



Special Issue, Summer 2004

# ELAN

Ex Libris Association Newsletter

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## A HISTORY OF EDUCATION FOR LIBRARY AND INFORMATION STUDIES IN CANADA

### INTRODUCTION

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By Brian Land, Chair  
Library Education Anniversary Committee  
Ex Libris Association

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One hundred years ago, in the summer of 1904, the first formal library education program in Canada began at McGill University. To mark this anniversary, the Ex Libris Association established a Library Education Anniversary Committee which decided the most appropriate way to celebrate this centennial was to publish a special issue of *ELAN*, the association's newsletter, featuring an article on each of the seven Canadian schools of library and information studies along with one on library technician training programs in Canada. Not since the *Encyclopedia of Library and Information Science* published historical articles in the 1970s and early 1980s on each Canadian school has there been a systematic review of their individual histories, programs, issues, and trends. In his excellent survey article in 1993, Professor Peter McNally of McGill University lamented the fact that the anniversaries of a number of important events in graduate education in library and information studies in Canada have been largely ignored<sup>1</sup>. In an effort to remedy this situation, our committee has been fortunate in recruiting volunteer authors closely associated with their respective programs who generously donated their expertise and time to this project. To them we owe a debt of gratitude.

Prior to 1960, the two senior schools, McGill and Toronto, dominated education for librarianship in Canada. McGill introduced its Bachelor of Library Science (BLS) degree in 1930 followed by Toronto in 1936. In the 1930s library education programs were established at other institutions including the École de bibliothécaires in Montreal and the University of Ottawa but these were never accredited and eventually closed. Then, in the 1960s, five new schools were established in rapid succession: Montreal (1961), the lone French-language library school in Canada, which superseded the École de bibliothécaires; British Columbia (1961); Western Ontario (1966); Alberta (1968); and Dalhousie (1969). In 1964 McGill introduced the two-year master's program followed by Toronto (1970), Montreal (1970), British Columbia (1972), and Alberta (1976). From their inception, Western Ontario and Dalhousie offered the master's program only. All of these master's programs were and continue to be accredited by the American Library

Association under its standards, which are endorsed by the Canadian Library Association. In 1971 Toronto introduced the first PhD program in library science in Canada followed by Western Ontario in 1973; today all seven schools offer doctoral programs for those seeking teaching, research, or senior administrative positions. Some schools also offer post-master's certificates and diplomas as part of their continuing education programs.

In the late 1960s library schools began to respond to the impact of computer technology and to add courses in what collectively became known as information science including ones in automation, documentation, electronic storage and retrieval of information, information and communications theory, and systems design. This new emphasis ultimately resulted in a change of terminology for all schools and most of their master's degrees to include the word "information." While retaining their core emphasis on the selection, organization, and retrieval of information materials in graphic and electronic formats, their traditional institutional designation as "library schools" has given way to "information schools" or "i-schools."<sup>2</sup> Concurrently, their graduate practitioners may view themselves as "information professionals" rather than as librarians. Another trend for Canadian information schools, all of which are located in universities with strong graduate and research programs, has been the offering of interdisciplinary and joint degree programs with other departments, such as archives, education, law, computer science, and public administration.

While several new graduate programs in library and information science were established in the 1960s, a parallel development was taking place at the paraprofessional level when formal training for library technicians began at the Manitoba Institute of Technology in Winnipeg in 1962. This first program was quickly followed by many others. Eventually most of these programs were two years in length and three years in Quebec. Guidelines for the new programs were developed by a committee of the Canadian Library Association. The

article in this special issue offers a unique analysis of the impact and future of library technician programs.

No attempt has been made to address educational programs for school librarians or teacher-librarians, the latter term being preferred by educators. Today undergraduate courses are offered by the faculties of education at many Canadian universities and school librarianship has become a postgraduate program in most Canadian provinces.

Further information about library and information programs and paraprofessional programs in Canada may be found on the Ex Libris Association Web site at <exlibris.fis.utoronto.ca>.

In conclusion, I would like to express appreciation to our authors and special thanks to Diane Henderson and Jean Weihs without whose bibliographical expertise, editing skills, and dedication this special issue would not have been successfully completed. I would also like to thank the institutions that supplied photographs and Cameron Riddle who designed and formatted the text for publication.

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### Notes

1. Peter F McNally, "Fanfares and Celebrations: Anniversaries in Canadian Graduate Education for Library and Information Studies" *Canadian Journal of Information and Library Science* 18, no. 1 (April 1993): 6-22.
  2. *Stepping Up: Information Practice in the 21st Century: 2004-2010 Academic Plan for the Faculty of Information Studies, a Professional and Research Faculty of the University of Toronto* (Toronto: University of Toronto Faculty of Information Studies, 2004), 1. <http://www.fis.utoronto.ca/activities/planning/FISAcademicPlan.pdf> (accessed July 15, 2004)
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# McGILL UNIVERSITY

## GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES

By Peter F. McNally

Canadian library education began at McGill University in 1904, with a modest three-week summer program whose surrounding circumstances provide valuable points of reference to future developments at McGill and elsewhere.<sup>1</sup> On the one hand, McGill's Library School has pioneered innovative and trail-blazing programs both nationally and internationally; on the other hand, it has coped with limited resources and uncertain enrolments as it surmounted serious challenges and threats to its continued existence. Perseverance and confidence in the future are the hallmarks of the School and Canadian library education.

### Beginnings



**Charles H. Gould**

Charles H. Gould, University Librarian and first Canadian president of the American Library Association and the Bibliographical Society of America, as well as being Canada's leading librarian of the time, was founder of the School.<sup>2</sup> Its precursor was an internship program that he had been running in the University's Redpath Library since 1897. Both as University Librarian and Director of the

School he operated under the jurisdiction of the University Library Committee. The new School's "thoroughly practical" curriculum was based upon the precepts of Melvil Dewey, who taught in the first session, and had begun American library education at Columbia University, New York City, in 1887. That McGill should be the home of the world's oldest continuing, academically-based, library education program — outside the United States — can be explained in terms of the University's historical evolution. Under the leadership of Principal Sir William Peterson (1895-1919), McGill had adopted the German-American approach to higher education, whereby a liberal arts undergraduate program — including humanities, and social, biological, and physical sciences — had superimposed upon it graduate and professional programs. During Peterson's era, McGill began professional programs in such diverse fields as architecture, commerce, dentistry, music, physical education, and social services. In 1906 the University established Canada's first school of graduate studies, awarding PhDs from 1909.<sup>3</sup>

Finances were always a major concern. For instance, in 1909/10 the University of Toronto received \$750,000 from the Province of Ontario, whereas McGill received only \$3,000 from Quebec — and that for teacher training. To compensate, wealthy benefactors came forward such as Sir William Macdonald, Lord Strathcona, and Peter and Grace Redpath. In starting the School Gould relied upon the generosity of a number of well-to-do Montrealers, including Sir George Drummond and Henry Birks. With hope and promise the School was launched in anticipation that it would soon become a sessional program. In fact, twenty-three years and several crises would elapse before the School went beyond being a summer program.

That the School, with its constant search for funding, should soon see its enrolment surpassed by Toronto's Ontario Library School, opened in 1911, is hardly surprising given Ontario's resources and expanding public library system. Even so, with a first class of twenty-six students — mostly women — the McGill summer school continued into the 1940s in sessions lasting between three and one-half and six weeks. Due to the Great War, however, it was suspended from 1915 to 1919, but revived in 1920 by Gerhard Lomer, successor as University Librarian to Gould who died the previous year.<sup>4</sup> A graduate himself of the 1904 class, with a doctorate from Columbia, Lomer had mixed success due to enrolment never rising above thirty and sinking to a low of ten in 1924. Indeed, in 1925 the Library Committee ruled that the program would be offered only every second year.<sup>5</sup>

### Sessional and BLS Programs

As it happened, however, other forces were at work. In 1923 the Williamson Report on library education was issued by the Carnegie Corporation, which provided selected American institutions with five million dollars to

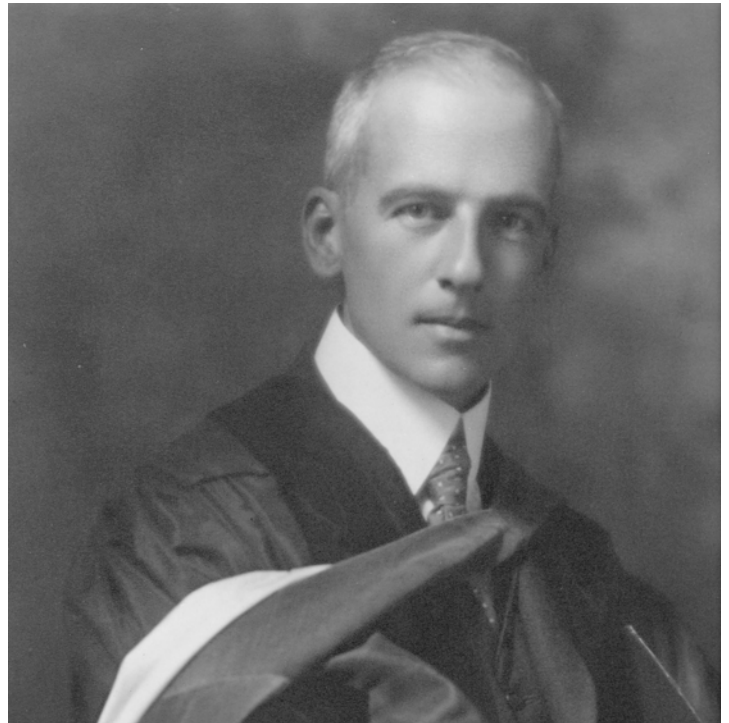
implement major recommendations: programs based in universities, with a Bachelor's degree as the entrance requirement, and an accrediting body to ensure minimum standards.<sup>6</sup> In addition, a program was established at the University of Chicago to provide a research base for librarianship. Aware as the Corporation was of the needs of Canadian libraries, many of which it and its founder had built or funded, it provided the McGill Library School with grants to institute Canada's first sessional program offering a diploma in 1927, and the first postgraduate program offering a Bachelor of Library Science in 1930. Corporation funding continued until 1940, to a total of \$139,500 — a large sum at the time. As well, in 1927 the summer school became the first Canadian program to be accredited by the American Library Association under procedures newly adopted in 1925. Thereafter the sessional and BLS programs were quickly accredited, indicative of their strength and vigour.

Together with Gould, Lomer deserves credit for being the cofounder of library education in McGill and Canada. In addition to his efforts at McGill, between 1929 and 1941 he brought library education to other parts of Canada through special summer programs: Vancouver, Banff, and Prince Edward Island. He also provided Canada's first French language program with a 1932 summer school in Montreal. He was able to hire a number of well-known figures to join the School's faculty: Mary Duncan Carter, Marion V. Higgins, and Nora Bateson. A buoyant optimism characterized the late 1920s and early 1930s as they and Lomer laid the foundations for Canadian graduate library education. Research and community activism were particular interests, as can be seen in faculty publications and development of the Prince Edward Island Regional Library Demonstration, also funded by the Carnegie Corporation.<sup>7</sup>

Nevertheless, there were many deep concerns. The Great Depression of the 1930s created enormous difficulty for higher education throughout Canada, including McGill with its dependence upon private funding. Carnegie support for the School declined as the decade progressed, and McGill's promised support was never fully realized. Whereas some schools, such as North Carolina, were able to put their Carnegie grants into endowments, McGill had to use its for operating expenses. In fact, there were dark suspicions that the University may have even diverted some of the money to other purposes! In addition, full-time enrolment — as opposed to summer school and part-time — failed to live up to expectations, never rising above thirty and falling to a low of five in 1936.<sup>8</sup> A contributing factor in this sharp decline may well have been competition from Toronto, whose BLS program was inaugurated that year and accredited in 1937. Further competition arose in 1937 when the Bibliothèque municipale de Montréal opened a francophone school, affiliated with the Université de Montréal. Other library education programs also began during this period at universities and colleges, such as Acadia, Laval, Mount St. Vincent, Ottawa, and St. Francis Xavier, none of which achieved accreditation.

### **Changing Circumstances**

In any event, a University inquiry into the future of the School resulted in a number of changes, chief amongst



**Gerhard Lomer**

which were placing it under the jurisdiction of the Faculty of Arts and trimming the budget severely. Coincidentally, or perhaps consequently, the School's original faculty began drifting away except for Lomer. There then emerged a hiring practice that remained in place into the 1970s. With few exceptions, new faculty appointments would be female graduates of the School, who had distinguished themselves working in the McGill library system. Among those who joined the faculty in this way were Vernon Ross in 1935, Virginia Murray in 1943, Effie Astbury in 1949, and Violet Coughlin in 1951 — all of whom would eventually serve as Directors. Intelligent and competent, they all earned advanced degrees, frequently from Columbia University — from which Murray and Coughlin received doctorates. Through their dedication and energy the School flourished, despite lean financial circumstances. In the overwhelmingly male environment that characterized McGill and other universities of the period, they proceeded politely, cautiously, but determinedly — as courageous visionaries — transforming the School and Canadian library education.<sup>9</sup>

It would be wrong to describe the path of these women as smooth or easy, however, for challenges were constantly arising. The first occurred in 1947/48 with the retirement of Lomer, to be succeeded as University Librarian and Acting Director of the School by Richard Pennington who, although a graduate of the University of London's School of Librarianship, made known his low opinion of such programs and talked of closing McGill's School. With adroitness and skill, Ross had herself appointed the School's Director and Murray Associate Director, thereby neutralizing Pennington's ability to meddle. Another concern was with the intertwining issues of enrolment and number of faculty. In the early 1940s the faculty was reduced to Lomer and two others, plus Grace Reynolds the

School's Secretary and general factotum. She was the first in a long line of strong administrative staff to whom the School owes a great debt of gratitude. With the end of World War II, however, returning veterans and post-war prosperity caused enrolment — including male enrolment — to increase steadily, permitting the faculty to grow to five, plus sessional lecturers and administrative staff. A third concern was with the cramped quarters in the basement of Redpath Library, which were ameliorated when the School moved to the top floor after the opening of the Library's extension in 1953. The spacious new quarters permitted adequate lecture rooms and offices, as well as a large library for the School's collection. A fourth concern was adapting to the realities of post-war library education. The newly established Canadian Library Association voted in 1947 for continued ALA accreditation of the country's programs. When, however, in 1947/48 the American schools adopted en masse the fifth year MLS as the first professional degree, which was termed "appropriate" in the 1951 accreditation standards, both McGill and Toronto found themselves in a dilemma. The three-term, thirty-six credit, one and one-half year American programs did not fit the Canadian graduate studies pattern. McGill followed Toronto's lead by introducing in 1956 a sixth year MLS, with thesis and BLS prerequisite. Both the McGill and Toronto programs were reaccredited, thereby establishing the principle that Canadian and American graduate library education could develop differently yet be academically equivalent.

### **Two Year MLS Program**

The solution to a fifth concern had far reaching consequences that stretched well beyond McGill. Since at least 1941, the School had begun noting the limitations of a one-year professional degree in meeting the needs of graduates.<sup>10</sup> Preoccupation with the effectiveness of the curriculum has been a continuing theme throughout the School's history. What was needed, the faculty concluded in the early 1960s, was a two-year program with one year of required courses and a second of electives. Professor Murray, who had developed the thesis MLS, provided leadership for her colleagues in creating a new four-term, forty-eight (or more) credit, two-year MLS program. Launched in 1965, it superseded both the BLS and thesis MLS programs, was accepted as the Canadian standard in 1968, and adopted by the other Canadian schools over the next ten years. This unique Canadian contribution to graduate library education has subsequently been adopted by a number of schools in the US and abroad. The School, having changed its name to the Graduate School of Library Science, now came entirely under the jurisdiction of McGill's Faculty of Graduate Studies and Research and its supportive Dean, Stanley Frost.

Predictably enough, the sense of accomplishment achieved by the two-year MLS was short-lived, as its introduction was accompanied by both opportunities and fresh concerns. Despite gloomy predictions of disaster, enrolment stabilized quickly with incoming classes being typically in the range of sixty to sixty-five. The faculty grew to eight, plus sessional lecturers and support staff. Due to overcrowding in Redpath Library, in 1966 the School moved temporarily into the Hallward mansion (later

renamed Martlet House) several blocks away at Mountain Street and McGregor Avenue. With the opening of McLennan Library in 1969, attractive new quarters were provided on its ground floor. At the same time, however, the School's leadership underwent a period of instability following upon Vernon Ross stepping down as Director. Between 1966 and 1976, the directorship was held successively by Murray, Coughlin, and Astbury, whose terms were cut short by illness and retirement. When a number of pointed criticisms were included in the School's otherwise positive 1975 accreditation report, Walter Hirschfeld, Dean of the Graduate Faculty, took the opportunity a year later of appointing the first outsider as director — Vivian Sessions — with a mandate for radical change but no clear indication of what form it should take.

The fact was, however, that library education was undergoing fundamental change. In the United States twenty-three new graduate programs began between 1961 and 1976. In Canada, four new programs began between 1961 and 1969 and were soon accredited — Alberta, British Columbia, Dalhousie, and Western Ontario — during what has been termed a "golden age." In addition the Université de Montréal's school was integrated, upgraded, and soon accredited. As well, 1962 saw the introduction in Winnipeg of Canada's first program for library technicians. In the early 1970s Toronto and Western Ontario began doctoral programs. There was an increasing emphasis upon automation and computer applications in the curricula of all schools. "Information Science" became the ubiquitous, if ambiguous, rallying cry of everyone concerned with reforming library education. Although the School developed courses and hired faculty in the information science/computer application field, there was a perception at McGill that not enough was being done.

