



Continuing Education and Institutes as a Function of Interstate Library Cooperation

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OF ALL THE issues facing the library profession today, probably the most important and urgent is the need for an effective program for continuing library and information science education. Responding to the increasing informational needs of society, in 1972 the National Commission on Libraries and Information Science (NCLIS) conducted a series of regional hearings designed to identify the concerns and opportunities involved in meeting future information requirements. Repeatedly identified at these hearings was the need for continuing education programs designed to develop and maintain the skills needed by library and information science personnel who must deliver the information services demanded by the social, institutional and research activities of the nation.¹

In response to the commission's request for "a nationwide program of continuing education for personnel in the library and information science field,"² Elizabeth Stone was commissioned to direct a study project in this area. The final report of the project, presented to the NCLIS in May 1974, recommended the establishment of a Continuing Library Education Network and Exchange (CLENE). This proposed national structure would aim to encompass all facets of continuing education by providing a facility useful to all at every level.³

Respondents in the Stone report felt that continuing education had the following qualities:

1. It implies a notion of lifelong learning as a means of keeping an individual up-to-date with new knowledge; it prevents obsolescence

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2. It includes updating a person's education (e.g., makes an individual's education comparable to that of a person receiving a like degree or like certificate at the present time)
3. It allows for diversification to a new area within a field (e.g., supervisory and management training)
4. It assumes that the individual carries the basic responsibility for his or her own development
5. It involves education activities which are beyond those considered necessary for entrance into the field.⁴

A universally acceptable definition of continuing education has not been agreed upon by members of the profession. In 1973, when members of the Committee on Continuing Library Education of the Association of American Library Schools wrote their position paper on continuing education for the Continuing Library Education Network (CLEN), no precise definition was included because an acceptable definition of continuing education could not be found. Nevertheless, the working statement of the committee has gained increasing acceptance: "Continuing education is essential for all library personnel, whether they remain in a position category or are preparing to move to a higher one."⁵

The need for continuing education within the discipline of library science is usually listed as a first priority by members of the profession, but often is considered less important by members of the library science education field. In the Stone report, regional library associations (100 percent) and school libraries (88 percent) gave continuing education high priority, whereas national libraries, academic libraries, and accredited library schools ranked it as a medium priority item. Of the thirty-nine accredited library schools that reported, seventeen (44 percent) ranked it high; twenty-one (54 percent) medium; and one (3 percent) low.⁶

This view of continuing education by members of the library education community is not unusual. Library schools are organized within institutional frameworks dedicated to formal graduate and undergraduate education and research. They are often confined to an organizational structure which does not encourage or even permit continuing education activities. Consequently, most library schools consider continuing education in its broadest sense as off-campus or extension instruction. For the most part, library schools have limited their involvement to library and information science credit courses in the late afternoons, early evenings, or on Saturdays.

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Continuing education activities within the university or college are usually delegated to a branch of the institution that has the responsibility for extramural, external or off-campus instruction. In their 1973 study of the Southwestern Library Association (SWLA) six-state area of Arizona, Arkansas, Louisiana, New Mexico, Oklahoma and Texas, Martin and Duggan found that the main contribution of library schools in the SWLA region was off-campus or extension instruction.⁷ This kind of instruction is often equated with vocational or remedial education or personal enrichment and is not considered continuing education. Higher education budgetary restraints often hamper the library schools' involvement, with emphasis being placed on formal graduate education and research. Faculty members of graduate library schools are professionally prepared to function at the graduate instructional level within the time limits of their institution. Apparently they do not have the motivation or institutional support to reduce or modify library and information science education to an instructional pattern of short courses, institutes and workshops.

In its study of professional education in library and information science, the Task Force on Education of the Center for the Study of Information and Education at Syracuse University agreed that the present one-year or fifteen-month curriculum in library and information science is outmoded. Not only must professional education programs be devised to provide for the development of a broad range of competencies, but students must be made aware of the need to participate regularly in programs of continuing education.⁸ There is little evidence that library schools are making a concerted effort to make their graduates aware of the need to refresh and expand their professional training once the professional degree is attained.

