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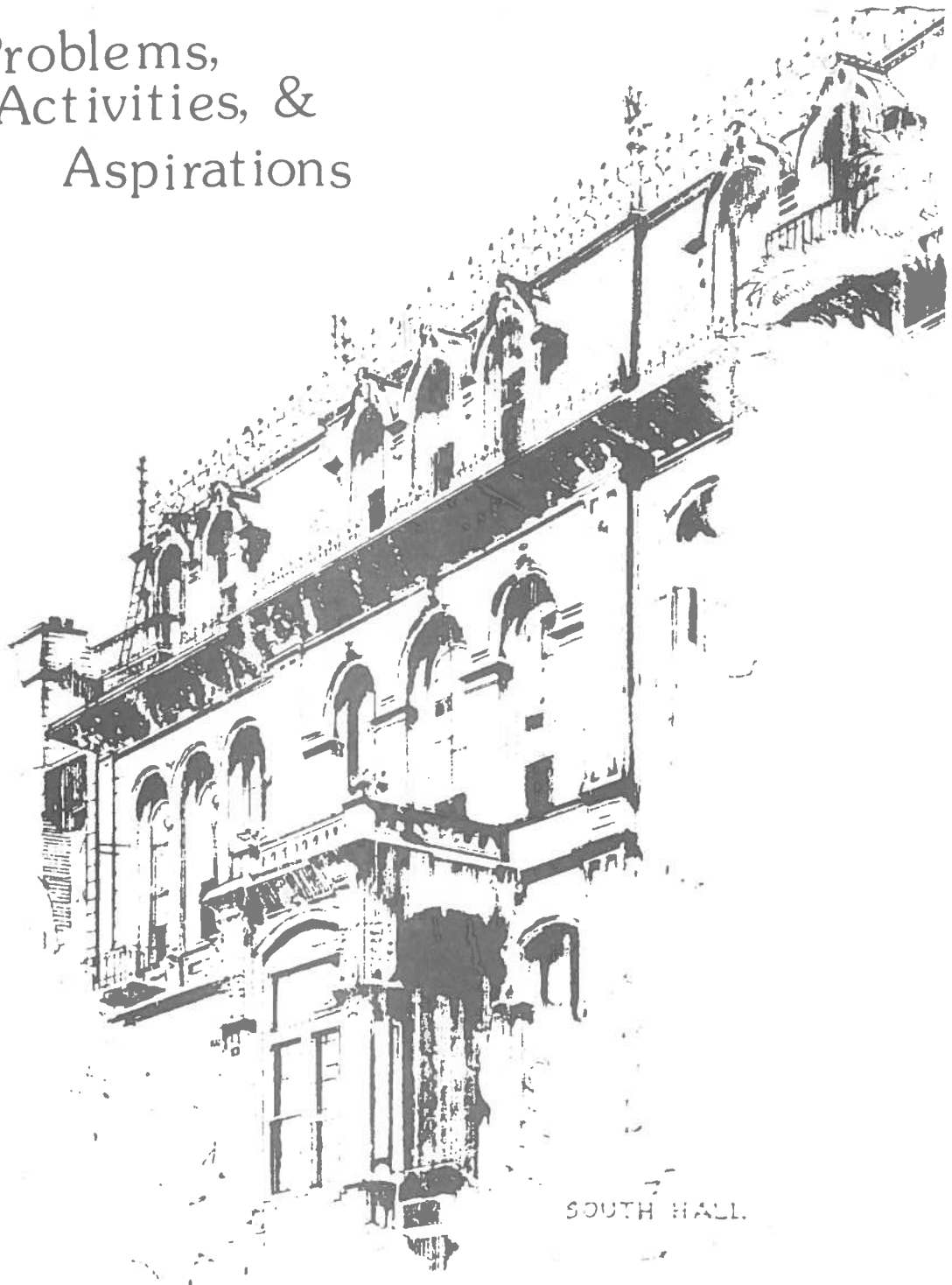
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A Report To Alumni

Problems, Activities, & Aspirations



SOUTH HALL.

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UC Berkeley

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APPENDIX: THE FACULTY

BY

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(1980)

A. FOLKLORE

Consider the following statements about the School:

- A typing test is required.
- No students over 35 are admitted.
- There has never been a woman professor.
- MLS students don't have to learn cataloging.
- Students frequently graduate without taking any courses from the regular faculty.
- The School is only interested in academic libraries.

Not one of these statements is correct. Yet these and many other beliefs continue to color the way the School is viewed and, therefore, to affect it.

We would much sooner be damned for what we are doing than for what we aren't--or are no longer doing. This feeling and a desire to remedy the long term lack of contact with most of our graduates led to this report. We hope it will be of interest.

B. BACKGROUND

In South Hall we have a splendid photograph of the Summer School in Librarianship of 1902. Joseph Rowell, the University Librarian, is in it and 20 other serious-looking students and instructors. The summer schools continued for some years. However, it was in 1923 that a program for full-time students during the regular academic sessions was begun under the direction of Sydney Mitchell. This program became a separate School of Librarianship offering the basic professional degree--then called the Certificate in Librarianship--in 1926.

For twenty years the School remained a small, close-knit unit with around forty students a year, three full-time faculty (Edith Coulter, Sydney Mitchell, and Della Sisler) augmented by a number of part-time instructors such as Jessie Boyd, Carleton Joeckel and Peyton Hurt.

Expansion of both faculty and student body came under the Deanships of J. Periam Danton and Raynard C. Swank. The first doctoral degree was awarded in 1961 but the number of doctoral students was very small until the mid 1960's.

The late 1960's and early 1970's also saw a drastic diversification in the composition of the faculty.

As faculty members who were well-grounded in traditional concerns left, they were usually replaced by some one whose skills were certainly relevant, but whose background or approach was untraditional. Ray Held, Ed Wight, Ethelyn Markley, Grete Frugé (now Cubie) left. Bill Maron, William Cooper, Charles Bourne, Fay Blake, Michael Cooper, Victor Rosenberg, Theodora Hodges and Julia Cooke came. The majority of these did not have conventional library backgrounds, but came to us from areas such as information retrieval

theory, data processing, and industrial engineering. This resulted in a broadly based group--but it also imposed strains which impeded communication and collaboration for several years.

