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"LIBRARY SCHOOL AND LIBRARY WORK: SIMILAR AND DIVERGENT STANDARDS"

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This morning I have chosen, during the time allotted to me, to speak about the relationship of the library school to the library profession at work in institutions and agencies. Since at the time of preparing this talk I had not yet seen a copy of the final program, I must ask your indulgence for omitting material obviously relevant or duplicating what other speakers may have planned to say later. At any rate, if the professional master's degree is the normal entrance to the profession of librarianship, and we are trying to match the qualifications to the job, we must give considerable attention to library education and the role of the library school. The professional master's degree represents five years of higher education, the first four years culminating in a bachelor's degree in a subject field, and the final year spent in a graduate school of librarianship devoted to the study of librarianship and closely allied disciplines.

Throughout this talk, wherever the term "librarianship" is used, it is meant to be interpreted in its broadest sense as encompassing the relevant concepts of information science and documentation. Whenever the term "libraries" is used, the current models of media centers, educational resources centers, information, documentation, and referral centers are also assumed. "Library service" is understood to be concerned with recordable knowledge and information in their several forms--their identification, selection, acquisition, preservation, organization, dissemination, communication and interpretation, and with assistance in their use. "Library school" means the professional unit (school, department, division, etc.) organized and maintained by an institution of higher education for the purpose of graduate library education leading to the first professional degree.

The 1972 Standards for Accreditation of the American Library Association suggest several useful trains of thought. In the first place, there

are certain basic premises. Library education programs must prepare librarians for responsibilities beyond those at the narrowly local level. Each program should qualify the graduates to contribute to the advancement of the profession, rather than to serve only the purposes of one institution or locality. In keeping with this universalist theme, it is clear that discrimination because of age, race, color, creed, religion, physical disability, or sex in recruitment, admissions, or financial aid is a violation of our professional standards.

Professional responsibilities require special background and education by which the librarian is prepared to identify needs, set goals, analyze problems, and formulate original and creative solutions for them; and to participate in planning, organizing, communicating, and administering successful programs of services for users of the library's materials and services. Professional library education at the graduate level is designed to provide that kind of educational experience.

The programs of the school should provide for the study of principles and procedures common to all types of libraries and library services. A study of specialized service in either general or special libraries may occupy a place in the basic program. Specialization should be built upon a foundation of general academic and professional education and should include interdisciplinary work pertinent to the program of the individual student.

The curriculum should be a unified whole rather than an aggregate of courses. It should (1) stress understanding rather than rote learning of facts; principles and skills rather than routines; (2) emphasize the significance and functions of the subjects taught; (3) reflect the findings of basic and applied research in librarianship and related disciplines; (4) respond to current trends in library development and professional education;

(5) promote continuous professional growth. The curriculum should be continually under review and revision, and should be receptive to innovation. Means should be provided for the expression of views of students and practitioners in revision of the curriculum.

The success of the instructional and research programs of the library school is dependent upon the ability of its faculty to teach, stimulate independent thinking, and provide stability and continuity. Research enriches both teaching and learning and provides means for adding to a body of professional knowledge. Professional experience and participation in professional organizations enable faculty members to contribute to the solutions of problems in librarianship and to keep abreast of the concerns of the field.

The faculty as a group should evidence (1) a diversity of backgrounds; (2) a substantial and pertinent body of library experience; (3) advanced degrees from a variety of academic institutions; (4) specialized knowledge covering the subjects in the school's curriculum; (5) a record of sustained productive scholarship; (6) aptitude for educational planning, administration and evaluation; (7) close and continuing liaison with the field. The qualifications of each faculty member should include interest, ability, and effectiveness in teaching; aptitude for research; competency in the assigned areas of specialization; and active participation in appropriate professional, scientific, and scholarly organizations.

