacher Education, 1966).

New graduate programs in education by which candidates for M.A. and Ph.D. degrees could be assigned to faculty members in service abroad for AID ..., p. 10.

U.S. Department of Health, Education, and Welfare, Office of the Assistant Secretary of Education, The Center for Educational Cooperation (CEC). (Mimeographed.)

An American education placement center (EP) to provide a central exchange for information on those who have an internationally oriented specialty or experience, p. 1.

Edward W. Weidner, The World Role of Universities (New York: McGraw-Hill, 1962).

Establish Study Abroad programs, p. 302.

Charles R. Wilson, "The 'Ugly American' Undergraduate," School and Society, (November 28, 1964), pp. 351-54.

*Twin institutions (identical programs abroad), p. 352.

Prepare texts, syllabi and reading materials for schools who want to expand the international content of their courses, p. 353.

Howard E. Wilson, Universities and World Affairs (New York: Carnegie Endowment for International Peace, 1951), XCII, No. 2250.

Favorable working conditions for research, p. 83.

Howard W. Winger, "Education for Area-Studies Librarianship," Library Quarterly, XXXV, No. 4 (October, 1965), pp. 361-72.

*Special programs (area studies) in regular schools, p. 366.

Multicultural content in curriculum, p. 371.

Shepherd L. Witman, Inter-Institutional Cooperation and International Education (New York: Education and World Affairs, 1969).

*Scholars-in-Residence, p. 53.

Cycle of annual faculty training sequences, p. 46.

Area emphasis may be limited in the number of disciplines and not require language study, p. 23.

Thomas Woody, "The Trend Toward International Education," School and Society, LXXXIII, No. 2077, (June 21, 1956), pp. 19-23.

*Use of debt (Boxer Rebellion indemnity) to educate Chinese students in U. S., p. 22.

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*Activity not used in Proposed Checklist.

APPENDIX IV

PROPOSED CHECKLIST

Note: Proposed Checklist has been reduced in size for inclusion in this appendix.

FOR PANEL USE ONLY BEGIN HERE

Refer to Section B and express your opinion concerning the following: the ascending order of the activities within each group is the most desirable one for showing the extent of the school's involvement in implementing the stated goal through that type of activity.

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SECTION A The current program of American library education should further:

GOAL: INTERNATIONAL UNDERSTANDING

Definition: Knowing the processes by which human associations evolve into human communities with common interests

ACTIVITY: COMMUNICATION

Definition: Act or instance of transmitting verbally or in written form; an exchange of information implies making common to all what one presently possesses.

RELATIONSHIP: Information, through either "slow" or "fast" media, affects the attitudes and perspectives of great numbers of people.

SECTION B Activities for implementation of goal:

Dissemination Activities

____ Revising educational materials to reflect an international viewpoint
____ Establishing a clearing house for the collection, exchange, and publication of international professional materials
____ Buying foreign language materials pertinent to the profession
____ Announcing the goals and agreements of international professional education

Language Study

____ Assisting in translations of specialized knowledge of the profession
____ Instituting opportunities to hear lectures in a foreign language (educational TV)
____ Providing special professionally oriented language courses
____ Requiring a foreign language in the professional school

Orientation Responsibilities

____ Informing the general public of the international aspects of the profession
____ Organizing short courses dealing with international professional problems
____ Orienting mobile professional personnel
____ Participating in international conferences related to the profession

FOR PANEL USE ONLY Continued

Refer to Section B and express your opinion concerning the following: the ascending order of the groups of activities is the most desirable one for showing the extent of the achievement of the stated goal by the school.

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FOR PANEL USE ONLY BEGIN HERE

Refer to Section B and express your opinion concerning the following: the ascending order of the activities within each group is the most desirable one for showing the extent of the school's involvement in implementing the stated goal through that type of activity.

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SECTION A The current program of American library education should further:

GOAL: INTERNATIONAL UNDERSTANDING

Definition: Knowing the processes by which human associations evolve into human communities with common interests

ACTIVITY: CURRICULUM DEVELOPMENT

Definition: The planning of the courses offered by an educational institution, including content, method, and sequence.

RELATIONSHIP: The curriculum aids the educational program with an organizational framework. Formal education is concerned with the transfer of knowledge and social progress.

SECTION B Activities for implementation of goal:

Content of Curriculum

____ Introducing the concept of "induced social change"
____ Reorganizing the core program around the idea of the profession as a responding unit within the international system
____ Infusing new material relevant to the contemporary world into traditional courses
____ Requiring an undergraduate liberal education (inclusion of non-western culture)

Specialization

____ Providing electives for preparation of international professional
____ Securing internships abroad for area studies student
____ Developing interdisciplinary area studies program
____ Identifying an area studies emphasis (no foreign language required)

Methodology

____ Experimenting with multicultural approach in teaching
____ Emphasizing needs of the region in area studies
____ Using the comparative method in problem-oriented courses
____ Evaluating descriptions of foreign professional activities

FOR PANEL USE ONLY Continued

Refer to Section B and express your opinion concerning the following: the ascending order of the groups of activities is the most desirable one for showing the extent of the achievement of the stated goal by the school.

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PROPOSED CHECKLIST

FOR PANEL USE ONLY BEGIN HERE

Refer to Section B and express your opinion concerning the following: the ascending order of the activities within each group is the most desirable one for showing the extent of the school's involvement in implementing the stated goal through that type of activity.

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SECTION A The current program of American library education should further:

GOAL: INTERNATIONAL UNDERSTANDING

Definition: Knowing the processes by which human associations evolve into human communities with common interests

ACTIVITY: MOBILITY OF PERSONS

Definition: Plan through which persons are sent to or brought from one country to another, primarily to teach or to engage in academic study, research, or other types of directed training.

RELATIONSHIP: One of the earliest means of securing information. Experience in a foreign culture can lead to an increased understanding of that culture, of cultural differences in general, and to a new understanding of one's own culture.

SECTION B Activities for implementation of goal:

American Students Abroad

____ Reeducating American working abroad
____ Extending placement service to a world base
____ Establishing Study Abroad programs
____ Sponsoring tours abroad for students

Foreign Students in U.S.

____ Initiating "development exchange"*
____ Recruiting qualified foreign students
____ Obtaining scholarships for foreign students
____ Admitting qualified foreign applicants

Faculty Exchange

____ Utililizing faculty exchange regularly
____ Employing faculty member with foreign degree
____ Securing visiting lecturer from abroad
____ Conducting in-service training for faculty on internationalism

*Development exchange--designed to aid other less developed nations by educational exchange to help themselves.

FOR PANEL USE ONLY Continued

Refer to Section B and express your opinion concerning the following: the ascending order of the groups of activites is the most desirable one for showing the extent of the achievement of the stated goal by the school.

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PROPOSED CHECKLIST

SECTION A The current program of American library education should further:

GOAL: INTERNATIONAL UNDERSTANDING

Definition: Knowing the processes by which human associations evolve into human communities with common interests

ACTIVITY: RESEARCH

Definition: Studious inquiry or examination aimed at the formation of new structures from known parts; practical application of such new or revised theories; the discovery and interpretation of facts.

RELATIONSHIP: The outcome of research is most often the publication of new or synthesized information for the purpose of contributing to knowledge. Knowledge or information is considered the first step toward elimination of bias and prejudice.

