

# The Growth of Continuing Education

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AT THE FIRST WORLD CONFERENCE on Continuing Education for the Library and Information Science Professions held in August 1985, continuing library education (CLE) was advocated as an essential element of a librarian's lifetime education. Yet fifteen years ago even the discussion of the term *continuing education* (CE) was thought unimportant by many leaders in the field. And the idea of having a World CLE Conference would have been scoffed at and considered impossible—impossible because it would have been considered a topic of so little significance that very few, if any, would have attended.

Actually holding such a conference (and securing financial support for it) is in itself a sign of the "growth" in importance of the concept of continuing education in the profession. But the growth has not come easily and the road has been—and still is—full of a series of starts, retreats, and hesitations, of conflicts and compromises. Total acceptance of the belief that CLE is an activity that must occur throughout a professional's career is still some ways off. Highlighting some of the concepts and developments over the past one hundred years that have led us slowly toward this stance should help develop some guidelines to help in charting the future.

*Continuing library education*, as used in this article, consists of all learning activities and efforts, formal and informal, by which individuals seek to upgrade their knowledge, attitudes, competencies, and

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understanding in their special field of work (or role) in order to: (1) deliver quality performance in the work setting, and (2) enrich their library careers.

Consider also the definition developed by six library/information leaders who founded the National Council on Quality Continuing Education for Library/Information/Media Personnel:<sup>1</sup>

Continuing education is a learning process which builds on and updates previously acquired knowledge, skills, and attitudes of the individual. Continuing education comes after the preparatory education necessary for involvement in or with information, library media services. It is usually self-initiated learning in which individuals assume responsibility for their own development and for fulfilling their need to learn. It is broader than staff development which is usually initiated by an organization for the growth of its own human resources.

This more specific definition is helpful, as it makes clear that continuing education is a generic term which includes staff development as one element. It also indicates that CE is considered the basic responsibility of each professional.

In reviewing the development of CLE it is important to recognize realistically its limitations as well as its strengths so that thinking about CLE is not plagued by conflicting and unrealistic objectives. One concept that particularly has created conflicting and unrealistic expectations is the one that teaching guarantees learning which in turn assures quality performance. CLE is a support system, not an absolute determinant of quality performance. To achieve the goal of quality performance requires commitment and action by the profession as a whole (as well as by the individual professional) in the development of essential criteria for quality, methods of measuring performance, and constant evaluation. Quality performance depends also on the profession's will to use the criteria developed, to assess minimum performance, to continuously evaluate, and finally, to take corrective actions where necessary.

### **The Beginnings of Continuing Library Education**

In summarizing the growth of CLE it is necessary to realize, as stated by John Lorenz in 1964, that until recently little attention was given to its structure either with respect to society's needs or the individual practitioner's. Only recently has CLE graduated from something "nice but peripheral" to something "urgent and central."<sup>2</sup>

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Although the American Library Association (ALA) took no official initiatives in urging CLE efforts, a few early leaders saw its importance and made statements or recommendations about it. For example, at the 1898 annual meeting of ALA, Melvil Dewey planned the program to feature two topics: professional training and home education (distance learning). During the discussions, Dewey spoke of the advantages of library institutes held at a regional level so practitioners would not have to travel more than two or three hours and could be exposed to competent leaders for a few days.<sup>3</sup> He also spoke of the feasibility and value of correspondence study.<sup>4</sup>

William Howard Brett, librarian of the Cleveland Public Library, suggested that the status of librarians would be raised if a certification process were required after formal professional training,<sup>5</sup> and Dewey made a motion which was passed by the assembly, "that the executive board be requested to formulate a plan looking to a system of library examinations and credentials."<sup>6</sup> Accordingly, the Committee on Library Examinations and Credentials was appointed and asked to report the next year. It made no report in 1899, but asked to be continued.<sup>7</sup>

Many of Dewey's earlier recommendations were echoed by Charles C. Williamson in his landmark Carnegie Foundation survey of 1923 on library education.<sup>8</sup> Williamson stated that there were no standards for library practice and declared a system for certification should be developed to be administered by a national accreditation board. Two other areas in the Williamson report had also been addressed by Dewey: (1) the continuing education of professional librarians; and (2) correspondence instruction. Although Williamson devoted a chapter to each, they were given little attention by educators until the mid-1960s and beyond.