Librarianship is a profession comprising a distinctive body of knowledge, skills, issues, and challenges. A library school thus requires a high degree of autonomy within an institution of higher education. The library school should be an integral but distinctive academic unit within the institution, and its autonomy should be sufficient to assure that the

content of its program, the selection and promotion of its faculty, and the selection of its students are controlled by the school within the general guidelines of the institution.

The program of professional education in librarianship is a graduate program. The cost per student for such professional education is far greater than the cost of providing education at the undergraduate level. Support of a graduate program in librarianship entails substantially higher costs for every component.

The institution should provide continuing financial support sufficient to develop and maintain professional library education in accordance with the general principles set forth in the accreditation Standards. Support should be related to the size of the faculty required to carry out the school's program of education and research, the financial status and salary schedule of the institution, and necessary instructional facilities and equipment.

The library school should have--or have access to, with demonstration capability appropriate to its program objectives--an adequate collection of multimedia resources, computer services, media production laboratories or agencies, and facilities for independent study using up-to-date technology and equipment.

If the foregoing are accepted as descriptive of an adequate professional preparation, it is easy to see why graduate library extension courses centered around a teacher, a group of students, and a textbook are wholly insufficient and unacceptable. Library education needs its center as much as medical education needs a medical center.

So much for the ideal and the general: let us turn to the actual and the specific. Does a library school exist anywhere which approaches the

high principles we have just set forth. I believe such a library school does exist, so I have chosen to share with you some of the philosophy and practice of the School of Library and Information Science at the University of Western Ontario in Canada.

First, Western Ontario's word of caution about the purpose of graduate studies: "The academic graduate programs leading to degrees are considered to provide advanced study in a general field of knowledge and not as specific training for a professional position. The candidate should be aware that, although this advanced education may better fit him for certain careers and positions, this is not a specific purpose of the program. A candidate should undertake advanced study only because of his personal interest in a chosen field and not as an assured entry to a professional career."

Western Ontario identifies as major problem areas that call for special attention the following:

1. The so-called literature explosion, the ever increasing quantity of book-trade and not-in-the-trade publications which should be gathered in selectively or comprehensively, and organized systematically for convenient and effective use.

2. The variety and extent of nonbook resources which must be fitted into an integrated whole along with the more conventional types of publication.

3. The extremely keen competition which exists in the profession for materials and services which all too often are available only in limited ways.

4. The linguistic problems which have to be faced because information generated anywhere in the world must be effectively incorporated into collections and systems.

5. The difficulties inherent in abstracting and indexing the annual

output of millions of periodical articles, plus symposia, technical reports, translations, and other items which are often in nearprint form.

6. The persistent shortcomings which exist in control systems (especially library catalogs and indexing and abstracting service) because of the ad hoc nature of so many of them.

7. The new approaches to the bibliographical control of information which are constantly required because of shifts in the body of knowledge itself and because of a continually changing technology for control systems.

Because we are in the greatest period in the history of libraries and information services the world has known, academic preparation for a professional career should be undertaken in a spirit of opportunity and enthusiasm, as well as with a sense of responsibility that goes with that spirit. No one should enter Western Ontario (or any first-rate library school) who is not prepared for a thorough yet really rewarding program of studies, one which constantly challenges students to be active participants in the solution of problems and not passive recipients of other people's solutions. The end result is that graduates of library school should become enthusiasts who are exceptionally well prepared to cope with change as they begin their professional careers.

Education for library and information science has been changing to meet the new challenges. Courses for training library technicians at the community-college and undergraduate-university levels are proliferating throughout North America, providing one more reason for professional librarians to reconsider their role and to attempt to evolve a much-needed professional philosophy. Undergraduate work in a university is, as one educator has put it, primarily designed for "reproduction of the type" and graduate work is primarily designed for "growth beyond the type". While new

attempts are being made elsewhere to produce library technicians with the skills necessary to carry out established routines in today's modern libraries, new attempts must be made here in an atmosphere of experimentation, research, and creative skepticism to educate professional librarians capable of developing established routines to meet new demands and capable of creating new techniques within the framework of the old, while maintaining the highest of professional ideals and standards. Only at the graduate level can such education be carried out, for a professional philosophy can then be evolved in the climate of opinion and practices most conducive to the endeavor.