SECTION B Activities for implementation of goal:

FOR PANEL USE ONLY BEGIN HERE

Refer to Section B and express your opinion concerning the following: the ascending order of the activities within each group is the most desirable one for showing the extent of the school's involvement in implementing the stated goal through that type of activity.

agree	disagree	if disagree, give preferred order	
____	____		
		____	Rewarding independent research abroad
		____	Encouraging the choice of an international topic for a thesis
		____	Providing for small research projects in the curriculum on topics involving internationalism
		____	Requiring a course in the methods of research
____	____		Student Research
		____	Recording observations of the profession in a world setting to establish a philosophy of the profession
		____	Attempting research in the cross-cultural aspects of the profession
		____	Seeking multi-country research projects
		____	Cooperating in suitable educational research projects such as technical assistance abroad
____	____		Faculty Research
		____	Buying materials to support research
		____	Designating the emphasis of the educational program to be graduate research
		____	Securing favorable working conditions for researchers
		____	Supporting the theory of free inquiry

FOR PANEL USE ONLY Continued

Refer to Section B and express your opinion concerning the following: the ascending order of the groups of activities is the most desirable one for showing the extent of the achievement of the stated goal by the school.

agree	disagree	if disagree, give preferred order
____	____	____
		____
		____

PROPOSED CHECKLIST

FOR PANEL USE ONLY BEGIN HERE

Refer to Section B and express your opinion concerning the following: the ascending order of the activities within each group is the most desirable one for showing the extent of the school's involvement in implementing the stated goal through that type of activity.

agree	disagree	if disagree, give preferred order

SECTION A The current program of American library education should further the:

GOAL: ADVANCEMENT OF KNOWLEDGE

Definition: Assisting the process of apprehending fact or truth; including the transfer of knowledge known and the development of new knowledge

ACTIVITY: RESEARCH

Definition: Studious inquiry or examination aimed at the formation of new structures from known parts; practical application of such new or revised theories, the discovery and interpretation of facts.

RELATIONSHIP: The outcome of research is most often the publication of new or synthesized information for the purpose of contributing to knowledge. The act of publication aids the process of transfer of knowledge and generates knowledge.

SECTION B Activities for implementation of goal:

Faculty Research

- _____ Recording observations of the profession in a world setting to establish a philosophy of the profession
- _____ Attempting research in the cross-cultural aspects of the profession
- _____ Seeking multi-country research projects
- _____ Cooperating in suitable educational research projects such as technical assistance abroad

Student Research

- _____ Rewarding independent research abroad
- _____ Encouraging the choice of an international topic for a thesis
- _____ Providing for small research projects in the curriculum on topics involving internationalism
- _____ Requiring a course in the methods of research

School Research Support

- _____ Buying materials to support research
- _____ Designating the emphasis of the educational program to be graduate research
- _____ Securing favorable working conditions for researchers
- _____ Supporting the theory of free inquiry

FOR PANEL USE ONLY Continued

Refer to Section B and express your opinion concerning the following: the ascending order of the groups of activities is the most desirable one for showing the extent of the achievement of the stated goal by the school.

agree	disagree	if disagree, give preferred order

PROPOSED CHECKLIST

FOR PANEL USE ONLY BEGIN HERE

Refer to Section B and express your opinion concerning the following: the ascending order of the activities within each group is the most desirable one for showing the extent of the school's involvement in implementing the stated goal through that type of activity.

agree	disagree	if disagree, give preferred order
____	____	
		____
		____
		____
		____
____	____	
		____
		____
		____
		____
____	____	
		____
		____
		____
		____

SECTION A The current program of American library education should further the:

GOAL: ADVANCEMENT OF KNOWLEDGE

Definition: Assisting the process of apprehending fact or truth; including the transfer of knowledge known and the development of new knowledge.

ACTIVITY: COMMUNICATION

Definition: Act or instance of transmitting verbally or in written form; an exchange of information implies making common to all what one presently possesses.

RELATIONSHIP: The educational setting is the most common place for cross-fertilization of ideas; for sharing useful ideas.

SECTION B Activities for implementation of goal:

Language Study

____ Assisting in translations of specialized knowledge for the profession
____ Instituting opportunities to hear lectures in foreign language (educational TV)
____ Providing special professionally oriented language courses
____ Requiring a foreign language in professional school

Dissemination Activities

____ Revising educational materials to reflect an international viewpoint
____ Establishing a clearing house for the collection, exchange, and publication of international professional materials
____ Buying foreign language materials pertinent to the profession
____ Announcing the goals and agreement of international professional education

Orientation Responsibilities

____ Informing the general public of the international aspects of the profession
____ Organizing short courses dealing with international professional problems
____ Orienting mobile professional personnel
____ Participating in international conferences related to the profession.

FOR PANEL USE ONLY Continued

Refer to Section B and express your opinion concerning the following: the ascending order of the groups of activities is the most desirable one for showing the extent of the achievement of the stated goal by the school.

agree	disagree	if disagree, give preferred order
____	____	____

FOR PANEL USE ONLY BEGIN HERE

Refer to Section B and express your opinion concerning the following: the ascending order of the activities within each group is the most desirable one for showing the extent of the school's involvement in implementing the stated goal through that type of activity.

agree	disagree	if disagree, give preferred order
____	____	
		____
		____
		____
		____
____	____	
		____
		____
		____
		____
____	____	
		____
		____
		____
		____

SECTION A The current program of American library education should further the:

GOAL: ADVANCEMENT OF KNOWLEDGE

Definition: Assisting the process of apprehending fact or truth; including the transfer of knowledge and the development of new knowledge.

ACTIVITY: MOBILITY OF PERSONS

Definition: Plan through which persons are sent to or brought from one country to another, primarily to teach or to engage in academic study, research, or other types of directed training.

RELATIONSHIP: One of the earliest means of securing knowledge. Travel which is involved is for pursuit of knowledge. Knowledge is not sought because of unavailability locally.

SECTION B Activities for implementation of goal:

Faculty Exchange

____ Utilizing faculty exchange regularly
____ Employing faculty member with foreign degree
____ Securing visiting lecturer from abroad
____ Conducting in-service training for local faculty on internationalism

American Students Abroad

____ Reeducating American working abroad
____ Extending placement service to a world base
____ Establishing Study Abroad programs
____ Sponsoring tours abroad for students

Foreign Students in U. S.

____ Initiating "development exchange"*
____ Recruiting qualified foreign students
____ Obtaining scholarships for foreign students
____ Admitting qualified foreign applicants

*Development exchange--designed to aid other less developed nations by educational exchange to help themselves.

FOR PANEL USE ONLY Continued

Refer to Section B and express your opinion concerning the following: the ascending order of the groups of activities is the most desirable one for showing the extent of the achievement of the stated goal by the school.

agree	disagree	if disagree, give preferred order
____	____	
		____
		____

PROPOSED CHECKLIST

SECTION A The current program of American library education should further:

GOAL: ADVANCEMENT OF KNOWLEDGE

Definition: Assisting the process of apprehending fact or truth; including the transfer of knowledge and the development of new knowledge.

ACTIVITY: CURRICULUM DEVELOPMENT

Definition: The planning of the courses offered by an educational institution, including content, method, and sequence.

RELATIONSHIP: The curriculum aids the educational program by its organizational framework. Formal education is concerned with the transfer of knowledge, the discovery of new knowledge, and social progress.

SECTION B Activities for implementation of goal:

FOR PANEL USE ONLY BEGIN HERE

Refer to Section B and express your opinion concerning the following: the ascending order of the activities within each group is the most desirable one for showing the extent of the school's involvement in implementing the stated goal through that type of activity.

agree	disagree	if disagree, give preferred order	
			Methodology
____	____		
		____	Experimenting with multicultural approach in teaching
		____	Emphasizing needs of the region in area studies
		____	Using the comparative method in problem-oriented courses
		____	Evaluating descriptions of foreign professional activities
			Content of Curriculum
____	____		
		____	Introducing the concept of "induced social change"
		____	Reorganizing the core program around the idea of the profession as a responding unit within the international system
		____	Infusing new material relevant to the contemporary world into traditional courses
		____	Requiring an undergraduate liberal education (inclusion of non-western culture)
			Specialization
____	____		
		____	Providing electives for preparation of international professional
		____	Securing internships abroad for area studies student
		____	Developing interdisciplinary area studies program
		____	Identifying an area studies emphasis (no foreign language required)

FOR PANEL USE ONLY Continued

Refer to Section B and express your opinion concerning the following: the ascending order of the groups of activities is the most desirable one for showing the extent of the achievement of the stated goal by the school.

agree	disagree	If disagree, give preferred order
____	____	____
____	____	____
____	____	____

APPENDIX V

LETTER TO PANEL

401 West Brooks, Room 120
Norman, Oklahoma 73069

SCHOOL OF LIBRARY SCIENCE
LIBRARY INSTITUTE

THE UNIVERSITY OF OKLAHOMA

Dear

As a participant in the Seminar on Higher Education and Public International Service, held in Washington, D. C., in 1967, you are being asked to serve on a panel to validate an instrument for the evaluation of internationalism in the field of library education. Some of the people who will serve on the panel are from the field of international education. Others will be librarians or library educators.