The "student troubles" affected not only the students, but also the curriculum ("reconstituted" in 1970), and the faculty.

Meanwhile the drastic increase in bureaucracy and formal accountability made the operation of the School considerably more cumbersome and time-consuming. In 1975 the campus Graduate Council review of the School described it with the memorable description: "...under-financed, under-administered, too traditional and too aloof."

In 1976 the name of the School was changed to School of Library and Information Studies. This was a formal recognition of its faculty's desire to take a broad and positive view of librarianship and librarian-like activities.

Since 1976 we have concentrated not so much on changing the structure or strategic development of the School but rather on trying to make it more fluent, more effective, and more outward-looking in what it was already trying to do.

C. CURRENT PROGRAMS

The M.L.S.

The Master of Library Science degree, like its predecessor programs--the B.L.S. and, before that, the Certificate in Librarianship--is the basic professional degree and the School's most important program. It is

designed as a twelve-month, full-time curriculum though not all students are in fact full-time or complete in twelve months.

The basic structure is:

- the highly integrated foundation course 250: Introduction to Bibliography for all students in their first quarter, which tries to take a unified view of materials, cataloging, classification, reference, and various other bibliographical concerns;
- required sequel courses 220: Basic reference and information services and materials and 251: Cataloging and classification; and
- an unusually diverse range of elective courses.

There is a lack of faculty consensus concerning the manner in and the extent to which students should be required to take courses relating to management concepts and the administration of services. There is also a recurring uneasiness as to whether one calendar year is enough. The view that has prevailed thus far is that a well-designed program of twelve months' duration ought to give the sort of students we admit enough grounding to start their careers as beginning professionals in most library or library-related positions. If they want specialization later--or even immediately--the very flexible post-MLS Certificate programs are available. There is limited scope for specialization within the MLS. For example, the requirements for the school library services credential can be met within the MLS.

Arrangements have been made to facilitate study for other degrees--in Art History, Law, Near Eastern Studies, and Public Policy--concurrently with the MLS.

The criteria used in making admissions decisions for the MLS are printed annually in the School's Announcement. Briefly summarized, they are, at present:

- i.* A superior scholastic record--usually well above 3.0 on the 4.0 scale for upper division work in a bachelor's degree from an accredited institution;
- ii.* Indications of potential success, derived largely from letters of reference;
- iii.* Socio-economic background of the applicant;
- iv.* Unusual aptitude for graduate study as indicated by high scores on the Graduate Record Examination;
- v.* Advanced preparation in related fields;
- vi.* Successful working experience in librarianship or related fields. (Symptoms of initiative and leadership are particularly welcomed);
- vii.* Knowledge of foreign languages;
- viii.* Knowledge of formal sciences (e.g. mathematics, statistics, logic, computer science);
- ix.* Probable future contribution to his or her intended academic or professional field; and
- x.* Probable contribution to the educational enrichment of the program.

The last few years have seen a significant nationwide slump in applications to MLS programs. This was pronounced for Berkeley in 1978/79 when only 250 applications were received for a target entering class of 90. Even so, this means that Berkeley is still highly selective at a time when most library schools are admitting almost all applicants and finding their enrollments slipping.

We have reduced the MLS class in recent years, not for lack of qualified students, but out of an altruistic concern for the job market.

This has disadvantages for the School since reduction in class size invites reduction in budget.

Ph.D. program

The Ph.D. is an individualized and highly specialized course of study and discovery. The first part--Advancement to candidacy--involves in-depth study of the student's choice of two "fields." The selection currently on the menu is:

- History of printing and book-making
- History of publishing
- Social studies of information
- Economics of information
- Contemporary bibliographic organization
- Theory of bibliographic organization
- Formal techniques for intellectual access to recorded information
- Library organization and management
- Information systems analysis and library automation
- Comparative librarianship

After advancement to candidacy original research is conducted and reported in a dissertation. A broadly-based faculty has permitted a very diverse range of dissertation topics. Examples being worked on during 1979 include:

- Public library finance
- Private book ownership in sixteenth-century German language areas
- Management of reference information services
- Governance issues for automated library networks: the impact of, and implications for, large research libraries.
- Time allocation in students' bibliographic decisions

The Ph.D. is advanced academic study. It should not be seen as "three more years of the MLS." Indeed, for some topics which are not

central to librarianship it is not necessary to require an MLS for admission to the Ph.D. program. To take an actual example, a student is currently researching the printing techniques of the earliest Italian examples of printed music. For this, a strong grounding in the history of printing, in Italian, in Latin, and in musicology is in order. An MLS, while always desirable, can hardly be held to be essential. The motivation is different. A Ph.D. without an MLS should be a scholar, but would not necessarily be a professionally qualified librarian.

D.L.S.: Doctor of Library Science

For librarians wanting an advanced preparation for design, development and administration, an alternative track is available--the DLS. In this case to advance to candidacy, a broad range of topics concerning the design, evaluation, techniques, and technology of libraries is required. The dissertation must be on an applicable, design-oriented topic. A Ph.D. thesis may appear useless, a DLS thesis must appear useful. Current DLS thesis topics include:

- The allocation of state funds to public library systems in California
- Library collection overlap and use
- A plan for library staff development in Zambia
- Alternative organizational structures for academic libraries.

Since the specialized study of practical topics (economics, social studies, management) can now be tackled within the Ph.D. program also, there is a tendency among all students to take the Ph.D. We regard the two programs as different in kind but co-equal in dignity and difficulty.

The Post-M.L.S. Certificate programs

The ponderously entitled "Certificate of Completion of Graduate Curricula in Library and Information Studies" is a degree awarded for 30 quarter units. It is used for three principal purposes:

- "Midcareer rejuvenation" for professionals who want to come back to modernize their skills or change their professional orientation;
- For specialization immediately following the M.L.S.; and
- As a staging ground for those who are considering doctoral study when either the student or the School is not yet convinced that doctoral study would be a good idea.

There are currently four Certificate programs, in:

- Bibliography
- Library Management
- Library Automation and Information Science and, newest of all,
- Information Management, intended for those interested in librarian-like roles outside of libraries.

In practice there is enormous flexibility. One composes a program from the offerings of the entire campus (and Stanford, too) with up to half the units being taken outside the School. An individual study is required. The principal criterion is whether the proposed program of study makes sense in terms of the professional interests of the individual concerned.