As Director, Vivian Sessions proved to be a colourful and voluble personality. Her previous experience in library education was at the City University of New York, where she ran a continuing education program with sessional, nontenure track teaching staff. Her ideological preference for information science over librarianship became quickly apparent. Although some positive things emerged during her five years — such as a computer/information technology laboratory — the end result was that most of the faculty who were there when she came resigned or retired, discouraged by what they considered to be the lack of a coherent vision for change and effective implementation. In 1980, the School received only conditional accreditation, with the ALA report expressing concern about many things particularly leadership, research, and McGill's commitment to the School's future.<sup>11</sup>

### **New Directions**

The University realized that a less radical, more coherent approach to change was now required. A new Dean of Graduate Studies, Gordon Maclachlan, fostered a gradual approach that focused upon rebuilding the School and its reputation in terms of McGill's priorities and standards. Hans Möller provided a light but steady hand as the new Director, in steering the School from the abyss of disaster, while he continued running McGill's Undergraduate Library. Danish, with a PhD in Literature, he had immigrated to Canada in pursuit of a career in

documentary filmmaking, before returning to librarianship. As the School now had no tenured faculty, it would have been easy for McGill to have joined the fourteen universities in the United States closing their programs between 1978 and 1991. Instead, by pursuing a determined — if cautious — policy of rejuvenation there was acknowledgement of the School's important role in Canada and English-speaking Quebec. New faculty, with PhDs completed or nearly so, were hired who were typically not McGill graduates. The curriculum was reorganized to reflect changing realities and the credit system being introduced by the Graduate Faculty. Socialization exercises were introduced to facilitate interchanges of ideas and viewpoints among faculty. In 1981 the School was restored to full accreditation. A number of significant benefactions occurred, beginning in 1983, with the Phoebe Pratt bequest, which led in 1998 to establishment of the CN-Pratt-Grinstad Chair in Library and Information Studies — the first endowed chair in an accredited Canadian library school.

In 1984 Helen Howard succeeded Möller as director and continued the policy of gradualism. A graduate of the School, who enjoyed a distinguished career as an academic librarian before earning a PhD, she had taught at the University of Toronto. Under Howard's leadership the School tackled directly the issue of what role information science and technology should play in the School's teaching and research profile. The consensus was to change the name of the unit to Graduate School of Library and Information Studies in 1985 and the degree to Master of Library and Information Studies the following year. A conscious effort was made to reorient the curriculum and individual courses towards applying the principles of librarianship in environments other than traditional libraries. The positive accreditation reports of 1987, 1996, and 2003 reflected how effectively the School was incorporating the academic, technological, and ideological transformation of the profession and discipline. In fact, the Computer Laboratory became so large and complex that a full-time Professional Associate was hired to run it. In 1986 Miss Sonia Proudian retired as Administrative Assistant. Her calm, organized approach — and sense of humour — had provided important continuity for nearly twenty-five years.

In 1989 the directorship took another change of direction when J. Andrew Large came from Britain to take charge of the School. Although lacking administrative experience, he had a strong research background in online searching, cognitive studies, and curriculum development — along with great skill in acquiring research grants — thereby giving the School an entirely new profile. Large perceived immediately how vulnerable the School was in its dependence upon one degree, the MLIS, and encouraged the gradual introduction of additional programs. In 1991 the first doctoral student was admitted under the ad hoc regulations of the Faculty of Graduate Studies and Research. It is anticipated that the program will soon be transformed from ad hoc to regular status. In 1996 the School introduced Canada's first continuing education program for credit aimed at people with MLIS degrees. The Graduate Diploma in Library and Information Studies (thirty credits) was followed in 2001 by the Graduate

Certificate (fifteen credits). In 2005 the School intends to introduce a dramatically revised MLIS program with concentrations in three cognate areas: (i) Librarianship, (ii) Archival Studies, and (iii) Knowledge Management.

Accompanying these revisions of the School's teaching program was, however, a host of other events requiring serious attention. In 1992 Professor Howard retired to be succeeded by a tenure track faculty member, who would be the last new appointment for ten years, reflecting difficult economic and political circumstances for McGill and the Province of Quebec. At the same time, the School lost one of its administrative support staff. In 1994 as part of a University policy of consolidating smaller libraries, the Library and Information Studies Library was closed and the collection merged into the McLennan Library. In 1996, when the Faculty of Graduate Studies and Research divested itself of individual teaching units, the School came under the jurisdiction of the Faculty of Education. Coincidentally with the end of Large's term as Director in 1998, he became the first CN-Pratt-Grinstad Professor of Information Studies.

Large was succeeded by Jamshid Beheshti, who joined the faculty in 1984 while completing his doctorate at the University of Western Ontario. A major concern of his directorship has been with the perennial issue of enrolment, which underwent marked fluctuations in the 1990s with accompanying fluctuations in University funding. One response was an advertising campaign with posters and fliers mailed to academic institutions across Canada and the US. Another was permitting students to enter the MLIS program in January. Yet another response was the increased enrolment of international students. In 2000-2001, 41 percent of the MLIS class had undergraduate degrees from Quebec universities, 26 percent from other Canadian institutions, and 33 percent from foreign universities. Indonesian students have figured prominently since 1994, when the School became involved in McGill's social equity project with the Indonesian Institutes of Islamic Higher Education. In addition, the School has given courses in Indonesia. The student body continues to be seventy-five to eighty percent female.<sup>12</sup>

Other issues of Beheshti's directorship have centred on research and the role of technology in the School. Concerning research, between 1995 and 2002 the School's faculty was awarded nearly \$700,000 in grants.<sup>13</sup> Concerning technology, although there have been suggestions to delete the word library from the School's name and degree, the policy of gradualism has prevailed with emphasis placed upon the integration of librarianship and information studies. Examples of the increased role of technology include wiring the entire School for computer use, and refitting the equipment in the Information Technology Laboratory twice in recent years to help cope with growing use. Human/information technology interaction has become a focal point of teaching and research. That said, traditional areas continue such as book and library history.

McGill is responding positively to the School's evolving teaching and research profile by expanding the professorial complement to ten in 2004. Additional support staff has been added. As the School enters a second century, its

central mission continues to be commitment to the highest standards of professional education in Library and Information Studies for McGill, Quebec, and Canada.

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# UNIVERSITY OF TORONTO

## FACULTY OF INFORMATION STUDIES

By Diane Henderson

### 1911-1927 Beginnings: Short Training Courses <sup>1</sup>

In 1911 the first library training course in Ontario was given by the Inspector of Public Libraries; with the assistance of George Locke, Librarian of the Toronto Public Library, a four-week short course was offered from June 14 to July 12. Thirty-one students attended this inaugural course, which was intended to provide basic training in organizing and operating a public library in Ontario. Cataloguing and classification, reference work, book selection, bookbinding, work with children, storytelling, and business methods were included. To encourage potential students there were no fees or costs for books or supplies, and travel costs were paid for students who completed the course. In 1916 a new training course (initially one month, extended to two) was held in the fall under the direction of a new Inspector, W.O. Carson, Librarian of the London Public Library, who was assisted by Winifred G. Barnstead, chief of the Toronto

Toronto Public Library with practice work provided at various branches. Students who successfully completed the course received certificates of library training from the Ontario Department of Education, the first such certification to be awarded in the province.

These short courses were intended to raise the standard of librarianship in the province's libraries, and library boards were urged to send their staffs for training. In 1919 the course was extended to three months — the first month, a 'complete primary training in itself,' for staff from small libraries, plus two months for the majority who wanted a longer training program. These vocational courses continued to focus on basic procedures and methods based on those used in the Toronto Public Library. All was not work; social functions were a feature each year, and, among other events, many meetings with library groups provided an occasion for an informal tea. This program, from 1923 called the Ontario Library School, was held from September to December each year from 1919 to 1927. While the majority of students came from Ontario, most other provinces were represented among the 460 students who attended the courses from 1911 to 1927. About 30 percent of the students were university graduates; in all there were six men.

### 1928-1936 The Diploma Program

In his report for 1916 W.O. Carson had proposed that, in addition to the short library training courses, there was a need for a full academic-year course. This forward-looking proposal was realized in 1927 when the Ontario Department of Education requested the University of Toronto to establish a library school. The Library School, offering a one academic-year Diploma program, was established in the Ontario College of Education with its own full-time Director, Winifred G. Barnstead. The program was administered jointly by the University of Toronto, the Ontario College of Education, and the Ontario Department of Education. Admission to the program required a university degree or honour matriculation, as well as at least one month of practical experience under 'approved library supervision.' Graduates would receive a Diploma in Librarianship from the University and a Librarian's Certificate from the Department of Education.

In May 1928 Winifred Barnstead began her duties as Director, assisted by Bertha Bassam and a secretary. She had four months to select teaching staff, prepare a curriculum and timetable, recruit and select students — to have everything ready for September 25, the first day of the new Library School. The core full-time staff was supplemented with seven part-time instructors, but the workload of the full-time staff was extremely heavy. Miss Barnstead administered the School, taught the reference course, history of books and libraries, subject and trade bibliography and book selection; Miss Bassam taught courses in cataloguing and classification including labs,



Winifred G. Barnstead

Public Library Cataloguing Department, and other instructors. It was based at the Dovercourt Branch of the



library economy, and book crafts and printing. A core element of the curriculum was a carefully planned program of practice work supervised by approved librarians. A large number of guest lecturers from Canada and the United States contributed much to the overall program.

There were thirty-one graduates in the first year, including twenty who had university degrees. From 1928 to 1936, 289 students graduated from the Diploma program; of these 178 were university graduates, and five were men. Most graduates were Ontario residents, but sixty-six came from outside Ontario — including seven provinces and Newfoundland. The graduating class of 1928/29 founded the Alumni Association that became an active organization, providing a social event for the graduating class, as well as holding its own social events, business meetings, and later, fundraising efforts.

### **1936-1951 From the BLS to the First MLS**

Early in the diploma program the staff became concerned about the problems of running a program (more vocational than professional) that had to meet the needs both of those with university graduation and those with only high school. As well, over 60 percent of diploma graduates were university graduates. By 1935 there was agreement that the program should be changed to a course that would qualify for a Bachelor of Library Science degree, such as that awarded in American schools, and since 1930, at McGill. It would be designed to train librarians for large academic, public, and high school libraries, rather than small public libraries. The Director reorganized the courses into two programs: one leading to a BLS degree, the other to a revised Diploma, and in 1936 the Library School introduced the one academic-year program for university graduates leading to the BLS degree. The Diploma in Librarianship program was continued for those with only high school qualifications; graduates of both programs received a Librarian's Certificate from the provincial Department of Education. For the 1936/37 session both streams attended the same basic courses in the first term — including cataloguing and classification, book selection, reference, history of books and libraries, Canadian literature, contact with readers. The second term offered special electives to degree students, such as college and university libraries, second courses in reference and cataloguing. In later years additional electives were added but the general course content continued largely unchanged.

A major achievement in the first year of the program was its accreditation in July 1937 by the American Library Association under its 1933 Minimum Requirements for Library Schools, as a 'type II' school (that is, one offering a bachelor's degree rather than a master's). The Accreditation Team's evaluation report was positive but included recommendations for improvements and changes. One of its outcomes was the easing of the teaching load of the Director with the appointment of a new full-time assistant professor, Mary Silverthorn. The diploma course was, of course, not accredited. While it continued to be offered to 1945/46, there was little demand, and there were only fifty graduates between 1936/37 and 1945/46. The program was formally withdrawn in 1954. Another program provided for the upgrading to the BLS degree for

pre-1937 graduates who had university degrees; by 1950 ninety-six of these diploma graduates had earned the BLS.

Between 1937 and 1951, despite low enrolments during some war years, 659 BLS degrees were awarded. Some forty Toronto graduates served in the armed services: on active service, as librarians, intelligence officers, and in other capacities. The demand for librarians had greatly increased during and following the war; it was met to some degree by increased enrolment, which included more than fifty returning service people.

The next milestone for the School was the introduction of the second year master's program in 1950. Miss Bassam had developed the program with a proposed course load of eight advanced courses to be taken over two fifteen-week terms or four summer sessions. The addition of Florence Murray, Katharine Ball, and Margaret Cockshutt to the teaching staff, plus special lecturers, would provide increased support for the MLS program. Approved by the University's Senate in March 1950, it was first offered in 1950/51 with three students enrolled; in 1951 the School awarded the first MLS degree in Canada.

In 1951 Winifred Barnstead retired after twenty-three years as Director of the School. In her honour, the Alumni Association renamed its scholarship the Winifred G. Barnstead Scholarship. "Miss Barnstead will be long remembered for her effective persistence in promoting the establishment and recognition of professional standards, with fair compensation for services; and for the resolute spirit with which she maintained a distinct identity for the Library School..."<sup>2</sup>

### **1951-1964 The Bassam Years**

The 1950s and 1960s were an expansive time for libraries and library education. At the Library School in 1951 the first major undertaking under Bertha Bassam's directorship was curriculum revision. Perhaps surprisingly there had been no thorough revision since the establishment of the one-year program in 1928, despite extraordinary changes in Canadian society and in higher education. Also contributing to the need for curriculum revision was the introduction of the 1951 Standards for Accreditation that "placed new emphasis on objectives, scholarship and personal suitability." Since the BLS was no longer offered in the US schools, a ruling was needed on whether the degree could still be accredited. The ALA Board of Education for Librarianship ruled that since both the Canadian BLS and the American MLS were first professional degrees, the Canadian BLS could continue to be accredited. The revised curriculum was approved and implemented for the 1954/55 session and in 1956 the School's BLS program was accredited by the American Library Association under its 1951 Accreditation standards.

Other significant developments at the School and in the profession crowded this period. Progress in professional standards was a thrust of the 1950s and 1960s. CLA's "Professional Qualifications for Librarians in Canada" endorsed the standards set by Toronto and McGill; the Institute of Professional Librarians sought to obtain certification for these standards in Ontario; with libraries expanding across the country, demand for librarians continued to exceed supply; librarians' salaries became

more competitive. Within the University, the School's position as a part of the University was more firmly established: in 1962 the School finally got its own Council, as well as representation on the University Senate. Scholarships, bursaries, and loans providing financial support for students increased substantially, and several prizes for outstanding academic performance were established.

Conditions in the early 1960s made a compelling argument both for new quarters and a new status. With applications surging the University finally acknowledged the need for both. In September 1961 President Bissell wrote Director Bassam approving her proposal for quarters for the School in the planned new University Library. The Library School would be detached physically and administratively from the Ontario College of Education. Bertha Bassam noted that every director would have an overall goal; her goal was an independent School in its new quarters. She retired in 1964, after thirty-six years with the Library School, having achieved the promise of this goal, and having guided the School through a period of rapid growth and change. "Perhaps 60 percent of Canada's professional librarians had come under Bertha Bassam's influence ... [she] had a profound impact on her profession."<sup>3</sup> In her honour, the Alumni Association established the Bertha Bassam Lecture in Librarianship.

#### **1964-1972 "Perhaps the Most Momentous Period"**

So Bertha Bassam described the 'astonishing developments' of the School in this period. The School's third director, Brian Land, was appointed in July 1964 with a mandate that included the planning and realization of new quarters, a new curriculum, a new status for the School, and in time, a new first degree and the establishment of a PhD program. In May 1965 the Library School formally achieved its new status as a fully integrated unit of the University of Toronto and was renamed the School of Library Science (SLS). Its temporary 'independent quarters' were much larger and offered space for a growing enrolment that reached over two hundred students in the final years of the BLS program. The large classes of these years encouraged participation of library science students in the widespread student activism of the late 1960s. Among other activities, they demanded more student input to the School's academic and administrative policies; by 1968 the School had provided two Council places for BLS students; by 1971/72 most SLS committees included student members. The Student Council also revised its own constitution to include more academic activities. The number of faculty increased rapidly — from four full-time faculty in 1964 to twenty-three in 1972. These new faculty appointments included Olga Bishop, Mavis Cariou, Laurent-G. Denis, F. Dolores Donnelly, Adele Fasick, Lloyd Houser, Edith Jarvi, William Kurmey, Catherine MacKenzie, Isabel McLean, John Marshall, Katherine Packer, Ann Schabas, John Wilkinson, and Nancy Williamson. The number of administrative and library staff also grew including, notably, to four librarians. The Library was on its way to having one of the strongest collections in its field in North America (and with its new quarters in 1972 would have outstanding facilities as well).

Nationally, the future course was set in 1965 by McGill's change to a four-semester MLS program, and the

elimination of its BLS program. In response to this major change, the 1968 Conference on the Structure of Degree Programs in Canadian Library Schools endorsed the principle of a four-term graduate program leading to the MLS as the basic professional degree, with the objective of implementation by 1973.

Working towards that goal, almost three years went into the planning of the curriculum for the new program. Its foundation was a first year of five required core courses titled: Social Environment and Libraries, Information Resources and Library Collections, Organization of Information, Library Administration, and Research Methods, followed in the second year by sixty-four elective courses grouped under similar topics, plus a group of library data processing courses (the first MLS courses in library automation had been given in 1965). In 1970 the BLS program was discontinued, and the two academic-year program leading to the degree of Master of Library Science was first offered. Concern that there might be a decline in numbers of applications for a two-year course proved unfounded; from 370 applications ninety-eight full-time first year and 113 second-year students, including eighteen full-time, were enrolled. These students were very conscious that they were a new generation of library science students — some referred to themselves as 'the new breed' — engaged in a new, more academic and professional, type of library education.



