Observations on the Organization of the Library School

Thomas Minder

A decision to create a library school at the graduate level at the Hacettepe University has been made. The wisdom of the decision is not open to question at this time. Our task is to answer two questions. — "What should be the design criteria ?" and "How should we develop these criteria ?" During the weeks ahead we will be faced with the formidable task of developing goals, curriculum, and administrative requirements. This paper is a few thoughts on basic structural design that should precede these detail matters.

Library education is nearly 100 years old. It has evolved from an essentially technical school that focused attention on day to day operational routines to a Phd level disipline. We could use the traditions and the methods of the past hundred years as the basis on which we design this new school. This would seem logical since the library profession is thriving.

On the other hand, there are signs of serious weakness in the profession's present structure. Following World War II non-librarians (especially scientists) became so frustrated with the library profession's inability to solve its problems and provide adequate service that they became active members of ADI (now ASIS). They tried to inject new methods, standards and philosophies into the profession. It took a generation for their efforts to bear fruit. In the mid 60's ALA established its <u>Information Science and Automation Division</u>. In 1972 ALA finally established a research office for the first time!

By 1967 the profession had become irritated and disenchanted with its education program and manpower standards that it asked Lester Asheim to make a study of the profession's needs in these areas. In 1970 the ALA approved its present policy on <u>Library Education and Manpower</u>. Heated debate on this document has not yet subsided.

By 1967 and by 950's as the profession created a set of Accrediation standards. During most of the 1960's these standards and their offsprings — received continous serious criticism. In June 1972 a new ser of standards were approved, however there is good reason to believe that no one (except thraditional educators) will find them adequate.

Finally, Turkey had had its own experience with library education. A school established under the standards set up by A American library school education leaders of the 1950's, has produced about 300 graduates. It has been estimated that less than half of these graduates are active in the profession. Furthermore there is little evidence that these graduates have produced a strong dynamic leadership and talent neeeden in Turkey.

These factors suggest that we should look with caution and suspicion on the past. We cannot automatically accept past practices and standards as good or meaningful. I therefor suggest that we set aside curriculum content and other detail for the time being. I suggest that we begin by looking at some basic principlesof education. Hopefully we will procede from the basic level through exit knowledge requirements of the school, curriculum and education methodology to administrative requirements.

The MA Program :

This new shhool is to operate within the university at the graduate level. This establishes certain boundaries under which it can operate. Although the library school faculty willdetermine subject content, it will be the university faculty that passes judgement on the program's quality and intellectual level. It therefor seems reasonable to develope a structure that will be acceptable to the faculty.

There are three milestones in the basic academic program —the BA, MA and Phd degrees. There are also two basic ways of developing curricula within these degree structures. Some schools (e.g. those producing medical doctors) that design the curriculum as a continium from the freshman year through graduation with aa doctorate. Intermidiate degrees have little meaning.

The second method is to create a distinct well defined program for each degree level. At each level the student is taught to think

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and work in a manner distinct from the other two. The engineering curriculum is a good example. The BA graduate has been educated in the general structure of the discipline and in the routine use of tools. He is able to solve routine problems and maintain any specific system inaa steady state. The MA graduate is expected to understand how to creatively apply basic principles and laws to problems. The Phd graduate is expected to question basic laws and principles as well as create new ones.

Library training originally produced an operational degree at the BA level. Later it instituted the MA program and made this new degree mandatory for full professional status. However lit le was done to change the content of courses on the intellectual level of the program. Courses that have been taught at the BA level were simply transplanted into the MA programs. Sometimes graduate faculties accepted the MA programs and full academic recognition was given. In other cases schools avoided confrontation by creating a "professional degree" in place of the academic degree.

We must decide which road to follow. Should the MA and Phd programs be a continuation of the program begun at the undergraduate level ? Should we develope aunique kind of person at the MA level ? Should we have a professional or an academic degree program ? My position on these questions at this time is presented below.

We can begin by assuming that the graduates from Ankara University have been taught basic operational skills. They may not have sufficient depth breadth and experience to run a library on work without supervision, however this is not our concern at the moment. If we make this assumption then we can focus our attention on the developement of persons who will analyse, design, evaluate, and control libraries. Paragraph 28 of the ALA Policy on Education and Manpower expressed it rather well :

"The object of the master's program in librarianship should be to prepare librarians capable of anticipating and engineering the change and improvement required to move the profession forward. The curriculum and teaching methods should be designed to serve this kind of education for the future rather than train for the practice of the present. (See American Libraries, April 1970 pp 341-344)

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The practice of a profession has also been described as "the creative application of basic principle toward the solution of problems." I suggest that our basic master's program be designed to satisfy these two statements.