There are currently 25 students enrolled in the Ph.D. program, 10 in the DLS and 30 in the Certificate program. Not all are active, however, at any given time. Admission to the doctoral programs is highly selective; admission to the Certificate is much less so. Most library schools have a Certificate program, but Berkeley's is one of the biggest. Having experienced students come back for the Certificate is beneficial all round. It is good for the faculty; it is good for the other students; and it

makes advanced seminars more viable--all in addition to the benefit to the individual Certificate student.

Elective courses for undergraduates

We have taken the immodest view that the subject matters taught in the School are much too useful and/or interesting to want to restrict them to those few who are studying to become professional librarians.

For example, discovering how to make effective use of modern academic libraries in all their increasing complexity ought to be part of the education of all undergraduates. In collaboration with the campus libraries--indeed at their instigation--the School offers Bibliography 1: Methods of library use. "Students will learn how to approach U.C. Library's resources in a systematic way to meet their needs, via lecture, section, problem sets, examinations and a term paper."

Aimed mainly at first year students and third year transfer students, "Bib. 1" has been an astonishing success. It is not a required course. Students complain at Bib. 1's heavy workload. Yet nine thousand students have taken it over some ten years. There is no intention of making mini-librarians out of them. Rather it is an attempt to enrich their education and their skills.

Experiments with a more abstract upper division course entitled: 141: Information access and retrieval: Problems and prospects have proven less popular. Offerings on the history of the book and on children's literature have proved to be steady favorites. They are excellent examples of cultural electives. All four of these courses make a positive contribution to the undergraduate experience at Berkeley. They are not pre-professional

courses but offer opportunities for non-librarians to sample our field. They give the School deeper campus roots.

D. FACULTY

Full-time

The full-time faculty has tended to be very stable indeed. It is rare for anyone to leave except for retirement. Yet even a gradual change is cumulative!

Compared with other Schools in our field, the faculty of the Berkeley School can now be categorized as:

- a. Having an unusually diverse range of academic backgrounds--including bibliography, literature, philosophy, sociology, librarianship, and management--which in each case is relevant to what is studied and taught;
- b. Being mainly near or over 50 years of age;
- c. Contributing substantially and consistently to the professional and/or research literature;
- d. Having had--in most cases--professional experience of one kind or another, but often several years ago and not always very extensive;
- e. Lacking in minorities and mainly male; and
- f. Having, as individuals, more involvement in professional associations and continuing education than is generally realized (e.g. in 1977 three out of thirteen were elected members of the Council of the California Library Association).

The Appendix lists current full-time faculty and gives a brief vignette of each.

An intermediate category of continuing part-time appointments has been used in areas where continuity of specialized expertise has been seen as unusually desirable: printing, and non-print media.

Part-time

The School makes extensive use of part-time faculty. We like to broaden our perspectives by importing from outside California, or even from outside the U.S.A., an occasional visiting professor. Recent guests invited from out of the Bay Area have been: Page Ackerman, UCLA; Jose-Marie Griffiths, London; Clara Stanton Jones, then in Detroit; C.R. van Rijsbergen, Cambridge, England; and Michael Turner, Bodleian Library, Oxford. Most, however, are practitioners (or, sometimes, retired practitioners) from the Bay Area. Although part-time instructors do sometimes return two or more time (e.g. Myron Jacobstein, Stanford Law Library), these appointments are seen as ad hoc, temporary appointments and not as continuing ones.

There is a tendency to use practitioners for the more applied courses (e.g. on types of libraries), for specialized bibliography courses, and for Bibliography 1. Required courses are now mainly taught by full-time faculty.

Information on the processes used to identify and select part-time faculty, and on who has been appointed in recent years, is available on request.

E. RESOURCES

Facilities

The School left the fourth floor of the Doe Library in 1969 and now occupies the oldest building of the University--South Hall, built in 1873. This historic building is a spectacular Second Empire monument. It isn't

very functional, but it is full of character and right at the center of the campus.

The Library School Library, administratively a branch of the General Library system, occupies most of the ground floor. Selection policy has been fairly narrowly defined to avoid duplication with other campus libraries. It houses some 37,000 volumes, with more in storage. Local professionals are welcome to use this resource. The other library resources on campus are, of course, extraordinarily extensive.

A Reference Laboratory has some 2,700 volumes of reference works so that our students can do their assignments without swamping the General Reference service in Doe Library. A Cataloging Laboratory has resource materials for the basic course in cataloging and classification.

The Typographical Laboratory has a major collection of type, hand presses, and other printing materials, built up over the years. We have just added a proof press and a type cabinet to facilitate instruction. The South Hall Press is used only for laboratory work in support of our teaching the history of the book. It is not used recreationally.

Two or three times a year hand-made paper is made on the South Hall Paper Mill.

A substantial collection of books for children is maintained in support of the children's literature courses.

A Computer Laboratory in room 206 is the latest development. Actually it doesn't include a computer, but it does have ten terminals and telephone hook-ups arranged on custom-built counters with a significant collection of the manuals, thesauri, and other documentation relating to the use of the on-line reference and cataloging support systems which have

so rapidly become standard features of library practice. Faculty opinion has been that if we didn't use such systems we would be about as responsive to contemporary trends as an engineering school that insisted on sticking to slide-rules rather than adopt computers.

All these facilities are in reasonably good shape at the moment, but inflation in book and periodical prices is taking its toll. The Reference Laboratory collection is losing currency, and the Library School Library, like all other libraries, has had to become increasingly selective.

As a special kind of resource we are currently collecting oral history recordings on the Sydney Mitchell era because of its unique historical interest for the School, and on post-Proposition 13 library activism because we regretfully expect that more advocacy will be needed in libraryland, not less.

Student support

A range of campus-based sources of financial support is available, and our students (especially MLS students) appear to compete rather successfully for them. The School also has some limited resources of its own through the loyal support of the alumni and the California PTA, and interest from endowments. However, Berkeley has become an expensive place to live (especially housing); fees and tuition are creeping upwards (\$3,190.50 for 3 quarters if from out-of-state) and inflation is relentless. Campus fellowships are usually based on a very frugal definition of needs.