Compared with other professions, librarianship has been slow to recognize the value of CE. For example, as early as 1906 the American Medical Association (AMA) was so concerned about the need for CE efforts that it commissioned J.C. McCormack to visit various states to stimulate interest in CE by practicing physicians.<sup>9</sup> In 1932, a report of the Association of American Medical Colleges proposed that provisions should be made so that physicians could continue their education after graduation from medical school.<sup>10</sup> In 1962, a joint study committee of the AMA and seven other medical associations that was chaired by Bernard V. Dryer produced the classic report entitled *Lifetime Learning for Physicians: Principles, Practices, Proposals* based on the assumption that "the continuing education of physicians is one of the most important problems facing medical education today."<sup>11</sup>

For the number of practitioners reached regularly each year by CE, banking has an enviable record. Under the direction of the American Institute of Banking (AIB), an active CE program has been in existence for over eighty-five years. Currently it involves some 250,000 bankers nationwide; and AIB prides itself that every community in the land, regardless of size or density, has some AIB study group.<sup>12</sup> A review of major developments in CE in other professions can be found in the 1974 study, *Continuing Library Education Viewed in Relation to Other Continuing Education Movements*, which included suggestions for the development of a profession-wide program for librarianship.<sup>13</sup>

By contrast, Ralph Munn, director of the Pittsburgh Public Library and one of the acknowledged leaders in the library profession of his day, stated as late as 1936 that "except for the director and about six department heads and specialists, I believe the Pittsburgh staff does not need more bibliographical or technical training than is now given in one-year library schools."<sup>14</sup> Commenting on this statement, Jesse Shera<sup>15</sup> wrote in 1972:

Obviously Munn did not see the accelerated rate of change that, even at the time he wrote, was beginning to be manifest, nor did he envisage the role that the librarian of a large and important metropolitan public library might play in the communication system in society....The obvious fact remains that, except for a very few people...the need for anything beyond the first professional degree was not widely recognized until very recent years, and even today this need has been poorly articulated.

The profession's responsibility for continuing education was brought sharply into focus in 1965 by Samuel Rothstein in his *Library Journal* article "Nobody's Baby: A Brief Sermon on Continuing Professional Education," in which he made a plea for the baby's adoption. He nominated ALA for the office of parent and urged it, in keeping with the functions of other professional organizations, to "move to establish offices for continuing professional education with paid secretariat and field workers."<sup>16</sup> He envisioned this office serving as a coordinating agent and resource and development center. ALA did not accept the invitation then, nor has it yet, in spite of the efforts of scores of dedicated practitioners who support this objective and official directives to this effect passed by the ALA Council.

Awakening to the realization that librarians' roles as professionals were insufficiently sustained by preservice education, plus an occasional trip to an annual meeting or a regional conference, plus scanning the journals, ALA invited the renowned adult educator Cyril Houle of the University of Chicago to address its 1967 midwinter meeting. Houle

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emphasized the central role that the professional association should assume in CE:<sup>17</sup>

The professional association crowns all other efforts at continuing education and bears the chief collective responsibility for it. A manifest function of every professional association is the continuing education of its membership; indeed scarcely any other function has a longer tradition than this one. It is, moreover, undertaken not merely by a few people working at a separate task but by the whole body of people engaged in the affairs of the association.

In explaining how an association fosters a learning community, Houle listed four areas where practitioners need the professional association's support: (1) to keep up with the new knowledge related to the profession; (2) to establish mastery of the new conception of their profession; (3) to continue study of the basic disciplines which support the profession; and (4) to grow as persons as well as professionals.<sup>18</sup>

In 1968, *A Study of Factors Related to the Professional Development of Librarians* analyzed the relation of motivation to professional growth. The results indicated that the reasons for librarians engaging in CE activities are different from and not merely opposite to the reasons for their nonparticipation. Most important motivation factors were CE opportunities that were directly related to the librarian's job responsibilities. Attending CE courses that were directly related to job content tended to give participants a feeling of growth in job competence. The major motivators for participation were (1) quality of professional improvement activity, (2) chance to be exposed to new and creative ideas, and (3) the opportunity to use new knowledge on the job.<sup>19</sup> Detering forces were primarily associated with extrinsic conditions—chiefly inconvenience of location and lack of time.<sup>20</sup> Respondents in the 1968 motivation study listed 879 suggestions for CLE directed to seven relevant groups. The consensus was that CE should be a shared responsibility in the profession.<sup>21</sup> The overwhelming number of suggestions for action implied a strong concern in favor of strengthening CLE.

### **Library School Initiatives in the 1960s**

Realizing that the profession insisted that graduate library schools had responsibilities for both currently enrolled students and for their alumni—for keeping up with the exponential growth of information as well as applying new technologies to librarianship and preparing specialists in a wide array of fields—library school educators sought ways to confront the dilemma. Some educators favored reducing emphasis on fundamentals at the master's level and offering more specialty-oriented

information science courses: some schools chose this route, others recommended instituting formalized programs beyond the master's degree—something between the master's and the Ph.D. degree.

In 1965, Raynard Swank<sup>22</sup> proposed a sixth-year post-master's certificate program as one way to meet the demand for specialization:

With all the new content and roles of librarianship that confound us in these times, we need to pay more attention than ever to the nature, scope, and purpose of the general curriculum, wherein lies the unity of the profession. At the same time, we must intensify our specialized curricula, wherein lies the diversity of the profession. We cannot win by slighting either and we cannot succeed at both within the fifth year. Therefore, let us get on with both the reorganization of the general curriculum in the fifth year and the extension of specialized curricula into the sixth year.