**Brian Land, Bertha Bassam, Winifred Barnstead,  
and Frances Halpenny**

Following several years of planning and construction, in June 1971 the School moved into its eagerly awaited new permanent building in the complex with the new Humanities and Social Sciences Library. Specifically designed to meet its requirements for teaching, research, and continuing education, these outstanding new quarters provided over 50,000 square feet of space — all the space needed for student and faculty use, dedicated audiovisual and computer facilities, and a two-storey library, plus room for future expansion. Keyes Metcalf commented, "I have seen a good many library schools over a considerable period of years, but I have never seen anything to compare ... [It] surpasses anything that has ever been done anywhere for a

library school.”<sup>4</sup> The Alumni Association funded a new scholarship to commemorate the move to the new building.

In 1971 the program leading to the degree of Doctor of Philosophy in Library Science was introduced, the first such PhD program in Canada and a milestone in Canadian library education. Extensive preparatory planning, and submission to a rigorous and lengthy process of provincial and University approvals, accompanied its passage from proposal to actuality. The program was implemented in the 1971/72 session with an enrolment of two students and the first earned PhD degree in library science in Canada was awarded in 1974.

In March 1972 the School again took on a new status and a new name, the Faculty of Library Science (FLS), headed by the Dean of Library Science. After eight challenging and successful years, Brian Land resigned as Dean in June 1972.

### **1972-1989 Transition Years, From FLS to FLIS to the MIS**

The Faculty’s fourth head and second Dean, Frances Halpenny, was appointed in July 1972. In contrast to the ‘heady 1960s’ — a time of abundant funding — the 1970s and beyond were characterized by tighter budgets. But despite fiscal challenges, substantial progress continued on many fronts. As a Faculty within the School of Graduate Studies, higher academic qualifications, including research and publication, were required of the faculty. The teaching staff appointed in the mid-sixties was well-qualified in their fields, but few had doctoral degrees. In the 1970s several took educational leave to gain this qualification; by the early 1980s most continuing faculty possessed doctoral degrees; new faculty appointments included Margaret Anderson, Ethel Auster, Donald Cook, Claire England, Patricia Fleming, and Helen Howard.

When the MLS program was reaccredited in 1974, one of the recommendations of the accreditation team was that improvements be made in programs and facilities for research. In response, in late 1975 the Faculty established the Centre for Research in Librarianship with John Wilkinson as first director. Among its goals were “... to provide a research and intellectual focus for library educators, graduate students, and librarians throughout Canada ...” It succeeded in attracting major research funding, assisted researchers in grant proposals, and provided working space for in-house and visiting researchers. Most importantly, it helped to lay the foundation for a strong research-based Faculty in future. Another important initiative was the beginning of a formal continuing education program. Begun modestly in 1973 with one weekly course and two institutes, it would achieve spectacular growth over the years. In fall 1978, the Faculty celebrated fifty years of library education with “FLS Update 78,” a week of seminars on recent developments in the field, and the launch of Bertha Bassam’s history of the Faculty.

An increasing orientation toward information technology and its impacts on libraries, and on society in general, marks the term of Dean Katherine Packer, appointed in 1979. It was also the beginning of collaboration with other campus departments, initially in a ‘Working Group on Information Technology and Society’ formed to explore mutual interests, identify relevant courses, and organize a

symposium ‘to focus the interest of industry, government and academia on information technology in society.’ From the FLS point of view, positioning library science as a major player in the rapidly emerging technological age was a key concern. In her annual report, the Dean wrote, “... impact of the new technology on information is the special concern of library science, yet issues involved are beyond the scope of any single discipline ... a multidisciplinary approach is required, and it is vitally important for library science to identify its special role ...”<sup>5</sup> The highly successful Symposium on Information Technology, held at FLS, was followed with the formation of the Toronto/Waterloo Cooperative on Information Technology, its Toronto base at FLS. Also significant, cross-appointments with other relevant campus departments were initiated.

The emerging information science direction of FLS was recognized in spring 1982 with a change of name to Faculty of Library and Information Science (FLIS). In the academic programs the ten-year review of the PhD program included a proposal for a new focus on information science. It was followed in the 1982/83 session with an intensive review and ‘considerable overhaul’ of the MLS program that had the objective of increasing concentration on information science and emphasizing areas of research strength, and also introduced more flexibility in course selection. To support these developments, significant improvements were made in the Faculty’s computer resources.

Ann Schabas, appointed Dean in 1984, continued and expanded on the initiatives begun in Dean Packer’s term. The new goals and focus on information science in the PhD program were approved and implemented in 1985. In spring 1986 the Master of Information Science degree (MIS), which aimed to attract students with undergraduate strength in computer science and mathematics, and “to graduate specialists in the technological and behavioural aspects of information storage and retrieval ...” received final approval. This two academic-year program leading to the Master of Information Science (MIS) degree was introduced in the 1988/89 session with an initial enrolment of five students, increasing to twenty-seven by 1990; of these 60 percent were male and almost 80 percent had come from information related positions.

Further flexibility was introduced into the masters’ programs, which could now be taken entirely part-time. A major achievement was the appointment, between 1984 and 1989, of new faculty mainly in the information science/technology area, including Andrew Clement, Joan Cherry, Lynne Howarth, Joanne Marshall, and Charles Meadow, adding substantial strength to this teaching area. Their contribution to the Faculty’s research activity and expertise was also important, attracting more and larger research grants. Increased use of information technology — in teaching, in the library, and in research — was supported by expanded and upgraded computer resources. The Continuing Education program continued to thrive, mounting more than twenty programs a year; this expanding program served also to attract many alumni, both as students and as instructors. With the completion of Dean Schabas’s term, information science was firmly established as a major direction, in tandem with library

science, in the Faculty's academic mission, programs, and research.

### **1990-2003 Establishing the "Information Professions"**

The evolution of the information professions continued under the direction of Adele Fasick who became Dean in 1990. An opportunity to enhance the Faculty's computer resources for teaching arose on the retirement, after forty years, of Professor Margaret Cockshutt. In honour of her long teaching career, a multimedia, interactive, electronic classroom for teaching, student use, and continuing education was planned and equipped. This project was largely funded by alumni donations and other fund-raising efforts — an example of the current reality on the campus, that major enhancements in technology would require support beyond basic funding.

Curriculum and program change were also central to the 1990s. Initially, a program for an archive stream was developed in 1992/93, and an archives specialization was offered in the next session. The next step was a complete redesign of the master's program to encompass three specializations, which would "... build on a common core of courses concerned with knowledge and skills essential for all information professionals and, through elective courses, allows for three areas of specializations: library and information science; archival studies; and information systems." The new degree, Master of Information Studies (MIS<sup>t</sup>), which replaced the MLS and MIS degrees, was approved for implementation for 1995/96 and accredited in 1996. Anticipating the new program, in 1994 the Faculty's name had been changed to Faculty of Information Studies (FIS); the name change "acknowledges changes in the evolving profession which the Faculty serves ... The term 'information studies' gives a clear indication of the Faculty's program and of the career paths which its graduates will follow."<sup>6</sup> Two other notable developments included the move of the McLuhan Program in Culture and Technology 'into the FIS fold,' and FIS participation in the establishment of the Toronto Centre for the Book, a multidisciplinary campus program with FIS as its headquarters.

Lynne Howarth, the first FIS PhD graduate to hold the post of Dean, was appointed in 1995 (the first year as Acting). Her term began with the implementation of the University's five-year academic plan, including adjusting to budget reductions and the need for fund-raising; fine-tuning the MIS<sup>t</sup> degree; and embarking on a significant review and "revamping of the doctoral program to better reflect FIS research and teaching strengths." In the 1990s, teaching, research, and learning were increasingly dependent on information technology, with expanding equipment and software costs. Beyond the general budget, alumni donations, student levies, and proceeds from the continuing education program helped to acquire the necessary computer hardware and software. As well, while there had been regular reductions in the basic budget for many years, there were also opportunities to apply for University grants, often substantial, for special needs or projects. For FIS, one of these grants provided funding of \$350,000 to upgrade the Library's facilities. After extensive consultation and planning, in 1997 the FIS Library was transformed into The

Inforum, "a new, integrated information facility, combining people, technology, services and information resources in one location ..." New facilities included a computer teaching lab, computerized study room, and a large bank of up-to-date computer workstations. With the MIS<sup>t</sup> program well established, the Faculty planned and introduced two new programs: in 2002, the Diploma of Advanced Study in Information Studies, a post-master's diploma, and in 2003, a four-year joint degree program in Information Studies and Law (MIS<sup>t</sup>/JD). New faculty appointed in the 1990s included Clare Beghtol, Chun-Wei Choo, Barbara Craig, Wendy Duff, and Eric Yu, adding particular strength to the archives and information systems streams.

### **Present Achievements<sup>7</sup>**

For seventy-five years the Faculty has played a prominent role in Canadian library and information science education. Over that time it awarded 339 diplomas, 2439 BLS degrees, 2584 MLS degrees, 55 MIS degrees, 598 MIS<sup>t</sup>. degrees, and over 40 PhD degrees (rising to 50 in 2004). Its graduates have influenced the development of libraries and information services across Canada and beyond its borders. With its recent expansion into full programs in archival studies and information systems, it is poised to continue a leading role in the future education for the broader information professions.

The strength of any enterprise is its people. FIS can be justifiably proud of its well-qualified student body at both master's and doctoral levels. Financial support for students has grown to over a million dollars annually in fellowships, scholarships, bursaries, assistantships, and awards. FIS PhDs serve on all but one LIS faculty in Canada and several outside Canada. With some forty students currently in residence the continuing success of that program seems assured. With its strong, research-oriented faculty, research activity has reached new levels of diversity and funding; participation by faculty and students is supported by individual and group research grants amounting, since 2000, to over a million dollars annually. A strong record of publication, in books, reports, articles, and conference addresses assures broad dissemination of research results.

Much FIS research is carried out in collaboration with others: within the University, within Canada, and internationally. The History of the Book in Canada Project (HBiC) is a prime example of a large grant-financed (\$2.3 million) project. With its project director and headquarters at FIS, it includes the participation of a broad range of researchers in many fields and locations [[www.hbic.library.utoronto.ca/project](http://www.hbic.library.utoronto.ca/project)]. On the campus collaborative programs have increased and broadened in disciplines. Book History and Print Culture, and the Knowledge Media Design Institute illustrate two well-established collaborative programs with interdisciplinary courses in which FIS students and faculty participate.

The Alumni Association (FISAA), begun in 1929, plays an active part in many aspects of the life of the Faculty, including support for student events, Faculty fund-raising, continuing education activities, mentoring programs, and participation in Faculty planning. The Continuing Education program, renamed the Professional Learning Centre, with over 120 courses given throughout the year, is

the largest continuing education program for information professionals in Canada, and perhaps in North America. Topics for courses include management, information technologies, Internet, records management, genealogy, and other areas, given in individual courses, certificate programs, or as a systematic course of studies [plc.fis.utoronto.ca].

### 2003- A Challenging Future...

The Faculty's ninth head, Dean Brian Cantwell Smith, was appointed in 2003. In a profile of the new Dean in the *University of Toronto Bulletin*, May 10, 2004, titled "Beyond Libraries: Dean steers information studies into a new era," Dean Smith discusses his vision for the future: "a mission to reshape the faculty's concept of itself and its role within the university." The Faculty's plan is described in detail in the just published academic plan, *Stepping Up: Information Practice in the 21st Century, 2004-2010 Academic Plan*<sup>8</sup>, a wide-ranging proposal for future directions. The evolution continues.

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### Notes

1. Bertha Bassam, *The Faculty of Library Science University of Toronto and its Predecessors, 1911-1972* (Toronto: Faculty of Library Science in Association with the Library Science Alumni Association, 1978).
2. Bassam, op. cit, p. 51.
3. Brian Land, "In Memory of Bertha Bassam," *FLIS Newsletter*, 31 (fall 1989): 6.
4. Bassam, op. cit., p. 82.
5. Katherine Packer, *Annual Report 1979/80* (Toronto: Faculty of Library Science, 1980): 4.
6. Adele Fasick, "A Letter from the Dean," *FLIS Newsletter*, 40 (spring, 1994): 1.
7. See FIS Web site [www.fis.utoronto.ca] for current information on FIS  
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research [www.fis.utoronto.ca/research]  
Student Council [www.fis.utoronto.ca/people/FISSC]

Alumni Association, [www.fis.utoronto.ca/people/fisaa]  
Inforum [www.fis.utoronto.ca/resources/inforum]

8. www.fis.utoronto.ca/activities/planning/FISAcademicPlan.pdf

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Diane Henderson was Chief Librarian of the Faculty of Information Studies Library, 1973-1996.

# UNIVERSITÉ DE MONTRÉAL

## ÉCOLE DE BIBLIOTHÉCONOMIE ET DES SCIENCES DE L'INFORMATION

by Marcel Lajeunesse

Created in 1961, the École de bibliothéconomie (School of Library Science) replaced the old École de bibliothécaires (Library School), which had been training librarians since 1937 with limited means. It was not a department of the Université de Montréal, but rather an affiliated school; it did not have a full-time teaching staff, nor its own specialized library; and there was no possibility for accreditation from the American Library Association (ALA).

### Growth of the École de bibliothéconomie During the 1960s

At the beginning of the 1960s, the administrators of the Université de Montréal realized the value of training professional librarians with more adequate means, following the example of other Canadian and American schools. In fact, the times lent themselves particularly well to this initiative: the Government of Québec had just passed its first Public Libraries Act in December 1959; and colleges were updating their teaching methods, setting up real centralized libraries, and sending their librarians to be trained at accredited schools, notably the Catholic University in Washington. In 1958 the Canadian Library Association (CLA) conducted a workshop on library education as part of its annual conference, which was held in Quebec City. In 1960 the ALA and the CLA held a joint conference in Montréal; the scope of this conference certainly impacted Québec's library system.

These events no doubt influenced the foundation of a real university-level school to provide instruction in French, and which would be recognized abroad. Father Edmond Desrochers published an appeal calling for the foundation of such a school in the magazines *Relations* and *Feliciter*. Mgr. Irénée Lussier, Rector of Université de Montréal, mandated Georges Cartier, then Director of the library at Collège Sainte-Marie, a Jesuit institution, to carry out a study on the feasibility and organization of a library school. Cartier's favourable report started the ball rolling. In January 1961 the university made its decision, and on March 1, 1961, Laurent-G. Denis, then Assistant Director of the Collège militaire royal de Saint-Jean library, was named Director of the new school. The initial teaching team recruited included Paule Rolland-Thomas (National Film Board), Liana van der Bellen (McGill University libraries), Réal Bosa (Montreal Catholic School Board libraries), and of course, Father Desrochers, who started as a lecturer then became an associate professor in 1968, and who was Laurent-G. Denis' trusted advisor throughout the 1960s.

From its foundation in 1961 until 1968, when it became a department of the Faculty of Letters, the École was headed by the Director who answered directly to the Rector for administrative matters, and was advised by a Board made up of two professors — the Director of the Université's library and one lecturer on pedagogical matters.

The initial program, offered from 1961 to 1966, was a Bachelor of Library Science (BLS) consisting of thirty credits, or 450 hours of coursework, equivalent to one year of university studies, and centred on the classic quadrivium of North American programs: classification and cataloguing, development of collections, bibliography and reference, and library administration constituted the core curriculum. Only holders of a graduation diploma (Bacc. after fifteen years of schooling) from a classical studies college of the time were admitted to the program.

One of the primary aims of the École de bibliothéconomie was to obtain accreditation from the American Library Association a few years after its creation. Indeed, ALA accreditation was one of the main reasons behind the creation of the new School, which would distinguish it from the old School. However, the process proved to be longer and more laborious for the only French-language library science school in North America. Lester Asheim, an ALA consultant, came to Montréal in the summer of 1964 to give his opinion and advise the Université de Montréal. He claimed that the difficulty hindering the granting of accreditation to the École was "the difference in the patterns of education in French Canada," and specified that "the most obvious and first requirement would be that the professional education represented by the school should be equal to about one fifth of a five-year program at college rather than four (as is typical in the United States). It would be necessary, therefore, for the program to be increased to a two-year program, and for most of the additional year to be devoted to the content of another subject discipline rather than librarianship itself."



Laurent-G. Denis

Thus, from 1966 to 1970, when the master's program was introduced, the BLS was a two-year program consisting of one year of general university studies and one year of library science for students coming directly from classical studies colleges; or one year of library science studies for students who already had a university degree in another discipline.

Significant changes took place in the 1970s. In 1968 the École became a department of the Faculty of Letters and in 1972, with the abolishment of the traditional faculties and the structural reorganization of the Université de Montréal, it became a department of the Faculty of Arts and Sciences for administrative matters, but its master's program, and later its doctorate program, came under the new Faculty of Graduate Studies, as they are today in 2004. In 1969 an accreditation team from the ALA, headed by Leon Carnovsky, came to visit the École, and in June 1969 the École received its first accreditation, which has since been renewed in 1975, 1985, 1993, and 2001. Obtaining ALA accreditation was for Laurent-G. Denis, the Director of the School who had just obtained his PhD from Rutgers University, the crowning achievement of a decade of effort and determination.

In 1970 the École dropped the BLS program and implemented a forty-eight-credit, two-year Master of Library Science (MLS) program. That same year Laurent-G. Denis resigned as Chair of the School to take up a position at the University of Toronto and Richard Kent Gardner, who had come from Case Western Reserve University in 1969, became Director. It was, therefore, under his administration that the master's program was implemented.

### **Programs of Study Since 1970**

Since its implementation in 1970, the master's program has undergone major reforms — in 1979, 1989 and also in 1998. In essence, the program has been substantially modified every ten years or so, with minor adjustments being made between each overall reform. The most significant reform was in 1979, due in large part to the shift in focus to the computerization of document databases and information science. All courses offered in the first year of the master's program were compulsory, aimed at ensuring that students acquired the basic competencies, while second-year courses offered specialized training in specific fields. The École introduced a compulsory internship (worth three credits) in the second year, to be carried out in the area of the specialization selected. The master's program therefore increased from forty-eight to fifty-one credits.