Delay and even attrition on account of the need to earn money appear to be increasing problems, especially in the advanced programs which Berkeley is so well placed to emphasize.

Interest from bequests and endowment is beneficial out of proportion to the amounts received in this regard. A recently received bequest for the support of women graduate students in the School in memory of Evelyn Steele Little is likely to have a significant impact over the years.

Long term

The prospects in higher education for the next two decades appear to be rather bleak. The number of college-going students is declining. Higher education is less popular with taxpayers and legislators. The public sector is going to have to face a more Spartan existence.

All that seems unavoidable. There are two ways in which these hardships can be mitigated.

First, we shall have to try harder. Programs which become excellent, stay excellent, and are perceived to be so, are likely to survive in good shape. There is no scope for resting on tired laurels, but rather for hard work, sensitivity to what is going on, initiative, positive thinking--and more hard work on the part of the Dean and Faculty.

Secondly, a seasoning of encouragement and support along with the criticism from the field can work wonders. When the support can take concrete form--as with the interest we derive from our bequests and invested donations--then that provides a very significant margin over and above state-funding for experimentation and excellence in student support, new programs, resources, symposia, faculty development, and so on.

F. THE SCHOOL AND THE WORLD

The School has to deal simultaneously with many "real worlds." Its immediate environment in a community of scholars affects it in a very

real way. Its role in the world-wide community of research and education in library and information studies and its role in support of the myriad groups of professional librarians and related professionals both also need to be considered. Neglecting any one can have harmful consequences; yet the pool of faculty energy is limited with only thirteen full-time members of whom, at any given time, two are preoccupied with administration and two more are likely to be on sabbatical. The following notes may help explain some reactions and responses.

Advisory Committee

In 1976 an external advisory committee was formed. It is composed primarily of professional librarians believed to be knowledgeable and thoughtful. Twice before, advisory committees had existed and faded away, possibly because there was insufficient listening. It should be a two-way process. It is always assumed that library schools are insufficiently knowledgeable about what is happening in professional practice. It can also happen that professional practitioners are unfamiliar with what a school is actually doing.

Membership of the Advisory Committee is printed in the School's Announcement. Decisions reached after consultation with the Committee are likely to have greater validity than decisions based only on faculty opinion. In some cases, e.g. in continuing education, the Advisory Committee has played a key role. Suggestions for membership are always welcome.

Alumni Association

The recent renewal of vigor by the Alumni Association--and its amicable separation from the UCLA library school alumni association--is

enormously promising. Already this past fall it has sponsored an over-subscribed workshop on effective supervision and a reception following the Jessie Boyd Memorial Symposium. If there really is life and leadership in both the Alumni Association and the School, then all sorts of good things become possible.

A constructive rapport with its alumni has not, in the past, been a strong point for this School. We are trying to change that now.

Applied research

In oppressive times there is a tendency to fall back on purely theoretical research or historical studies. These areas are relatively undemanding in resources and collaboration.

In recent years there has been an increased emphasis in faculty appointments, in course design, and in the doctoral programs, on skills that are applicable to current problems: systems analysis, field studies, policy analysis, organizational problems, and so on. This is intended to match, not replace, existing strengths in theoretical and historical realms, although the proportion of the faculty interested in historical matters has decreased.

Continuing education

The School is under constant pressure to do more for the continuing education of professional librarians in the State. As may be clear from this report, the School has had inadequate administrative energies to run its own internal programs properly, the only programs for which it is budgeted.

In addition it can be argued that the School has no monopoly of responsibility for continuing education. There is also some scope for skepticism concerning the extent to which librarians are actually willing to work and pay for self-improvement.

With insights from the School's Advisory Committee, we are trying to evolve an admittedly unorthodox policy based on our particular assets and constraints to cope with a need for which the resources required for an orthodox program simply are not available. Since early 1979 we have been concentrating on the following points:

1. We do provide continuing education in that we welcome practitioners to take virtually any of the 40 or more courses we annually offer. (Bureaucratically this is called 'Concurrent Enrollment through Extension'). There is a conflict between times and places convenient for students and faculty and those convenient to practitioners. Nevertheless, we like to have those who can come.
2. Summer session offerings are planned with one eye to the needs of practitioners, even though the response has not been encouraging.
3. The Ph.D., D.L.S. and, more especially, the post-M.L.S. Certificate are specialized forms of continuing education.
4. Individual members of the faculty can and do contribute extensively to continuing education by making presentations at programs organized by other agencies. Arguably, it is better use of their time for them to be instructing rather than organizing.
5. We have started to co-sponsor and support programs that are organized jointly with other groups instead of seeking to organize our own. In some circumstances we can make campus facilities available at little or no cost. (Our unusually well-appointed Computer Lab has become much in demand in this regard.)

6. We have had good experience during 1978/79 with one-day student "mini-symposia" presented, at no charge, for both public and students. Three have been held so far in 1979 on the future of library catalogs, on preservation and conservation, and on alternative careers for librarians. Attendance ranged from 35 to 70.
7. We will continue to offer occasional traditionally organized continuing education courses such as the annual "Excellence in children's literature," which has been held in all but one of the past 18 years.

Creative mischief

The School, from its particular position as a professional school, is uniquely placed to take initiative in any area of our field. It can ask questions, propose answers, call meetings, instruct and inquire with little inhibition. It is especially proper for it to do so in unorthodox matters in which other agencies--libraries, professional associations--may have been slow off the mark.

For example, the School:

- provided a significant impetus for library services to jails in the Bay Area;
- instigated a major workshop on the probable consequences of Proposition 13 prior to its passing;
- has obtained a planning grant from the National Endowment for the Humanities for developing, with the Oakland Public Library, programs of bibliographical instruction for the general public using libraries;
- went well beyond the terms of a small bequest from Jessie Boyd to present, jointly with other groups, a symposium designed to reassert the role of the school library in a post-Proposition 13 California; and
- is collecting materials on library advocacy so that future activists can be better prepared.

Such contributions are not always appreciated in all library "establishments." The School's ability to contribute this sort of "creative

mischievous," however, is a distinctive element in the ecology of libraryland. The School's ability to do this is very much dependent on forces inside the School that can easily distract it from looking outwards. For example, being underfinanced and underadministered.