The study is under the direction of Dr. Mary Clare Petty, Professor of Education, University of Oklahoma, Norman. The committee, which includes my departmental chairman, Dr. Frank Bertalan, has approved the selection of the names of the individuals for the panel.

If you will agree to serve on the panel of experts, will you please return the enclosed card? I shall try to send the proposed instrument to you by the first of April. With your background in international affairs the reading for validation purposes will substantially be less than an hour of your time.

I have chosen the topic because of its importance and need for support. I feel you will respond to my need for assistance since you have identified yourself with this same concern. Your efforts will be greatly appreciated.

Sincerely,

Laverne Carroll
Instructor

Note: First sentence varies:

As one of the contributors to the Sixty-eighth Yearbook or Having worked with the American Library Association, etc.

APPENDIX VI

PANEL OF EXPERTS

APPENDIX VI

PANEL OF EXPERTS

I C. Arnold Anderson, Director
Comparative Education Center
University of Chicago
Chicago, Illinois

L Lester Asheim, Director
Office of Library Education
American Library Association
Chicago, Illinois

L Harry Bergholz, Chief Bibliographer
University of North Carolina
Chapel Hill, North Carolina

L Thomas Buckman, Librarian
Northwestern University
Evanston, Illinois

I O. J. Caldwell, Director
International Programs
University of Southern Illinois
Carbondale, Illinois

L Harry Campbell, Chief Librarian
Toronto Public Library
Toronto, Canada

I Michael Chiappetta, Chairman
Department of International & Comparative Education
University of Indiana
Bloomington, Indiana

I Margaret L. Cormack, Professor
Department of S. Asian Studies
University of California
Berkeley, California

L Jack Dalton, Dean
School of Library Service
Columbia University
New York, New York

L J. Periam Danton, Professor
School of Library Science
University of California
Berkeley, California

L David Donovan, Director
International Relations Office
American Library Association
Washington, D. C.

I Claude Eggertsen, Director
International Education Programs
University of Michigan

L Morris A. Gelfand, Librarian
Queens College
Flushing, New York

I Joseph Hajda, Director
International Activities
Kansas State University
Manhattan, Kansas

I Paul R. Hanna, Director
Stanford International Development Education Center
Stanford University
Stanford, California

L Virginia Haviland, Head
Children's Book Section
Library of Congress
Washington, D. C.

I Richard H. Heindel, Dean
of Faculty
Capitol Campus
Pennsylvania State University
Middletown, Pennsylvania

I Henry Bertram Hill, Dean
International Studies & Program
University of Wisconsin
Madison, Wisconsin

L David Hoffman
Deputy State Librarian
Montana State Library
Helena, Montana

I Richard A. Humphrey, Director
American Council on Education
Washington, D. C.

I Adrian Jaffe, Professor
Kirkland College
Clinton, New York

L Alice Lohrer, Professor
Graduate School of Library Science
University of Illinois
Urbana, Illinois

I Hugh McNiven, Director
International Programs
University of Oklahoma
Norman, Oklahoma

L Lucile M. Morsch, Chief
Descriptive Cataloging Division
Library of Congress
Washington, D. C.

I Franklin Parker, Professor
Division of Education
University of West Virginia
Morgantown, West Virginia

I Francis Wilcox, Dean
School of Advanced International
Studies
Johns Hopkins University
Washington, D. C.

I Alvin Roseman, Associate Dean
Graduate School of Public &
International Affairs
University of Pittsburgh
Pittsburgh, Pennsylvania

I Robert M. Rosenzweig, Associate
Provost
Stanford University
Stanford, California

I Irwin T. Sanders, Vice-President
Education and World Affairs
New York, New York

I George Seltzer
Industrial Relations Center
University of Minnesota
Minneapolis, Minnesota

I Harold G. Shane
University Professor of Education
Indiana University
Bloomington, Indiana

L Louis Shores, Dean Emeritus
School of Library Science
Florida State University
Tallahassee, Florida

L C. Walter Stone
Director of Libraries
University of Pittsburgh
Pittsburgh, Pennsylvania

L Rose Vainstein
School of Library Science
University of Michigan
Ann Arbor, Michigan

L Barbara Westby, Chief
Catalog Maintenance & Publi-
cations Division
Library of Congress
Washington, D. C.

APPENDIX VII

INFORMATION AND INSTRUCTION FOR THE PANELIST

Information and Instruction for the Panelist:

Each member of the panel of twenty-four has been asked to handle the enclosed instrument for validation of content. Content validation is demonstrated by showing how well the content of the checklist samples the situations about which conclusions are to be drawn. Each panelist is asked to:

I. Validate Goals
II. Validate Activities
III. Validate Relationships of Goals and Activities

Each panelist is asked to place a checkmark (✓) in either the column marked "agree" or "disagree" to establish his views clearly. Comments may be written in the appropriate space when desirable to express more fully your opinion.

I. VALIDATION OF GOALS: The current program of American library education (MLS degree) should have the major goals of international education in order to educate professional librarians to work here or abroad.

agree	disagree	
____	____	1. The current program of American library education should further international understanding.
____	____	2. The current program of American library education should further the advancement of knowledge.
		3. The current program of American library education should _____. (Write in any other goal or goals)

II. VALIDATION OF ACTIVITIES: The activities listed in Section B on each page of the proposed Checklist may be used to implement the goals stated in Part I above.

(Refer to the proposed Checklist to answer the following.)

agree	disagree	
____	____	1. The activities listed in Section B on Pages 1, 2, 3, and 4 of the proposed Checklist may be used to implement the Goal of International Understanding.
____	____	2. The activities listed in Section B on Pages 5, 6, 7, and 8* of the proposed Checklist may be used to implement the Goal of Advancement of Knowledge.
		3. Write in any activity or delete any activity on the proposed Checklist in order for each page to represent your views as to the activities that may be used to implement the goals.

*Although the groups of activities have been rearranged on the page, the activities on Pages 1, 2, 3, and 4 are identical to the activities on Pages 5, 6, 7, and 8.

III. VALIDATION OF RELATIONSHIPS OF GOALS AND ACTIVITIES: The following relationships of goals and activities are the most appropriate for showing the level of involvement and the extent of goal-achievement in internationalism by the school.

After reading the explanation below, please refer to each page of the proposed Checklist and record your opinions concerning the relationships in the space labeled "For Panel Use Only".

The 4 activities listed within each group are arranged in an ascending order desirable for showing the extent of the school's involvement in implementing the stated goal. For example, Revising educational materials to reflect an international viewpoint (see page 1) is more likely to require greater involvement on the part of the school than Announcing the goals and agreements of international library education.

The groups of activities are arranged in an ascending order desirable for showing the extent of the achievement of the stated goal by the school. For example, the Dissemination Activities group (see page 1) is more likely to achieve the stated goal than the Language Study group or the Orientation Responsibilities group.

If the panelist disagrees with the suggested relationships of the activities, he is asked to establish priorities for the activities by using numbers to rank the activities. A number 1 indicates the activity most likely to attain the relationship in that section, a number 4 indicates the activity least likely to attain the relationship. Use a 0 to indicate any deletion due to disagreement concerning the relationship in which the activity has been placed.

IV. OTHER COMMENTS: If you have made suggestions in Part I or Part II which you cannot fit into the scheme of the instrument or if you wish to make major rearrangements to show differing relationships than those proposed, please describe your ideas about goals, activities, and the relationships of activities to goals on a separate sheet of paper.

APPENDIX VIII

SECOND LETTER TO PANEL

401 West Brooks, Room 120
Norman, Oklahoma 73069

SCHOOL OF LIBRARY SCIENCE
LIBRARY INSTITUTE

THE UNIVERSITY OF OKLAHOMA

April 8, 1970

Dear

During the mail strike I was apprehensive that my first request for assistance in my doctoral study might "vanish." The mail went through, the response has been encouraging, and I wish to thank you for your prompt return of the postal cards to signify your agreement to serve on the panel of experts.