During the 1980s the École introduced training in archives and records management, offering a Certificate in Archival Studies (an undergraduate minor) as of 1983, as well as specialization in this field during the second year of the master's program (as of 1982). With the extension of the École's mission to include information science, archival studies, and records management, the administration of the Université authorized a name change in 1984, whereby the École would henceforth be called the École de bibliothéconomie et des sciences de l'information (School of Library and Information Science), or ÉBSI.

For its part, the 1989 program reform, which had the effect of increasing the number of credits for the master's program from fifty-one to fifty-six credits, occurred at a time when our graduates could not be assured of relevant employment, and they also faced competition from graduates of other disciplines, such as computer science, communications, and management. The program offered was reinforced with courses in computers and information technology. This program reform also represented the "deinstitutionalization" of the discipline, whereby emphasis was placed on document functions and no longer on library types.

The current Master of Information Science program (MIS), which was implemented in September 1998, is a fifty-four credit program consisting of nine compulsory courses in the first year, aimed at enabling students to acquire basic skills and general knowledge of disciplines and professions relating to information management. Students can choose from among four specializations in the second year: library studies, records management and archival studies, strategic information management, and electronic information management. Each area of specialization has four required courses and a compulsory six-credit, thirty-six day internship. In addition, students must choose three elective courses, either from the required courses of other specializations or from a pool of about thirty elective courses.

A committee was formed toward the end of the 1980s to design a PhD program. With the approval of the Université, the program committee of the Conference of Rectors and Principals of Quebec Universities, and the Ministère de l'Éducation du Québec, the PhD in Information Science was launched in September 1997. It offers two options: information sharing, and information resources and systems. The PhD program consists of ninety credits (eighteen credits for courses, and seventy-two for the dissertation) with a minimum time limit of six sessions, of which at least three consecutive sessions must be carried out at the École. The program can admit a maximum of five students per year, and it produced its first graduate in November 2003.

In September 2001 the École de bibliothéconomie et des sciences de l'information launched another thirty-credit certificate (undergraduate minor) in digital information management. With this new Certificate, the École's complement of programs includes a PhD, an accredited master's and two undergraduate certificates in archival studies and in digital information management. The École now covers all three levels of university studies.

### **Bachelor's and Master's Degrees Granted Since 1962**

Since its creation, the École has awarded 231 one-year BLS degrees (1962-1966), 236 two-year BLS degrees (1968-1971), 778 MLS degrees, or Master of Library Science degrees (1971-1984), 903 MLIS, or Master of Library and Information Science degrees (1985-1999) and 257 MIS, or Master of Information Science degrees (2000-2003). In addition, it has also awarded 832 Certificates in Archival Studies (1985-2003) and twelve Certificates in Digital Information Management (2002-2003).

## Faculty and Research

In 2004 the École de bibliothéconomie et des sciences de l'information had fifteen tenure-track positions, comprising five full professors: Suzanne Bertrand-Gastaldy, current Chair Carol Couture, Gilles Deschatelets, Marcel Lajeunesse, and Réjean Savard; five associate professors: Pierrette Bergeron, Michèle Hudon, Jacques Grimard, Yves Marcoux, and James Turner; as well as five assistant professors: Clément Arsenault, Line Da Sylva, Charles Ramangalahy, Éric Leroux, and Christine Dufour (currently a post-doctoral fellow). Five information professionals complete the teaching team: two internship coordinators, two computer laboratory professionals, and one archives and records laboratory coordinator.

During the 1960s and 1970s the vocation of the École de bibliothéconomie was centred primarily on professional training. Research carried out tended to be personal in nature (notably Janina-Klara Szpakowska's work on teenagers' reading materials) or within the context of doctoral work. However, in the 1980s expansion of the École's field of study, recruitment of professors with PhDs, a clearer vision for the professional orientation of the school, and the raising of Université de Montréal's research standards combined with an increase in the number of research projects submitted to funding organizations, concrete appreciation of funded research and scientific publications, and a decrease in the volume of professional consultations all contributed to a significant change in research activity. Today, almost all the École's professors have research grants from the main Canadian and Québec funding organizations. For the past fifteen years the École's professors have been receiving research grants of about \$250,000 to \$300,000 a year, and have produced approximately thirty-five scientific publications and some thirty conference papers a year.

As the only school in the world that offers a program of study of North American design and content with instruction in French, the École de bibliothéconomie et des sciences de l'information of the Université de Montréal holds a unique position in the network of ALA-accredited North American schools, and a special position among the schools in other French-speaking countries in Europe and Africa. It is no doubt this unique position, at the intersection of two languages and cultures that has attracted over 200 foreign students to the master's program in the past thirty years. The approximately ten percent student clientele from Europe (particularly France and Switzerland), North Africa, practically all the Francophone countries in sub-Saharan Africa, the Indian Ocean, Asia (Vietnam, Laos and Cambodia), the Caribbean, as well as Greece, Brazil, and Mexico, has had a decided impact on the ÉBSI's training and research activities. The expertise of its professors has often been called upon for evaluation or

consultation missions, and they have managed several large-scale projects as part of international cooperation efforts, particularly in Africa. These projects are usually funded by Canadian agencies (particularly CIDA and IDRC), UNESCO, or cooperation organizations of the Francophonie. The ÉBSI has participated in master's program design projects in Rabat and Dakar, as well as in special projects relating to documentary data processing and information management for the library and documentation schools in French-speaking (North and sub-Saharan) Africa.

## Conclusion

The year 2001 marked the fortieth anniversary of the École de bibliothéconomie et des sciences de l'information. During those four decades, two main periods can be identified: the first in the 1960s and 1970s when the École sought to put down roots in the French-language library science milieu, obtain ALA accreditation, as well as develop its professional orientation; and the second during the 1980s when the École expanded its teaching vocation to include funded research and launched the PhD program in information science.

Over the past forty years, the ÉBSI has trained the administrative and professional personnel of the majority of libraries, archival and information services in Québec and French-speaking Canada, thereby making a significant contribution to the renovation and modernization of information sharing in Québec since the 1960s. It has also contributed to the training of management personnel for libraries and archival services in many Francophone countries, and is still the only school in the North American network offering instruction in French.

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# UNIVERSITY OF BRITISH COLUMBIA

## SCHOOL OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES

By Lois M. Bewley

### Beginnings and Progress

In this compilation of histories of one hundred years of library education in Canada, the school at UBC has less than half a century of history to review. But what a time it has been here and in the other “younger” schools and faculties.



Samuel Rothstein

In the early years of the life of the School of Librarianship, as it was then called, Dr. Samuel Rothstein, the School's first Director, said the School had a long history but a brief existence, since it had been discussed for at least four decades before it was founded. When reviewing what has been accomplished in its existence to date, it is difficult not to express a certain pride, and offer tribute to all those involved in the School's success.

The University considered the idea of a library school and offered some courses at various times not long after the University was established in 1915. The history of public involvement begins in 1920 when the Board of Trustees of the Victoria Public Library wrote to the new University of British Columbia and requested it to establish a department for the training of librarians.<sup>1</sup> Nothing happened. But the idea of such training did not die, and the University Senate occasionally discussed, debated, and dismissed the idea during the 1920s and 1930s. The Senate was made aware that McGill in 1930 and Toronto in 1936 offered one-year degree programs in library science. Despite awareness of these developments the Special (Library) Committee of the Senate determined that it was “not expedient for the University to establish a Library School as had been done in some other Canadian universities.”<sup>2</sup>

The breakthrough came with the new University President, Dr. Norman MacKenzie. He recognized the need for such a School, and in the late 1940s supported the idea in “high places” in the University. By the mid 1950s Neal Harlow, University Librarian, and Sam Rothstein, Assistant Librarian, actively entered the fray, and their purposefulness combined with pressure primarily from the library associations — the British Columbia Library Association, Pacific North West Library Association, and the Canadian Library Association — did not let the matter rest. No doubt, the crucial factor was the University's urgent need for professional librarians, and in February 1959 approval in principle was obtained from the Senate for the development of the School. Dr. Rothstein, the major

planner, persuader/activist for the School, was named Director, and the first class was admitted in September 1961 seeking the one-year Bachelor of Library Science degree within the Faculty of Arts.

The School's location for the next forty-two years was the north wing of the Main Library. President MacKenzie stated:

While we were planning the north wing of the Library, we became convinced that Canada (and Western Canada in particular) needed another school of librarianship if the needs of the new and expanding libraries were to be met. My colleagues and I also agreed that U.B.C. was the place for the establishment of such a school. So, in planning the north wing, rooms and facilities were provided that would make possible the realization of the idea when the time was ripe.<sup>3</sup>

And so it came about thirteen years later.

The first faculty members, Rose Vainstein, Ronald Hagler, Sheila Egoft, and Bert Hamilton had to meet not only Director Rothstein's high professional and scholastic expectations, but also a stricture “never [to be] boring and dull and inconsequential and niggling.”<sup>4</sup> Most of the first faculty were practitioners, and did not, as Dr. Ronald Hagler has expressed it, “have the baggage of the old style library school.”

Within two years the School received, in 1963, the earliest accreditation possible from the American Library Association. The Accreditation Committee found the School's resources and facilities “unusually strong” for such a young program, and stated that the School's high standard would point the way for others to follow.<sup>5</sup>

In response to changing and expanding professional demands, the program was altered to a two-year Master of Library Science degree in 1971 under Director Roy Stokes, who joined the faculty from the School in Loughborough, England. Under his guidance in 1973/74, part-time study was made available after completion of the “core” courses, and in 1975, for the first time, the School offered courses in the Summer Session.

He developed, with Richard Bernard of the School and Professors David Breen and Jean Elder of the Department of History, a Master of Archival Studies (MAS) program which was first offered in 1981. It was the first university program in North America to offer a degree in Archival Studies. This program owes its existence, in no small measure, to the stature of Roy Stokes in the University community.

Basil Stuart-Stubbs followed Roy Stokes as Director and guided the School through the hard economic times of the 1980s. In 1984 the School's changes in programs and focus were reflected in a new name, the School of Library,

Archival and Information Studies (SLAIS). There followed in 1990 a change in the academic “home” of the School. While still remaining within the Faculty of Arts (for budgetary purposes), SLAIS became subject to the academic policies of the Faculty of Graduate Studies.

Further innovation and expansion of degree programs took place under Ken Haycock, Director from 1992 to 2002. In 1995 the first students to receive the newly-named Master of Library and Information Studies (MLIS) were graduated. The School initiated a joint Master of Archival Studies and Master of Library and Information Studies in 1998. In 1998, as well, the School offered a First Nations Concentration from courses within the MLIS and MAS programs and some courses in other departments or faculties, such as Anthropology, Education and Law.

In 1999 the first students were enrolled in a new interdisciplinary degree, a Master of Arts in Children’s Literature, and in 2003 SLAIS commenced to offer a PhD in Library, Archival and Information Studies.

In response to requests from the field, a Certificate of Advanced Study may now be undertaken by librarians, archivists, and information specialists (holding a first professional degree) on a part-time basis. Students select an area of focus and build a program of coursework, and a project, directed study or thesis, related to it.

A cooperative education program has been established, administered in cooperation with the Faculty of Arts, and building on the Professional Experience program in which students receive academic credit for completing major projects in the field.

With all of this, SLAIS has become an internationally recognized School with innovative programs and exceptional research productivity. The programs have received international awards and full professional accreditation following each regular review for the past forty years. In 2000 the American Library Association recognized the Master of Library and Information Studies program for its “vision, mission and goals, its intensive curriculum revisions process, and the First Nations Concentration.”<sup>6</sup>

In 1999 the Society of American Archivists recognized the Master of Archival Studies program for its “leadership role in the advancement of scholarly research, the development of the profession across North America (as well as internationally), and above all, the improvement and expansion in the field of archival endeavor.”<sup>7</sup>

## **Faculty**

None of the above could have happened without strong leadership, and the Directors Sam Rothstein (1961-71), Roy Stokes (1971-81), Basil Stuart-Stubbs (1981-91), and Ken Haycock (1992-2002), surely are proof of that.

In the beginning the faculty consisted of four full-time faculty members (named above) plus Dr. Rothstein. Rose Vainstein and Bert Hamilton left the faculty and by 1970 Richard Bernard, Lois Bewley, Anne Piternick, George Piternick and Peter Simmons had been added, and remained faculty members until their retirements. The Archival program began with one full-time member and

Head, Terry Eastwood. Other members were added, among them the notable addition of Luciana Duranti in 1988. Further additions of full-time and adjunct faculty have been made to each program, and each program has been enriched through the cooperation of the many, many practitioners who, as sessional lecturers, shared their experience and expertise with the students, as have the many Colloquium speakers over the years.

The faculty of SLAIS was and is made up of a very diverse group of individuals, bringing to their teaching and research differing professional backgrounds, experience, and expertise. In witness of this, SLAIS faculty members have received more awards for service to the professions they teach than any of the other schools in Canada, while receiving some of the largest research grants to support students.<sup>8</sup> Two faculty members, Mary Sue Stephenson in 1992 and Judith Saltman in 2002, received the coveted University Killam Teaching Award. Faculty members have participated actively in, and frequently led, local, provincial, national, and international associations, and, as with the faculties of the other Canadian schools, have acted as consultants and advisors to government bodies and private organizations. One faculty member in 1988 set a Canadian “first” by receiving at the same conference the Outstanding Service Award of both the Canadian Library Association and the Canadian Association of Public Libraries. It was the first time the latter award had been given to an academic. Faculty members have also been involved in University administration through their participation in president’s committees and committees of the Faculties of Arts and Graduate Studies. For example, Anne Piternick and Luciana Duranti have served as Associate Dean in the Faculty of Arts.

The list of faculty publications during these early years is long. Seminal works were published by Sam Rothstein on reference, by Sheila Egoff on children’s literature, by Ronald Hagler on bibliographic control, by Roy Stokes on bibliography, and by Lois Bewley on library legislation.

The faculty renewal plans have altered with changing professional service and information demands. In the beginning, Dr. Rothstein’s purpose was to recruit an able and dedicated faculty, which would give to “a selected group of university graduates the understanding, motivation, skills and knowledge necessary for effective library service.”<sup>9</sup> In one sense that ideal has not changed, but in the twenty-first century, the renewal plan has set new priorities — first, in the areas of the theory and design of information systems and technology; secondly, the management and marketing of information agencies and services; and lastly, in the traditional but still critical areas of the organization of information, and reference and information services.

## **Students**

The standards of admission to the programs of SLAIS have always been high, and throughout its existence the number of qualified applicants has exceeded the number of spaces available. From the beginning Dr. Rothstein felt that the School would produce “good librarians and good graduates because [the students] were already good.”<sup>10</sup> An unarguable and still valid goal.

The students come from across Canada, the United States and overseas, particularly Asia. For several years the full faculty reviewed and discussed admissions. This time-consuming process and the student photographs, the “mug books,” have long since disappeared. A rigorous process of examination continues to ensure that students entering the programs are competent in English, have basic computer competencies, and graduate degrees acceptable to the Faculty of Graduate Studies.

In the beginning students could register only in September and would attend full-time through April. Students now in the MLIS program may be admitted in September or January, on a full-time or part-time basis. Courses are offered every weekday, some evenings and weekends, to accommodate the various degree requirements and part-time candidates.

The first class of thirty-two students in 1961/62 grew to ninety-seven (if my memory serves) in the standing-room-only last class of the BLS program in 1970/71. There was an average of about sixty students in each year for the decade following. In 1981/82 eight students were registered in the first Archival Studies program.

Director Basil Stuart-Stubbs wanted the School’s reputation to continue to be such that “when an application crossed an employer’s desk they (sic) saw MLS or MAS [from] UBC, they would say, ‘Put that application on top.’”<sup>11</sup> But the economic down-turn of the early 1980s caused, for the first time in the School’s existence, graduates to search long and hard for jobs, not always successfully. So SLAIS adjusted to the employment problem by admitting only forty-five students to the Library Studies program, while the number of Archival registrants increased minimally over the first few years.

A brief summary, provided by SLAIS administrative staff of registrations in 2003, offers a clear indication of the growth in student registrations in the various degree programs since the thirty-two BLS registrants in 1961/62:

Master of Library and Information Studies	134
Master of Archival Studies	34
Master of Archival Studies/Master of Library and Information Studies (Joint)	28
Master of Arts in Children’s Literature	21
Doctor of Philosophy	6
Certificate of Advanced Studies	3

The number and value of scholarships and bursaries available to students has increased substantially over the years. The SLAIS alumni are very generous contributors to these awards and to other needs of the School. In fact, they are the largest contributors per capita of any UBC alumni group.

It would be a mistake, however, to assume all was study and grind. The students were always ready to party, at the school, in faculty homes, or, particularly, on the field trips to libraries taken in the first twenty-five or so years on Vancouver Island and in the Seattle area. There is a hotel in

Victoria, which asked us (the faculty members in charge) never to allow the students to darken its doors again. And then there were the puppet shows at seasonal faculty “roasts,” (which the students greatly enjoyed), and the student-produced spring revues. Another memory from the first decades relives the orientation sessions where the students and faculty eyed one another in a process lightened and enlivened by the morning coffee, donuts, cookies — and conversation.