In 1967/68, Floyd N. Fryden studied eleven of the twelve accredited schools then offering the post-master's programs and found that they served three purposes: (1) to help practicing librarians improve their performance, (2) to help practicing librarians advance their careers, and (3) to prepare persons to teach, chiefly at the undergraduate levels.<sup>23</sup> In March 1985, thirty-nine of the fifty-nine ALA-accredited U.S. schools (66 percent) offered a post-master's certificate program.<sup>24</sup>

In 1968, J. Periam Danton carried out a study to supplement Fryden's. Danton found great differences in the programs and said that the programs were tailored to students' individual needs. One pattern Danton observed, however, was that more than one-third of the programs emphasized information science and automation.<sup>25</sup>

In 1969, a study conducted at The Catholic University of America concluded that a need exists for a post-master's program to upgrade the performance of professional librarians. It was recommended that such a program should (1) be interdisciplinary in nature, (2) use a systems approach in planning and implementation, (3) be based in a library school, (4) be related to identified on-the-job needs, (5) use multimedia instructional techniques, (6) take into account motivational factors, and (7) be offered on a part-time basis if large numbers of participants were to be attracted to this type of CE delivery system. The highest priorities respondents identified for courses were (1) library management, (2) library automation, and (3) specialized library services.<sup>26</sup>

### **The Development of Continuing Library Education: 1970 Onward**

In ALA's June 1970 policy statement, "Manpower: A Statement of Policy Adopted by the Council of the American Library Association,"

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Lester Asheim gave strong support to CE for the profession. The last three of thirty-three policy statements in the document refer to CE:<sup>27</sup>

31. Continuing education is essential for all library personnel, professional and supportive, whether they remain within a position category or are preparing to move into a higher one. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of library schools.
32. The "continuing education" which leads to eligibility for Senior Librarian or Specialist positions may take any of the forms suggested directly above so long as the additional education and experience are relevant to the responsibilities of the assignment.
33. Library administrators must accept responsibility for providing support and opportunities (in the form of leaves, sabbaticals, and released time) for the continuing education of their staffs.

These statements represent a major breakthrough for the cause of CE in the profession, but they are still goals toward which the profession can strive.

Also in 1970, a CE position statement was made by ALA's Activities Committee on New Directions. This document stated that "commitment to the continuing education of the profession must be made by the individual librarian, by the managers of libraries, and by the professional association—especially the ALA." The document called for centralization of CLE activities at ALA and enumerated ways ALA could contribute to the professional growth of its members, especially in the area of management training.<sup>28</sup>

Important contributions in management training and CE were made by the Staff Development Committee, Personnel Administration Section, Library Administration Division (LAD; now LAMA) of ALA. For the first time an all-day workshop on CLE was held at the 1970 ALA annual conference, and the workshop papers were published.<sup>29</sup> In July 1971, the ALA Staff Development Committee produced an issue of *Library Trends* on "Personnel Development and Continuing Education in Libraries."<sup>30</sup>

Concurrently, Allie Beth Martin and library leaders in the Southwest identified CE as the highest priority in a list of eleven nationwide needs. Continuing Education for Library Staffs (CELS) in the Southwest was developed and funded initially by the Council of Library Resources (CLR) as part of the Southwestern Library Interstate Cooperative Endeavor (SLICE).<sup>31</sup> In her landmark study of 1972, *A Strategy for Public Library Change*, Allie Beth Martin cited CE as one of the highest priorities for action.<sup>32</sup>

There is an urgent need for concentration on training and retraining of the practitioners—those presently performing and those who will follow—to enable them to know how to establish goals for individual libraries, how to develop libraries which will continually change with society and perform efficiently in the community.

In this study, Martin eloquently presented the view that opportunities have never been more promising for libraries—that a renaissance in libraries is on the threshold. Martin believed that CE was a major force favoring such a renaissance. Continuing education for whom? She felt that “broadest possible inclusion should be the goal....Continuing education should be available to all at whatever level of employment. Formal recognition in the form of certificates or other awards would be desirable.”<sup>33</sup>

### **The Contribution of AALS to the Growth of CLE**

During the early 1970s, the Association of American Library Schools (AALS, now the Association for Library and Information Science Education—ALISE) took a number of initiatives in CLE. In 1971, AALS President Margaret Monroe stated her belief that library schools had a unique contribution to make to CLE for three reasons: (1) the schools emphasized theory, which enabled better understanding of problems and the probability of arriving at better solutions to them than experience alone might permit; (2) the schools had sustained attention on problems of practice long enough to view them from all angles; and (3) the schools afforded deeper insights from concepts of other disciplines and professions.<sup>34</sup>

Accordingly, Monroe appointed an ad hoc study committee to investigate the role of AALS in CLE.<sup>35</sup> The committee presented its report at the AALS Annual meeting in Chicago in January 1972. The AALS board's adoption of the report was based on four key assumptions: (1) that CLE was one of the most important problems in library education, (2) that there was a need for coordination and expanded programming, (3) that library schools have a CE obligation to their graduates, and (4) that there was a necessity for coordinated nationwide planning for CE among relevant groups.<sup>36</sup>

As adopted, the report outlined specific recommendations for implementation “inside” AALS and “outside” AALS. It remained as the association's policy on CLE until June 1981, when the organization approved a revised statement. The 1981 document is designed as a guide to interpreting ALISE's role to provide leadership that encourages

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library, media, information programs to offer basic professional education and active CE programs in their fields.