The major focus of the doctoral study is the construction of an instrument that library schools may use for self-evaluation of the internationalism in their educational programs. Validation of the instrument must be established by the panel. Reliability will be sought by submitting the instrument to library schools for use.

The formation of the enclosed instrument has been preceded by an analysis of several sets of goals of international education (attached for information only). Of the twenty-six goals examined, ten referred to international understanding, five to the advancement of knowledge, and four to technical assistance. Forty-eight different activities were used to provide a ladder of activities for implementation of the two goals used in the instrument. It is the relationships of the goals and activites which have been proposed in the instrument that are provocative.

Please return the enclosed material with your comments in the enclosed envelope by April 20 if possible. I shall send a copy of the findings to you for your files. Again, thank you.

Sincerely,

Laverne Carroll
Instructor

APPENDIX IX

DATA BASE FOR GOAL-ACHIEVEMENT

Rankings Assigned by Panelists to Items for Goal-Achievement

Experts		Page 1 Order of Checklist			Page 2 Order of Checklist			Page 3 Order of Checklist			Page 4 Order of Checklist		
		1	2	3	1	2	3	1	2	3	1	2	3
Internationalists	1												
	2	1	2	3	1	2	3	1	2	3	1	2	3
	3	1	2	3	1	2	3				1	2	3
	4	1	2	3	1	3	2	3	2	1	2	1	3
	5	1	2	3	1	2	3	1	2	3			
	6	1	2	3	1	2	3	1	2	3	1	2	3
	7	1	3	2	1	2	3	3	1	2	2	1	3
	8	2	3	1	2	3	1	2	3	1	1	2	3
	9	1	2	3	1	2	3	1	2	3	2	1	3
	10	1	2	3	1	2	3	1	2	3	1	2	3
	11	2	1	3	1	2	3	1	3	2	2	3	1
	12	1	3	2	1	2	3	2	3	1	3	1	2
	13	1	2	3	1	2	3	3	2	1	3	1	2
Librarians	14				1	2	3	2	3	1	3	2	1
	15	1	3	2				2	1	3			
	16				2	3	1						
	17	1	2	3	1	2	3	1	2	3	3	2	1
	18	1	2	3	1	2	3	1	2	3	1	2	3
	19	2	3	1	3	1	2	1	2	3	1	2	3
	20	1	2	3	1	2	3	1	2	3	2	3	1
	21	1	2	3	1	2	3	1	2	3	2	1	3
	22	1	3	2	1	2	3	1	3	2	1	2	3
Sums of Ranks		22	43	49	24	42	54	29	41	44	32	32	44
Mean				38			40			38			36
s = sum of squares of deviations				402			456			166			96
No. of ranks				19			20			19			18
Value of s at .05 level				113.7			119.7			113.7			107.7
Computed W				.55			.57			.22			.14
Value of W at .05 level				.16			.15			.16			.17

	Experts	Page 5 Order of Checklist			Page 6 Order of Checklist			Page 7 Order of Checklist			Page 8 Order of Checklist		
		1	2	3	1	2	3	1	2	3	1	2	3
Internationalists	1												
	2	1	2	3	1	2	3	1	2	3			
	3	1	2	3	1	2	3	1	2	3	3	1	2
	4	1	2	3	2	1	3	1	3	2	2	1	3
	5	1	2	3	1	2	3	1	2	3	1	2	3
	6	2	1	3	2	1	3	2	1	3	3	1	2
	7	1	2	3	1	2	3	1	2	3	1	2	3
	8	2	3	1	1	2	3	1	2	3	2	1	3
	9	3	1	2	1	2	3	2	3	1	2	1	3
	10	2	1	3	1	2	3	1	2	3	2	1	3
	11	2	3	1	2	1	3	1	3	2	3	1	2
	12	3	1	2	1	2	3	1	2	3	3	1	2
	13	1	3	2				1	2	3	1	2	3
Librarians	14	1	3	2	1	2	3	1	2	3	3	1	2
	15				1	2	3						
	16	2	3	1	1	2	3				1	2	3
	17	2	3	1	2	1	3	3	1	2	3	2	1
	18	1	2	3	1	2	3	1	2	3	1	2	3
	19	2	1	3	3	2	1	3	1	2	2	3	1
	20	3	2	1	2	3	1	3	1	2	1	2	3
	21	1	2	3	1	2	3	1	2	3	1	2	3
	22	2	1	3	3	1	2	1	2	3	1	2	3
Sums of Ranks		34	40	46	29	36	55	27	37	50	36	30	48
Means				40			40			38			38
s = sums of squares of deviations				72			362			266			168
No. of ranks				20			20			19			19
Value of S at .05 level				119.7			119.7			113.7			113.7
W				.09			.45			.36			.23
.05 W				.15			.15			.16			.16

APPENDIX X

DATA BASE FOR SCHOOL-INVOLVEMENT

Rankings Assigned by Panelists to Items for School-Involvement

Page One

Order of Checklist		Dissemination Activities				Language Study				Orientation Responsibilities			
	Experts	1	2	3	4	1	2	3	4	1	2	3	4
Internationalists	1	3	2	4	1	4	3	1	2	1	2	4	3
	2	1	2	3	4	1	2	3	4	1	2	3	4
	3					2	4	1	3				
	4	1	2	3	4	1	2	3	4	1	2	3	4
	5	1	2	3	4	1	2	3	4	1	2	3	4
	6	1	2	3	4	1	2	3	4	1	2	3	4
	7	1	2	3	4	1	2	3	4	1	2	3	4
	8	1	2	3	4	3	4	2	1	1	2	3	4
	9	1	2	3	4	2	4	3	1	1	4	2	3
	10	1	2	3	4	1	2	3	4	1	2	3	4
	11	3	2	4	1	1	2	4	3	4	1	3	2
	12	2	1	3	4	1	2	3	4	2	1	3	4
	13	1	2	3	4	1	2	3	4	1	2	3	4
Librarians	14					4	3	2	1				
	15	1	2	4	3	3	4	2	1	4	1	2	3
	16	1	3	2	4								
	17	1	2	3	4	3	4	2	1	4	1	2	3
	18	1	2	3	4	3	4	2	1	3	2	4	1
	19	2	1	3	4	1	4	2	3	4	1	3	2
	20	1	2	3	4	4	3	2	1	1	2	3	4
	21	1	2	3	4	1	2	3	4	1	2	3	4
	22	1	2	3	4					2	1	3	4
Sums of ranks		26	39	62	73	39	57	50	54	35	34	56	65
Mean					50				50				48.5
s = sum of squares of deviations					1370				186				721
Number of ranks					20				20				19
Value of s at .05 level					258				258				245
Computed W					.68				.09				.39
Value of W at .05 level					.13				.13				.135

	Order of Checklist	Content of Curriculum				Specialization				Methodology			
	Experts	1	2	3	4	1	2	3	4	1	2	3	4
Internationalists	1	1	2	3	4	2	3	1	4	2	3	1	4
	2	1	2	3	4	1	2	3	4	1	2	3	4
	3					1	2	3	4				
	4	4	3	2	1	1	2	3	4	1	2	3	4
	5	4	3	1	2	3	4	2	1	2	3	1	4
	6	1	2	3	4	1	2	3	4	1	2	3	4
	7	2	3	1	4	1	2	3	4	1	2	3	4
	8	4	2	3	1	1	2	4	3	2	3	1	4
	9	3	4	2	1	1	2	3	4				
	10	1	3	2	4	1	2	3	4	1	2	3	4
	11	3	2	1	4	2	1	4	3	3	4	2	1
	12	1	3	2	4	1	2	3	4	1	3	2	4
	13	1	2	3	4	1	2	3	4	1	2	3	4
Librarians	14									3	2	1	4
	15												
	16					1	2	3	4	2	3	1	4
	17	2	1	3	4	1	2	3	4	1	2	3	4
	18	3	2	1	4	3	1	2	4	2	3	4	1
	19	4	1	2	3	2	1	3	4	2	4	1	3
	20	2	4	3	1	1	2	3	4	2	3	4	1
	21	1	2	3	4	1	2	3	4	1	2	3	4
	22					1	4	2	3	1	2	3	4
Sums of ranks		38	41	38	53	27	42	57	74	30	49	45	66
Mean				42.5				50					47.5
s = sums of squares of deviations				153				1218					637
Number of ranks				17				20					19
Value of s at .05 level				218.9				258					245
Computed W				.10				.69					.35
Value of W at .05 level				.15				.13					.135