Over the years the School has emphasized the value of practice based on theory and to that end has cooperated with the field to provide the students the opportunity to learn “in action.” As an example, the author remembers vividly the week in 1976 when students in her Public Libraries course “took over” the main branch of the Burnaby Public Library, performing all the regular professional duties. The request to do so was granted through the goodwill — and courage — of the Librarian, Bryan Bacon, his Board, and the union. The Burnaby librarians were moved to other work places in the system, but the clericals remained, and were a source of comfort and cooperation. The students conducted themselves superbly throughout the planning, juggling their other class loads, and handling their many different work assignments in Burnaby in a professional manner. The party held by the exhausted group when it was all over was memorable. From the beginning students in the Library Studies program have been required to complete a two-week practicum under professional supervision.

Over the years the faculty has felt a justifiable sense of pride in the successes of SLAIS graduates in all the various aspects of our many professional fields, at home and abroad.

### Interdisciplinary Activity

The list of degree programs offered by SLAIS is shown above. A faculty of twelve plus part-time and sessional lecturers carry the program, but the growth from five faculty and one degree, the Bachelor of Library Science in 1962 to four different master’s degrees and a PhD in 2003 indicates clearly the strength of SLAIS and its interdisciplinary role in the University.

The Archival program is the result of the cooperation and efforts of the History Department Head with Roy Stokes and the School of Librarianship (as it then was) in the late 1970s and early 1980s.

The Master of Arts in Children’s Literature is the result of consultation and cooperation between SLAIS, represented by Judith Saltman, and the English; Language and Literacy Education; and Theatre, Film and Creative Writing Departments.

The First Nations Curriculum Concentration developed through close cooperation with the members of the First Nations House of Learning (on campus), and some consultation with other departments and faculties, and SLAIS faculty members Judith Saltman and Sylvia Crooks.

Currently there are efforts to establish joint programs with the Faculty of Education, the School of Journalism, health informatics in the Faculty of Medicine, and business information in the Faculty of Commerce.

## Continuing Education

Infrequent and brief continuing education classes were offered in the first years of the School, but in the 1970s two memorable conferences were conducted: in 1974 the National Conference on the State of Canadian Bibliography, under the direction of Anne Piternick, and in 1977 the First Pacific Rim Conference on Children's Literature, sponsored by Roy Stokes and developed by Sheila Egoff. (In the same year the University Library received the Arkley Collection of early American and British children's books through the good offices of Sheila Egoff).

In the mid-1970s a permanent (for a few years) Continuing Education Committee, composed of practitioners, a faculty representative, and chaired by Lois Bewley, was created, with the proviso that the University Extension Department handle the administrative details. The programs were planned for professionals and designed to meet the requests of the field, primarily concerning technological and cascading electronic advances, and administrative methods and problem-solving. One of the latter was a five-day program offered to librarians across the country. Professors in the Commerce Department played a major role, planning and participating in the program, held in 1980 at the Lester B. Pearson College of the Pacific on Vancouver Island.

In the early 1980s the School transferred its continuing education programming to that of the British Columbia Library Association, but under Director Ken Haycock in the early 1990s the School reestablished its own continuing education program.

## Physical Accommodations

No history of SLAIS would be complete without some comment on the physical conditions, not necessarily those envisioned by Dr. MacKenzie, under which the School not only existed, but grew and prospered. It was located in the empty eighth floor of the north wing of the Main Library building. Generations of students have cursed the stairs they had to climb to reach the School.

Space problems — inadequate, inconvenient — were general in most Canadian schools during the expansion period in the 1970s and 1980s. At UBC the spaces available were not designed for instructional purposes. One room was particularly drab, cramped, and airless. Two new faculty members who had to teach in the room took it upon themselves to paint one wall orange (just to lighten things up a little), only to have the wrath of the Physical Plant painters' union fall upon them.

After the seventh floor was condemned as an unsuitable workspace, the School, desperate to find space for newly acquired computers, set up a lab in a vacant space (beside a handy fire-escape) on the newly-vacated floor.

More office space was created by dividing old offices in half. Some new offices were constructed and almost completed before the fact that they lacked a heat supply was brought to the builders' attention.

As was noted earlier, the student lounge was converted to a computer lab, finally located on the eighth floor. Peter Simmons was deeply involved in solving the many

problems associated with the installation of computers wherever they were located, primarily caused by the lack of electrical outlets and a limited power supply to the eighth floor. For a while the boiling of electric kettles had to be staggered or a blackout would occur. After Peter Simmons retired, the responsibility for information technology in the School was passed to Mary Sue Stephenson.

During the years of the Viet Nam war there were many bomb scares and fire threats to the library building, causing evacuations, and meaning the eighty-eight stairs would have to be climbed yet again. On one of these occasions Dean Frances Halpenny of the University of Toronto was speaking at a colloquium and everybody, calmly, had to evacuate. If memory serves, it happened again during an afternoon class she was giving. That evening, while she and a faculty member were having dinner in a restaurant in Vancouver's West End, there was a fire in the restaurant!

Despite the over-crowding in these early years, it might be agreed that the "open door" policy of the faculty, the close proximity of those offices to the classrooms and student lounge, fostered a kind of tolerance or even a degree of rapport between students and faculty. Finally, because the north wing was to be razed, new temporary quarters had to be provided, and there the School resides — just as Dr. Edie Rasmussen became the new Director in 2003. The School is included in the plans for the reconstructed Main Library, to be called The University Learning Centre.

## Yesterday and Tomorrow

"Though SLAIS has charted new territory in its fourth decade, the School has, in another sense, remained quite consistent. It has enjoyed repeated accreditation and praise. Its faculty has enjoyed repeated accolades and service awards. Its sessional instructors continue to bring the world of experience to the School. Its students still embody the qualities Dr. Rothstein sought 40 years ago."<sup>12</sup>

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## Notes

1. Maurizio Dattilo and Judith Saltman, *Forty Years of Library Education: The School of Library, Archival & Information Studies, University of British Columbia 1961-2001* (Vancouver, B.C.: The School, 2001), 1.
2. *Ibid.*, 3.
3. *Ibid.*
4. *Ibid.*, 11.
5. *Ibid.*, 15.
6. "Introduction." In University of British Columbia, School of Library, Archival and Information Studies, *SLAIS Academic Unit Plan*, 15 December 2000. <http://www.slais.ubc.ca> (accessed April 21, 2004).  
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7. *Ibid.*, The Learning Environment.
8. *Ibid.*, Introduction.
9. Dattilo and Saltman, 21.
10. *Ibid.*, 13.
11. *Ibid.*, 31.
12. *Ibid.*, 37

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## Author's Note

Some of the material included in the above review comes from the memories of the author, and may be coloured, a little, as memories often are.

I was teaching in the School of Librarianship at the University of California, Berkeley, when Dr. Rothstein asked me to return to Vancouver and join his faculty, which I did in July 1969. The following nineteen years were richly rewarding. Memories remain vivid of the lively and ever-interesting contact with our students; of the friendships with colleagues here, across Canada, and in the United States; of working with the many practitioners willing to give time and energy to my students in off-campus projects; and of being an early, if minor, part of the crescendo of change in the profession's new "information world."

Sam Rothstein, Roy Stokes, and Basil Stuart-Stubbs were the directors in "my" years. Each had a different style of leadership, but each of them gave us, as faculty members, room to grow, to argue and to laugh, and I feel privileged to have known and worked with them.

Lois Bewley is Professor Emerita of the School of Library, Archival and Information Studies

# UNIVERSITY OF WESTERN ONTARIO

## FACULTY OF INFORMATION AND MEDIA STUDIES

### LIBRARY AND INFORMATION SCIENCE PROGRAM

By Janette White

#### Beginnings

The School of Library and Information Science (SLIS) at the University of Western Ontario came into being as a result of an acknowledged shortage of professional librarians throughout Canada in the 1960s. The Ontario government responded to this shortage by setting up a committee in 1965 of educators and librarians to study the establishment of a third library school in Ontario, in addition to the long-established school at the University of Toronto and the school at the University of Ottawa (which subsequently closed). The decision was made in 1966 to locate a school at the University of Western Ontario in London, and a search for a founding dean was undertaken. The result was the appointment of Dr. Andrew D. Osborn, originally from Australia, a librarian/scholar with extensive experience in major libraries and library education in the United States.



Andrew D. Osborn

Dr. Osborn's vision for the MLS program was one that would be, in his words, "truly graduate in character," and one that would advance the preparation of librarians in their first professional degree studies through an experimental and demanding program. At the same time, this program would be patterned along the prevailing lines of MLS programs in the USA: a trimester program that could be completed in a year of full-time study or through part-time studies. To provide additional flexibility students would enter this year-round program in September, January, or May, and to assist part-time students, some classes would be scheduled in rotation in evening sessions and a smaller number on Saturday mornings.

In terms of teaching, the use of the seminar method was chosen in which students would carry out research for the assigned topic for discussion in a particular course, and prepare a brief report of their findings and attendant questions for clarification plus a list of sources consulted—the report to be handed to the instructor in advance of the class. Usually a team of students, briefed in advance by the instructor, would take responsibility, along with the instructor, for guiding discussion of the topic. Each seminar was usually three hours in length and required, generally speaking, six hours of preparation. Assessment of students' performance would not be based on formal examinations but would be based on a fourteen-week term's work including oral contributions in class.

In order to support such a program, the creation of a number of instructional elements was deemed essential: a library which would not be a purely professional one but would include a representation of the subject areas of the world's knowledge in its various forms. To reinforce the spirit of experimentation and to emphasize the importance of computer applications in the control of information and data, the library would be organized by a specially devised classification scheme initially conceived and worked out by Dr. Osborn and a team of assistants. The scheme was further developed under his guidance by the librarian, instructors, and students. Catalogue records of the holdings were entered into the computer and the listing was available, initially, through a book catalogue comprised of a computer printout. This served as the basis for the continuing development of additional subject classes (library science had been tackled first) and for experimentation in approaches to producing computer-based book catalogues.

The building that housed the School was a temporary prefabricated structure located on an as yet unpaved parking lot behind the football stadium. In September 1967 when the doors opened, the physical elements, in addition to the library, were gradually taking shape: a special collections room housing a teaching collection of rare books to be used to support future courses and research in

analytical and descriptive bibliography, a working bindery and conservation laboratory with an expert in charge, and an audiovisual laboratory and printing facility.

The design of the classrooms was influenced by the model of seminar rooms common in graduate schools of business administration, particularly the two large seminar rooms housing forty to fifty students with seating arranged in two stepped horseshoe ranges. Two small classrooms with moveable armchairs were available for smaller classes. (In the lead-up to the opening day when the inevitable delays and snags in the installation of equipment and furnishings developed, Dr. Osborn was heard to lament that things were not done at Western as they were Harvard!)

The make-up of the original faculty members, drawn from a number of different countries, and with long experience in the field, gave the School a distinctly international flavour. Members were recruited from the USA, France, Australia, New Zealand, the United Kingdom, and Russia (by way of Australia). Three of the original faculty were Canadian — Ontarians in fact. As enrolment increased and the curriculum expanded, the Canadian complement grew in terms of both full-time and part-time faculty, including instructors drawn from the University libraries and from libraries and information centres in the region. Visiting instructors from abroad, mainly from the USA, UK, and Commonwealth countries continued to bring strength in the first decades and especially after the institution of the PhD program in 1973.

The student body at first was also a mixture of nationalities, ages, and experience. Many admitted to the first classes were currently working in libraries, including school librarians who, in most cases, had not previously had access to part-time study. All applicants had, first of all, to qualify for admission according to the academic requirements of the Faculty of Graduate Studies. The School did not specify that applicants have working experience in libraries nor was there an attempt to interview all applicants, though many visited the School to discuss the program. University transcripts, resumes, and two letters of recommendation attesting to perceived potential for the field and some assessment of personal characteristics were required.

Because the School had been located in a centre perceived as deficient in extensive library resources, particularly in the fields of bibliography, library and information science, and reference works, Dr. Osborn, who saw the library as the “heart of the academic program,” had from the first begun acquiring a wide array of library resources in all forms. Regular visits were made in the first years to select duplicates at the Library of Congress, the United States Book Exchange, and at major university and public libraries in the US and Canada. The annual book budget at this time was \$100,000.<sup>1</sup> One of the original purposes of this extensive acquisition program was to build up the resources of the main university library, which had been judged to be lacking strength in various fields. In the end, however, the intended handover of this material did not take place.

Book hunting trips were also undertaken to European countries; for instance, Professor Constantine Hotimsky, who had a special research interest in Slavic bibliography, visited the Lenin Library in Moscow and the Saltykov

Shchedrin Library in Leningrad to select Russian bibliographical and library science resources and to set up a gift and exchange program to strengthen the School’s Russian holdings. Gift and exchange programs were also established with other overseas institutions. While on a visit to Czechoslovakia in 1968, Dr. Osborn and Professor Hotimsky, with their spouses, were caught in Prague during the uprising and barely managed to catch the last train out of the country before the arrival of the Soviet tanks. It was remarkable that the works already selected during their visit were eventually dispatched and turned up safely at SLIS.

In a further effort to provide an experience of the collections and operations of long-established and scholarly libraries, Dr. Osborn instituted a series of field trips for students and accompanying instructors, in the first years, to a broad array of large university, public, and some specialized libraries mostly in the northern United States — New York, Boston, Chicago, among others — as well as the National Library of Canada and some Canadian universities. The students through reading beforehand had familiarized themselves with the institutions to be visited and were able to specify their preferences. The trips, generally three to four days long, were for the most part made overnight by bus and visits were scheduled to start shortly after arrival — perhaps not the ideal time for a group of groggy students to grapple with the complexities of the United Nations Library! However, in discussion afterwards it was remarkable to find how much the students had retained about the institutions visited.

Visits to libraries (more geographically restricted) continued to be an important element in many courses as well as visits to seminars by practitioners and others with specialized and relevant backgrounds.

### **The Years 1970-1984**

On Dr. Osborn’s retirement in 1970, Dr. William Cameron, originally from New Zealand, a professor of English at McMaster University was appointed dean. He had taught part-time at the School from its beginning and was already involved in a research project, “A Short Title Catalogue of Hand Printed Books,” now based at SLIS, with the aim of creating a computerized union catalogue of hand printed books prior to 1800.

The doctoral program envisaged from the first as an essential goal of the School was soon in process of development following the approval of the first program in the field at the University of Toronto. In 1973 approval was given to a PhD program at Western by the Ontario Council on Graduate Studies. This program would be focused on the field of bibliographical control with special attention to three areas: systematic and universal bibliography, indexing and classification, and modeling and simulation of bibliographical control systems. The first PhD in Library and Information Science at Western was awarded to Michael Shepherd in 1978.

With the development of the PhD program, the MLS curriculum reflected increasing emphasis on courses in research methods, quantitative methods, and computer applications. The required courses component, which had taken several forms in the early days and had occupied a

large portion of each term's study, were consolidated as eight required courses. Seven electives completed the fifteen-course program, each course comprising three credit hours. Elective courses numbered between thirty-one and thirty-eight at this time, among them those adding depth to the content of core courses, as well as those dealing with specialized materials and types of libraries, information centres, information users, computerized files and applications, management, systems analysis, to name only a few. Individual Study, Special Topic, and Guided Research electives provided further emphasis on research and more individualized exploration of specialized topics. In the late 1970s two electives: Introduction to Archives Administration, and Records Management were added to the curriculum in response to the need to broaden the approach to the management of a wider range of materials and data.

The 1970s were also a period of involvement in outreach or extension education at home and abroad. Responding to a request from the Dean of the newly-founded Department of Library Studies at the University of the West Indies in Kingston, Jamaica, to library schools in Canada, the US, and the UK to lend faculty to bolster the teaching staff during the Department's beginning phase when funding was scarce, SLIS faculty were canvassed for their cooperation. (The Department of Library Studies program was established to serve students in the Commonwealth Caribbean seeking the qualification, BA in Library Studies). Ten to eleven faculty members contributed a term's teaching in this program, or, with the Dean, participated in continuing education workshops and conferences in cooperation with visiting international experts and library associations in the Caribbean region.

In 1977 SLIS, in cooperation with the University of Toronto Faculty of Library Science, established an extension program in Ottawa in response to demand from students, many working in government libraries, who were enrolled in the MLS program at the University of Ottawa and were affected by that University's termination of its library science program. For the first years one-night and two-night courses per term were offered by instructors from Western traveling each week to Ottawa, but eventually instructors were also drawn from personnel in major libraries in Ottawa. (The University of Toronto had dropped its participation after the first two years.) Cooperation in logistics for this operation was lent by the University of Ottawa, the National Library, and other institutions. Because of the Faculty of Graduate Studies regulation against the completion of a graduate program entirely by extension, Ottawa program students were required to spend at least one full term of study at the School in London. Because of budget cuts in the late 1980s the decision was made, reluctantly, in October 1989 to phase out the program. Early in the program enrolment had reached as high as seventy part-time students but had fallen into the thirties in the phase-out period.

The Cooperative Work/Study Program, one of the few graduate level co-op programs in Canada, was begun in the winter term of 1979 with the cooperation of Stan Beacock, Director of the London Public Library. The aim was to provide the opportunity for master's students who were

maintaining at least a B+ average to gain working experience in the library and information field. The program entailed recruiting the participation of libraries willing to offer paid professional or near professional positions for two work terms of fourteen weeks, which ideally would not be consecutive but would be alternated with terms of study. It also involved supervision and assessment of performance, site visits, and evaluation of written reports produced by each student. (Co-op students were awarded credit for work terms but this did not reduce the number of credits required to complete the MLS program.)

The Program started slowly with the participation of seven libraries in the first year, but on the appointment of a full-time coordinator in 1985 it grew steadily in numbers and spread widely throughout the country from the Northwest Territories to Newfoundland. Placements were made in a multitude of different kinds of libraries and information management centres. This program continues to flourish with seventy-five to one hundred students participating per year, the highest number placed in government libraries and information services.