However there is one group of librarians that do not fall within these criteria. This is the subject specialist or subject bibliographer. He is the person with a solid background in a subject and who wishes to become an expert or scholar in the literature of that area. To him the study of librarianship is only one part of a continuum in his education. Librarianship is not an end or something apart from his area of interest. It is an inseparable part of the area.

This person's needs must also be met by the library school, however his depth of education in librarianship need not be the same as those in the other program. This suggests a single masters degree but a choice between two majors.

The Phd Program :

If a BA program produces operations personal and the MA program produces engineers and subject specialists, do we need more ? Do we need persons who can investigate fundamental pronciples and laws ? Must we have a still higher level of education for top administrators ?

For example, one might question the basic principle under which all classification systems have been developed. Some people say that such questions are better handled by scientists, philosophers and psychologists. One might also ask if there are differences between Turkish and Western cultures such that the principles and laws of librarianship in one will not apply in the other. The more fact ~~that indeed~~ a Phd program to produce people who will ask and investigate them. *that we ask these questions indicates that we need*

The need for Phd level research is not in itself sufficient reason for a program at Hacettepe. Some other institution could do it. I also believe that a good teacher must have a level at which he is teaching. One is better able to address matters of quality, emphasis and value judgements on library operations if he is well versed in the tools and techniques of analysis, design and evaluation (ie a graduate level education) The same can be said of the higher levels. A person trained at the Phd level is more likely to teach MA program in depth and breadth than a person who is himself emersed in the MA program.

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Regretably the only support beyond my own experience that I can give for this position is the fact that most other disciplines hold this view.

Most high administrative positions in academic institutions (e.g. deans and department heads) are expected to have a Phd. Frequently the person in that position has received recognition for his scholarship before taking the position. The library profession is one of the few that have by-passed this tradition by specially training people at the Phd level to be administrators. At the same time these programs have usually bypassed the students developement as a scholar. I think that this is a mistake. My own observation has been that people not trained as scholars frequently lack empathy and understanding for the ways of the scholar. The eternal arguement between library administrators and the faculty on the topics of centralization vs decentralization is a good example.

If Hacettepe is to lead the field of librarianship it must have a Phd program. I also believe that the program should be scholarship rather than administrative oriented. However to develop such a program means that we must "pull ourselves by our own boot straps." A properly trained faculty does not exit. It will probably come into existance only through the efforts of the school over a long time ti develope such people. In other words we should begin now to identify the qualifications of the program and slowly groom candidates, but do nothing about implementing it.

Continuing Education :

If the school has a program that views the BA and MA degrees as terminal as well as intermediate or prerequisite degrees, then we must also think about continuing education. The fields aat all levels is dynamic. Ideally we should be able to train people to continue their education at their own. In reality we know that this does not always happen. Additional formal education is almost critical in this rapidly changing world. Yet this added education does not mean education at a higher level.

Serious thought should be given to seperate continuing education programs for each of the degree levels. Care should be taken to keep there programs distinct from one another so as to avoid confusion between continuing education courses at one level and regular courses at another level.

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Conclusion :

The intent of this paper has been to prepare a point of view on what I consider to be our first question - "What is to be the intellectual level of the program ?". I have purposely avoided subject content. I have also tried to avoid questions that are uniqely cultural. (ie. Turkish or American). Indeed later discussions in librarianship, University facilities and "Turkish" problems may force modifications of our decisions; but I would prefer to compromise ideal principles rather than accept principles that grew out of pragmatic needs.

Perhaps I can summarize the paper's main points as follows:

1. View library education as a three dimensional phenomenon - operations (BA), engineering (MA), and philosophy (Phd) levels.

2. Assume BA level competency a prerequisite for the MA program and MA competency as a prerequisite for the Phd program.

3. Establish a distinct, though fully acceptable program for subject specialists such that thir speciality is not only recognized but also supported.

4. Focus attention on the MA program and begin developing the Phd program for long range implementation.

(October 9, 1972)