Completely graduate methodology and content are so important to the library school that it is worth recapitulating some of the features of its system so they can be realized to the fullest possible extent:

1. There are no lectures; seminar discussions take their place. As a consequence students are expected to be active in the seminar room; each individual contributes to the discussion.

2. Audiovisual presentation in the seminars is limited to clarification of ideas, issues, or problems. Presentation of facts and basic information takes place outside the seminar. Thus, students are expected to use fully the school's audiovisual facilities in seminar preparation.

3. Western Ontario has no reading lists, no syllabi; it hands out no specially-prepared information. Students learn the art of finding information for themselves. Courses are defined by means of objectives and by carefully-constructed assignments published weekly.

4. As a consequence of the emphasis on bibliographical resourcefulness, and upon controlled laboratory investigation, all students should develop a research point of view and are expected to follow scholarly habits in all

aspects. In return they expect to be treated by the faculty as apprentice scholars.

5. The emphasis in all studies is on principles, on mastery of the subject. Students are expected to develop depth of understanding, a philosophical point of view, at the same time that skills and a knowledge of techniques are acquired.

6. As much of the work as possible is undertaken from primary sources, audiovisual as well as conventional.

7. When secondary sources are consulted, they are approached with an understanding of how they can be evaluated by comparison with primary sources, by use of the scholar's critical apparatus of reviews, and by special attention to the author's authority and his special school of thought.

8. As apprentice scholars, students are expected to read current contributions to knowledge in their field, and to discuss them in and out of seminars.

9. Students are encouraged to make contributions both to seminars and to knowledge on the basis of their subject speciality or national background.

10. Measurement of performance is not by examinations but by means of written and spoken contributions in seminar sessions.

There is much more to the Western Ontario's philosophy and curriculum but this sampling should be sufficient to clarify current trends in library education.

When we turn to the "practical" side of librarianship, and speak of occupations in the field of library science, we find a different viewpoint and vocabulary. It is not enough to say that the library school is concerned with Truth and the practicing librarian with Service. No gap must be allowed between the acquisition of professional qualifications in library school and

the day-to-day demands of the practicing profession. Without exception the U.S. Employment Service recognizes that the Master's degree in Library Science is the normal requirement for any type of professional library work. As to training requirements following the acquisition of an M.L.S., the U.S. Employment Service recognizes that different types of librarians need different periods of on-the-job training following graduate education before they are really qualified. It is as unfair to expect a new graduate of a library school to be direct a library as it would be to expect a newly graduated doctor of medicine to run a hospital. So it is that the Employment Service stipulates varying periods of posteducational on-the-job training periods for the following assorted types of library work:

Bookmobile librarian, 3 months

Film librarian, 6 months

Patient's librarian, 6 months

Children's librarian, 6 months to 1 year

General librarian, 6 months to 2 years (includes circulation, reference)

School librarian, 6 months to 2 years

Cataloger, 1 year

Young adult librarian, 1 year

Acquisitions librarian, 1 to 2 years

Librarian, Special library, 1 to 2 years

Classifier, 1 to 4 years

Chief librarian, Branch or department, 2 to 4 years

Librarian, Special collections, up to 5 years

Field librarian (sometimes called Extension librarian), 5 years

Library associate director, 4 to 6 years

Library director, 4 to 8 years

What are the so-called worker traits that an employment agency might look for, in general terms? Here are some--for the general librarian:

Aptitudes:

Verbal ability required in assisting groups and individuals to locate materials or in informing them of activities and services and to interpret policies and rules. Analyzes materials for cataloging and reference purposes. Trains library assistants. Clerical perception involved in circulation and bibliographic procedures.