G. FOUR FUNDAMENTAL STRATEGIC DEVELOPMENTS

For most of the existence of most library schools, the school and the basic professional program (M.L.S., B.L.S., C.L., whatever it was called) were practically synonymous. They still are in most library schools. Further, although a variety of official names has been used for both school and degree, the typical description of a "library school" awarding a "library degree" for people who want to work in a library, has been accurate.

Although the basic professional degree is--and is likely to remain our chief preoccupation, the Berkeley "library school" has probably evolved further away from the "library school--MLS" syndrome than has any other library school. It has done so deliberately and is heading even further. The reasons are of fundamental importance.

Advanced programs: Ph.D., D.L.S., and Certificate

Librarianship and related areas are full of interesting and challenging problems. Some are of major practical significance; others extend our understanding, but have no clear immediate applicability.

For example, citation indexes are coming to be widely used, but does the fact of citation actually mean anything? Are there viable alternatives to the traditional hierarchical structures in academic library

governance? What are the ramifications of alternative ways of financing public libraries? What was the role of James Weld Towne in the development of printing in San Francisco? How were early music books printed?

If talented individuals are willing to devote some of the best years of their lives to grappling with such questions, then we can only gain from it and, if able, should encourage and facilitate such endeavors. The School is able at any one time to encourage and facilitate several such endeavors and is proud to be able to do so.

In this way we have extended upwards from the M.L.S. Of course much advanced study, especially the Certificate programs, is aimed at self-improvement through reading and advanced courses, as well as discovery, but that too seems commendable.

Too important to restrict to professionals

The field of library and information studies appears to the School to be much too useful and interesting to want to restrict it to professionals. Reference and bibliography are useful skills for anyone interested in learning. Children's literature and the history of the book are fraught with intrinsic interest. And our sharing of our knowledge is appreciated, else we would not have a thousand undergraduates a year who are enrolled in the degree programs of other campus schools but who take our undergraduate courses as electives.

In this we have been marching in the opposite direction from virtually all other library schools, who seem still to be eschewing the 'bad old days' of undergraduate majors in librarianship and holding to the prefix "Graduate" in the names of their schools.

Berkeley is not trying to produce mini-librarians but rather to share what is valuable and, in doing so, diminish the isolation that library schools often have in the campus community.

Too important to be confined to libraries

A third strategic development may seem even more radical than the diversification to advanced and undergraduate offerings... and yet, in some ways, it can be viewed as a natural, normal stage in the development and maturation of "library schools."

The earliest library schools were concerned only with library practice. Indeed many were based not in universities, but in large libraries.

The principal apparent deviation from the preoccupation with libraries came from the mid 1960's with the introduction of "information science." On closer observation, information science as practiced in library schools tended to be either or both of two things. Mostly it was concerned with library-related applications of data processing. This is important, but need not be called information science and still continues the concern with library practice. The second element had to do with exploration of the foundations of information retrieval. This was different, not so much in the sense that it was theoretical but in that it is as applicable to a wide variety of non-library contexts also--indeed to any situation involving the "marking and parking" of documents and data. This situation is reflect in Figure 1.

Libraries

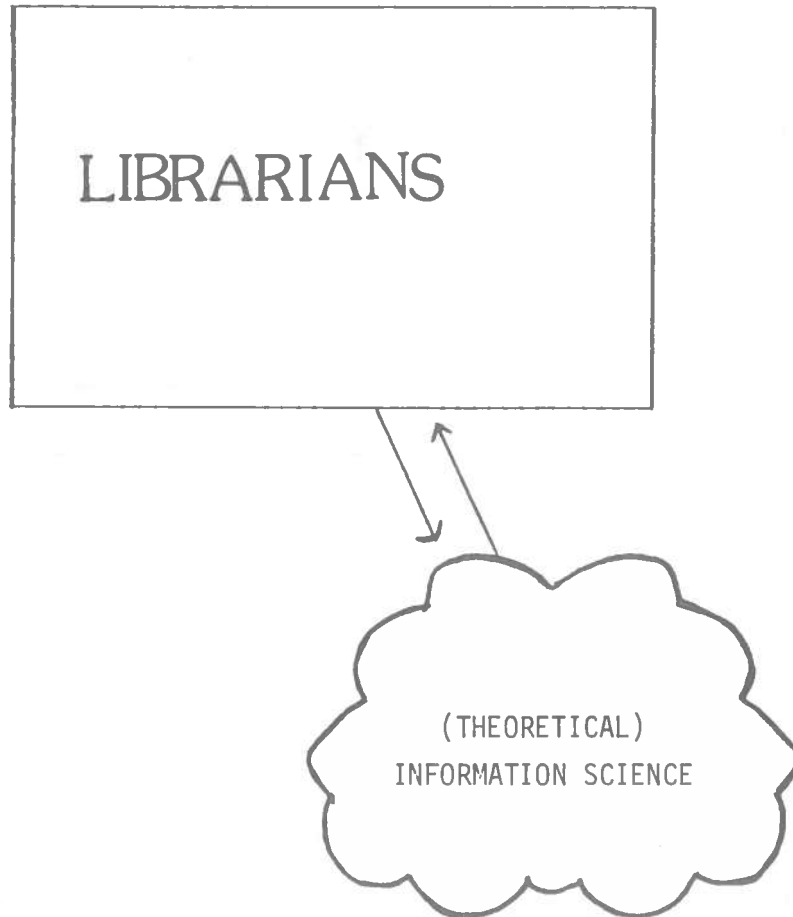


Fig. 1

Meanwhile some questions arise. Is it proper to define an academic field in terms of an institution (e.g. the library)--or should it be based on a body of knowledge, competencies, and skills no matter where they may be usefully applied? If theoretical information science is more widely applicable, where and when are the applications to be seen? If there are sufficient librarians being produced for libraries' needs and if, after filling up the faculties of other library schools, society's need for (theoretical) information scientists is seen to be very limited, have we developed as far as we can? Society seems to have decided that every one can be kept honest by requiring enough documentation and as we are drowning in documents, data-bases and depositions, is it clear that sufficient, appropriately trained professionals are available for the management of documents and data outside of libraries? How significant is the overlap between the skills associated with librarianship inside libraries and those needed for librarian-like roles outside libraries?