Pleased with the accomplishments of its ad hoc CE committee, the AALS board in 1972 converted it into a standing committee on CLE.<sup>37</sup> The standing committee carried out a wide range of activities including: (1) development of a CLE network of representatives appointed from the AALS schools, other professional associations, and state library agencies; (2) holding a workshop describing the CE programs of five other professions (architecture, banking, education, engineering, and the ministry);<sup>38</sup> (3) conducting two CLE surveys (one of library associations and one of library schools);<sup>39</sup> (4) trying, albeit unsuccessfully, to get a profession-wide position paper on CE adopted;<sup>40</sup> and (5) initiating a successful proposal in answer to an RFP (Request for Proposal) from the National Commission on Library and Information Science (NCLIS) for a nationwide survey of CLE. Regional hearings NCLIS conducted in 1972 found a severe lack of availability of CE opportunities for the development and maintenance of competencies needed to deliver quality library services to the nation.

### **The Continuing Library Education Network and Exchange**

The NCLIS-sponsored survey, carried out at The Catholic University of America by Elizabeth W. Stone, Ruth J. Patrick, and Barbara Conroy, found that no central mechanism existed for providing information on CE programs; that CE programs at state and regional levels were uncoordinated; that no assessment of CE needs had been made with a resulting coordinated plan of action for meeting these needs; and that planners and trainers themselves frequently needed additional training.<sup>41</sup>

A new organization, the Continuing Library Education Network and Exchange (CLENE) was the basic recommendation of the nine-month NCLIS study on CLE. The final report suggested starting points in the ongoing process of developing a highly diversified nationwide program of CE for library and information science personnel at all levels of sophistication and need. CLENE was officially founded during ALA's 1975 annual meeting.

Based on a philosophy of lifelong, self-directed learning, the basic missions of CLENE were:<sup>42</sup>

1. To provide equal access to continuing education opportunities, available in sufficient quantity and quality over a substantial period of time to ensure library and information science personnel

and organizations the competency to deliver quality library and information services to all.

2. To create an awareness and a sense of need for continuing education of library personnel on the part of employers and individuals as a means of responding to societal and technological change.

CLENE's activities focused in four major program areas: (1) needs assessment, (2) information acquisition, (3) product development, and (4) communications and delivery.<sup>43</sup> CLENE's programs were those that had been identified as priorities in the 1974 NCLIS study. They included: periodic directories of CLE opportunities;<sup>44</sup> periodic directories of human resources available in the field of CLE;<sup>45</sup> the *CLENEexchange*, a quarterly newsletter on CE activities both inside and outside the profession; publication of concept papers and annotated bibliographies dealing with major issues in CE; monthly updates of current programs published as the *Continuing Education Communicator*; semiannual assemblies of the membership followed in the first years by publication of their proceedings;<sup>46</sup> and development of funding proposals for carrying out programs and research relative to priority CE needs in the profession.

CLENE's fund raising activities produced U.S. Office of Education Title II-B grants in 1976, 1978, and 1979 for three one-year institutes to train state library agency personnel in implementing and strengthening statewide systems of CE for library/information/media personnel.<sup>47</sup> Grants were also received for the development of a model recognition system for CLE,<sup>48</sup> for the development of a home-study course,<sup>49</sup> guidelines for home-study course development,<sup>50</sup> and for the Criteria for Quality for CLE programs.<sup>51</sup>

After nine years as an independent national organization, CLENE was transformed—on petition by vote of the ALA Council at its 1984 Midwinter meeting—to the Continuing Library Education Network and Exchange Round Table (CLENE RT). It was hoped that the staff services provided by ALA would lead to increased membership. (Top membership of CLENE as a separate entity was 653.) To others, the move was important because it indicated that ALA was taking a more vital interest in CLE as a major association goal than they had perceived in the past.

The objectives of CLENE RT, as stated in the *ALA Handbook of Organization 1985/1986*,<sup>52</sup> are:

1. To provide a forum for the exchange of ideas and concerns among library and information personnel responsible for continuing library education, training, and staff development.
2. To provide learning activities and material to maintain the

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competencies of those who provide continuing library education.

3. To provide a force for initiating and supporting programs to increase the availability of quality continuing library education.

4. To create an awareness of, and sense of need for, continuing library education on the part of employees and employers.

### **Role of State Library Agencies**

The 1970 *Standards for Library Functions at the State Level* state that “the state library agency should promote and provide a program of continuing education for library personnel at all levels, as well as for trustees.”<sup>53</sup> These standards suggest that CE goals may be attained through cooperation with library schools and professional associations, and by sponsoring meetings and workshops.

