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A Changing Profession And Its Education Intro

SI 643 Week 2

Jan 15, 2009

Professional Education at End of 19th Century

- Most librarians just worked in a library—learning on the job.
- However, many librarians apprenticed at large libraries like Boston and Harvard
- Educational programs were formed by innovators
 - Melvil Dewey formed Columbia University's Library School 1887
 - Dewey formed Albany's LS program a year later.
 - Other early programs Pratt-1890; Drexel 1892; University of Illinois 1897

Professional Questions at End of 19th Century

- What should [public] library buildings look like? What kinds of furniture should they have?
- How should library collections be organized?
- How will people know what is in these collections?
- How will the Carnegie and other emerging libraries be funded on an ongoing basis?
- How are people going to find out about and use these new institutions?
- What kinds of services should libraries have? E.g., Do we answer questions? What kinds of questions?
- Should there be specialized services for children? For immigrants?
- What does someone need to know to be able run a library?

Carnegie Corporation's Williamson Report-1923

Findings of the Williamson Report:

- The library building program had been a smashing success
- CRISIS in training librarians for new PLs
- No consistency in training,
- No textbooks,
- Faculty largely unprepared,
- Courses far too rudimentary,
- Training inadequately funded;
- No standards to assure quality.

Williamson Report Recommendations:

- Development of formal “**library school**” programs
- Recruitment of more qualified students.
- Move library education into universities (a major educational shift toward the professionalization of library science education (as opposed to training)).
- The creation, in addition, of some programs at the graduate level (including the first PhD program in library science—at the University of Chicago in 1928).
- Creation of a few endowments to foster library education quality improvements

Accreditation

- Williamson also recommended the creation of standards for library education. And recommended regular revision of standards. (Standards, developed in 1925, & revised in 1933, 1957, 1972, & 1992, 2008)
<http://www.ala.org/ala/educationcareers/education/accreditedprograms/standards/index.cfm>
- Williamson also recommended the *creation of a formal accreditation* process based on the standards.
- SI up for accreditation in 2010. First accredited in 1926, Re-accredited most recently in 2003. URL for last program presentation: <http://www.si.umich.edu/coa/>

1970s: A Challenge to Library Educators

- Up to 1970s library education had a single focus– libraries (and library services)
- Embracing Information as a broader construct that libraries starting (by some) in the early 1970s.
- Robert Taylor. Education “must move” from a “Ptolemaic information universe **with the library at its center** to a dynamic, Copernican universe **with information at its center** and with libraries playing a significant, but not necessarily central, role.” Taylor. Syracuse University. Approx. 1972.

Growth of the LIS Knowledge Base

- Gradual move away from single emphasis on libraries
- By mid 1980s research focus included:
 - library topics such as the use of library services, library history, online public access, and catalog use, but also more broadly
 - approaches to increasing access to content (knowledge and information),
 - the use of information technologies to store and retrieve information, and information behavior.
 - bibliometrics, information storage and retrieval, database development,
 - information needs & seeking & use,
 - the value of information.

KALIPER (1998-2000)

- Most Extensive Study of LIS Education Since Williamson Report
- Impetus: Kellogg multi-million \$ investment in UM, 1995-99
- And to a lesser extent: Illinois, Drexel, Florida State;
- Kellogg Foundation also funded the KALIPER Project
- Blue Ribbon Advisory Committee
- 5 teams of scholars (both junior and senior)
- Broad Involvement of LIS Programs in survey and other components
- Dissemination to a broad academic and practitioner community
- <http://www.si.umich.edu/~durrance/TextDocs/KaliperFinalR.pdf>

KALIPER Trend Summary

- Focus on broad-based information environments.
- User-centered core.
- Interdisciplinary approaches
- Information technology
- Structural curricular changes
- Format changes and increased flexibility
- New degrees, especially undergraduate

Post KALIPER Trends: The Advances Article

- User-centeredness continues.
- Expanded interdisciplinary research
- Grads increasingly recognized for technology skills and leadership
- Distance Ed delivery has more than tripled.
- New degrees are emerging
- Convergence of domains as seen iSchools
- Considerable increase in numbers of iSchools.
- Development of annual iSchool Conference
- Concern by some librarians that change has gone too far.

KALIPER Influences

KALIPER findings have been:

- incorporated into articles that discuss curricular change
- used in curricular revision in various schools
- discussed and debated by librarians
- used as the basis for new “KALIPER” studies in other countries
- incorporated into courses in LIS programs.

KALIPER has:

- Helped archives programs gain momentum as the result of a special KALIPER archives study.
- Documented preparation for 21st Century practice
- Influenced the ways LIS is framed around the world

A recent Google Search 1,040 for KALIPER LIS -Caliper