Workshop Words Worth Recall

"Education and the development of personnel in a time of technological change," by Edward G. Holley, Dean, School of Library Science, The University of North Carolina at Chapel Hill, delivered at a symposium, "Technology and services in academic libraries: past and future," East Carolina University, Sept. 27, 1979.

The normal pattern for a master's degree either in library or information science in this country is a 30-36 semester hour program which can be completed in one calendar year. Many library educators believe that this amount of time is not adequate for the basic degree, and a number of institutions, e.g. UCLA, University of Washington at Seattle, University of Illinois, have approved the so-called two-year degree in principle. Some are going to 48 hours (we are), others as high as 60 semester hours. You can read a thoughtful and comprehensive article on UCLA's program by Ed Evans in the May/June, 1979, *Special libraries.*

As one of the most reluctant members of the UNC faculty on this matter, I can only say that my colleagues finally convinced me that we could not do the basic job of teaching theory and practice, provide for an internship and research, and integrate PL/C, on-line searching, networking, etc., with our other basics and provide for some modest specialization in 36 hours. I was also impressed that the professional schools of business and social work both require two years for their degrees and that even the arts and sciences master's degrees are normally two years at Chapel Hill.

In library education we once thought of the basics as acquisitions, administration, cataloging and classification, bibliography and reference, and library in society. No one would now think of sending out a professional librarian who didn't have a nodding acquaintance with computers, whether through OCLC, SOLINET, PL/C or another program language, on-line searching, etc. If there are library schools somewhere which don't make at least an attempt to do this, I am unaware of them. It should be fairly obvious to anyone who is familiar with academia that this cannot be done in 36 hours and I am astounded that some school librarians still think that you can do basic library science plus instructional design, non-print media, adolescent and child psychology, and curriculum design in a 12-to-18 hour program at the undergraduate level.

...The implications for staff development in an increasingly sophisticated, technological society are almost overwhelming. Even those of us who try very hard to keep up are sometimes defeated by the mass of literature, which we, as librarians, are supposed to be adept at controlling. Let me summarize briefly...1. For some time to come the basic degree in library and/or information science will be the master's degree. Yet that alone will not assure a career full of challenges and the reward of retiring with dignity and honor some four decades hence. 2. In-service training programs by libraries, individual keeping-up with the literature of our field, national and state conferences and an occasional presentation by one of the educational entrepreneurs, institutes and workshops, and even back to school for advanced degrees are all going to be necessary for the librarian who wants to have a successful career in the

future. 3. It will be more difficult, in a time of fiscal stringency, to support staff development in public service institutions because boards and managers often regard staff development, especially travel, as a luxury and not an essential in library operations. The question of who pays and when is also another difficulty.

...We find it easy to invite a Lockheed DIALOG expert to spend two or three days training the staff when we first sign up for their data base service. And we take for granted that catalogers must be trained if they are to use OCLC terminals effectively. But we should recognize that these are not the only new technological skills that are needed by librarians facing the challenges of the eighties. Academic librarians, who have been slow to respond to the non-print media (except for community colleges), are going to be faced with a real change with the arrival of cheaper video cassettes, the opportunity for on-demand printing, and a clientele which speaks and reads in words of two syllables. I do not despair under these circumstances. Every indication I have from students at our school is that the new breed of librarians are as well prepared to meet the challenges of their age as I was for mine. But I think this workshop points up very well what every librarian needs to understand: "Life-long learning" is more than a catch phrase falling gently from the mouth of former Education Commissioner Ernest L. Boyer. If we are to do well as librarians in the eighties, we'd better take that motto seriously, both in breadth and depth.