There are several excellent bibliographies providing a state-of-the-art review of continuing education in library and information science. The massive CLENE report has an equally massive 83-page bibliography⁹ as well as six pages of abstracts, "Selected Readings in Continuing Education."¹⁰ The June 1974 issue of *Illinois Libraries* has an excellent annotated bibliography compiled by Mary Michael and Cathleen Palmimi.¹¹ Lawrence Allen's *Continuing Education Needs of Special Librarians* provides additional background information on continuing education in librarianship.¹²

Interest and action in continuing education are manifest in other professions. Engineers, bankers, physicians, dentists and nurses have vigorous programs of continuing education for their professions. These programs not only provide a means of updating the

individual's professional competency, but also provide a reward system and recognition for those who participate. The Engineer's Council for Professional Development awards national achievement certificates; the American Institute of Banking has three levels of certification; the American Medical Association has established the Physician's Recognition Award; and the American Nurses' Association has endorsed the use of the Continuing Education Unit. In addition to goal-oriented continuing education opportunities, some professional associations publish journals featuring continuing education. The bimonthly *Journal of Continuing Education in Nursing* and the American Dental Association's quarterly publication, *Continuing Education*, are outstanding examples.

In contrast, there is no recognized reward for continuing education in the field of library and information science. The Public Library Association is exploring developments in other professions with the intention of making recommendations on a system of recognition or reward for participation in continuing education programs to the library community.¹³ The Southwestern Library Association's CELS (Continuing Education for Library Staffs) project is awarding certificates of attendance for participation in continuing education programs sponsored by the association. Several state library associations award their own certificates for such state-association-sponsored activities. The Southwestern Library Association (SWLA) is also exploring the use of the Continuing Education Unit as a reward for participation in its workshops, institutes and seminars.

Despite the lack of a reward system, the need for some form of continuing education in library and information science is increasingly evident. Recognizing this need, state library agencies and public libraries developed and funded continuing education activities in the form of institutes, seminars, workshops and short courses as a result of the Library Services Act (LSA), and later under Title I of the amended Library Services and Construction Act (LSCA). A highly structured continuing education program was found by Foos in his study of nine southeastern state library agencies regarding their involvement in adult education activities.¹⁴ The federally funded program was most successful and served as the basis for the established continuing education program presently maintained by many state library agencies.

The Missouri State Library cites two major forces which stimulated its sponsorship of statewide continuing education programs. The first,

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beginning in 1944, was the state's own effort to extend library service to the unserved. The second was the LSA, which provided funds to finance an educational program for personnel in public libraries serving rural populations.¹⁵

Continuing education is a high priority in Ohio where activities are sponsored by the state library, by professional library associations including the Ohio Library Association, the Special Library Association chapters, and the Ohio Association of School Librarians, and by library schools, multi-county groups and individual libraries. LSCA grants by the state library have funded and provided a strong statewide impetus to many of the continuing education efforts.¹⁶

Three campuses of the University of Wisconsin offer graduate library programs. Sixteen universities and colleges offer undergraduate minors, and one technical institute has a two-year program to train library/media assistants for all types of libraries. In addition to this formal course work, the state library offers jointly with schools and universities a range of institutes, workshops and seminars. Statewide institutes of longer duration are held regularly, often using LSCA funds to defray costs. Many of the eight certified library systems in Wisconsin are a direct result of the utilization of LSA and LSCA funds to begin areawide services.¹⁷

The Illinois state library (ISL) has recently named twenty-seven prominent Illinois library leaders to serve on the new ISL Advisory Committee on Education and Training. The group will assist the state library in planning for the coordination of educational and training activities to meet the needs of the library community in Illinois.¹⁸ This is one of the more recent activities of the state library, which continues to maintain a leadership role in continuing education. The new advisory committee proceeds from a Study Committee on Education and Training of the ISL Library Subcommittee for LSCA Titles I and II in 1968. This study committee surveyed continuing education activities from 1966 to 1970 conducted by the eighteen library systems within the state and by the state library. From the data collected, the state library and the state systems developed a series of recommendations which continues to affect continuing education activities in Illinois.¹⁹

Joint appointments of library school faculty members to state library agencies and library schools for the purpose of developing continuing education programs were made in Indiana, Kentucky and Kansas. In Kentucky, this type of appointment led to the development of a series

of continuing education programs for the state funded under Title I of the Higher Education Act (HEA) with matching funds from the Kentucky department of libraries.²⁰

Support for an institute program of continuing education for school librarians and media specialists was made possible under Title XI of the National Defense Education Act (NDEA) and provided programs to update the education of practicing school library personnel. In fiscal year 1968, Section 225 of the HEA repealed the institute portion of NDEA while the Title II-B library training program was expanded to include an institute format. Richard Darling felt that the termination of the institute program under NDEA would cause great damage to school library programs unless the institutions were continued under HEA Title II.²¹ Fortunately, many school library institutes have been funded under HEA Title II-B since fiscal year 1968.