After considerable reflection, discussion, and listening to those dealing with documents and data in non-library contexts, we have arrived at some important conclusions that seem highly significant for the School:

- i.* There are recognizable non-library activities which are in various ways librarian-like: archive administration, records management, data base management, indexing for litigation, information and referral, engineering documentation,...
- ii.* Professional preparation for these non-library activities should not be identical to that for library practice, but could reasonably be heavily overlapping; preparation would always include, for example, data-processing, systems analysis, indexing, classification, management of information services, and reference enquiry.

iii. There should be mutually advantageous interaction between theoretical information scientists and non-library information managers as well as with librarians.

This leads to an extension of Figure 1 as shown in Figure 2.

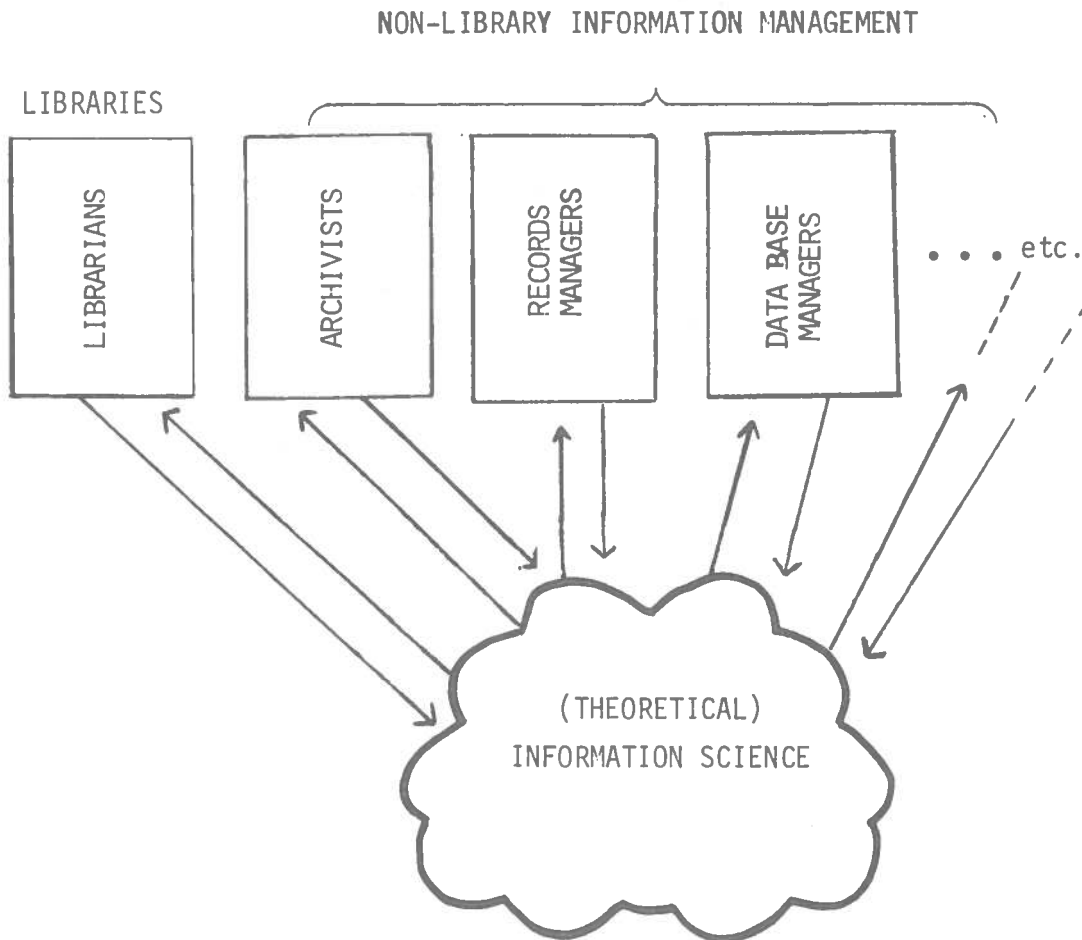


Fig. 2

Viewed this way, we can see that if we make the shift from the library as the defining concept to librarianship (broadly defined), there are a diverse spectrum of problems and occupations which are in a significant sense "librarian-like" in substance--even though the stereotypic view of librarians means that archivists, records managers, etc. do not always appreciate being described as "librarian-like."

Moving towards this broader vision of the School's scope is unlikely to be easy, but it does have a powerful attraction at different levels--in theory, in application, and in placement.

Libraries are likely to remain indefinitely our dominant field of application and of interest but there is a very significant distinction between a "library school" interested in libraries alone and a "school of library and information studies" interested in dealing with a broad range of (more or less) librarian-like activities.

In this sense, librarianship is too important to be confined to libraries.

Computers

So far less than 10% of the applicants to the MLS program have had first-hand experience with computers.

Meanwhile the change in libraryland has been dramatic, especially in the past five years. Hundreds, even thousands, of libraries are now depending on computerized support such as OCLC and RLIN for cataloging and Lockheed DIALOG and National Library of Medicine MEDLINE for reference.

It would be irresponsible to allow would-be librarians to be awarded MLS degrees without having an understanding and "hands-on" experience with both kinds of systems.

In library schools special courses often labelled "information science" have been developed. Berkeley has gone counter to the trends by discarding special courses as far as possible and integrating computer-related skills into the basic courses to the extent feasible. The principal change came in 1978/79. Since then a first introduction to on-line reference cataloging support comes in the introductory 250 Introduction to Bibliography in the first quarter of the MLS program. This is followed by deeper treatment in the cataloging and reference courses. We currently expect every graduate of our curriculum to have about 4 hours "hands on" time each.

Some of the instruction does and will remain in specialized courses with specialist instructors, but, since these systems have become a part of normal library life, we are seeking to absorb them as much as possible in 'normal' courses taught by the instructors who specialize in reference and cataloging.

This shift is different in kind from the other three changes noted above, but is basic and is sometimes confused with interests in non-library applications of librarianship.

Taking these four changes together, it will be clear that the School founded by Sydney Mitchell has shifted substantially away from the historic pattern. And yet the motivation is not so very different. We still seek to develop and share the field of librarianship and information studies by teaching, research and service. It is our view of what is worthwhile, needed, and feasible that has widened over the years.