In 1982, after fifteen years in the original temporary building which had, in the meantime, acquired some portable appendages to accommodate the MLS and the growing PhD programs, SLIS left the football stadium behind and moved up the hill to the periphery of the campus to settle in permanent and more spacious quarters in Elborn College, formerly the home of the Teachers College. This provided expanded and well-designed space for the library and its academic support services, computer labs and other technical services, and functional seminar and conference rooms close to faculty and doctoral students' offices.

### **The Years 1984-1995**

In 1984 Dr. Cameron, who had completed his second seven-year term as Dean accepted an appointment as chairman of the Department of Modern Languages and Literatures and was succeeded as Dean by Dr. Jean Tague, a long-time faculty member with a strong background of research in information science. She was soon approached by students campaigning to have the study of information science reflected in the name of the degree, a change opposed by some, but eventually approved by a majority, and in 1985 the designation became Master of Library and Information Science (MLIS). Later on, in 1993, the word 'Graduate' was added to the name of the School in order to make clear to employers, particularly in the nonlibrary fields, the graduate nature of the program. (Dr. Tague specified to those from the SLIS days that the 'G' would be silent.)

Dr. Tague's term as dean coincided with a growing tightening of university funding, followed by severe cutbacks in the early nineties to the School's budget which affected not only the hiring and retention of faculty and the upgrading of equipment, but brought unavoidable loss of personnel in the Administrative and Academic Support Services. This meant the loss of librarian-instructors who for years had been a vital service supporting instruction in the classroom, labs, and in the demonstration of library



practice both in the Library and in the use of computing facilities along with regular library duties.

The loss of library staff coincided with the decision to undertake the conversion of the SLIS catalogue database from the original in-house classification system to full MARC records with LC class numbers and subject headings through donated, integrated library system software. This marked the transition to a reduction of the Library's holdings to a reference collection of resources essential to core courses and electives, and the gradual transfer of the major part of the collection to the main University Library and other on-campus libraries. (In 1993 the holdings in the School's Library had totalled 55,970 catalogued monograph volumes, 2,860 bound and unbound serial volumes, and 10,350 volume equivalents in microfilm and microfiche.)<sup>2</sup>

In terms of the curriculum, discussion of revision of the MLIS curriculum in the 1990s was centred on increasing the emphasis on information management. Efforts were also underway to broaden the scope of the PhD program. This program had been approved in 1973 with the provision that its focus be restricted to bibliographical control. A change in the structure of the program was approved in 1992 to include three areas of specialization: information needs and uses, information systems, and information policy.

In 1995 Dr. Tague-Sutcliffe, mindful of the closures and mergers among library school programs in the US in the 1980s and 1990s, as well as the threat of closure of the Graduate School of Journalism at UWO, put forward a proposal for a merger of the MA Journalism and the MLS and LIS PhD programs to the University's Task Force on Strategic Planning where it was enthusiastically endorsed. Sadly, owing to her untimely death in September 1996, Dr. Tague-Sutcliffe did not see the final merger of the two programs.

### **1996- Faculty of Information and Media Studies (FIMS)**

The successful merger of the two graduate programs in Journalism and Library and Information Science was carried out in 1996/97 under the direction of a ten-person Joint Transition Committee chaired by Acting Dean, Catherine Ross. A search for a dean was instituted, and in July 1998 Dr. Manjunath Pendakur, who was a professor in the Department of Radio-TV-Film at Northwestern University at Evanston, Illinois, was appointed. He stepped down from the post in May 2000 and returned to a post in the USA. Dr. Catherine Ross, a long-time GSLIS faculty member, took over as Acting Dean and subsequently, in July 2002, was appointed Dean for a five-year term. To ensure stability and continuity during this changeover period, Dr. Gloria Leckie, also a GSLIS faculty member, was appointed Associate Dean in 1999 and has since been reappointed.

One of the goals of the newly created Faculty was to introduce a new interdisciplinary undergraduate program, which would build on the strengths of the Faculty's expertise in media and information. This BA program in Media, Information and Technoculture (MIT) launched in 1997 was an immediate success, attracting a large enrolment; the latest figure on total enrolment showed 700

students. A steady number of graduates of the program is accepted into the MLIS program; others have been admitted to the new thesis-based Master in Media Studies begun in 2002. In prospect for advanced study in this field is a new PhD in Media Studies to be launched in 2005.

In 1998, following the merger, GSLIS moved for a third time to the main campus to Middlesex College, the home of the Journalism School where renovations had been made to accommodate the whole of the new Faculty. However, it soon became obvious that additional space would be needed to house the increased number of new students, faculty and staff. The current combined FIMS faculty numbers thirty-nine, twenty-three of whom teach in the LIS program. In addition, there is a complement of sixty-four part-time faculty and seventeen staff. The total FIMS student enrolment is 925 students, of whom 165 full-time equivalents are in the MLIS program and twenty-three in the LIS PhD.<sup>3</sup>

This expansion forced a decision to find increased space in a newly constructed North Campus Building, scheduled to be finished by spring 2004. This allowed time for planning the most functional quarters for teaching activities and for the wealth and diversity of technical resources necessary for the LIS and Media programs. One of the features of the building is an Interdisciplinary Media Centre to be operated jointly by FIMS, the Faculty of Music, and the Department of Fine Arts.

The Graduate Resource Centre, a reference collection with print and audiovisual holdings plus an array of electronic resources, supports the LIS component of core and elective LIS courses plus sources for Media Studies. The Coordinator of the Centre is a librarian who works closely with the librarians in the University Library and is involved with the instruction of LIS students in the searching of databases. In the new premises the student body and faculty will be connected widely to a wealth of resources through the Faculty's Information and Communications Technologies.

The move to the new quarters was scheduled for May 2004, close to the time when the ALA Committee on Accreditation planned to make its site visit and eventual decision on reaccreditation. There seems to be no doubt that the LIS component will meet the standards for accreditation as it has done in 1969, 1976, 1983, 1990, and 1997. The LIS PhD program is reviewed every seven years by the Ontario Council on Graduate Studies (OCGS), a reviewing body that reports to the Council of Ontario Universities (COU). The most recent OCGS review classified the master's and doctoral programs, as in past reviews, as 'good quality'.

Prospects are good for continuing employment of MLIS graduates and the PhD program is meeting the expectations expressed by Dr. Osborn at the beginning of the enterprise when, commenting on the slow development of a profession of library school instructors, he wrote: "The hope for the future must surely lie with the fullest possible attainment of a professional teaching body in our library schools, people who are fully acquainted with the academic program of a university and a school and fit in with these ways because they participate in policy making and are accustomed to the academic scene."<sup>4</sup>

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## Notes

1. Barbara J. Palmer, 1.
2. Friends of the School of Library and Information Science. *Letter*, no. 18, (October 1993), 5.
3. *Program Presentation to ALA Committee on Accreditation*, 2004, 5.
4. Andrew D. Osborn, *The Foundation Philosophy for a New School of Library and Information Science*, 3.

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Janette White, a member of the original faculty, is Professor Emerita of the Faculty of Information and Media Studies.

# UNIVERSITY OF ALBERTA

## SCHOOL OF LIBRARY AND INFORMATION STUDIES

By John G. Wright and others\*

### Beginnings

Library education in western Canada began with school librarianship as a specialization for qualified teachers, offered first in British Columbia by Walter Lanning from the Department of Education in 1938, later moved to the University of British Columbia in 1956. Courses were first offered in 1947 at the University of Saskatchewan by Lyle Evans, the first appointed Provincial Supervisor of School Libraries, and in the University of Manitoba by Kay Coddington in 1950. Courses were offered at the University of Alberta in Edmonton beginning in 1950, offered first by Louise Riley, the Children's Librarian of the Calgary Public Library. Their popularity resulted in the appointment of Laurie Wiedrick from the Edmonton Public School Board as a full time professor in 1964. By the time the Library School was inaugurated on the Edmonton campus of the University of Alberta, there were full and part-time professors of school libraries on university campuses in Winnipeg, Saskatoon, Regina, Edmonton, and Vancouver.

The demand for professional library education for libraries in general was also growing rapidly, particularly during the expanding economies following World War II. It was then a necessity for chief librarians of universities and large public libraries to travel to the United States and to Great Britain seeking qualified candidates. It was reported in 1967 that "for Canada as a whole, there was one librarian per 6,500 population; in the prairie provinces, one per 15,000; in the United States, one per 3,000", and the combined graduates of the current library schools at the Universities of McGill, Toronto, and UBC would never in the near future supply the demand. The Canadian Library Association was also urging the formation of professional library schools in each of the major regions of Canada. Fortunately, at that time, the presidents of the three prairie universities met regularly to review mutual concerns and to consider the establishment of new programs.

The three prairie library associations shared this concern and jointly formed the Coburn Committee in 1964. After reviewing the possibilities of a library school on each of the three prairie campuses, the committee took its case to a meeting of the university presidents. The result was a decision of the Board of Governors of the University of Alberta in 1965 to establish a library school on either its Calgary or its Edmonton Campus. The Coordinating Faculties Council determined its location on the Edmonton Campus in 1966.

Although this decision enjoyed the support of the three prairie universities and of the three prairie library associations, the first School of Library Science was not regional in any other than a geographical sense. Indeed, the School has always been financially supported solely by the University of Alberta, although in the early years there was representation from the three provincial library associations on its governing council. The School does,

however, make every effort to provide both a Canadian and a prairie context to course work wherever it is applicable.



Sarah Rebecca Reed

The School's first Director was the dynamic Sarah Rebecca Reed, formerly the Library Education Specialist of the United States Office of Education in Washington, DC, and a former Executive Secretary of the Library Education Committee of the American Library Association. She was appointed in 1967. The School opened its inaugural sessions on the second floor of the Education Library in the summer of 1968.

Sarah possessed a resolution of iron, but at the same time she was always gracious and welcoming. At every School or social event involving students and faculty, she would be at the door to welcome them; and the next day she would, just as graciously, inform those who were absent how much they were missed! She arranged a School presence at every prairie library event, usually by providing airplane fares, but after the air disaster of the famous soccer team in England, she would allow only one faculty person on any one flight!

Initially, the School of Library Science operated as an independent unit within the university with the BLS as the first professional degree. In 1971 the MLS year was added as a second degree. In 1976 the BLS degree was dropped and the MLS became the first professional degree in concert with the North American pattern of accredited library education. This brought the program directly under the regulations of the Faculty of Graduate Studies and Research. The School became the Faculty of Library Science in 1975 with Betty Henderson as its first Dean. In 1988 there was a name change to reflect the new technologies of information organization and management. The program was now identified as the Faculty of Library and Information Studies with an MLIS degree. In the same year Dianne Oberg, responsible for the School Library Program in the Faculty of Education, became the Faculty's first candidate for an interdisciplinary doctoral degree. At that time Dianne held a joint appointment with the Faculty of Library and Information Studies. Part-time joint appointments to maintain liaison with the School Library Program in Education have remained a continuing policy from the beginning of the program.

Library and Information Studies was one of several smaller units within the university, about which there was a concerted move, largely prompted by administrative and financial concerns, to combine into one larger unit or to re-establish them within other units. The President's Advisory Committee on Campus Reviews, better known as PACCR, undertook a status review of all faculties and departments beginning in 1989. In 1991 the library and information studies program was restructured and, after negotiations to ensure its independence to meet accreditation requirements, the Faculty of Education became the administrative body. The program became once more the School of Library and Information Studies with former Dean Sheila Bertram as its continuing Director. The Accreditation report of 1992 recognized the outstanding leadership of Dean Bertram in a well-managed transition. The School retained its separate quarters within the Rutherford Library.

### **Recruitment**

The initial announcement of the opening of the school in 1968 attracted a wide sampling of candidates from the three Prairie Provinces, and the Director made the original selection process a demanding one. Each candidate had to have an entering four-year degree (with at least a B standing) including courses in English, history, and science, a second language, preliminary supervised library work experience, three letters of recommendation from previous employers, and a rigorous personal interview with the Director. Forty-two candidates were finally admitted, nine of them male.

*It is no wonder that the first class always considered themselves "special" — and they were reminded frequently during that first year that the successful accreditation of the program depended much on their performance! Sarah Rebecca also taught the initial reference courses and proved a demanding instructor. Her reference "run-arounds" were given top priority by every student no matter what other assignments might be pressing!*

In comparison with many professions, librarianship seems to attract smaller numbers of those who make it their "first choice" as a career. In practice, however, entering candidates with varied education and work experiences, enhanced competencies, and a strong orientation to serving people have always proved beneficial to the profession. How do they make this choice?

A survey of Alberta graduates in preparation for its third accreditation visit in 1985 indicated that as many as 55 percent were influenced by individual librarians, 49 percent by means of the University Calendar, and 34 percent as a result of discussions with alumni and faculty members. Lacking were any references to career day events, circulated brochures, or specially planned career programs. Those opportunities are now more readily available, such as the present annual Professional Development Day, arranged by the students and followed by a reception sponsored by the School's Alumni Association. The School's Web site is now used frequently for such information.

A review of enquiries at that time revealed a high proportion of students from general arts programs that did not lead to specific professional employment, and a smaller number from those seeking added specialization within their current careers, such as school teachers or musicians. It is now evident that more students are entering the program with graduate degrees at both the master's and doctoral levels.

*In the 1980/81 term, an unusual student, one "Joe Farmer," showed up unexpectedly on the Academic Libraries class list and submitted witty and brilliant assignments, although the instructor never actually met him. Unfortunately, news was received of his death by accident in Saskatchewan just prior to convocation! His picture, however, is included in the class photograph hanging in the School's hallway.*

### **Admission**

Entering candidates had more hurdles to jump for the BLS than were faced after the two-year MLS became the first professional degree. At that point prior library experience was dropped as a requirement, and some years later the personal interview was also dropped. Because the library degree is basically an academic experience, the requirements of the university's Faculty of Graduate Studies and Research became the norm. Academic standings for the entering undergraduate (or graduate) degrees are considered better indicators of performance within the program, and the School enjoys a high reputation for its entering standards. Knowledge of a second language is considered an asset, and an English language proficiency test for students with other than English as a first language is required.

Initially, the School had an enrolment limit with required full-time attendance. At present, approximately thirty-five to forty full-time students continue to be admitted each year along with extra part-time students. The total enrolment at any one time, including second year students, might be ninety, with about 70 percent or more registered for full-time attendance. The average entering age is 30.5 years. Enrolment is always realistically affected by the number of faculty members available and qualified to teach

the courses offered and, at the graduate level, seminar sessions with smaller numbers of students per class are preferred. Now anticipating eight full-time faculty members plus a varying number of sessionals, the Alberta School still remains a small academic unit within the larger university community.

Although students occasionally emerge from across Canada, the United States, the United Kingdom, Europe, Asia and Africa, by far the largest number of candidates is admitted from the province of Alberta, followed by Saskatchewan and British Columbia. The same pattern exists for entering degree backgrounds. Background studies within the student body vary enormously, with the largest concentrations from English, History, and Education. About 20 percent may have had significant prior library experience. Presently, a high percentage signs up for the Practicum course, while others take on part-time library positions during their studies. The predominant ratio of females to males has not appreciably changed.

*Influenced by the radical student movements across North America, the class of 73/74 refused to have a student president or vice-president. Because they considered such a structure as too hierarchical, they elected a seven-member group (The Group of Seven) as a governing committee. It created some confusion since responsibilities were not easily assigned to any one member. There was further confusion in the Registrar's Office when a number of married students decided to revert to their maiden names!*

### **Financial Assistance**

Scholarships, bursaries, fellowships, and prizes are not merely reflections of corporate munificence, but also reflect the commitment of the library profession's involvement in the process of 'becoming' a librarian. In its earlier stages, librarianship did not offer the same degree of support that other professions provided. Scholarship assistance is still noted in the accreditation process.

The largest single benefactor at the University of Alberta is the Faculty of Graduate Studies and Research, which annually funds Graduate Assistantships (GA) for eligible graduate students who apply for them. Presently every full time faculty member has a GA for research assistance, and GA positions outside the School are also available for students who seek them. A Gold Medal in the name of Sarah Rebecca Reed is offered annually to the candidate with the highest academic standing; the Alberta Library Association offers two Bulletin prizes; and the Association of Professional Librarians of the University of Alberta offers book prizes. There is now over \$45,000 available each year in some twenty awards and prizes, including scholarship and continuing education grants, conference travel grants, and conference registration grants. The Lesley Heathcote scholarship awards \$6,500 for each of an entering and a continuing candidate. Several annual scholarships are offered by the H. W. Wilson Foundation, and the Canadian Library Association also offers scholarship assistance. Two scholarships are supported by the School's Alumni Association.

### **Curriculum**

During its BLS phase the School offered an intensive four-week orientation program preceding the opening of regular classes. It took the students on bus visits to libraries throughout the Prairie Provinces, with stopovers along the way for special lectures and workshops. It proved exhausting for both students and faculty, although it was rated highly by the students for its opportunities of seeing a variety of libraries in actual operation. It also helped everyone to get to know one another. This program added the course time required by the accreditation process based on the American semester sessions. It was dropped when the two-year MLS program came into effect.

*Stories about these trips multiplied: the time when the students spread themselves on the lawn of the University of Calgary waiting for the bus to come, and the sprinklers came on; when one professor locked himself out of his hotel room and wandered down the hall in his striped pajamas; when the bus drivers diligently attended every lecture and library tour and we afterwards discovered they were high school teachers with summer jobs; when one of the joyful sing-song and story telling sessions at Jasper Park YWCA Camp, waxing long into the night, abruptly ended when Sarah Rebecca appeared to protect the reputation of the School!*

When prior library experience was also dropped as a requirement, a three-week practicum at the end of the second year was added. It was designed to give students an opportunity to put their newly developed skills and learning to work. While it was widely appreciated by both the students and the library community, funding was not available to support the costs of supervision. The number and kinds of libraries matching student preferences were not always available or able to be readily evaluated as to the quality of the experience provided. It too was eventually dropped as a requirement, but has remained as a popular single-course option.

