Innovation in Library Education:

Historical X-Files on Technology, People, and Change

by *James V. Carmichael, Jr.*

In spite of the random accolade occasionally tossed to the unusually prominent professor, most practitioners regard library educators with distrust, disdain, or at best, strained tolerance. Academicians generally are viewed as self-serving, indulgent, and effete due to the supposed flexibility of their schedules and their philosophical flirtations with irrelevant and perhaps erroneous theory from other fields. It is assumed that they are somehow intellectual, meaning removed from the day-to-day concerns of real librarians and their customers. Some state legislatures have promoted the idea that the entire professorate represents a high-paid welfare class, and several have abolished tenure. In North Carolina, the legislature has called for proof that professors should be compensated for time beyond their actual 6-to-9 contact hours with students per week. Practicing librarians may feel that library educators are "out of touch" with marketplace developments, particularly technological ones, and with good reason, since no one seems to stay abreast any more. Some librarians may fear that their job performance is being mocked by supercilious professors in the classroom for the sake of a laugh. Yet all of these fears, justified or not, underscore the fundamental misunderstandings about the role of higher education generally and library education in particular, many of which are firmly rooted in professional history, millennial hype about innovation notwithstanding.

Few librarians can name ten famous library educators other than the ones who taught them in their own library education programs, or to enumerate the contributions of Pierce Butler, Jesse Shera, Charles Stone, Sarah Bogle, Virginia Lacey Jones, Frances Cheney, or Evelyn Parsons Jackson (for example) to librarianship, although their achievements were substantial. Librarians consider as remarkable the ability to recall the fact that Melvil Dewey began the first library school at Columbia University in 1887, or notice only in passing that the author of a book or article they are reading happens to be written by a library education professor. Generally, however, librarians don't read much library literature — most don't have time — and unfortunately, such is the quality of much library literature that it is probably not to their credit to do so. The lot of the library educator, known chiefly through publication and teaching, is consequently even more ignominious than that of librarians, who are usually only remembered by posterity if their name happens to be inscribed on a building. The reasons for this ahistoricity have been reiterated many times before: librarians adopt a self-effacing stance with regard to their own achievements, in light of the fact that librarianship is a service profession; librarians and their professors tend to destroy their own records while saving those of the greater society; and most of all, librarians operate under the perception that their function is subsidiary to the invention, discovery, and creativity in which their public(s) engage.

The intellectual energy represented at the early ALA conferences may never have been equaled, and that is why, perhaps, leaders like William Frederick Poole were so bitterly opposed to Melvil Dewey's proposal for formal library education. There were already brilliant practitioners in the field suited to the challenge of implementing the "modern library idea," Poole opined, and these persons were suited ideally to train their own assistants in house, as had been the standard practice up until then.[1] The library pioneers addressed all manner of library problems in the papers they presented to the association in its first several decades, and the solutions that they devised have received only modest modification in recent times: library services to children, mobile library service, library publicity and marketing, remote storage, services to excluded minorities, the physically challenged, and the foreign-born, bibliographic standards, alternative collection organizational schemes, and the need for more comprehensive (and cooperative) periodical indexing.

Many prominent North Carolina library pioneers were trained or self-taught through the apprentice system, notably under Louis Round Wilson of the University of North Carolina—arguably the most influential librarian of the first half of the twentieth cen-

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tury — but also under Cornelia Spencer Love of Massachusetts, whom Wilson employed as order librarian through inquiry to Dewey's school, and later appointed his second-in-command. Although Love was Radcliffe-educated and later obtained a library certificate from Dewey's school at Albany, she credited her greatest professional experience to a self-trained librarian at Episcopal Theological Seminary named Edith Fuller — "a homely little woman with a screw of grey hair here at the back of her neck. She wasn't in the least good looking. [But] She had the sweetest smile, and she was a very, very kind person."[2] By the same token, Nellie Rowe Jones, librarian of Greensboro from 1920 to 1948, received her library certificate from the Library School of the Carnegie Library of Atlanta (begun by another self-trained librarian, Anne Wallace), yet she was already far ahead of her classmates when she entered the class of 1920, thanks to the daily tutorial ministrations of Greensboro's self-taught librarian, Bettie D. Caldwell (1901-1920).

The establishment of formal education for librarianship faced many obstacles, most of them from within the profession. Melvil Dewey made many enemies during his long career, not least of all because he was able to spearhead an effort that librarians had until then thought impractical — the formation of a viable and strong national library association — but also because he lost no opportunity to claim credit for his ideas, some of which were not his own,[3] and some of which are touted mistakenly by ahistorical practitioners as recent innovations: interinstitutional and multitype library cooperation, outreach of myriad stripes, library extension services, standardized library equipment, and the use of business methods in libraries, all of which were in the minds if not the practice of the 100 delegates to the first meeting of the American Library Association (ALA) in Philadelphia in 1876.