In the early 1970s there were a number of regional organizations supporting CLE. Examples include the Continuing Education for Library Staffs in the Southwest Project of the Southwestern Library Association; the Western Council on CE for Library Personnel under the umbrella of the Western Interstate Commission for Higher Education (WICHE); the New England Library Association, with its “Out-reach Network” approach; the Pacific Northwest Library Association, which recognized CE as its central responsibility; and the six Midwestern states that formed a committee on CE to identify resources and research needed for CLE programs.

The NCLIS-sponsored CE survey cited eight reasons why states are a major factor in building a strong nationwide continuing CLE system.<sup>54</sup> Affirming the key role of the states in providing library and information services to all Americans, NCLIS requested the U.S. Office of Education to strengthen state library agencies by providing them with leadership training.<sup>55</sup> Accepting this challenge, the Office of Libraries and Learning Resources of the U.S. Department of Education granted Title II-B funding for three institutes—each of them one year in length—to be carried out by CLENE. Each had a common goal—to facilitate work of state library agencies in implementing statewide systems for CLE, including coordinating existing CE resources. A common objective of these three institutes was to develop a written plan for a statewide system of CLE.<sup>56</sup>

As a result of these three institutes—in which forty-one states and Guam participated—there is evidence that state library agencies have played an increasingly central role in the development of CLE. In his “Introduction” to the *Library Trends* issue entitled “State Library Development Agencies,” editor John A. McCrossan states:<sup>57</sup>

Many state library agencies are now calling library leaders together to plan coordinated, statewide continuing education programs for all types of librarians. This work is the direct result of planning for statewide continuing education programs which was sponsored by the Continuing Library Education Network and Exchange (CLENE).

Writing on "The Role of State Library Agencies in Continuing Education" in this *Library Trends* issue, Nettie B. Taylor, chief officer of the Maryland State Library Agency, noted that CLENE activity had been instrumental in providing "the impetus for renewed continuing education at the state level."<sup>58</sup> The total impact and influence of the three institutes reinforced the original hypothesis on which CLENE planned the first institute, namely that the leadership of state library agencies is a crucial factor in the improvement of CLE for the profession.

In 1985 a promising cooperative venture between states that developed was the Intermountain Community Learning and Information Services (ICLIS). It was being planned by land-grant universities, state librarians, and rural community libraries. Its comprehensive plan uses the existing network of rural community libraries as delivery sites for improved informational, educational, and learning services combined with using modern telecommunications for multistate networking of services to rural residents. When implemented, the network will provide access to educational programs, courses, and independent learning materials not currently available to rural Americans. In 1986 the Kellogg Foundation funded ICLIS for over \$4 million. The network includes states—Colorado, Utah, Montana, and Wyoming.<sup>59</sup>

### **Role of the Federal Government**

The federal government has played a significant role in advancing CLE. A number of acts of Congress have provided formal and informal CLE programs. The first major support came in the form of the Library Services Act of 1956 (LSA, now Library Services and Construction Act, LSCA) which—although chiefly designed for the improvement of rural library services—made provision in its Title I for scholarship aid for public librarians. With the extension and expansion of this act, the states have been able to use Title I funds for a variety of CLE efforts. By 1985 the types of CLE courses funded by LSCA included seminars/workshops/short courses offered by multitype library systems or by library systems. Course emphases included technology for libraries, training personnel who are serving American natives, training personnel in rural areas with a high concentration of disadvantaged,

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and courses on services to the disabled. At the state level and in some metropolitan libraries some LSCA funds are being used to improve planning and evaluation of library programs.

Title II-B of the Higher Education Act (HEA) of 1965 has been the primary vehicle for federal support for CLE. The library training institute program of Title II-B of HEA—first enacted and implemented in 1968—provided both short- and long-term training and retraining opportunities. Over 16,000 librarians were trained or retrained under the program through 426 institutes between 1968 and 1980 when appropriations ended. CLE constituted the bulk of institute activities, with over 15,000 librarians being reeducated on skills and techniques of library and information service.

During the first five years of the program (1968-1972), two-thirds of the institutes (258 serving 9000 trainees) dealt with the improvement of school library media services, with the balance in public and academic areas. The last five years of the program (1976-1980), with funding drastically reduced, focused on retraining all types of librarians in service to minority groups and the economically and/or educationally disadvantaged. About 3500 librarians were retrained during this period through 107 institutes.