H. PROBLEMS AND OPPORTUNITIES

There is no shortage of opportunities. What about the problems?

Underadministration

The Graduate Council review in 1975 and the ALA Committee on Accreditation report of 1976 both singled out for criticizing the School's inadequate administrative support. It seems reasonable to see this factor as the underlying cause of several of the School's weaknesses and problems.

There has been some improvement in resources. The Deanship, pretty much a full-time responsibility, is now budgeted at 50% time instead of a ludicrous 25%. The Associate Deanship has similarly been increased from 25% time to 50%. However, these were budgetary fictions which did not reflect the actual deployment of time. A half-time clerk has been added to handle fiscal matters. The Administrative Assistant position has been reclassified upwards. The Office staff have taken on far more responsibility and are now more important than ever before. A faculty member has a partial reduction in teaching load to supervise the advanced programs. Meanwhile there has been a gradual, systematic rationalization in the assignment of responsibilities.

The problem has eased significantly. More by way of "administrative good practice" is now possible. Yet it is doubtful whether even now, the School has the administrative support it needs. Meanwhile fewer and fewer people are willing to accept or retain administrative responsibility. Previous Deans served 20 years, 14, 8, and 5 respectively. The trend is clear.

Financial support

In the past few years the School's expenditures have increased faster than inflation. Mostly this has been in the upgrading of administrative support, long overdue increases in "supply and expense", funds to pay for the increased computer usage, and improvement to equipment and physical facilities. Painstaking justification to the Chancellor's Office is usually required, and some of the increase has been on a non-recurrent basis; yet progress has been made. Better administrative practice is enabling us to utilize our resources better through more planning and budgetary control.

The budgetary prospects in higher education are bleak. The interest income from the School's endowments, though limited, is of extraordinary help.

Placement

In the past three years the School has sought to upgrade its career-advising and placement-support activities. This is being done collaboratively with the campus Career Planning and Placement Center, which is now operating at a level of energy and competence previously unknown.

Part of the frustration lies in a genuine shortage of some kinds of employment compared with the supply of applicants, e.g. school libraries in California and rare book librarians anywhere.

Continued curricular reform is clearly desirable. Developing opportunities in non-library contexts looks promising but is at an early stage. The MLS class size has been reduced, but while other library schools accept virtually all applicants, the net effect is limited.

We estimate that over 90% of the classes of 1977 and 1978 had professional employment by summer 1979. Involuntary part-time employment and library assistant positions accounted for very little of this. This estimate may be too high. More hard work and ingenuity is needed.

Faculty

Recruiting new full-time faculty is a matter of great concern. Salaries are not very competitive, but the facilities (and climate!) are. The concern lies in the ability to find appropriate faculty. This can be illustrated by recent experience. In 1976, we noted that whereas libraries are labor-intensive, services are intended for people to use, and information science theories (such as relevance and recall) depend critically on subjective opinions... and yet none of the School's faculty had any formal training in any of the "behavioral" disciplines. We recruited Professor Norma Shosid to bring her background as a social-psychologist to round out our expertise. In 1977, it was clear we should not continue any longer without someone whose principal area of interest was cataloging and classification, which are, after all, central to our field. However, it was simply not good enough to have to choose between someone who knew only the traditional schemes and someone only familiar with what used to be called "non-conventional indexing" (e.g. KWIC) which has become highly conventional. In the 1970's one ought to be able to expect a knowledge of both, and this combination we found in the form of Professor Theodora Hodges. Currently, we are seeking someone with an applied interest in librarian-like activities in non-library contexts. In each case the position description reflected careful deliberation of our most pressing programmatic needs.

We have been fortunate in being able to make suitable appointments, for there are extremely tiny pools of well-qualified applicants whenever one seeks to hire on the basis of contemporary needs. This is not our experience alone. Meanwhile there would be no problem now in recruiting a library faculty to meet the needs of the late 1950's. The quantity, quality and/or orientation of most doctoral programs in our field appear to be a major contributory factor.

We do not absolutely require a doctorate for faculty appointments. That would be contrary to common sense and probably illegal. However, applicants without a doctorate would need to adduce impressive evidence of creative research skills.

Minorities and affirmative action

What are the implications for a professional school that there are minorities in society? There appear to be many strands to this question, all of which need to be addressed: role models, student and faculty recruitment, curricular offerings related to ethnic bibliography and services for minorities, and many more.

Basically, a healthy, positive, hospitable school is best for all parties. Some specific areas are discouraging. Minority applicants remain too few. Minority-related courses, now finally offered, have small enrollments. Minority applications for faculty positions have been very few. However, the School has benefitted considerably from minority librarians. Problems remain, which probably cannot be solved without collaboration between the School and others outside the School who share these concerns.

On a different note, the last two professorial appointments were women with every indication that the pool of talent will permit continued progress in that regard.

Re-orientation

The expansion of the School's range of interests to include librarian-like activities outside libraries appears to be very desirable. However, it isn't like adding a course in Mexican history to a department of history. A more basic reorientation of most courses is likely to be needed; and, for all that library schools are criticized for being out-of-touch with libraries, the relationship to libraries is close compared with relationships with non-library contexts.

Achieving a reorientation will be difficult at best.

I. LOOKING FORWARD

The opportunities facing the School are many. The difficulties are considerable. Both are full of interest.

Is the Berkeley School of Library and Information Studies to remain a "library school" in the limited sense? Should it implement its broader view of what librarianship can really contribute to the world?

Will it be hampered by lack of fiscal support?--or by lack of initiative?

One thing is clear. It will serve others much better, if it can do so in dialog with others and in an interested, lively relationship with alumni.

Michael K. Buckland
Dean

POSTSCRIPT

A report of this nature must necessarily deal in broad brush strokes.

Queries are invited and visitors welcome. The address is:

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The Faculty

FAY M. BLAKE (Lecturer)

Dr. Blake's areas of teaching, research, and professional activity include the reference process, popular culture, and internship placements for the students. Her research specialty--popular culture--includes the detective story, its history, its social effects, its relationship to the social environment in which it is created, and its uses in the public library. She is presently working on two books, one on mysteries and the young adult and the other on fictional women detectives. A good example of her published work is her recent article "Access to Information in a Post-Industrial Society," in The Information Society (E.J. Josey, ed.), Neil-Schuman, N.Y., 1978. Her many service activities include a term as President of the California Society of Librarians, and membership on Berkeley's Academic Senate Committee on the Status of Women and Ethnic Minorities.