Dewey had an alternative scheme to ad hoc training, of course, and, most unusually, the plan included women — cheap labor, yes, but women all the same. Not surprisingly, the plan did not minimize his central role in conceiving the first library school, which eventually provided an outlet for part of the library and office staples he marketed through ALA's supply arm, the Library Bureau. The school also provided him with a ready-made laboratory in which to vent his Tayloristic obsession with efficiency. On a more positive note, Dewey's initial curricular plan involved interdisciplinary study, and lectures from the field of library practice. He thus made clear to novices just how vast was the universe of knowledge, and how essential some systematic manner was to grappling with such a diversity of methodologies, competing theories, and literature.[4] Ironically, one could not hope better for today's graduates than that they gain a sense of humility before the breadth and depth of knowledge structures—not just the sound byte or database of the moment — and that library education instill in these students a desire to immerse themselves in interdisciplinary connections, a wide range of academic and popular reading, and familiarity with the bibliographic apparatus that attempts to track it all.

In the historical sense, at least, library educators serve as obelisks — landmarks on the library landscape — more than they do bellwethers of things to come. The library educator distinguishes the new from the faddish, tests new theories and discounts redundant or false ones, defines and articulates the core professional functions, and incidentally, or luckily, contributes to the improvement of library practice and information techniques.

The first formal review of library education, the famous Williamson Report of 1923,[5] criticized existing library programs for their clutter of busy-work, which was essentially no more than glorified secretarial practice, and their lack of intellectual substance. Courses in standardized printing and handwriting, known as "library hand," still were required in some parts of the country because it could not automatically be assumed that typewriters would be available for use in the production of catalog cards. Anne Wallace, self-taught principal and director of the Southern Library School (after 1907, the Library School of the Carnegie Library of Atlanta, and after 1925, the School of Library Science of Emory University), told one of the applicants to the class of 1906 that "our chief objection to your writing lies in the loop letters ... which must be short and perpendicular" and advised her that "It is a quite serious matter to change the form of your handwriting, but I am sure you will be able to accomplish the vertical hand."[6] It was futile for the prospective student to protest that she had experience on a private typewriting machine in her uncle's office, since many southern communities were strapped for funds, not only for library "technology," but for book stock and salaries as well. She therefore practiced assiduously all summer, and regularly sent Wallace samples of her script and block printing (see figure 1). Another more fortunate classmate whose handwriting was less eccentric was hired as librarian at Winthrop College, and boasted that "President Johnson has been so good to give us everything we asked for lately