The basic distinction between the first five years and the last five years is that the first five years concentrated on the improvement of management and supervisory skills as well as specialty areas (e.g., children's services, young adult services, map librarianship), and the last five years concentrated on services to minority groups and providing programs in educational problem areas (e.g., literacy, the institutionalized, handicapped, social interaction) with recruitment priorities to minorities themselves.<sup>60</sup>

An overview of the first four years of the HEA Title II-B Fellowship Program was published by Engin Holmstrom and Elaine El-Khawas in 1971. It was concluded that: "The Title II-B program seems to have contributed to an improvement in the quality of students recruited into library programs....The Title II-B program also seems to have had the effect of strengthening institutional programs of instruction and improving the quality of library education."<sup>61</sup> A historical review of the HEA Title II-B fellowships from the inception of the program in 1965 until 1982 was written by Mildred Lowe for the Department of Education in 1985.<sup>62</sup> Since the inception of the HEA Title II-B funding program, 232 post-master's fellowships have been awarded for CLE.<sup>63</sup>

Other pieces of legislation which have financed CE include: the National Defense Education Act of 1958 (NDEA) that provided institutes for training school librarians through its Title II funds; the Ele-

mentary and Secondary Education Act of 1965 (ESEA) that expanded NDEA funding initiatives with Title II ESEA funds; the Vocational Education Act, 1963; the Economic Opportunity Act, 1965; the Education Professions Development Act, 1967; and the Medical Library and Assistance Act, 1966.

These programs illustrate a few of the ways that the federal government has helped the profession to improve CE and, in turn, these programs helped upgrade library service quality. Recent fund cutbacks for library-related programming have caused concern throughout the profession.

### Role of the Professional Associations

One of the basic obligations for a professional association is to provide growth opportunities for membership, including CE. Starting in the mid-1960s, there was a tremendous increase in CE activities sponsored by professional associations. A survey of major CE programs up to 1978 is presented in volume 8 of *Advances in Librarianship*.<sup>64</sup> Only a few examples of CE programs will be given here to indicate CLE's growth and importance.

*American Library Association.* Although many ALA units are involved in CE, it has never been considered or recognized as the "crowning jewel" of the association or a top priority. Rather, a lack of coordination and lack of focus have existed. A number of attempts to increase the stature of CE in ALA have been made, however, starting in the late 1970s. In June 1979, the ALA Council adopted a policy statement on CE which declares that ALA accepts responsibility for the promotion of CE:<sup>65</sup>

The aim of the Association in this area is to develop a planned program for ensuring that the knowledge, skills and attitudes of persons involved with library service are adequate to meet the challenges of social change, provide leadership for the constant improvement of library theory and practice, and to fulfill individual aspirations for growth.

With this directive as an impetus, ALA sponsored a first of its kind Policy Development Forum on CLE in December 1979. Two of the major outcomes of this forum attended by approximately sixty individuals were: (1) the development of twelve objectives of CE to be presented to the various administrative bodies of the association for approval; and (2) a resolution to be presented to ALA council for approval of a national long-range plan for CE, including a request for a full-time

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professional position dedicated to CE, and appropriate support facilities at ALA headquarters.<sup>66</sup>

Another encouraging development was ALA Council's adoption of a resolution at the 1980 Midwinter meeting which read in part: "That ALA begin immediately to design, develop, communicate, implement, and continuously evaluate a national comprehensive long-range plan for continuing education to improve the quality of library service...."<sup>67</sup> In response to this directive, ALA staff wrote a three-year development plan for a Continuing Education Center.<sup>68</sup> By mid-1985, however, no steps had been taken toward implementation. Even so, the fact that these resolutions were set forth in detail and approved represented an advance in raising the value of CE in the perception of ALA Council members.

A recent development of particular interest is the section of the strategic plan of the Association of College and Research Libraries (ACRL) that includes these CE objectives: "(1) develop and coordinate CE offerings into an integrated 'curriculum' of presentations at progressive grade levels; (2) seek out and relate ACRL CE programs to useful parallel offerings by other agencies; (3) develop CE packages for multiple modes of delivery (e.g., mail, televised, individual or group use, CAI, etc.)."<sup>69</sup>

*Association of Research Libraries (ARL).* An association that has been particularly concerned with CLE is ARL. Its Office of Management Studies (OMS), directed since its founding in 1970 by Duane Webster, has recognized that library staff members require frequent retraining because of changing client demands, budget trends, and the multiplication of automated systems that have increased the threat of obsolescence of formal training. Consequently, OMS designed and implemented an array of management skills institutes, special focus workshops, and a management training film program. Its management skills institutes have provided more than 1200 persons across the nation with training to improve their performance as academic librarians.<sup>70</sup>

Webster believes that the role of OMS is to help research library managers prepare for a vague and highly demanding future. Accordingly, during its first fifteen years, the OMS has designed a series of self-study techniques aimed at analyzing and strengthening library programs in management, collections, preservation, and services. These techniques are change strategies aimed at involving the affected community in problem-solving efforts and planning that will shape the future of research libraries.<sup>71</sup>

*American Society for Information Science.* The American Society for Information Science (ASIS) Special Interest Group on Education

(SIG/ED) has provided leadership in CE through surveys, preconference workshops, newsletters, and CE-related publications. For example, the survey conducted by SIG/ED Chair Rowena Swanson in 1975 investigated the CE needs of ASIS members. Respondents cited preferences for tutorials, institutes, and workshops. The most frequently mentioned needs were: management, technologies (including computers), information systems, and information retrieval.<sup>72</sup> In 1975, Gerald J. Sophar, chair of the ASIS Committee on Long-Range Planning, identified continuing education as one of the seven priorities with which the society should be concerned.<sup>73</sup>

*Medical Library Association.* The Medical Library Association (MLA) initiated its CE efforts in 1957 with national seminars. The first committee on CE was appointed in 1962<sup>74</sup> and by the mid-1970s MLA had a national program directed by full-time Director of Medical Library Education, Julie Virgo. MLA took the lead in advocating certification for librarians and developed a certification system, including publication of an "Examination Booklet" in December 1977.