Page Three

	Order of Checklist	American Students Abroad				Foreign Students in U. S.				Faculty Exchange			
	Experts	1	2	3	4	1	2	3	4	1	2	3	4
Internationalists	1	4	3	1	2	4	3	1	2	2	3	1	4
	2	1	2	3	4	1	2	3	4	1	2	3	4
	3												
	4	1	2	3	4	1	2	3	4	1	2	3	4
	5	3	4	1	2	4	2	1	3	1	2	3	4
	6	3	4	1	2	3	2	4	1	1	2	3	4
	7	1	2	3	4	1	2	3	4	1	2	3	4
	8	4	1	2	3	1	2	3	4	2	4	3	1
	9	3	4	2	1	1	2	3	4	1	4	2	3
	10	1	2	3	4	1	2	3	4	1	2	3	4
	11	4	3	1	2	1	2	3	4	1	2	3	4
	12	3	2	1	4	1	4	3	2	1	2	3	4
	13	1	3	4	2	1	2	3	4				
	14	2	4	1	3	1	2	3	4	1	2	3	4
	15												
Librarians	16												
	16	4	1	3	2	4	1	2	3	3	4	2	1
	18	4	3	2	1	4	3	2	1	4	3	2	1
	19	4	3	1	2	1	3	2	4	1	3	2	4
	20	2	3	4	1	3	4	2	1	3	2	1	4
	21	1	2	3	4	1	2	3	4	1	2	3	4
	22	1	2	3	4	3	4	1	2	1	3	4	2
Sums of ranks		47	50	42	51	37	46	48	59	27	46	47	60
Mean				47.5				47.5				45	
s = sum of squares of deviations				49				245				554	
Number of ranks				19				19				18	
Value of s at .05 level				245				244.98				232	
Computed W				.02				.1357				.34	
Value of W at .05 level				.135				.135				.14	

Page Four

Order of Checklist	Student Research				Faculty Research				School Research Support			
Experts	1	2	3	4	1	2	3	4	1	2	3	4
Internationalists 1	2	4	3	1	4	1	3	2	2	3	1	4
2	1	2	3	4	1	2	3	4	1	2	3	4
3	1	2	3	4	1	2	3	4	1	2	3	4
4	1	2	3	4	1	2	3	4				
5	1	2	3	4								
6	1	2	3	4	4	3	2	1	1	2	3	4
7	1	2	3	4	1	2	3	4	1	2	3	4
8	3	4	2	1	4	1	2	3	3	2	1	4
9	1	2	3	4	4	3	2	1	3	1	2	4
10	1	3	4	2	1	3	4	2	1	2	3	4
11	4	3	2	1	4	1	3	2	4	3	1	2
12	3	2	1	4	4	1	3	2	2	4	1	3
13					1	2	3	4	1	2	3	4
14	3	4	2	1								
15												
Librarians 16	4	3	2	1	4	2	1	3	1	2	3	4
17	1	2	3	4	4	1	3	2	1	2	3	4
18	2	3	4	1	1	2	3	4	2	3	1	4
19	1	2	3	4	4	1	3	2	3	1	2	4
20	4	3	2	1	1	2	3	4	2	4	3	1
21	1	2	3	4	1	2	3	4	1	2	3	4
22	3	2	1	4	4	1	2	3	1	2	3	4
Sums of ranks	39	51	53	57	49	34	52	55	31	41	42	66
Mean				50				47.5				45
s = sum of squares of deviations				180				261				662
Number of ranks				20				19				18
Value of s at .05 level				258				245				232
Computed W				.09				.14				.40
Value of W at .05 level				.13				.135				.14

Page Five

Order of Checklist	Faculty Research				Student Research				School Research Support			
Experts	1	2	3	4	1	2	3	4	1	2	3	4
Internationalists 1	1	2	3	4	1	2	3	4	2	3	1	4
2	1	2	3	4	1	2	3	4	1	2	3	4
3	1	2	3	4	1	2	3	4	1	2	3	4
4	1	2	3	4	1	2	3	4				
5	4	1	2	3	1	2	3	4	2	3	1	4
6	4	3	2	1	1	2	3	4	1	2	3	4
7	1	2	3	4	1	2	3	4	1	2	3	4
8	4	2	1	3	1	2	3	4	3	2	1	4
9	4	2	3	1	1	2	3	4	3	1	2	4
10	1	2	3	4	1	2	3	4	1	2	3	4
11	4	1	3	2	4	3	2	1	4	3	1	2
12	3	2	1	4	4	1	3	2	2	4	1	3
13									1	2	3	4
14												
15												
Librarians 16	4	2	1	3					1	2	3	4
17	4	1	3	2	1	2	3	4	1	2	3	4
18	1	2	3	4	2	3	4	1	2	3	1	4
19	4	1	3	2	1	2	3	4	3	1	2	4
20	1	2	3	4	4	3	2	1	2	4	3	1
21	1	2	3	4	1	2	3	4	1	2	3	4
22	1	2	3	4	4	1	2	3	1	2	3	4
Sums of ranks	45	35	49	61	31	37	52	60	33	44	43	70
Mean			47.5				45				48.5	
s = sum of squares of deviations			347				534				735	
Number of ranks			20				18				19	
Value of s at .05 level			258				232				245	
Computed W			.17				.32				.40	
Value of W at .05 level			.13				.14				.135	

Page Six

	Order of Checklist	Language Study				Dissemination Activities				Orientation Responsibilities			
	Experts	1	2	3	4	1	2	3	4	1	2	3	4
Internationalists	1	1	2	3	4	4	3	1	2	1	2	3	4
	2	1	2	3	4	1	2	3	4	1	2	3	4
	3	1	4	2	3								
	4	1	2	3	4	1	2	3	4	1	2	3	4
	5	1	2	3	4	1	2	3	4	1	2	3	4
	6	1	2	3	4	1	2	3	4	1	2	3	4
	7	1	2	3	4	1	2	3	4	1	2	3	4
	8	3	4	2	1	1	2	3	4	4	1	3	2
	9	3	4	2	1	1	2	3	4	1	4	2	3
	10	1	2	3	4	1	2	3	4	1	2	3	4
	11	1	2	4	3	3	2	4	1	4	1	3	2
	12	2	1	3	4	1	2	3	4	2	1	3	4
	13					1	2	3	4	1	2	3	4
Librarians	14												
	15	2	4	3	1	3	2	4	1	4	1	2	3
	16												
	17	3	4	2	1	1	2	3	4	4	1	2	3
	18	3	4	2	1	1	2	3	4	3	2	4	1
	19	1	4	2	3	2	1	3	4	4	1	3	2
	20	4	3	2	1	1	2	3	4	1	2	3	4
	21	1	2	3	4	1	2	3	4	1	2	3	4
	22					1	2	3	4	3	1	2	4
Sums of ranks		31	50	48	51	27	38	57	68	39	33	54	64
Mean					45				47.5				47.5
s = sum of squares of deviations					266				1221				587
Number of ranks					18				19				20
Value of s at .05 level					232				245				258
Computed W					.16				.67				.29
Value of W at .05 level					.14				.135				.13