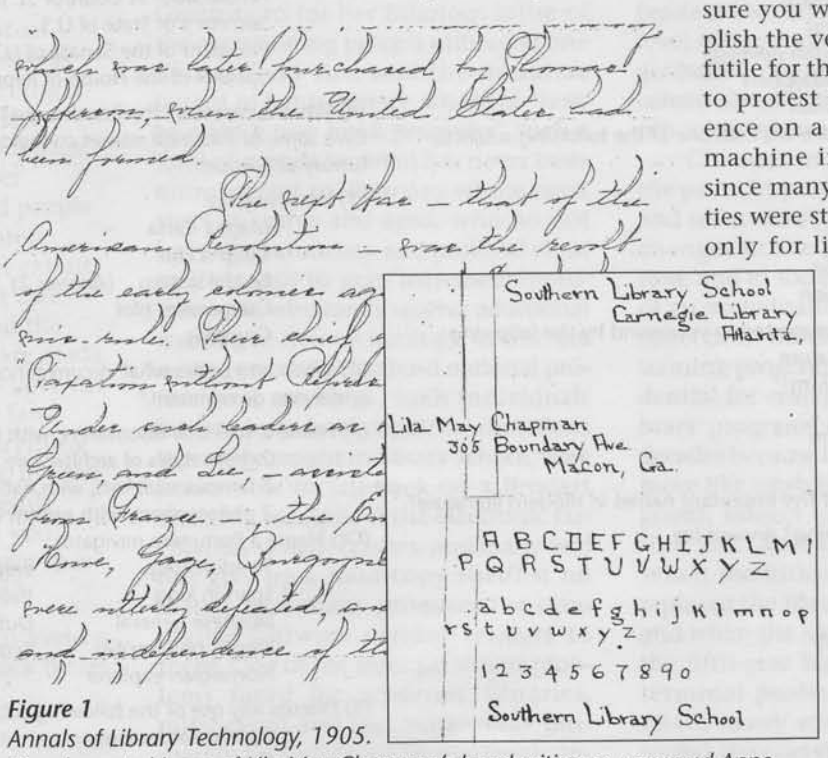

Figure 1
Annals of Library Technology, 1905.
The elongated loops of Lila May Chapman's handwriting so unnerved Anne Wallace that she required Chapman to prove that she could master "library hand" (block printed form) by sending in samples of her work the summer before she entered the Carnegie Library of Atlanta's "Southern Library School" class of 1906. [Special Collections Department, Robert W. Woodruff Library, Emory University.]

that we are meditating a petition for a typewriter. I am sure you ... most devoutly hope he will grant us one."[7] Experience on a typewriter was desirable but not essential, although great quantities of typewritten letters were issued from the Atlanta school praising graduates who used their creativity in introducing victrola technology into the library for a Halloween Virginia reel, for example, or toting in equipment for a lantern-slide show into the library's lecture hall, or else requesting detailed technical specifications for white ink and pen nibs used in labeling books, with Esterbrook's Judge's Quill 112 recommended above all others. Some even contemplated adding moving pictures to the library's standard fare for a bit of excitement.

Yet between 1876 and 1925, the main progress made in the modern library idea was not technological, but attitudinal. Whereas at the beginning of the period, customers often were seen as the enemies of the libraries, with dirty hands, larcenous tendencies, and careless habits which would deplete library stocks, some librarians realized that patrons "are worth more than the books" and were willing "to lose several dollars worth a month rather than close the library against a single reader."[8] The Atlanta School, until 1930 the only "approved" school for White librarians in the South, therefore followed the example of Dewey's school in demanding an extraordinary specific background knowledge of literature, foreign languages, history, and current events of its applicants, as well as a great deal of facility

Figure 2

What Every Librarian Should Know, ca. 1905
Entrance Examination (excluding page of French or German translation)
Southern Library School, Carnegie Library of Atlanta

I. LITERATURE

(1) Give a synopsis of the important periods of English literature naming the chief writers of each period. Mention a work of each writer.

(2) Name 3 New England poets
2 Southem poets
2 American historians
2 American novelists
1 American essayist

(3) Name the best English translation of the following:
Homer's *Iliad*
Dante's *Divine Comedy*
Goethe's *Faust*

(4) Mention the names of
2 Greek dramatists
2 Roman historians
1 French essayist
2 modern Spanish novelists
2 German philosophers
1 English historian

(Or) Name a representative work on one of the following subjects, giving the author
Biology
Pedagogy
Sociology
Eastem situation
French revolution

(5) State briefly what is suggested to your mind by the following
Realism in literature
Transcendentalism
Meistersingers
Pre-Raphaelitism
Bayreuth

(6) What do you consider five important names in modern literature?

(7) Who wrote the following? Answer *ten.*
Hypatia
Rasselas
Silas Lapham
Portrait of a Lady
Stones of Venice
Consuelo
Descent of Man
Blue Flower
Lady Rose's Daughter
Tom Sawyer
American Commonwealth
Vicar of Wakefield
Confessions of an English Opium Eater

II. HISTORY AND GENERAL INFORMATION

(I) Give in chronological order the wars in which the United States has been engaged, with causes and results of each.

(2) Name the ruling houses of England, beginning with the Norman Conquest. Characterize each briefly.

(3) What national policies were the following men responsible for or associated with
Alexander Hamilton
Thomas Jefferson
Wendell Phillips
James Monroe
William McKinley

(Or) Give the names of those who hold the following offices at the present time
Mayor of New York
Ambassador at Court of St. James
Secretary of State of U.S
President of the Senate of U. S.
Speaker of the House of Representatives

(4) What is meant by the Renaissance? What period did it embrace? Give some of the great names connected with it, and its effect upon the history of Europe.

(5) What was the
Magna Carta
Coup d'Etat
Feudal system (Answer 2)
Gunpowder plot
Crusades

(6) When and under what circumstances did England and Scotland unite under one govemment?

(7) Name 2 scientific discoverers, with their contributions to science
2 great styles of architecture, with a building illustrating each
2 famous sculptors, with nationality, and one important work
2 philosophers, with system with which they are identified

(Or) Name a Portugese navigator

Swedish king	English educator
Spanish king	Italian scientist
Japanese general	Dutch painter
French philosopher	Scotch reformer
Norwegian explorer	

(8) Discuss any *one* of the following subjects
College settlements
Trades unions
Government ownership

with the English language (see figure 2). The final exam, on a range of subjects ranging from "Establishing a Public Library" to "Administration of the Library," tested the written communication skills of the student as much as it did the points of content in any library plan.