The institute program of HEA Title II-B provides long- and short-term training and retraining opportunities for librarians, media specialists, and information scientists, and for persons desiring to enter these professions. It appears to have had a profound impact on a majority of participants. Through fiscal year 1973, 333 institutions offered continuing education programs for 11,070 participants throughout the nation (see Table 1).

These institutions have given experienced library, media center, and information center personnel the opportunity to update their skills and to advance themselves in problem or subject areas not usually covered by the curricular library schools. An examination of the types of institutes offered for the period 1967-74 illustrates the nontraditional aspects of study included in institute programs. The appendix to this article lists many specific study areas which provide continuing library and information science education opportunities for working library personnel, i.e., the urban child and the public library; improvement of American Indian use of libraries; selection, organization, and use of materials by and about the Negro; cable television for librarians; and needs, priorities and directions concerning library service to the Spanish-speaking in the United States. Until fiscal year 1973, these institute programs were offered only through institutions of higher education which included graduate library schools.

Many institutes offered for the period 1967-74 have implications for programs of interstate cooperation (see appendix) and could be repeated or replicated today for an interstate continuing education program. They could be utilized by regional library associations, i.e.,

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TABLE 1
HEA TITLE II-B INSTITUTE PROGRAM

Academic Year	Participants	Institutions	Fiscal Year
1967/68	2,084	66	1967
1968/69	3,101	91	1968
1969/70	1,347	46	1969
1970/71	1,557	38	1970
1971/72	981	39	1971
1972/73	654	24	1972
1973/74	1,346	29	1973
TOTALS:	11,070	333	

Source: Stevens, Frank A. "Higher Education Act, Title II-B, Library Education." In Madeline Miele, ed. *The Bowker Annual of Library and Book Trade Information, 1974*. New York, R. R. Bowker, 1974, p. 153.

Southwestern Library Association and Southeastern Library Association, and/or regional or national cooperative library endeavors such as the Western Interstate Commission for Higher Education (WICHE), the Association of American Library Schools, and the Special Library Association—both nationally and through its local chapters.

Institutes with national implications include Ruth Rockwoods's 1969 institute on "Personnel Utilization in Libraries" at Florida State University; Irene Braden's 1969 institute on "Quantitative Methods in Librarianship" at Ohio State University; and Patrick Penlard's 1970 institute on "The Floating Librarian in the Underprivileged Community" at the University of Pittsburgh. Institutes of longer duration—e.g., Lotsee Smith's 1973 institute on "Training Library Aides in Pueblo Indian Schools" at the University of New Mexico; Vernon Gerlock's 1971 institute on "Training for American Indians as School Library Media Specialists" at Arizona State University; and Donald Riechman's 1971 institute on "Improvement of Library Services to Spanish-Speaking Americans" at the University of New Mexico—have implications for interstate cooperative library continuing education programs, especially in the Southwest.

In fiscal year 1973, library agencies other than institutions of higher education became eligible for institute programs. Institute proposals were received from state libraries, state departments of education, public library systems, school library systems, and library organizations.²² As a result of this change in direction, the SWLA, in

cooperation with the Louisiana State University Graduate School of Library Science, applied for and received a grant for 1974-75 to present an institute on "Continuing Education Program Planning for Library Staffs in the Southwest."²³ This was one of the first of such grants made to a library association as a sponsor of a continuing education program. The institute proposal was developed utilizing the guidelines of the Martin-Duggan study, and in direct support of the Stone report on continuing library and information science education. In October 1975, SWLA will sponsor another institute funded under Title II-B of the Higher Education Act of 1965 as amended. This institute, to be held at the University of Texas at Austin, is entitled "Developing Skills in Planning Humanities-Based Library Programs," and will be under the direction of Peggy O'Donnell, the CELS coordinator.