Page Seven

Order of Checklist	Faculty Exchange				American Students Abroad				Foreign Students in U.S.			
Experts	1	2	3	4	1	2	3	4	1	2	3	4
Internationalists 1	1	3	2	4	1	2	3	4	1	2	3	4
2	1	2	3	4	1	2	3	4	1	2	3	4
3	1	2	3	4								
4	1	2	3	4	1	2	3	4	1	2	3	4
5	1	2	3	4	3	4	1	2	4	2	1	3
6	1	2	3	4	3	4	1	2	3	2	4	1
7	1	2	3	4	1	2	3	4	1	2	3	4
8	2	4	3	1	4	2	1	3	1	2	3	4
9	1	4	3	2	3	4	1	2	1	2	3	4
10	1	4	3	2	2	1	3	4	1	2	3	4
11	4	3	1	2	1	2	3	4	1	2	3	4
12	1	2	3	4	3	2	1	4	1	4	3	2
13									1	2	3	4
Librarians 14	1	2	3	4	3	4	1	2				
15	1	2	3	4								
16												
17	3	4	2	1	4	1	3	2	4	1	2	3
18	4	3	2	1	4	3	2	1	4	3	2	1
19	1	3	2	4	4	3	1	2	1	3	2	4
20	3	2	1	4	1	3	4	2	1	4	3	2
21	1	2	3	4								
22	1	2	3	4	1	2	3	4	3	4	1	2
Sums of ranks	31	52	52	65	40	43	37	50	30	41	45	54
Mean				50				42.5				42.5
s = sum of squares of deviations				590				93				295
Number of ranks				20				17				17
Value of s at .05 level				258				218				218
Computed W				.29				.06				.20
Value of W at .05 level				.13				.15				.15

Page Eight

Order of Checklist		Methodology				Curriculum Content				Specialization			
	Experts	1	2	3	4	1	2	3	4	1	2	3	4
Internationalists	1	1	2	3	4	4	2	1	3	1	2	3	4
	2												
	3					4	3	1	2	1	2	3	4
	4	1	2	3	4	4	3	2	1	1	2	3	4
	5	2	3	1	4	4	3	1	2	3	4	2	1
	6	1	2	3	4	1	2	3	4	1	2	3	4
	7	1	2	3	4	2	3	1	4	1	2	3	4
	8	2	4	1	3	3	1	2	4	1	4	2	3
	9	3	2	1	4	3	4	1	2	3	1	2	4
	10	1	3	2	4	1	2	3	4	2	1	3	4
	11	3	4	2	1	3	2	1	4	2	1	4	3
	12	1	3	2	4	1	3	2	4	1	2	3	4
	13	1	2	3	4								
Librarians	14	3	2	1	4	3	4	2	1				
	15												
	16												
	17	1	2	3	4	2	1	3	4	1	2	3	4
	18	3	4	1	2	3	2	1	4	3	1	2	4
	19	2	4	1	3	4	1	2	3	2	1	3	4
	20	1	2	3	4	2	4	3	1	3	4	2	1
	21	1	2	3	4	1	2	3	4	1	2	3	4
	22	1	2	3	4					1	4	2	3
Sums of ranks		29	47	39	65	45	42	32	51	28	37	46	59
Mean					45				42.5				42.5
s = sum of squares of deviations					696				189				525
Number of ranks					18				17				17
Value of s at .05 level					232				218				218
Computed W					.42				.13				.36
Value of W at .05 level					.14				.15				.15

APPENDIX XI

DATA BASE FOR RELIABILITY

DATA BASE FOR RELIABILITY

Page	Activity	Type of Response(25 participants)			
		Checked First Time Only	Did Not Check Either Time	Checked Both Times	Checked Second Time Only
1	Requiring foreign language	1	4	19	1
	Participating in international conference	2	11	11	1
	Acquiring foreign language materials	0	12	13	0
	Revising educational materials	5	15	3	2
2	Infusing new materials	2	6	15	2
	Requiring UG liberal education	3	13	7	2
3	Admitting qualified foreign students	0	0	25	0
4	Requiring methods of research	1	14	10	0
	Buying materials for research	1	11	12	1
	Supporting theory of free inquiry	1	6	18	0
	Securing favorable working conditions	2	14	7	2
5	Requiring methods of research	0	14	11	0
	Buying materials for research	1	13	11	0
	Supporting theory of free inquiry	1	8	15	1
	Securing favorable working conditions	2	16	5	2
6	Requiring foreign language	3	5	16	1
	Acquiring foreign language materials	3	12	9	1
	Participating in international conference	1	11	10	3
	Revising educational materials	3	16	3	3
7	Admitting qualified foreign students	0	2	22	1
8	Infusing new materials	3	8	12	2
	Requiring UG liberal education	1	16	8	0

APPENDIX XII

CHECKLIST FOR THE EVALUATION OF INTERNATIONALISM IN EDUCATION FOR LIBRARIANSHIP IN THE UNITED STATES.

CHECKLIST FOR THE EVALUATION OF INTERNATIONALISM IN EDUCATION FOR LIBRARIANSHIP IN THE UNITED STATES

Experimental

INFORMATION AND INSTRUCTIONS TO ACCOMPANY CHECKLIST & SCORESHEET

Name of School:	Evaluation by:	Date:

The purpose of this Checklist is to evaluate those activities of the professional library school that can be described as international in relation to the goals of international education. The library is defined as an agency in an international rather than a national system. Library education reflects the definition of the library and also aims to educate professionals for the future.

The Checklist is to be used by instructors and administrative heads of library schools to evaluate internationalism in a program of American library education that a student normally moves through to become a professional librarian here or abroad (specifically, the master's degree program) and a program of American in-service education which may be offered by a professional school which may not warrant issuance of a degree or a certificate.

The Checklist was developed from a synthesis of the goals of international education and the objectives of library education. Activities were gathered from the literature of both educational areas. Each sheet of the Checklist (8 pages) has Section A: Introductory material, including a goals-statement, definitions, and a descriptive statement of the relationship of the activity to the goal, and Section B: Checklist of activities, arranged in three sets, with four items in each set.

The three groups on each page are arranged in a hierarchical order according to goal-achievement, with the group of activities most likely to achieve the goal placed at the top of the three. The four activities within each group reflects an order established according to school-involvement, with the activity most likely to require the greatest amount of a school's resources placed at the top of the four activities.

The arrangement permits a school to use the Checklist to: (1) inventory activities (2) to determine goals for activities (3) to evaluate the extent of goal achievement (4) to plan for new activities with the extent of school-involvement indicated.

The following evaluative symbols are to be used by the school on the Checklist of Activities. The assumption is that all provisions and conditions are operating at an average level.

E Provision or condition is made extensively
S Provision or condition is made to a moderate extent
L Provision or condition is very limited or missing but needed
M Provision or condition is missing but its need is questioned
N Provision or condition is not desirable or does not apply

A Scoresheet for the use of the school is attached. The Scoresheet is a graphic representation of the inventory process. Transfer the evaluative symbols from each page of the Checklist to the Scoresheet and then follow the instructions given in each square of the Scoresheet.

CHECKLIST

SECTION A The current program of American library education should further:

GOAL: INTERNATIONAL UNDERSTANDING

Definition: Knowing the processes by which human associations evolve into human communities with common interests

ACTIVITY: COMMUNICATION

Definition: Act or instance of transmitting verbally or in written form; an exchange of information implies making common to all what one presently possesses.

RELATIONSHIP: Information, through either "slow" or "fast" media, affects the attitudes and perspectives of great numbers of people.

SECTION B Activities for implementation of goal:

Dissemination Activities

____ Revising educational materials to reflect an international viewpoint
____ Establishing a clearing house for the collection, exchange, and publication of international professional materials
____ Acquiring foreign language material pertinent to the profession
____ Announcing the goals and agreements of international professional education

Language Study

____ Assisting in translations of specialized knowledge of the profession
____ Instituting opportunities to hear lectures relating to the profession in a foreign language (educational TV)
____ Providing special professionally oriented language courses
____ Requiring a foreign language during professional education

Orientation Responsibilities

____ Informing the general public of the international aspects of the profession
____ Organizing short courses dealing with international professional problems
____ Orienting mobile professional personnel
____ Participating in international conferences related to the profession

CHECKLIST

SECTION A The current program of American library education should further:

GOAL: INTERNATIONAL UNDERSTANDING

Definition: Knowing the processes by which human associations evolve into human communities with common interests

ACTIVITY: CURRICULUM DEVELOPMENT

Definition: The planning of the courses offered by an educational institution, including content, method, and sequence.

RELATIONSHIP: The curriculum aids the educational program with an organizational framework. Formal education is concerned with the transfer of knowledge and social progress.