Not surprisingly, then, some library educators developed a reputation for picayune nit-picking in matters of grammar, usage and syntax, a reputation which has not entirely disappeared as of this writing for educators who read carefully what graduate students write. Nietzsche, the great proto-atheist of modern philosophy, argued that "unfortunately" civilization could not dispose of God so long as it had grammarians, and certainly, the linguistic piety of the early library educators could not be questioned. In 1903, for example, Mrs. Salome Cutler Fairchild, who by then had assumed the role of Principal in Dewey's School, wrote to one of Albany's graduates, Edna Bullock, then serving as Secretary of the Nebraska Library Commission, ostensibly to compliment her upon her first biennial report and "State Fair circular," but in reality to point out a "tiny blemish" in the report resulting from the use of "will" instead of "shall" in the last line. Bullock lost no time in replying to Fairchild that

> I am almost as much of an iconoclast about language as Mr. Dewey is about spelling. I believe that usage is what makes and unmakes language, and I believe the greater proportion of educated people use these two words interchangeably to a certain extent. If they do, then I don't care what the grammars and the dictionaries say. They are made by scholastics, and I believe the general average makes language, history and everything else. I do not, however, use the two words interchangeably, and in the connection you mention, I used the word that expressed my meaning.[9]

Mrs. Fairchild, never one to yield a point lightly, reminded Bullock by return post that

> [...] the librarian would better stick to his own task and conform in conventional matters whether he believes in it or not, for otherwise he gets such things and loses part of his influence in his own field. Is not this position a sound and sensible one?[10]

One has the impression that Miss Bullock and Mrs. Fairchild would have greatly enjoyed the convenience of the e-mail environment, where their barely contained expressions of heat could have found suitable form in "flames."

Some technological innovations became embarrassments once they were fixed as library staples — consider the microcard, for example — and the same principle applied to sacrosanct library practice. What librarians remember, therefore, about Fremont Rider's famous work on managing growth in libraries, *The Scholar and the Future of the Research Library*, is not the particular technological solution he proposed (copy all books on microcard, attach the copy to the back of the catalog card, and thus eliminate the need for the physical book), nor the rate of growth he predicted (he underestimated) but that his prescient grasp of the particular social context of knowledge in 1944 presaged the postwar growth in scientific knowledge and the current "information explosion" hysteria.

Former ALA President Marilyn Miller was famous among students at the University of North Carolina at Greensboro for her hilarious satire of the accessioning process utilized at one Kansas field site, and the minutiae taught to her in library school of "how to open a new book properly." Such a level of mundane detail has never been unimportant to librarians whose book stock is scarce and aged, who do not have the autonomy and political clout in their jobs to gain increased appropriations, who rarely receive additional training in new technology, or who are never permitted to attend national professional meetings. Such individuals have to learn book-repair on the job, as it is rarely taught in library school, they know how to fall back on a Brodart charging machine if the electronic circulation system crashes, and many will not give up a hard-copy shelflist no matter how many promises the cataloging software vendor tenders to them. One of the most persistent problems faced by academic libraries, misshelved and lost books, may ultimately be simplified by electronic inventory systems, but they will be effective only part of the time (right after an inventory is made), and only if a sufficient number of reliable student shelvers can be found who understand the torturous intricacies of classification and cuttering.

How has technology affected education, really? At school media centers and community college and university reference desks everywhere, one hears that the demand for technology is up, not necessarily because so much more information is available, but because teachers and professors are requiring students to bring in printouts of their searches as proof of library use. It is futile to describe to these students or their teachers the data jungle that exists on the World Wide Web, or suggest a monographic substitute — the myriad of "hits" on almost any topic reeks of power and sex appeal — never mind the inefficiencies of data overload, or lack of intellectual authority. Information itself — however one defines that term — has assumed an ostensible primacy it never possessed in the Gilded Age due primarily to the growth of knowledge industries, telecommunications, and technological breakthroughs barely conceivable only 15 years ago. Yet the revolution in information technology has not obliterated the human component of library work: a 1995 survey of employers of library education graduates of the University of North Carolina at Greensboro's Department of Library and Information studies found that librarians are generally satisfied with the level of technological competence of graduates, but are still somewhat concerned about their communication and other interpersonal skills.