For the MLS degree, there was both a thesis and a non-thesis route. For the nonthesis route, a three-credit research project was required to demonstrate valid research techniques and to test the application of library principles. Although it did delay the graduation of some students, the overall experience was considered beneficial by the students themselves. The nonthesis route has now been replaced by sixteen single-term courses plus a "capping" exercise. This requires a student in the last term to submit a major paper or project originally written for a course assignment, which is then revised by the student in terms of its meaningfulness to the library program, to the library profession, and to personal career goals. The re-evaluation must be submitted as a Web page, which can then be made accessible to the wider public (with the student's permission). The School must also approve it for publication. One purpose of the requirement is to demonstrate the candidate's competencies with Web site manipulation. There has always been less interest in the thesis route, now consisting of thirteen courses plus a thesis, partly because of practical future employment concerns. A year of full-time attendance is also required for the thesis route.

A unique feature of the Alberta program has long been its relationship to the school library program offered by the Faculty of Education. When the School first opened, John Wright, the school library specialist, held a joint appointment with the Faculty of Education and taught in both faculties. The Dean of Education's suggestion that the school library program be transferred to the library school was rejected because the Education context was felt to be essential for school librarians. The Faculty of Education currently offers an internet-based post-baccalaureate diploma program, and an MEd in school libraries.

Students registered in the Elementary and Secondary education programs also sign up for the library school's courses in children's literature, storytelling, and young adult literature in large numbers. Undergraduate survey courses in these areas, as well as in comic books and graphic literature and Canadian literature for children, are now open for students in all other degree programs. Similar courses are reserved at the graduate level for MLIS students.

The number and range of the library school's courses reflect the shifting developments within the profession itself. The first year's program of twenty-three courses emphasizing a traditional bibliographical context has given way to over fifty courses that recognize information technology and global information resource management. An introductory course in automation was offered from the beginning as an option, but is now a requirement. Presently, there are courses in management, marketing, information technology, digital reference and retrieval, globalism, and feminism, as well as elective courses in archives and records management and in specialized types of libraries and materials, such as government documents, health and science materials, and law librarianship.

A criticism often levied at library school programs is their lack of connection with the wider university. To counteract this, the School offers a range of courses open for all undergraduate students, and the faculty is involved in graduate supervision in other departments such as English, Sociology, Human Ecology, and Secondary Education. Another interesting and recent effort is the provision of an undergraduate course highlighting critical strategies for accessing the information universe and exploring the challenges of acquiring, evaluating, and communicating information. It is open to second, third, and fourth year undergraduate students in all faculties, and is sometimes taken as a tentative exploration of librarianship as a career.

Since 2003, the Faculty of Arts has offered an interdisciplinary master's program in Humanities Computing (HuCo) in which the students must have a 'home department'. The School of Library and Information Studies is so far the only such 'home department' outside of the Faculty of Arts. This shared interest is also recognized in a new three-year joint master's program in which a student can earn both an MLIS and an MA in Humanities Computing. Both the School and the HuCo are very satisfied with this association.

Although the University Library's major reference and bibliographical collections are immediately accessible within the Rutherford Library's north and south units, the

program was in the past supported by a library-laboratory that housed course reserve materials, supporting collections of children's and young adult reading materials, reference materials, periodicals, and nonprint materials, and for a number of years a staff member was appointed as its coordinator. It now functions as a study hall and as a computer laboratory with some twenty computers for student searching and assignment exercises.

## **Placement**

Upon graduation, when the formal links between the student and the School are dissolved, there is a dramatic shift from the academic to the professional world. Although students are prepared, in a general way, for positions in all types of libraries, the School plays only a marginal role in placement. Individual faculty members may, if requested, choose to endorse a student's application for a position. The School maintains the usual Job Board with advertised positions, and a Job File for students seeking such information, although the students report their most frequently used resources are on-line job files. A student 'Jobs Committee' also offers seminars on interviewing, writing curriculum vitae, and on alternative librarianship. The once popular invasion of the School in January and February by library employers has now disappeared, but such interviews can be arranged if requested.

The faculty was always amused at the sudden transformation in polish and dress when student interviews were being conducted, and they still wonder why so few employers ever requested transcripts of academic performance or even checked for pertinent course work. On a recent visit to a branch public library a practicum student, dressed in blue jeans and t-shirt, was observed serving the public from the front desk — a contrast from earlier days!

Up to eighty percent of graduates take employment within the province of Alberta, most of them in academic and special/government libraries, followed by public and then by school libraries. A more recent trend reveals some students taking positions in the United States. The job market is a volatile one, and there are numbers of students who do not find immediate full-time employment at a professional level, although the record for initial employment of some kind is high. A review of library advertisements frequently reveals the special qualifications sought, but very few positions are advertised specifically for new graduates.

## **Continuing Education**

Accreditation standards are mandated for the "first" professional degree, and the implications for continuing education are not addressed. Several library schools offer doctoral degrees, which are more likely to attract candidates for university teaching positions in library education rather than for practicing librarianship — even in the largest libraries. The University's interdisciplinary doctoral degree has so far resulted in two successful candidates in library and information studies.

The major impetus for continuing education comes from the library profession itself and forms a major component

of its conferences and special programs. Faculty members are frequent participants in these programs and also sponsor them, often when there is a visiting lecturer. The library school has been able to access the university's Distinguished Visitors program that brought in Margaret Beckman from the University of Guelph, Frances Halpenny associated with the University of Toronto and the *Dictionary of Canadian Biography*, Herbert S. White from Indiana University, Henriette Avram from the Library of Congress, and David Jenkinson from the University of Manitoba's Education faculty. Presently there is another application for a distinguished visitor.

The School has always had visiting lecturers whose presentations are advertised to the wider university community, and the School also sponsors annual Research Seminar sessions.

*Alumni may remember the year 1984 when Wilfrid Lancaster from the University of Illinois was invited during the same term (but not at the same time) as Maurice Line, Director of the British Lending Library Division. They each took diametrically opposing views on the future of the profession — Professor Lancaster forecasting the demise of the book as we know it, and Professor Line supporting continued reliance on the printed text, and they did not hesitate to decry one another's positions. As usual, they both had a point — but the resulting debate was exhilarating. And after the visit of the energetic and ebullient Herbert White, the students found themselves suffering from 'White-out'!*

One of the strengths of the School is its cordial relationship with the local library community. Staff from the University Library, for example, regularly teach as sessional lecturers, and the Director of Edmonton Public Library teaches an advanced management course. An annual event each term is Partners' Day arranged by the local librarians and the student organization. It enables students, under the supervision of the library staff, to spend a day in a library viewing the variety of its programs and services. There may even be more libraries available than students seeking this opportunity in any one term, but the program is greatly appreciated by both the community and library school. The day culminates in a reception at the library school organized by the Partners. As well, Professional Development Day is annually organized by the students themselves to showcase student research and to present speakers on current library issues. It is always well attended by local librarians.

## Conclusion

Now some thirty-six years later, the opening optimism still remains, and there is both awareness and willingness to continue to meet the changing challenges of an ever-changing profession. The School is an established part of

the university community, highly regarded by the Faculty of Graduate Studies and Research for its academic standards, comfortable in its relationship with the Faculty of Education with which it shares curriculum connections, warmly appreciated by the surrounding Alberta library community, and anticipating two new faculty members in the coming year. There is a growing alumni association whose newsletters and activities always reach a responsive audience and frequently celebrate 'old-timers' reunion events. In a recent review of visioning for the School, Acting Director Anna Altmann emphasized these strengths as the basis for the next Accreditation visit in 2006.

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## \*Nota Bene

*This article was written by John G. Wright in consultation with Anna Altmann (Acting Director who obtained her first library degree from the School in 1974 and who joined the Faculty in 1987), Robert Brundin (who joined the Faculty in 1975 in the areas of reference services and academic librarianship, and who wrote the School's first history in 1995), Shirley Wright (a beginning faculty member in 1969 and pioneer of the public library and children's librarianship program), Sheila Bertram (our first PhD faculty member in 1970 and former Dean who pioneered special librarianship, science and technology literature courses, and computer courses), and Dianne Oberg (our first PhD graduate and currently Chair of Elementary Education in the Faculty of Education)*

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John Wright, a member of the original School of Library and Information Studies, was Dean, 1984-1987, and the School's first joint appointment with the Faculty of Education in school librarianship.

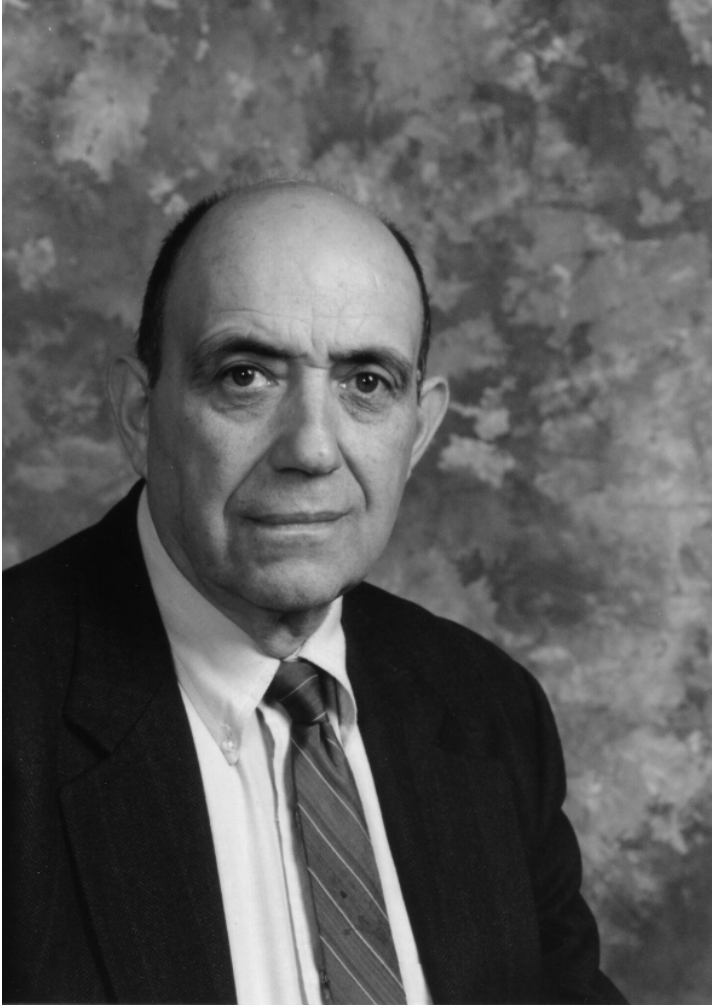
# DALHOUSIE UNIVERSITY

## SCHOOL OF LIBRARY AND INFORMATION STUDIES

by Norman Horrocks

### History and Administration

The Dalhousie School had a lengthy gestation period. The University Senate appointed a committee to investigate the need for a graduate library school in 1957. The report was favourable and over the years the Canadian, Atlantic Provinces, and Halifax library associations all expressed support but progress was slow. There were intermittent



**Louis G. Vagianos**

discussions through the mid-sixties but no real action took place until the arrival of Louis G. Vagianos as Dalhousie's new University Librarian in 1966. Vagianos was hired to plan for a much-needed new university library building and in this he also planned to house the long awaited library school. He had the strong support of the President Henry D. Hicks who, since his appointment in the fall of 1963, had been energetically expanding Dalhousie's graduate programs. Vagianos obtained approval for the new School from the Faculty of Graduate Studies and the University Senate and in 1968 Dalhousie successfully sought and obtained funding from the Nova Scotia University Grants

Committee. Vagianos became the School's founding Director in addition to continuing as University Librarian. He quickly set about recruiting a faculty, drawn in part from Dalhousie University library staff, and developed the School's program in which he participated fully until he resigned in 1979 at which time he was University Vice-President (Administration). As an Adjunct Professor, Dr. Vagianos has retained links with the School to which he returned as Director in 1994/95.

The Killam Library completion date had been set for July 1969 but labour shortages prevented its opening until 1971. As a result the School was housed in temporary accommodation, since demolished, when it opened in September 1969. It remained there until 1971 when it moved into its present quarters on the third floor of the Killam Library. In addition to faculty and secretarial offices the School has two adjacent rooms exclusively for School use. One is a Computer Laboratory and the other a general-purpose meeting room for informal gatherings, meals, and the display of currently received journals and fugitive material. Also in the Killam Library is the Dawson Printshop established in 1971 in memory of political scientist Robert MacGregor Dawson by his family. Operating under the aegis of the School it houses a collection of printing presses and related equipment obtained from local commercial printers as well as a hand-built replica of a wooden seventeenth century press built with plans obtained from the Plantin-Moretus Museum, Amsterdam, by Dawson's son, the late Robert MacGregor Dawson, a Professor of English at Dalhousie and King's College, and Dr. Fred Matthews of the Library School. Noncredit courses in printing and bookbinding are offered by the School and the Printshop regularly demonstrates its wares in the annual Word on the Street celebrations. (Discussions have been taking place about the possibilities for transferring the printing presses to the Nova Scotia College of Art and Design in Halifax.) Most of the School's classes are now held in classrooms within the Killam Library, which also houses the University's Computing and Information Services.

The first Master of Library Science (MLS) class graduated in the spring of 1971 and the University sought accreditation for the School's program from The American Library Association's Committee on Accreditation (COA). A Site Visit took place in March 1972 after which COA voted in June not to accredit the program. After reading the COA report the University decided to lodge an appeal against this decision — the first such appeal in the American Library Association's (ALA) history. After a closed hearing in January 1973, ALA's Executive Board announced that the program was accredited with retroactivity to include the first graduating class. Since that time COA has consistently accredited the School's program, most recently in 1998 when the program received accreditation for the maximum



period of seven years. The next accreditation visit is scheduled for 2005.

For the first two years the School offered both a one-calendar-year accelerated program for a limited number of students with advanced standing alongside the standard two-academic-year program, both leading to the MLS degree. Since then it has only offered the two-academic-year program although it has introduced three joint-degree programs — the MLS/LLB in conjunction with the Law School, the MLS/MBA with the School of Business Administration, and the MLS/MPA with the School of Public Administration. Initially the School was a free-standing unit within the Faculty of Graduate Studies.

In 1975 Graduate Studies reduced its responsibilities to purely academic matters and a new configuration on campus had to be found. This led to the bringing together of four programs each of which had professional interests combined with administrative concerns. The School joined with the Schools of Business Administration, Public Administration, and Social Work to constitute a new Faculty of Administrative Studies. This writer was appointed Dean of the Faculty in 1983 serving also as School Director until joining Scarecrow Press in late 1986. For some years there was limited cooperation amongst the Schools in the Faculty. Social Work soon left to join the Faculty of Health Professions and later the School for Resource and Environmental Studies joined what is now the Faculty of Management. The School itself changed its name to the School of Library and Information Studies (SLIS) in 1986 to reflect its revised curriculum.

In recent years there has been a marked increase in co-operation between the constituent schools across teaching and research interests. In 1999 the Faculty introduced a Bachelor of Management degree in which three of the School's faculty are currently teaching. The School is scheduled to move out of the Killam Library in 2005 when it will join the other three Schools in the Kenneth C. Rowe Management Building now under construction. This should facilitate even closer links in teaching and research not only at master's level but also in interdisciplinary doctoral work. This year Dalhousie obtained funding to establish the Canada Research Chair in Management Informatics in the Faculty of Management. The person appointed as an Associate Professor in the School of Business Administration and Director of its Centre for Management Informatics reflects one aspect of the desired faculty synergy — Dr. Elaine Toms (MLS Dalhousie and PhD Western Ontario), formerly an Associate Professor at Toronto's Faculty of Information Studies. This fall Dr. Toms will be supervising the first interdisciplinary doctoral student, an alumna of SLIS. These closer links are also focussing attention on whether or not a change of name might be made for the School itself.

### **Associated Alumni**

Although in recent years there has been an increase in the number of part-time students, full-time students have always been in the majority at SLIS. This has meant that upon graduation these students have developed close ties with fellow students in three "years" — their own two-year class, plus a preceding second-year class and a following

first-year class. This and the comparatively small size of the School (usually totalling in the eighties or nineties overall) has led to a very cohesive alumni. This is evidenced in the strong support they continue to extend to the School from a welcoming reception to the incoming class in the fall, to service on all School committees, to providing work experience and professional partnering to current students, to an active Alumni Association which arranges for class reunions, formal receptions at major library and information conferences and for informal get-togethers (often in cities where the present or a past director is visiting) plus continued financial support for the School's activities. The Alumni Association has recently established an Outstanding Alumni Award with the recipient being invited to deliver a public lecture, which is followed by a reception on campus. Marilyn Rennick (University of Ottawa), Catherine Quinlan (University of British Columbia) and Marie DeYoung (Nova Scotia Community College) have been the first three recipients.

### **Students**

Some two-thirds of each incoming class is from the Atlantic Provinces, with about 25 percent from the other provinces, and the remainder are international students, mainly from the United States, Asian, or African countries. Membership in the SLIS Student Association (SLISSA) is automatic for every student on enrolment in the program. SLISSA is a member of the Dalhousie Association of Graduate Students, which operates the Grad House Social Club and Bar located conveniently across from the Killam Library. SLISSA participates in the governance of the School by having members on the Faculty and School councils and on all School committees. The activities of SLISSA vary somewhat from year to year but usually include various fund-raising events for local charities, organizing year round social events including both an orientation reception for the incoming class and a graduation reception for graduates and their families and friends. In past years the association has raised funds to support field trips to visit library and information institutions in Ottawa, Toronto, Boston, New York, and Washington, DC.