CE activity in the mid-1980s is concentrated on generating new concepts of the role of libraries in the management of information science and describing alternatives for the development of professional competency through its current strategic planning effort. The ad hoc Committee on Professional Development has taken the lead in preparing guidelines for professional development, recognition, and materials designed for use in the approval of non-MLA-sponsored CE activities. The aim of this committee is to build a new curriculum which will combine academic and intellectual vigor with the authenticity of life experience and professional needs. A proposed three-part series will include: (1) foundations, designed as a support system for those preparing to qualify for the MLA Certificate Examination; (2) dimensions of current practice; and (3) new perspectives, designed to keep members abreast of technological trends and explore future roles of librarians.<sup>75</sup> In 1984, MLA announced plans for a winter institute on continuing professional education, combining seminars with evening plenary sessions in an intensive three-day program, including sessions on marketing strategies, executive communications, decision analysis, library planning, and human resource management.

*Special Libraries Association.* During the 8th Annual Special Libraries Association (SLA) Conference in 1968, a CE general planning session was sponsored by Margaret Sloane, chair of the Education Committee.<sup>76</sup> Since that time the SLA Education Committee has sponsored CE courses during its annual conferences. The SLA meeting in June 1984 identified CE as the number-one priority of SLA. The SLA

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Professional Development Committee was directed to prepare a policy statement on CE.

Evidence of the increasing importance of CE to special librarians was the fact that 1200 registered for twenty-seven CE courses at the annual 1984 meeting—a record enrollment for its professional development opportunities. Also at that meeting, the first graduates of the Middle Management Institute (MMI) series completed their courses and were given certificates. MMI was founded in 1982 to provide formal management training to special librarians and information specialists moving to supervisory and management positions.<sup>77</sup>

The preceding paragraphs indicate what a few of the larger of the two dozen or more library and information science professional associations have done or are doing in CE activities and programming. It needs to be remembered that participation in association activities is in itself a CE learning experience for members by giving them opportunities to work on committees, to solve problems, and to be instructed through publications and meetings, and by providing a democratic structure in which potential leadership qualities can be developed in a way not often possible in work settings. Today a major need is for national specialized associations to develop and disseminate appropriate performance criteria related to their specialties and to prepare educationally effective learning materials and evaluation methods.

### **Role of Academic Institutions**

Because academic institutions are specialists in preparing practitioners for the profession, they are the gatekeepers for those entering, and these institutions set the standards for the quality and dimensions of student performance. Academic institutions must therefore occupy a central place in CE. During the 1970s there was increased interest among graduate library educators in the development of CE. In October 1978, 56 percent of the fifty-seven ALA-accredited library schools in the United States offered post-master's specialist or certificate programs; this compared with 66 percent in 1985.<sup>78</sup> Only one library school (Columbia University) offered such a program in 1961.

In the Association of *American Library Schools Library Education Statistical Report: 1982* (State College, Pa.: AALS), Timothy W. Sineath reported that during 1980/81, 100 percent the then sixty-nine library schools holding institutional membership in AALS offered a total of 624 activities. These figures for 1980/81 represented a 19.5 percent increase in the offerings available between 1979/80; an increase of 21 percent in the number of hours of instruction, and an increase of 10

percent in total enrollment. He found that schools used the workshop format most often—27 percent of the total offerings. Data also indicated that most schools use their campus facilities for CE instruction though three schools indicated they used other modes of delivery including educational telephone networks (Wisconsin-Madison), videotape (Arizona), and home study (Catholic).<sup>79</sup>

But to make an impact on the quality of performance on a continuing basis, more is needed from the professional schools than just increased numbers of courses, workshops, institutes, and certificate programs. If a library school were to choose the single most important role for it to play in CE, a strong case could be made for stimulating an excitement and commitment to lifelong learning. Additional considerations that merit attention are:

1. Undertake serious efforts to decrease the historic low priority for CLE compared to other library school missions.
2. Now that the King study<sup>80</sup> has identified the competencies needed for quality service, it is necessary to provide the training for them and develop performance assessment experiences for these competencies.
3. Change academic values and reward systems so that teaching in CLE programs will have value in advancing faculty careers.
4. Make a routine part of the education process the importance of the criteria for quality CE, self-assessment, peer review of performance, and correction of deficiencies.
5. Keep in close touch with alumni and their changing needs in the work environment through computerized records and develop opportunities for alumni who wish to develop new career patterns.
6. Take advice from the scores of surveys that have been made and apply experience and advice from their findings. For example, in CLE programs, incorporate active learning opportunities, use new media and technologies; perfect alternate delivery systems; use the knowledge about the ways adults learn in developing programs, such as distance learning, teleconferencing, tutorials; develop programs based on the needs of those who wish to learn—not on what the institution may want to teach.