Changes in library education in the past 125 years are largely cosmetic, and reflect to a greater or lesser extent changes in the profession, in education, and in society. The establishment of an accreditation process in 1925 in effect dealt the death blow to in-house training programs as an acceptable credential for emerging professionals. Library programs over the next several decades became less self-governing and more like established disciplinary programs, subject to university executive fiat and accountability pressures. When the fifth-year Bachelor's degree replaced the library certificate in 1925, and when the Master's degree replaced the fifth-year Bachelor's degree as the terminal professional credential in 1948, many experienced librarians found themselves unable to advance further or to re-enter the field until they refreshed their professional union card.

Library education and scholarship involve constants as well as change. It

is not the job of the library educator to inculcate the novice in a litany of technological trivia except insofar as that terminology and technique informs society as a whole, and even then, technology does not provide the end of library education, but the means to fulfill the basic library functions in a better way. These functions were defined by former ALA President Josephine Rathbone in 1934 as collecting, organizing, and making available "books or other printed material for the use and benefit of a given constituency."[11] Today librarians preserve information in a variety of media besides print (and a great deal besides that over-used word "information," which is often confused with "knowledge"), but their functions remain basically unchanged. The graduate of 1910 possessed the ability to collect, organize, and disseminate in no lesser degree than the graduate of 1950, or hopefully, 1998, with only the social context of information delivery changed — that temporal emphasis that library educators supply. For this reason, classic library literature rarely becomes dated. Probably no more basic or profound perception of the librarian's function has ever been formulated, for example, than that provided by Pierce Butler in his *An Introduction to Library Science* (1933, first reprinted in 1961), nor of library education than Jesse H. Shera's *The Foundations of Education for Librarianship* (1972). Lester E. Asheim's 1954 statement on censorship[12] has never been surpassed. Historians of library education reiterate time and again how little the relationship has changed between library education and the library profession, whatever the particulars of curricular reform, the nature of mercurial credentials, or the vagaries of institutional funding and politics.

A Techie Haunt, c. 1912; Student Break Room, Carnegie Library of Atlanta. Here aspiring novices could immerse themselves in copies of Dewey Decimal Classification (in bookshelves on left), or ponder the profundities of Chamber's Book of Days, atlases, encyclopedias, or other reference works while sipping tea. New students were also required to attend a Saturday seminar to review news and current events — training for the reference mind set. [Special Collections, Atlanta-Fulton Public Library].

Interestingly, those who in fact try something innovative in library education are often discounted by their peers, and ignored by the profession. Certainly, Louis Shores of the University of Florida — godfather of the "library college" idea based on Justin Winsor's much earlier maxim that the library should be "the heart of the university" — was provocative because of Shores's overweening ego. His attempts to make library instruction central to the education of every University of Florida undergraduate were exemplary and valorous, if somewhat misguided. Florida did in fact require credit courses in library instruction for several years during the 1950s, and although the sheer size of the university and the inevitable campus bureaucracy eventually toppled Shores's plan, in a different higher education environment, at Earlham College, Shore's basic ideas, realized and refined by Evan Ira Farber, have survived brilliantly.[13]

The same principle applies in library practice, where job ads seem to demand change agents, when in reality factotums are desired. Earlier in Shores's career, his lack of guile and fear in the face of the professional power structure earned him a reputation as a professional misfit. When the Brooklyn-born graduate of Columbia's School of Library Service became librarian at Fisk University in 1930, he organized a Southern Negro Library Conference on his own initiative, and ruffled feathers in the ranks of southern White library establishment and the ALA. Tommie Dora Barker (Atlanta), Louis Round Wilson (University of North Carolina) and Mary Utopia Rothrock (Knoxville) conferred with ALA before they agreed to speak at the conference, not so much because they were racist — in fact, they were considered somewhat progressive in their time — but because Shores was apparently unaware of the covert vested interests of ALA in southern librarianship. In 1925, Wilson had selected the site for a Black library school (Hampton Institute, Hampton, Virginia) under the aegis of the ALA and the Carnegie Corporation. The school's head from 1925 to 1939 was Florence Rising Curtis, a Quaker from upstate New York who was a close personal friend of Sarah Bogle, Secretary of the Board of Education for Librarianship. Curtis's senator father, General Nathaniel Curtis, had been commemorated by a huge bronze statue in Ogdensburg, New York, for his bravery in capturing Fort Fisher, North Carolina (the last Confederate port to fall), as well as for his progressive views on abolition and the abolishment of capital punishment. Curtis was a "safe" candidate for the Directorship, since it would have been impolitic to promote a southern White director, and unprecedented to select an African American candidate. ALA's stance on library education for minorities in 1925 was in fact accomodationist if not retrogressive, because there were very few public libraries in the South