The involvement of SWLA in interstate interlibrary continuing library education was first called for in a historic conference held at Arlington, Texas, in September, 1970. This conference led to the establishment of a funded office in SWLA—the Southwestern Library Interstate Cooperative Endeavor (SLICE)—with monies being pledged by SWLA and each of its six state library agencies. Although the office was initially preoccupied by automation and networking services, continuing education was recognized as the region's greatest single need. A formal structure was created by the approval of a CELS Advisory Council by the SWLA executive board in October 1973.²⁴ The CELS advisory council was composed of heads of state library agencies, presidents-elect of state library associations, SWLA representatives, consultants, the SWLA/SLICE office director, and deans and directors of graduate library schools in the region; it met for the first time on February 8, 1974, in Dallas. In addition to the dedication of funds from SWLA for the initial development of the CELS project, financial pledges were received from other members of the CELS Advisory Council, from state agencies through their directors, and from state associations through their vice-presidents/presidents elect, to support the first twelve operational months of the program. A full-time CELS coordinator was appointed in October 1974 and is presently organizing an interstate continuing library education program for the Southwest.²⁵ All facets of interstate interlibrary cooperation will be utilized by the CELS project in developing the regionwide continuing education program, including proposals for future HEA Title II-B institutes.

The HEA Title II-B institute program, with its expanded base of

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educational opportunities, provides training and retraining in the principles and practices of library and information sciences. Institute programs are not usually covered by the traditional curricular or library schools. As changes in library service create new needs, institute programs must be devised to meet these needs. The timeliness and flexibility of institute programs are advantages that are difficult to match by more stable curricular programs. Alan Knox of the Office of Continuing Education and Public Service, University of Illinois, has stated: "Some of the most innovative and effective programs of continuing education have been supported by grants from philanthropic foundations or governmental funding agencies. In addition to providing outside resources, persons associated with such grantors occasionally serve as idea brokers."²⁶ The Leadership Training Institute funded under HEA Title II-B and directed by Harold Goldstein of Florida State University has become such a broker.

The institute program of continuing education opportunities is a vitally important part of the continuous upgrading of the competency level of both professional and paraprofessional personnel. The current expansion of the institute program to include a variety of sponsors allows the development of highly effective programs involving collaboration among different agencies. The recent (December 1974) WICHE institute on "Training of Trainers in Training for Interlibrary Cooperation and Networking" brought together librarians from all types of libraries in the large WICHE region for six days of intensive training and sharing of experience and expertise. The institute was designed in three phases to meet the need to improve library service through training library leaders for interlibrary cooperation, and to train these leaders to teach these processes of resource sharing to other librarians in their respective states. Gathering a group of this size from such a vast area would have been difficult without the institute program.

Similarly, the SWLA institute of March 1975, "Continuing Education Program Planning for Library Staffs in the Southwest," sought to recruit and train thirty representatives from the SWLA states in the planning, development and implementation of continuing education programs for library staffs. The training program was designed for transfer by the institute participants to their states where they could conduct similar training sessions on the state and local levels. As part of the institute's activities, the participants divided themselves into state groups for the purpose of developing a proposal

for statewide continuing education programs tailored to the specific needs and services available in each of the six states. As a result of this institute, the state groups continue to meet and work toward augmenting and implementing the basic programs developed at the institute.

The possibilities are great for wide scale cooperation between SWLA and WICHE to establish a network of continuing education expertise and information exchange. Geography as well as personal ties between the groups would seem to foster a climate where interstate interlibrary cooperation in continuing education could flourish.

The emphasis on continuing education continues to grow. Both the Stone and Martin-Duggan surveys demonstrate a similarity of needs for continuing education cutting across types of libraries and across legal boundaries. Interstate interlibrary cooperation in creating effective continuing education programs constitutes the maximum utilization of resources. Institute programs represent a reservoir of material from which to draw. The positive implications are obvious.

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APPENDIX

SELECT LIST OF HEA TITLE II-B INSTITUTES WITH IMPLICATIONS FOR INTERSTATE COOPERATION

- "Interpersonal Relations in Libraries," Immaculate Heart College, 30 participants, Nov. 1969 (1 wk.).
- "Library Service to Young Adults with Emphasis on Mexican-American Youth," Immaculate Heart College, 25 participants, Oct. 1969 (1 wk.).
- "Training for Library Work with the Culturally Disadvantaged," University of Southern California, 35 participants, Oct. 1969 (1 wk.).
- "Service for Public Patrons Between Libraries: An Institute for Interlibrary Loan Librarians," University of Colorado, 60 participants, Oct. 1969 (1 wk.).
- "Personnel Utilization in Libraries," Florida State University, 40 participants, Oct. 1969 (1 wk.).
- "Librarianship for the Emerging Adolescent," Ball State University, 30 participants, Sept. 1969 (acad. yr.).
- "The Urban Child and the Public Library," Drake University, 40 participants, Aug. 1969 (1 wk.).