SECTION B Activities for implementation of goal:

Content of Curriculum

____ Introducing the concept of "induced social change"
____ Reorganizing the core program around the idea of the profession as a responding unit within the international system
____ Infusing new material relevant to the contemporary world into traditional courses
____ Requiring an undergraduate liberal education (inclusion of non-Western culture)

Specialization

____ Providing electives for preparation of international professional
____ Securing internships abroad for area studies student
____ Developing interdisciplinary area studies program
____ Identifying an area studies emphasis (no foreign language required)

Methodology

____ Experimenting with multicultural approach in teaching
____ Emphasizing needs of the region in area studies
____ Using the comparative method in problem-oriented courses
____ Evaluating descriptions of foreign professional activities

CHECKLIST

SECTION A The current program of American library education should further:

GOAL: INTERNATIONAL UNDERSTANDING

Definition: Knowing the processes by which human associations evolve into human communities with common interests

ACTIVITY: MOBILITY OF PERSONS

Definitions: Persons go to or are brought from one country to another, primarily to teach or to engage in academic study, research, or other types of directed training.

RELATIONSHIP: One of the earliest means of securing information. Experience in a foreign culture can lead to an increased understanding of that culture, of cultural differences in general, and to a new understanding of one's own culture.

SECTION B Activities for implementation of goal:

American Students Abroad

____ Reeducating Americans working abroad
____ Extending placement service to a world base
____ Establishing Study Abroad programs
____ Sponsoring tours abroad for students

Foreign Students In U.S.

____ Initiating "development exchange"*
____ Recruiting qualified foreign students
____ Obtaining scholarships for foreign students
____ Admitting qualified foreign applicants

Faculty Exchange

____ Exchanging qualified faculty regularly
____ Employing qualified faculty member with foreign degree
____ Securing qualified visiting lecturer from abroad
____ Conducting in-service training for faculty on internationalism

*Development exchange--designed to aid other less developed nations by educational exchange to help themselves.

CHECKLIST

SECTION A The current program of American library education should further:

GOAL: INTERNATIONAL UNDERSTANDING

Definition: Knowing the processes by which human associations evolve into human communities with common interests

ACTIVITY: RESEARCH

Definition: Studious inquiry or examination aimed at the formation of new structures from known parts; practical application of such new or revised theories; the discovery and interpretation of facts.

RELATIONSHIP: The outcome of research is most often the publication of new or synthesized information for the purpose of contributing to knowledge. Knowledge or information is considered the first step toward elimination of bias and prejudice.

SECTION B Activities for implementation of goal:

Student Research

____ Rewarding independent research abroad
____ Encouraging the choice of an international topic for a thesis
____ Providing for small research projects in the curriculum on topics involving internationalism
____ Requiring a course in the methods of research

Faculty Research

____ Cooperating in suitable educational research projects such as those possible under technical assistance abroad
____ Attempting research in the cross-cultural aspects of the profession
____ Seeking multi-country research projects
____ Recording observations of the profession in a world setting to establish a philosophy of the profession

School Research Support

____ Buying materials to support research
____ Designating the emphasis of the educational program to be graduate research
____ Securing favorable working conditions for researchers
____ Supporting the theory of free inquiry

CHECKLIST

SECTION A The current program of American library education should further the:

GOAL: ADVANCEMENT OF KNOWLEDGE

Definition: Assisting the process of apprehending fact or truth; including the transfer of knowledge known and the development of new knowledge.

ACTIVITY: COMMUNICATION

Definition: Act or instance of transmitting verbally or in written form; an exchange of information implies making common to all what one presently possesses.

RELATIONSHIP: The educational setting is the most common place for cross-fertilization of ideas; for sharing useful ideas.

SECTION B Activities for implementation of goal:

Language Study

____ Assisting in translations of specialized knowledge for the profession
____ Instituting opportunities to hear lectures relating to the profession in foreign language (educational TV)
____ Providing special professionally-oriented language courses
____ Requiring a foreign language during professional education

Dissemination Activities

____ Revising educational materials to reflect an international viewpoint
____ Establishing a clearing house for the collection, exchange, and publication of international professional materials
____ Acquiring foreign language materials pertinent to the profession
____ Announcing the goals and agreement of international professional education

Orientation Responsibilities

____ Informing the general public of the international aspects of the profession
____ Organizing short courses dealing with international professional problems
____ Orienting mobile professional personnel
____ Participating in international conferences related to the profession

CHECKLIST

SECTION A The current program of American library education should further:

GOAL: ADVANCEMENT OF KNOWLEDGE

Definition: Assisting the process of apprehending fact or truth; including the transfer of knowledge and the development of new knowledge.

ACTIVITY: CURRICULUM DEVELOPMENT

Definition: The planning of the courses offered by an educational institution, including content, method, and sequence.

RELATIONSHIP: The curriculum aids the educational program by its organizational framework. Formal education is concerned with the transfer of knowledge, the discovery of new knowledge, and social progress.

SECTION B Activities for implementation of goal:

Content of Curriculum

____ Introducing the concept of "induced social change"
____ Reorganizing the core program around the idea of the profession as a responding unit within the international system
____ Infusing new material relevant to the contemporary world into traditional courses
____ Requiring an undergraduate liberal education (inclusion of non-Western culture)

Methodology

____ Experimenting with multicultural approach to teaching
____ Emphasizing needs of the region in area studies
____ Using the comparative method in problem-oriented courses
____ Evaluating descriptions of foreign professional activities

Specialization

____ Providing electives for preparation of international professional
____ Securing internships abroad for area studies student
____ Developing interdisciplinary area studies program
____ Identifying an area studies emphasis (no foreign language requirement)

CHECKLIST

SECTION A The current program of American library education should further the:

GOAL: ADVANCEMENT OF KNOWLEDGE

Definition: Assisting the process of apprehending fact or truth; including the transfer of knowledge and the development of new knowledge.

ACTIVITY: MOBILITY OF PERSONS

Definition: Persons go to or are brought from one country to another, primarily to teach or to engage in academic study, research, or other types of directed training.

RELATIONSHIP: One of the earliest means of securing knowledge. Travel which is involved is for pursuit of knowledge. Knowledge is not sought because of unavailability locally.

SECTION B Activities for implementation of goal:

Faculty Exchange

____ Conducting in-service training for local faculty on internationalism
____ Employing qualified faculty member with foreign degree
____ Securing qualified visiting lecturer from abroad
____ Exchanging qualified faculty regularly

American Students Abroad

____ Reeducating American working abroad
____ Extending placement service to a world base
____ Establishing Study Abroad programs
____ Sponsoring tours abroad for students

Foreign Students in U.S.

____ Initiating "development exchange"*
____ Recruiting qualified foreign students
____ Obtaining scholarships for foreign students
____ Admitting qualified foreign applicants

*Development exchange--designed to aid other less developed nations by educational exchange to help themselves.

CHECKLIST

SECTION A The current program of American library education should further the:

GOAL: ADVANCEMENT OF KNOWLEDGE

Definition: Assisting the process of apprehending fact or truth; including the transfer of knowledge known and the development of new knowledge

ACTIVITY: RESEARCH

Definition: Studious inquiry or examination aimed at the formation of new structures from known parts; practical application of such new or revised theories, the discovery and interpretation of facts

RELATIONSHIP: The outcome of research is most often the publication of new or synthesized information for the purpose of contributing to knowledge. The act of publication aids the process of transfer of knowledge and generates knowledge.