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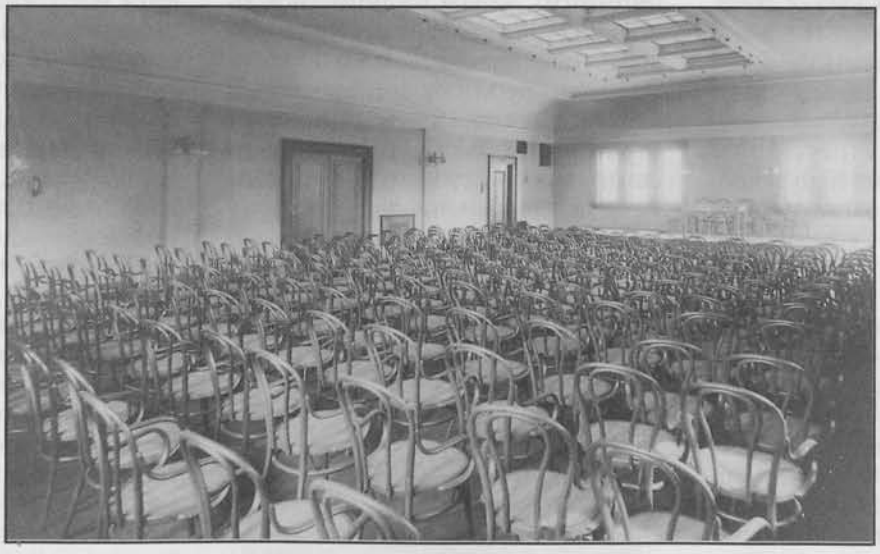
where people of color could be employed as librarians. Shores ignored the regulatory power of the ALA and the southern White library establishment in addressing the "race question" in southern librarianship, but it was his unbridled initiative — innovative in itself in the library profession at that time — more than the conference itself, that rankled the sensibilities of ALA's Executive Director and his southern power-brokers.[14]

Not all innovative ideas are controversial in library education, and most of them are rarely recognized for being innovations when they are introduced. Charles H. Stone, for example, had been a pioneering member of the committee of the Southern Association of Standards for Colleges that first proposed standards for high school libraries, a move which in 1930 must have seemed foolhardy, given the state of the southern economy and the dilapidated state of many secondary schools, where such schools even existed. Stone designed a curriculum for school librarians at Peabody Institute in 1919, although the ALA did not accredit the Nashville program until 1931. By that time, Stone had become director of the library at the North Carolina College for Women in Greensboro, where he had developed a program for school librarians —the first ALA-accredited program of any kind in North Carolina. Politics snared Stone, however, when the North Carolina legislature consolidated library education at Chapel Hill in 1933 under the direction of the school's first female director, and only the third female Ph.D. in Librarianship, Dr. Susan Grey Akers. Akers was a stickler for university residency requirements and no doubt was zealous in her desire to enhance the educational experience for her students, but when she deigned to refuse credit for successive summers of work—a necessary evil for working school employees, including school librarians—she in effect precluded for years accredited library education for working women in the southern school library field. Meanwhile, Stone had also been misled by Wilson and UNC's President Frank Porter Graham into believing that he would be the new head of the Chapel Hill program, while Wilson moved on to the University of Chicago as Director of the Graduate Library School. Discouraged, Stone accepted a position as Director of the Library at the College of William and Mary in 1935, and inaugurated still another library education program aimed at school librarians, but the interference of former library director Earl G. Swem in library and school affairs eventually drove Stone to resign in 1942, and he finished his career quietly as librarian of Mercer University (1942–1960).[15] Meanwhile, Akers's contribution to education for librarianship, a cataloging textbook, became standard in the cataloging field, went through nine editions, and was translated into many foreign languages.



Distance Education Delivery in the Pre-Ergonomics Era. Lecture Hall, Carnegie Library of Atlanta, c. 1912
Students heard about the very latest library developments from national authorities Edna Lyman (children's literature), Lutie Stearns (state library commissions and library extension), Annie Carroll Moore (storytelling), Arthur Bostwick (professional philopsophy), and Pratt Institute's Mary Wright Plummer, among other visiting national library dignitaries. There is no evidence that the speakers were ever reimbursed for their travel expenses.
[Special Collections, Atlanta-Fulton Public Library].