MICHAEL K. BUCKLAND (Dean and Professor)

Dr. Buckland's interests include educational policy in library and information studies, the application of operations research methodology to library problems, and aspects of information management. His Book Availability and the Library User (Pergamon Press, 1975) is indicative of his research concerns. He is active on the university-wide Library Council and engages in various public activities. Dean Buckland is currently on sabbatical leave in Austria; he will return to Berkeley in September of 1980.

JULIA COOKE (Associate Librarian/Lecturer)

Her specialities include cataloging and the reference process and the direction of the School's reference 'lab'--an extensive collection of reference works used in conjunction with our cataloging and reference courses. She has been active in developing reference and cataloging internships which combine regular instruction with on-the-job training, and she also serves as a resource person for off-campus librarians in cataloging matters.

MICHAEL COOPER (Associate Professor)

Dr. Cooper's interests range over a number of areas including library systems analysis, data-processing, economics of information systems, data-base management systems, the evaluation of information systems, and labor economics. He recently authored a monograph entitled California's Demand for Librarians: Projecting Future Requirements (Institute for Governmental Studies, UC Berkeley, 1979). Current activities include a consultancy to the National Library of Medicine as a Computer Performance Evaluation Specialist to monitor the performance of the organization's technical processing and on-line search system.

WILLIAM COOPER (Professor)

A specialist in theories of information and the design of advanced information search systems, he has carried out studies of the nature of the indexing and retrieval processes and the logical foundations of information transfer. His paper "Indexing Documents by Gedanken Experimentation" (Journal of the American Society for Information Science 29:3, 1978) is representative of his interests.

MARY CULNAN (Assistant Professor)

Dr. Culnan, who will join our faculty in January of 1981, specializes in various aspects of information management including the design of document-based and management information systems, office automation (in its document-processing aspects), organizational uses of information, and scientific communication. A member of the American Society for Information Science and the Academy of Management, her interests are exemplified by her recent address to the Institute of Management Sciences entitled "The Boundary Spanning Roles of the Internal Information Center."

J. PERIAM DANTON (Professor Emeritus)

Though officially retired, Professor Danton continues to be active in the School and to maintain his interests in library education, history, and research, including comparative librarianship. His The Dimensions of Comparative Librarianship (ALA, 1973) is an expression of the latter interest. He is a member of The Library Quarterly's board of editors and recently served as Consultant to the Library Faculty Development Program at Southern Illinois University.

ROBERT D. HARLAN (Professor and Associate Dean)

In addition to his administrative responsibilities as Associate Dean and Graduate Advisor, Professor Harlan is an active teacher and researcher in the history of publishing, printing, and bookmaking. His interests also include reference and bibliography, descriptive bibliography and rare books and special collections librarianship. His book John Henry Nash: The Biography of a Career (University of California Press, Berkeley, 1970), his monograph The Colonial Printer: Two Views (William Andrews Clark Memorial Library, Los Angeles, 1978), and his Bibliography of the Grabhorn Press, 1957-1966 and Grabhorn Hoyem, 1966-1973 (John-Howell-Books, San Francisco, 1977), are indicative of his central scholarly concerns. He has served on committees of the California Library Association, the Association for American Library Schools, and ACRL's Rare Books and Manuscripts Section.

THEODORA HODGES (Assistant Professor)

Mrs. Hodges' interests include the organization of library materials, the evaluation of subject access systems, and education for librarianship. She has carried out research on, among other things, the evaluation of citation indexing, the changing requirements of the librarians' job at the first professional level, and an assessment of the need and demand for continuing education in librarianship.

M.E. MARON (Professor)

Specializing in indexing theory and the principles of document and data retrieval, Professor Maron is interested in foundational issues and in practical techniques for improving the performance of information retrieval systems in situations often lying outside of traditional library settings. He wrote the contribution "Theory and Foundations of Information Retrieval" in a special issue of Drexel Library Quarterly (14:2, 1978) which he also edited. A member of the Association for Computing Machinery and other professional societies, he has recently been a consultant to the Bechtel Corporation.

FREDRIC J. MOSHER (Professor)

Within the general areas of reference, bibliography, and the history of the book, Professor Mosher has pursued special interests in the history of printing and publishing and the history of bibliography. One of his historical discoveries is announced in his article "A New Estienne Catalogue" (The Library, 1979). In 1977-78 was an honorary staff member of the British Library, where he spent a sabbatical year as a consultant to a bibliographic project.

MAE DURHAM ROGER (Senior Lecturer)

Mae Roger is an authority on children's and young people's library services and children's literature. Her publications range from Realism in Fiction (St. Martin's Press, 1969) to translations of folktales. She has initiated and directed an annual symposium on excellence in children's literature, has been an invited speaker at conferences and universities in other countries, and is involved in many other professional activities.

NORMA J. SHOSID (Assistant Professor)

With professional interests in the areas of management, interpersonal behavior in organizations, and information in society, Professor Shosid has conducted studies in the social psychology of occupations and organizations, work behavior in library and information settings, sex roles, and new occupations in the information field. Her "Problematic Interaction: the Reference Encounter" (in Stewart, P.L. and M.G. Cantor (eds.) Varieties of Work Experience Schenkman, 1974) exemplifies her application of sociological concepts to information problems.

RAYNARD C. SWANK (Professor)

His areas of expertise include academic and research libraries, library management, interlibrary cooperation and information networks, and international library affairs. One example from among his publications is "A Dream in Action: the California Library Network Plan" (California Librarian 35:1, 1974). He has been a consultant to many library organizations and his other professional activities have been various, ranging from attendance as a delegate at international conferences to serving as Director of the ALA International Reactions Office. Professor Swank will retire in June of 1980.

PATRICK G. WILSON (Professor)

His areas of expertise include bibliography, the theory of classification and indexing, information storage and retrieval theory, and the theory of bibliographic organization. As a philosopher he is also interested in the theory of knowledge (epistemology) and semantics (philosophy of language), as they apply to information studies. His recent book Public knowledge, private ignorance, Greenwood Press, 1977 is representative of his current scholarly concerns which center around the social study of information.