Interests:

Interest in activities concerned with people and the communication of ideas, utilizing business contacts with people so as to carry on all the selection, reference, advisory and administrative aspects of the job. Preference for situations of esteem resulting from user's appreciation for good services rendered. An interest in organized, concrete activities and in working with things is necessary to carry out library routine.

Temperaments:

Performs a variety of duties requiring frequent mental adjustment, such as instructing staff or library users, checking reference tools, selecting library materials, and compiling bibliographies. Makes decisions and interprets regulations as applied to specific situations.

These aptitudes, interests, and temperaments clearly place librarianship well within all three of the general divisions of knowledge: social sciences, humanities, and natural sciences.

To accept life or adjust to it is to accept change. What are some of the typical problems which confront educational change? Dr. Mary Lee Bundy of the University of Maryland has listed some in a recent issue of the Journal of Education for Librarianship:

Curriculum decisions are made divorced from the goal of preparing a professional worker and therefore amount to speculation, territorial fighting and seldom escape from the confines of tradition.

Responsibility is not real; i.e., no one is ultimately responsible for the quality of the student's preparation.

Significant issues are not raised--for instance, white middle class values and traditions are transmitted as though universal and equally applicable.

Content stands no real tests of relevancy or usefulness.

Planning is limited because the school does not have the range of faculty talents needed to make change.

Decisions regarding faculty appointments are not related to agreed-upon objectives and, therefore, tend to be made on an ad hoc basis.

Admission criteria are not reviewed; curriculum change, therefore, presupposes work role performance requires only graduation from college, any type of subject background and that race and community background are irrelevant.

The key factor in the educational change game, according to Dr. Bundy, is: Speciality development based upon an identification with a client group and a type of work role. But there is another element we have not yet mentioned today: The essential task for each group is the planning of the educational preparation of X people in its particular speciality. This is the all-important manpower aspect. We cannot afford an explosion of professional librarians and the resultant pollution of the labor market any more than we can afford an explosion of babies, automobiles, or tin cans.

What are some of the penalties when qualifications are not matched to the job? Dr. Bundy lists a number of them:

Your work role is too tied to existing practice in libraries; it proves to be irrelevant or of little value to the client group.

You remain too book and bibliographic oriented; your work role is largely irrelevant.

You fail to relate your work role to important needs of your client group; your work role serves no important purpose.

You do not get out of the traditional "set" of library education; you never leave "start".

You get bogged down in the mechanics and rituals of your plan; you lose the purpose.

You do not bring your advisory committee in early and keep them involved; you fail to learn from them and may not have their support when you need it.

You do not deal realistically with such related questions as financial resources; you might as well be back at "start".

Your expectancies are too low; you are not willing to fight; your students pay.

You do not learn to articulate your point of view; you are not understood.

You do not tolerate the ideas of others; they will not tolerate yours.

You are not willing to learn; you become obsolete.

Up to this point I have presented some contemporary ideas concerning library education standards, library school curricula, the importance of training in education, and some of the lessons of introducing educational change. This has been pretty much a "scissors and paste" job for which I can claim very little originality.

In conclusion, for purposes of comment and discussion, let me suggest

certain questions or problems about which many of you may wish to speak:

1. In "matching the qualifications to the job," how can we integrate or synthesize the interests and contributions of professional educators, professional practitioners, library school students (who are recognized as apprentice and journeyman scholars), the library's public at all levels, and society at large including those who are ignorant of the library and/or do not use it?

2. What specific agencies can be contrived to keep library school professors and students and practicing librarians equally aware to the day-to-day problems of library service and the great issues and trends in the profession?

3. Is the development of library and information services to be left to chance and the interplay of social forces, or is there some central core of objectives and goals on which we can all agree and push for their realization utilizing contemporary social power structures?

4. How can we improve communication and human relations among all the persons and agencies involved in the storage and use of knowledge and culture?

5. What can ACURIL do, through its general resolutions, its publications and committees to upgrade professional standards and the public image of the university and research librarian in the Caribbean?

Thank you for your attention.

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