In summary, the library school, its dean, and faculty should constantly keep in mind the philosophy stated by William McGloughlin: "The [professional] school must judge itself and be judged on its influence over the full careers of its graduates. Nothing less than endless growth can be considered success."<sup>81</sup>

research community seem to agree with Altman's admonition suggests to me that it has deliberately committed a collective act of intellectual impoverishment.<sup>15</sup>

### **Paradigm Lost: Social Scientists and the Rejection of Positivism**

The timing of the emergent intellectual isolation was particularly unfortunate, for it was in the sixties that social scientists began to revise their conception of the nature and role of research. At this point, a brief discussion of the intellectual trajectory that led to the widespread rejection of positivism by social scientists would appear to be in order. Richard Bernstein notes that in the early 1960s, just at the moment "when there was a widely shared self-confidence among mainstream social scientists that their disciplines had finally been placed upon the firm empirical foundation where we could expect the steady progressive growth of scientific knowledge of society—troubling issues broke out."<sup>16</sup> These issues led to a prolonged controversy that still rages through the social sciences.

Particularly troubling to social scientists, especially in light of the publication of T.S. Kuhn's highly influential *The Structure of Scientific Revolutions* (1962, rev. ed. 1970), was the evidence suggesting that the social sciences had been incapable of generating a "paradigm" which could govern research such as that found in the sciences. While many social scientists misread Kuhn and attempted to use his concept of the paradigm to prove that their respective social sciences were indeed sciences (or near sciences), it became all too clear that no single paradigm in the social sciences could boast the allegiance of even a minority of the social scientists at work in the country.<sup>17</sup> Equally distressing was the awareness that the only paradigm candidate to even come close—structural functionalism—was generally deemed flawed beyond repair.<sup>18</sup>

How could the social sciences qualify as sciences if they could not generate paradigms that would govern "normal science" similar to that in the natural sciences? And how long could social scientists, after the expenditure of countless hours, continue to insist that the problem lay in the relative immaturity of the social sciences? Ever larger numbers of scholars began to insist that the problem was much more serious than the "relative immaturity" thesis would suggest.

Equally disconcerting was the vigorous and ultimately successful attack on the idea that the social sciences could emulate the *wertfrei* methods of investigation that prevailed in the sciences generally. This attack converged on positivism from a number of directions. First there

funding that the Department of Education gave for CE projects and programs in the 1970s; in the number and quality of statewide plans for CE; in the number of leaders who have made the special focus of their careers CLE and who have served as role models for others; in the number of books, articles, and concept papers on CLE that have been produced and used; in research in such areas as motivation for CE, needs assessment, staff development, and identification of competencies; in the development of "Criteria for Quality" for the evaluation of CLE and the establishment of the National Council on Quality CLE to monitor the approval of CE providers; and in sharing CE concepts with colleagues around the world—as demonstrated by the August 1985 World Conference on CLE. The conference had participants from thirty-one nations and thirty-one states and a total attendance of 150.

For an optimal future for CLE, however, something more is needed—e.g., a conceptual blueprint and action plan in the form of specific objectives and working policies for the future, such as the following:

1. The most visible and universal characteristic in all professions is change. Therefore, it is not possible to think of professional education as being terminated at any time during one's career.
2. CE should be considered as part of an entire process of learning that continues throughout the lifespan.
3. The primary responsibility for learning should rest on the individual.
4. The profession should support its members by: (a) fostering a zest for growing in a "learning community"; (b) helping members learn how to learn through formal training, personal examples, and provision of many alternative systems of CE designed at a time, place, and pace to meet different learning styles.
5. The quality of CLE can be strengthened through leadership, understanding the profession, and the use of criteria of achievable best practice in the areas of: desirable outcomes, education process, and program administration.
6. Appropriate applications of learning theory and adult learning principles should be used to enhance the quality of CE.
7. The methods of CE should be planned and conducted using three modes of education: inquiry, instruction, and performance.
8. Recognized management concepts should be used to strengthen CE quality.
9. Professions should collaborate on the planning and provision of CE.

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10. CE should be perceived as not an end in itself, but as a means to an end—i.e., quality service to the public.

Whose responsibility is it to move forward toward the optimal future for CE in the profession? Houle answers in this manner:<sup>83</sup>

The facilitators, the innovators, and the pacesetters will need to take the initiative, but the ultimate answer to the question is: All people who are concerned with the maintenance and improvement of professions and professionalization, in whatever the setting in which they work....Some people will do a great deal to advance such learning, and others will do little or nothing. But everybody has an opportunity to help, even if it is only to set a personal example.

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