- "Upgrading Knowledge and Skills of Regional and State-Wide Library Periodical Editors," University of Kentucky, 30 participants, Sept. 1969 (1 wk.).
- "Middle Management in Librarianship," University of Maryland, 40 participants, June 1969 (1 wk.).
- "Planning Public Library Building Projects," Wayne State University, 50 participants, Oct. 1969 (2 wks.).
- "Public Library Service to the Black Urban Poor," Wayne State University, 45 participants, June 1969 (2 wks.).
- "Acquisition of Non-Western Library Materials for College Libraries," Columbia University, 15 participants, June 1969 (6 weeks.).
- "Quantitative Methods in Librarianship," Ohio State University, 30 participants, Aug. 1969 (2 wks.).
- "Institutional Librarianship—Analysis and Challenge," Central State College, 30 participants, July 1969 (2 wks.).
- "Improvement of American Indian Use of Libraries," University of Oklahoma, 30 participants, July 1969 (3 wks.).
- "Interlibrary and Interagency Cooperation," George Peabody College for Teachers, 30 participants, Oct. 1969 (1 wk.).
- "The Academically Gifted Child," Texas Women's University, 32 participants, June 1970 (5 wks.).
- "Libraries and the Unreached," University of Washington, 35 participants, Aug. 1969 (1 wk.).
- "Problems in Academic Library Building Construction," University of California, 30 participants, Sept. 1970 (1 wk.).
- "Development and Administration of Slavic and East European Library Resources," University of Illinois, June 1970 (6 wks.).
- "Training of School and Public Librarians to Work in Communities with large Numbers of Mexican Americans and Indians," New Mexico State University, 30 participants, June 1970 (4 wks.).
- "The Floating Librarian in the Underprivileged Community," University of Pittsburgh, 25 participants, July 1970 (3 wks.).
- "Nonconventional Reference Sources and Services," Drexel Institute of Technology, 20 participants, April 1971 (1 wk.).
- "Selection, Organization, and Use of Materials by and about the Negro," Fisk University, 25 participants, June 1970 (6 wks.).
- "Training in Librarianship for Drug Education," Alabama A & M University, 30 participants, June 1971 (2 wks.).
- "Multimedia Selection and Production of Environmental and Ecological Materials," California State College, 30 participants, Aug. 1971 (2 wks.).

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- "Public Library Service to the Urban Disadvantaged," Atlanta University, 12 participants, Sept. 1971-Aug. 1972 (12 mos.).
- "Improvement of Library Services to Spanish-Speaking Americans," University of New Mexico, 30 participants, Sept. 1971 (2 wks.).
- "Library Materials for Minority Groups," Queens College, 30 participants, July 1972 (3 wks.).
- "Training Minority Persons as Paraprofessionals," Highline Community College, 12 participants, Sept. 1971-June 1972 (9 mos.).
- "Library Social Action Programs," University of Wisconsin, 14 participants, Sept. 1971-Aug. 1972 (12 mos.).
- "Graduate Library Education Leading to M.S.L.S. for Mexican-American School Library Media Specialists," California State College, 15 participants, Sept. 1972-Aug. 1973 (12 mos.).
- "Training for American Indians as School Library Media Specialists," Arizona State University, 15 participants, Sept. 1971-May 1972 (9 mos.).
- "Cable TV for Librarians," Drexel University, 100 participants, Sept. 1972 (1 wk.).
- "Academic Internship in Black Studies Librarianship: A Pilot Project," Fisk University, 7 participants, Sept.-Dec. 1972 (4 mos.).
- "Planning and Evaluation of Library Programs," University of Texas, 300 participants, Oct. 1972 (2 days).
- "Needs, Priorities and Directions Concerning Library Service to the Spanish-Speaking in the United States," University of Arizona, 200 participants, June 1973 (2 days).
- "Indian Librarianship Education Program," University of Arizona, 18 participants, Aug. 1973-Aug. 1974 (12 mos.).
- "Training Library Aides in Pueblo Indian Schools," University of New Mexico, 8 participants, Aug. 1973-July 1974 (12 mos.).
- "Institute to Train Veterans for A.A. Degree in Library Science," Voorhess College, 20 participants, Aug. 1973-May 1974 (9 mos.).

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