In personnel matters, library education often operates on the passive principles of least resistance and rationalization — the truly lazy student will eventually flunk out, the unproductive assistant professor will fail to get tenure — but such was not always the case. Consider admissions requirements, for example. Library educators have always been hard-pressed to turn away the bright, qualified, but socially maladroit or emotionally disturbed student, for both financial and compassionate reasons. Reading library records of the turn-of-the-century era, when students' voluble temperaments, physical defects, lack of physical attractiveness, what used to be called "breeding," or the fundamentals (never mind the credentials) of a liberal arts education were dissected, analyzed, and discussed with an unthinkable degree of frank avidity in letters of recommendation and office memoranda, one can't help but be impressed with how tactfully such problem students were dispatched (usually they were recommended for a job in a small and geographically-remote community). Instructors' perceptions often were uncannily accurate in the light of later events. How similar and yet different their situation was to that of the present-day library professor, whose effectiveness in dealing with the problem student is constrained by federal law, modern interpretations of the client confidentiality clause on campus, and an ill-conceived notion that personality characteristics and competency in interpersonal exchanges are secondary to technological literacy in the employment pool.

As for the meaning of what passes for accreditation of library education programs in the current university environment, library educators rarely have considered ALA accreditation satisfactory, and even among members of the Association of Education for Library and Information Science (ALISE), there is confusion and dissent about its aims and means to this day. During a recent accreditation visit to the University of North Carolina at Greensboro library education program, for example, the 1982 Committee on Accreditation (COA) standards apparently were utilized for evaluation, although the more loosely written, output-based 1992 COA Standards had already taken

effect. Moreover, accredited or not, library education is enrollment-driven. The North Carolina university system funds university programs based on FTE hours, and the curricular content of any given library education program usually is limited only by what the market will bear, and what will appeal to prospective students and employers.

Many doctoral programs in library education — in other words, those catering to a national as opposed to a regional market — have made sweeping changes in their Master's curricula in recent years, for example, thus eliminating technical services entirely from the core courses required at the University of Pittsburgh, or (also at Pittsburgh) returning to the idea of correspondence courses (an idea the Board of Education for Librarianship nixed early in its history), offering credit courses in World Wide Web site construction at still others (never mind that the Internet skills of high school graduates frequently equal and will inevitably surpass that of anyone born before about 1980). The educational hoopla over distance education, of which one reads a great deal in library education literature, has gained ascendancy due to the high cost of graduate education, the fact that fewer students than ever can afford to be full-time graduate students, and the subsequent likelihood that they will attend the library education program closest to their home; yet in North Carolina, distance education represents a technological shibboleth more than it does an educational innovation, given the fact that the North Carolina university system still does not award FTE credit to programs for distance education students. Moreover, the classrooms at the University of North Carolina at Greensboro still house televisions mounted at ceiling level in the School of Education, left over from a 1983 renovation during a previous round of enthusiasm for distance education — then called "multimedia" or "televised learning" — an idea that came with money for machines, but not for training, additional personnel, or instructional design. How many school media specialists, one wonders, were similarly saddled with clunky technological wizardry in the last round of legislative largesse, in school media centers that did not even possess a telephone line?

At the University of North Carolina at Greensboro, a Master's program has risen phoenix-like from the ashes of Charles Stone's dream, due mainly to the leadership of the late Mary Frances Kennon Johnson (1962-79), whose efforts on behalf of standards for school libraries in the Great Society Era were of national importance; Dr. Kieth Wright (1980-86, 1996-), who brought the program up to technological snuff in the first round of library automation and formed vital partnerships with libraries of every type; Cora Paul Bomar (1986-87), who succeeded in guiding the program through its first successful accreditation after the program was revived; and Dr. Marilyn Miller (1987-95), whose ALA Presidency and library advocacy lent a national visibility to the program it might otherwise have never possessed. The program became the first to receive the approval of the university's general administration to offer an entire graduate degree via satellite. The distance education initiative was taken by Miller during a period when library education was still smarting from the last round of program closings in the 1980s (Case Western Reserve, Emory University, Peabody School of Education, Columbia University, Northern Illinois University, and Brigham Young University). Most of these programs, it is true, were located in private institutions, and no doubt administrative expediency, perceptions of social and economic utility, and ideas about the future role of technology in society predicated these closings as much as did the lack of faculty research productivity, program cost per student, or spiraling inflation — the usual scapegoats. In particular, the demise of the Division of Library and Information Science at Emory University, and Columbia University's School of Library Service, both in 1988, seemed to spell an end to the era of Dewey's vision of a "book for every reader" and of Anne Wallace's ambition to transform the benighted southern cultural landscape by means of "a school for southern conditions." Yet at least theoretically the closings were long overdue. Tommie Dora Barker of Atlanta and Sarah Bogle of ALA's Board of Education had advised ALA in 1930 that most private library education programs (and certainly poorly-prepared "wildcat" programs designed to capture the booming school library market) should be continued only if they met minimum standards for staff and equipment, and then only after the need for one strong state-supported library education program had been met in each southern state.[16]