SECTION B Activities for implementation of goal:

Faculty Research

____ Cooperating in suitable educational research projects such as those possible under technical assistance abroad
____ Attempting research in the cross-cultural aspects of the profession
____ Seeking multi-country research projects
____ Recording observations of the professional in a world setting to establish a philosophy of the profession

Student Research

____ Rewarding independent research abroad
____ Encouraging the choice of an international topic for a thesis
____ Providing for small research projects in the curriculum on topics involving internationalism
____ Requiring a course in the methods of research

School Research Support

____ Buying materials to support research
____ Designating the emphasis of the educational program to be graduate research
____ Securing favorable working conditions for researchers
____ Supporting the theory of free inquiry

S C O R E S H E E T

	G O A L S	International Understanding				Advancement of Knowledge			
	Pages	One	Two	Three	Four	Five	Six	Seven	Eight
	ACTIVITIES	COMMUNICATION	CURRICULUM	MOBILITY	RESEARCH	COMMUNICATION	CURRICULUM	MOBILITY	RESEARCH
L E V E L S	Advanced	Dissemination Activities	Content of Curriculum	American Student Abroad	Student Research	Language Study	Content of Curriculum	Faculty Exchange	Faculty Research
		———	———	———	———	———	———	———	———
		———	———	———	———	———	———	———	———
		———	———	———	———	———	———	———	———
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		Connect the topmost E's or topmost S's in these four columns in this square.				Connect the topmost E's or topmost S's in these four columns in this square.			
	Intermediate	Language Study	Specialization	Foreign Student Abroad	Faculty Research	Dissemination Activities	Methodology	American Student Abroad	Student Research
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		Connect the topmost E's or topmost S's in these four columns in this square.				Connect the topmost E's or topmost S's in these four columns in this square.			
	Minimum	Orientation Responsibilities	Methodology	Faculty Exchange	School Research Support	Orientation Responsibilities	Specialization	Foreign Student in U.S.	School Research Support
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		Connect the topmost E's or topmost S's in these four columns in this square.				Connect the topmost E's or topmost S's in these four columns in this square.			

If only one E or one S appears in each column, connect the E's or S's irregardless of the levels.

APPENDIX XIII

ACCREDITED LIBRARY SCHOOLS

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ACCREDITED LIBRARY SCHOOLS

State University of New York, Albany, School of Library Science, Albany, 12203. Est. 1949. John Farley, Dean.

Atlanta University, School of Library Service, Atlanta, Ga., 30314. Est. 1941. Mrs. Virginia Lacy Jones, Dean.

University of British Columbia, School of Librarianship, Vancouver, B.C., Canada. Est. 1961. Samuel Rothstein, Director.

University of California, School of Librarianship, Berkeley, 94720. Est. 1919. Raynard C. Swank, Dean; Ray E. Held, Associate Dean.

University of California, Los Angeles, School of Library Service, 405 Hilgard Ave., Los Angeles, 90024. Est. 1960. Andrew H. Horn, Dean.

Case Western Reserve University, School of Library Science, 11161 East Boulevard, Cleveland, Ohio 44106. Est. 1904. Jesse H. Shera, Dean; A.J. Goldwyn, Associate Dean; Margaret Kaltenbach, Associate Dean.

Catholic University of America, Department of Library Science, Washington, D.C., 20017. Est. 1938. Rev. James J. Kortendick, Head; Mrs. Elizabeth W. Stone, Assistant to Head.

University of Chicago, Graduate Library School, Chicago, Ill., 60637. Est. 1928. Don R. Swanson, Dean.

Columbia University, School of Library Service, New York, N.Y., 10027. Est. 1887. Jack Dalton, Dean.

University of Denver, Graduate School of Librarianship, Denver, Colo., 80210. Est. 1931. Margeret Knox Goggin, Dean.

Drexel Institute of Technology, Graduate School of Library Science, Philadelphia, Pa., 19104. Est. 1891. Guy Garrison, Dean.

Emory University, Division of Librarianship, Atlanta, Ga., 30322. Est. 1905. A. Venable Lawson, Director.

Florida State University, Library School, Tallahassee, Florida 32306. Est. 1947. Harold Goldstein, Dean; Robert G. Clapp, Assistant Dean.

State University College of New York, School of Library Science, Geneseo, N. Y., 14454. Est. 1940, Ivan L. Kaldor, Interim Dean.

University of Hawaii, Graduate School of Library Studies, 2425 Campus Road, Honolulu, Hawaii, 96822. Est. 1965. Robert Stevens, Director.

University of Illinois, Graduate School of Library Science, Urbana, 61801. Est. 1893. Herbert Goldhor, Director.

Indiana University, Graduate Library School, Bloomington, 47401. Est. 1941. Bernard M. Fry, Dean.

Kansas State Teachers College, Department of Librarianship, Emporia, 66801. Est. 1902. Robert E.Lee, Chairman.

Kent State University, School of Library Science, Kent, Ohio, 44240. Est. 1946. Guy A. Marco, Dean.

University of Kentucky, School of Library Science, Lexington, 40506. Est. 1933. Lawrence A. Allen, Dean.

Louisiana State University, Library School, University Station, Baton Rouge, 70803. Est. 1931. Mrs. Florrinell Frances Morton, Director.

University of Maryland, School of Library and Information Services, College Park, Maryland, 20740. Est. 1965. Paul Wasserman, Dean.

McGill University, Graduate School of Library Science, 3605 Mountain St., Montreal 2, Quebec. Est. 1927. Virginia E. Murray, Director.

University of Michigan, School of Library Science, Ann Arbor, 48104. Est. 1926. Russell E. Bidlack, Dean.

University of Minnesota, Library School, Minneapolis, 55414. Est. 1928. David K. Berninghausen, Director.

University of Missouri, School of Library and Informational Science, Columbia, 65202. Est. 1966, Ralph H. Parker, Dean.

University of Montreal, Ecole de Bibliotheconomie, Montreal, Que., Canada. Est. 1961. Laurent-G Denis, Director

University of North Carolina, School of Library Science, Chapel Hill, 27514. Est. 1931. Walter A. Sedelow, Jr., Dean.

North Texas State University, Department of Library Science, Denton, 76203. Est. 1963. Claud G. Sparks, Director.

University of Oklahoma, School of Library Science, Norman, 73069. Est. 1929. Frank J. Bertalan, Director.

University of Oregon, Graduate School of Librarianship, Eugene, Ore., 97403. Est. 1966. LeRoy C. Merritt, Dean.

George Peabody College for Teachers, Peabody Library School, Nashville, Tenn., 37205. Est. 1928. Edwin S. Gleaves, Director; Mrs. Frances N. Cheney, Associate Director.

University of Pittsburgh. Graduate School of Library and Information Sciences, Pittsburgh, Pa., 15213. Est. 1962. Harold Lancour, Dean; J. Clement Harrison, Associate Dean.

Pratt Institute, Library School, Brooklyn, N.Y., 11205. Est. 1890. Nasser Sharify, Dean.

Rosary College, Department of Library Science, River Forest, Ill. 60305. Est. 1930. Sister M. Lauretta McCusker, Director; Sr. Marie Norbert, Assistant to Director.

Rutgers University, Graduate School of Library Service, 5 Huntington St., New Brunswick, N.J., 08903. Est. 1953. Thomas H. Mott, Jr., Dean.

San Jose State College, Department of Librarianship, San Jose, Calif. 95114. Est. 1954. Leslie H. Janke, Chairman.

Simmons College, School of Library Science, Boston, Mass., 02115. Est. 1902. Kenneth R. Shaffer, Director.

University of Southern California, School of Library Science, University Park, Los Angeles, 90007. Est. 1936. Martha T. Boaz, Dean.

Syracuse University, School of Library Science, Syracuse, N. Y., 13210. Est. 1908. Roger Greer, Dean.

University of Texas, Graduate School of Library Science, Austin, 78712. Est. 1948. Stanley McElderry, Dean.

Texas Woman's University, School of Library Science, Denton, 76204. Est. 1929. D. Genevieve Dixon, Director

University of Toronto, School of Library Science, 167 College St., Toronto 2B, Ont. Est. 1928. R. Brian Land, Director.

University of Washington, School of Librarianship, Seattle, 98105. Est. 1911. Irving Lieberman, Director; L. Dorothy Bevis, Associate Director.

Wayne State University, Department of Library Science, Detroit, Michigan 48202. Est. 1964. Robert E. Booth, Chairman.

Western Michigan University, Department of Librarianship, Kalamazoo, 49001. Est. 1945. Jean E. Lowrie, Head.

University of Western Ontario, School of Library and Information Science. London, Ontario, Canada. Est. 1966. Andrew D. Osborn, Dean.

University of Wisconsin, Library School, 811 State St., Madison, 54706. Est. 1906. Margaret Monroe, Director; John A. Clarke, Assistant Director