An Innovator in Library Education: Charles H. Stone (1980-1965), a native of Athens, Georgia and a graduate of the University of Illinois Library School (1914), started the first southern library education program for school librarians at Peabody Institute (1919), and developed similar ALA-accredited programs at the North Carolina College for Women (1927-33), and The College of William and Mary (1935-43). Both of the latter programs fell afoul of library and university politics within a decade, and Peabody closed in 1988. [University Archives, Walter Clinton Jackson Library, University of North Carolina at Greensboro].

What constitutes innovation in library education as the millennium approaches? (1) a great deal more than awe and reverence for computers and the Internet, which in themselves address only a fractional part of the library's function, accessing information; (2) innovation comprises a rearticulation of the library's essential role in society, respect for a great deal more in life than the bottom line of the budget, or obeisance to the conventions of Byzantine terminology meant to impress administrators by its obscurity; and (3) in an era of huge wealth generated by the information industry, and the subsequent downsizing of other industries, librarians will think of children and graduate students as more than potential profit centers for corporate technology entrepreneurs. True, it is essential that librarians master technology and learn to filter the information glut, but more importantly, they need to filter the filters (information producers), and exercise savvy about the economics of information. What has been lost to outsourcing, for example? Wayne Wiegand, arguably one of the most influential library educa-

tors of the present era, suggests that librarians, as the historical gatekeepers of cultural authority in their roles as selectors, should be vigilant about how that responsibility has shifted, and who now holds that authority.[17] During the first part of the century, librarians and educators — thanks largely to fast friends among the industrial tycoon set, including Andrew Carnegie, John D. Rockefeller, Julius Rosenwald, and others — shared an unparalleled degree of control over what was considered "good" culture and "good" reading, but cultural relativism and social revolution in the postmodernist era spelled an end to this monopoly. Library education, and higher education generally, now experience pressures to adjust both course content and pedagogic style to accommodate computer technology and cyberspace. Futurists have been equally divided in interpreting this trend as either an end of librarian/professor hegemony and the rise of the Internet State, or simply unparalleled economic opportunism on the part of university administrators and the private sector, because future students represent a multimillion dollar captive audience for new products, services, and courseware.[18] The last observation seems particularly poignant in light of remedial programs like Accelerated Reader, one part of which consists of multiple-choice computerized tests on content. What this program seems to say is that it is not important that children read for reading's sake, but so that they can pass a test (or, as another corporate tie-in to public libraries would have it, so they can win McDonald's certificates based on the number of summer reading titles they have perused). Two book representatives recently reported to a UNCG faculty member that any publisher can have a title added to the Accelerated Reader program simply by paying a three hundred dollar fee. What weight does this program add to, or subtract from, the traditional professional responsibility of book selection? The answer to that question is probably the key to the uniqueness of the librarian role in information production, organization, and dissemination.

A review of library education history suggests that innovation has less to do with either technology, the makeover of curricula to fit the linguistic fad of the moment, or the political positioning of the professional school within the university than it does with maintaining a sense of intellectual and emotional renewal among novices, practitioners, and alumni, keeping attitudes open to opportunities for service, maintaining an ethical core, communicating clearly, and above all, assuming public service duties with ease, and treating patrons with respect. If library educators fail to instill in graduates the sense that they are not impersonal conduits for a deluge of pentium-processed bits and bytes, they will essentially be duplicating the work of computer science departments whose mission is primarily technological rather than interpersonal, civic, or ethical. More than ever, library education programs are challenged to foster curiosity about current events, reward depth as well as breadth of scholarship, underscore the importance of methodology and research techniques in the literatures of different disciplines, and develop perceptions of literary and research quality, permanent versus ephemeral value, and the role of social, political, and economic agendas on information production. While some of these tasks may seem inevitably remedial as the importance of literary culture supposedly diminishes, others are associated with the ongoing aims of liberal education in the classical sense — an education which is lifelong, continuing, and not associated with profit margins per se. Whatever skills they acquire, librarians must possess this fundamental vision so that they can exercise informed judgement — discriminating intelligence, if you will, or to use the hackneyed library metaphor, filtering capabilities — in extending library service to future publics.

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