One class published an illustrated wall newspaper reporting throughout the term on the amazing adventures of library and information superman Bodley Harm; another produced a fireplace with a log "fire" around which they gathered for the then director's regular Fireside Chat; and another maintained a family of gnomes which looked in on certain classes from behind the classroom windows. One of this year's class has operated a marketing program for T-shirts and other allegedly library related materials with a percentage of sales going to SLISSA funds (check out his site at [www.librariangear.com](http://www.librariangear.com)). Continuing in marketing mode, this year's SLISSA has also produced a Web site called Prospectus ([www.prospectus2004.ca](http://www.prospectus2004.ca)) aimed at potential employers and which includes all members of the graduating class. This was the subject of John Berry's editorial in *Library Journal* for 15 April 2004 ([LibraryJournal.com](http://LibraryJournal.com)): "Advertisement for All of Us: Dalhousie's Prospectus Is Much More Than a Student Web Site."

In addition to SLISSA, the students have formed two other organizations: the Special Libraries Association (SLA)

Student Group and the Canadian Library Association (CLA) Student Chapter. The SLA Group provides a forum for those interested in meeting and talking with special librarians and arranges field trips to area special libraries. The CLA Student Chapter has assumed responsibility with faculty support for arranging a series of brown bag lunches, which provide for informal presentations by LIS staff and commercial service providers. This series is funded by an annual grant from Beaumont and Associates Inc. of Ottawa (Jane Beaumont is an Adjunct Professor at SLIS). In 2003/04 the CLA Student Chapter introduced a Professional Partnering program. This was a voluntary activity that paired each of thirty-seven students with an area practitioner who provided opportunities for individual discussion and professional development. Each year students in Dr. Moukdad's "Digital Libraries" course mount a Showcase in the School's Computer Laboratory. Other Dalhousie students and area librarians are invited to come and view their work. This year they are taking Showcase on the road as Dr. Moukdad and some of his students travel to Moncton, NB, for the Atlantic Provinces Library Association (APLA) Conference.

A number of awards are made to students in the graduating class. The first such was the APLA award "to the student in the graduating class who, in the opinion of faculty, shows the most professional promise." (It might be interesting some time to go back to see how this promise has been fulfilled!). Amongst the other awards are two named for the School's first two directors — the Louis Vagianos Medal for "blending originality with practical thinking and the courage to seek solutions to professional problems outside the mainstream" and the J. Clement Harrison International Award for "demonstrated ... strong interest in and commitment to librarianship and information studies outside North America." Justin Fox (class of 1975) has funded the Information Technology Prize for the graduate showing "the greatest understanding and range of capabilities with computer-based activities." One of the School's strong supporters for its foundation and in its early years, before her untimely death, was Provincial Librarian Alberta Letts. The University recognized this in establishing the Alberta Letts Travel Award for a student to attend the CLA Annual Conference; she was a Past President of CLA. Students with the required high scholastic average are nominated for membership in Beta Phi Mu, the international library and information studies honour society.

## Program

The Master of Library and Information Studies (MLIS) degree calls for satisfactory completion of sixteen credit courses (a combination of required and elective courses) plus a 100-hour practicum. A small but increasing number of students is now opting for completion of a thesis as part of their program, which may be related to the increase in part-time students and/or the growing emphasis on research opportunities now available. There are also opportunities to take approved electives in graduate courses either at Dalhousie or other universities. Transfer of credit may be granted for work in other ALA-recognized programs. For specific details of courses and their content, admission requirements, fees, available awards to fund

studies, etc., see the School's "Information for Prospective Students" which can now be found online ([www.mgmt.dal.ca/slis/Prospective](http://www.mgmt.dal.ca/slis/Prospective)). Funding for the many well-qualified applicants remains a high priority for the School. Donations from alumni have always helped and last year a new annual scholarship was established in honour of the late Barbara Patton, a former faculty member at SLIS. The award is designed for a student with significant academic merit and interest in one of Barbara's areas of concern in her too short professional life — international development, community support, and law librarianship. A generous donation by Catherine Quinlan (class of 1980) has made this new award possible.

## The Community

A school of Dalhousie's size has distinct advantages in being able to offer a personalized approach to its students. However, it has always recognized that it needed to guard against offering its students a limited range of viewpoints and expertise. From its inception it has brought to Halifax distinguished practitioners, thinkers, and creative writers — some of whom are alumni of the School — drawn from all parts of Canada and from many other countries to meet with faculty, students, and area librarians. All these visitors make public presentations in lectures or workshops. Their sessions are open to area practitioners and the lectures audiotaped and made available to those unable to attend. In addition to these visiting lecturers the School has also hosted Visitors in Residence for varying periods of a week to several months. These Visitors — again some are the School's alumni — have come from different regions of Canada as well as the US, the UK, and Australia. Each has an individually tailored program to meet their needs and in addition to interacting with the School's faculty, they take the opportunity to use the University Library's resources to further their particular research activity. In return they give a public lecture and make themselves available to meet informally with students, often at a brown bag lunch.

The School has also been able to benefit from its close links to area library and information practitioners by having them give guest lectures in specific classes. The School's Director, Dr. Fiona Black, and Programme Coordinator, Judy Dunn, are currently conducting research, funded in part by APLA, into the "Continuing Education Needs of Atlantic Canada Library Workers." The area stakeholders have been surveyed and the School is responding to their declared needs in a variety of ways. Two major topics of interest were the subjects of two recent workshops: "Cataloguing Digital Resources," directed by Dr. Louise Spiteri of SLIS and "Media Relations for LIS" given by Andrea Nemetz, a part-time MLIS student who is an editor for the Halifax *Chronicle Herald*, Don Butcher, CLA Executive Director, and Charles Crosby, Media Relations, Dalhousie. Both these workshops were held at the School, which has many advantages as a location, but there is an expressed need from those who cannot easily get to Halifax.

In spring and summer 2004 the School offered an online course on "User Services" being taught by Vivian Howard, Lecturer in the School. Offered in modular form the entire course or individual sections are open to practitioners as well as being available for credit by students. A Certificate of Participation will be offered to nonstudents as the School

assesses its role in Continuing Education and Professional Development, which may possibly lead to a more formal Certificate in Management offered by the Faculty of Management. In 1999 the Canadian Foundation for Innovation funded an Applied Geomatics Research Centre at the Nova Scotia Community College in Lawrencetown, building on the work of the former College of Geographic Sciences. This offers courses in Geographic Information Systems (GIS) for both business and nongovernmental organizations and links with the School's activities in the History of the Book in Canada Project and related areas.

It is a graduation requirement that each student complete a Practicum unless he or she has significant prior work experience in a library/information setting. This Practicum is normally undertaken in the months between the first and second year of the student's academic program. The cooperating institution contributes staff time (which costs money) in planning and supervising the student for the 100 hours she or he is employed (although not paid). In return the institution gains the services of a person who has just completed two terms of study. Both parties complete a report on their experience, which provides feedback to the School on how its program is preparing students for their chosen career. These reports are considered carefully by the School's Curriculum and Continuing Education Committee. Students gain from working in a library/information situation in which their on-the-job performance is assessed. Their experience may also influence their choice of electives in the second half of their program. While many of the practicums are carried out in area libraries students are encouraged to investigate the possibilities for undertaking their program elsewhere or in another country provided that professionally qualified supervision is available.

Faculty members are involved in supervising the student practicums, which allows for regular contact between the School and library/information practitioners. School faculty are also active in professional organizations by holding office, serving on committees, presenting papers and attending conferences. Again details can be found on the School's site and in its annual newsletter INFORM.

## Research and Publications

Both faculty and student research interests can be found on the School's Web site together with citations to where further information may be found. What follows is an indication of some of these areas of interest. Currently the School's Director, Fiona Black, and former Director and now Assistant Dean (Research) for the Faculty of Management, Bertrum MacDonald, are both heavily involved in the History of the Book in Canada Project/Le Projet de l'histoire du livre et de l'imprime au Canada. In addition to their own work on this project a number of SLISSA students and alumni have been co-researchers with them and have presented papers on their findings at conferences in Canada and abroad. Dr. Black is also conducting research on the book trade in Scotland and with funding from the Atlantic Provinces Library Association is preparing a report on Continuing Education for Information Professionals in Atlantic Canada. (See details above under "Community.") Dr. MacDonald continues his

research on "Information Diffusion in Scientific Research in Canada: An Historical Analysis" and "Geographic Analysis of Print Culture in Nineteenth Century Nova Scotia." Dr. Haidar Moukdad is studying "Query Formulation on the Web: An Analysis of the Use of Search Engine Tools." Dr. Louise Spiteri is investigating "User-Based Evaluation of Internet Search Engines." Lecturer Sandra Toze is carrying out a "Knowledge Inventory of Nova Scotia: Accessing Information within Industry, Academia and Government." Vivian Howard is studying the "Reading Habits and Public Library Use of Teenagers in Nova Scotia."

Since 1971 the School has maintained an active publications program. Its Occasional Papers series started in 1972 with the aid of grant money received from the National Research Council and the Canada Council. It has since evolved into a self-supporting refereed series, which is published by the School and distributed in the United Kingdom by The Vine Press. Over sixty titles have now been published in this series. Other titles published by the School have included *A Checklist of Canadian Copyright Deposits in the British Museum, 1895-1923*, edited by J. R. T. Ettliger of the School and P. B. O'Neill of Mount St. Vincent University (8 vols. in 5, 1984-1988) and the two volume *Nova Scotia Newspapers: A Directory and Union List, 1752-1988*, published in 1990 with alumna Lynn Murphy as the lead editor. In conjunction with Scarecrow Press, Lanham, MD, the School has published three monographs: *Citizen Participation in Library Decision-Making: The Toronto Experience* (1984), edited by John Marshall of FIS, Toronto; *Combining Libraries: The Canadian and Australian Experience* (1987) edited by L. J. Amey of the Dalhousie School; and *Hot, Hotter, Hottest —The Best of the YA Hotline* (2002), edited by Vivian Howard, of the Dalhousie School. In addition to the School's newsletter, now named INFORM, which has appeared regularly since 1971, two other journals are based at the School and edited by faculty members. They are *Epilogue : Canadian Bulletin for the History of Books, Libraries and Archives/ Bulletin canadien pour l'histoire du livre et l'histoire des bibliothèques et des archives*, edited by Bertrum MacDonald, and *YA Hotline*, produced by students in the course on "Young Adult Literature and Media Interests" and edited by Vivian Howard.

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May 15, 2004

Normal Horrocks is Professor Emeritus and was Director of the School of Library and Information Studies March 1972-1986.

# A HISTORY OF LIBRARY TECHNICIAN PROGRAMS IN CANADA

By Jean Weihs and Frances Davidson-Arnott

## Beginnings<sup>1</sup>

Formal training for library technicians in Canadian educational institutions was started in 1962 by Gertrude Perrin at the Manitoba Institute of Technology in Winnipeg with sixteen students in the first graduating class in a one-year program. Marjorie Singh began another one-year program in 1966 at the Vancouver City College and in the same year Dan Sudar launched the first two-year program at Lakehead University in Thunder Bay, Ontario. In 1967 five two-year programs were started in Ontario and one in Alberta. In the next decade there were nine programs in Ontario alone as well as programs in most other provinces. Eventually most programs were two years in length and three years in Quebec. Many programs also ran extension courses and/or distance learning, and it was possible to obtain a diploma by these part-time methods.

As library technician programs began to develop and multiply, the library profession took an active role in



John Marshall

guiding the content of the curriculum in order to insure that graduates would be useful members of library staffs. A resolution at the Canadian Library Association (CLA) 1966 conference set up a committee to develop standards for the training of library technicians and this committee developed guidelines. John Marshall, a professor at the School of Library Science, University of Toronto, and the committee's chair, advised educational administrations on the implementation of the guidelines and for several years monitored the institutions' adherence. The guidelines recommended that 50 percent of the curriculum should be devoted to general academic studies "directed towards broadening the student's academic experience, education, and enhancing his career development;" 25 to 30 percent to practical job-related technical subjects; and 20 to 25 percent to related technical subjects, such as a knowledge of the production of simple media, the routine maintenance of audiovisual equipment, an introduction to data processing, and office procedures with stress on a "reasonable competency" in typing. The guidelines also required field placement periods of at least ten student days each year in a library outside the students' educational institutions and one in which the students had not worked previously. The field placement was to be supervised by a competent staff member, who was to make regular reports to the program director. In turn, the students would report to, and discuss their field placement experiences with the program director. The guidelines also urged the establishment of "a Local Advisory Committee made up of representatives from

the principal libraries and library services including public, school, special and academic libraries of the area ... appointed by the college administration." In addition, the Guidelines recommended that the appropriate ministry or department in each province establish a provincial committee.

## Education For Library Technicians In Quebec

Education for library technicians in Quebec differed somewhat from that in the rest of Canada. The first Quebec program started at the Collège de Jonquière in 1966.<sup>2</sup> In early 1968 as a result of a brief from the Quebec Library Association/Association des bibliothécaires du Québec, the Department of Education set up an advisory committee composed of representatives from various libraries and library associations. This committee's recommendations about the need for library technicians were adopted and in the fall of 1968 four programs were established in Quebec colleges. These programs were to be three years in length following high school graduation with twelve library technology courses, four related technical courses, such as typing and computer courses, and sixteen academic courses. All the related and academic courses were of the same duration, three hours a week. The library technology courses varied from three to six hours a week. Therefore, as far as the ratio of academic and library courses was concerned in terms of amount of time spent, the Quebec program did not contravene CLA guidelines.

After the closure of the Champlain College program and as the only English-language program in a Cégep, the responsibility of making the Quebec program known in the rest of Canada fell on John Abbott College, which monitored the program according to CLA guidelines and the provincial curriculum coordination committee. The Quebec Cégep programs were perceived to be different from the rest of Canada because the entrance requirement was grade eleven, not grade twelve. However, because they were three-year programs not two years as in the rest of Canada, the years of schooling were the same fourteen years.

A new program called "Documentation Technology / Techniques de la documentation" begun in the autumn of 1975, gradually phased out the Library Technology program in all the Quebec colleges. The new program, still three years in length, prepared students for work not only in libraries, but also in archives, records management, bookstores, and documentation centres.<sup>3</sup> The Ministry of Education guidelines set out the number of courses to be taught and their content.

In 1995 the Ministry provided new guidelines that mandated the same competencies that a graduating student should know and be able to do, but allowed the individual colleges to design courses based on the ministerial

requirements.<sup>4</sup> While the library technician programs in Quebec are all Ministry mandated and so are identical in terms of outcomes, there is some variation in how courses are divided up and in what individual programs choose to emphasize. All programs include a strong records management/archives component. The programs include a general education component that is taken together with preuniversity students and other career students (e.g., the John Abbott program has four English, three humanities, two French, three physical education, and two electives taken outside the chosen field of study).

### **Apprehension in Libraries**

The advent of library technician programs was one of the factors that promoted changes to the content of courses in schools of librarianship in Canadian universities. The universities omitted the work that technicians would now be trained to do and upgraded their courses to include more professional and theoretical skills. Many librarians greeted the idea of a new level of library staff with hostility or resentment fearing that they would be replaced or that they would be forced to return to university to take more advanced courses. Within a few years librarians accepted library technicians as a legitimate part of the staff because they learned to appreciate that technicians did indeed free them from routines to do work more suited to their skills. Many librarians also improved their qualifications.

The hostility of clerical staff lasted longer. Many felt that their positions were downgraded when a technician rather than a librarian supervised them. They also realized that they would have to qualify as a library technician if they wished to improve their own career prospects.

Whereas there was some hostility, or at least ambivalence, by librarians towards library technicians in the early days, most librarians are much more positive now. This is especially the case in special library settings. Some recently graduated librarians do not have practical library skills and so are especially positive about library technicians. In some cases advertisements ask for either a librarian or a library technician. These employment opportunities may be encouraged by the large number of library technicians that also have university degrees.

In a contrary situation, there is still a reluctance in some institutions and public libraries to hire library technicians, preferring to hire untrained staff, often university graduates, and train in-house.

### **Specialized Programs**

Students were not trained for a particular type of library. The only exception to this was Sheridan College that for several years had an optional stream for the staff of health science libraries. Two universities offered something more than a library technician diploma; both have now been closed. As well as receiving a library technician diploma, the students in the Lakehead University program could use the credits from their library technician program toward a Bachelor of Arts degree. In 1988 Lakehead University approved a three-year BA program in Library and Information Studies and the library technology courses were redeveloped to reflect their degree status within the university. However, Lakehead University failed to obtain

approval from the Ontario Council on University Affairs for this new program, so Lakehead reverted to its two-year program in 1990. Concordia University offered a BA degree in library studies. There was some controversy in the library profession about an undergraduate degree in library science, many believing that there was not a place in libraries for a category of staff between the professional librarian and the technician.

Some programs offer fast track programs for students with previous post-secondary education.

### **Demographic Changes in Student Admissions**

Almost all programs across Canada admitted students that had successfully completed four years of secondary school education or those people that did not have a high school diploma but were deemed to be suitable mature students. Programs given in universities were subject to university entrance requirements. The feminist movement in the 1960s encouraged many homemakers and mothers to join the work force, and in the 1970s and early 1980s many programs had more mature students than people that had just graduated from high school. There were few, and sometimes no, male students. There are now more male students to the point where men comprise at least a sizable minority in some programs. For some, the computer orientation has been an attraction. The increased interest is also attributed to records or documentation technician training where that is part of the program.

With some exceptions, attracting a good number of well-qualified students has long been a problem. The number of applicants goes up and down, sometimes reflecting the local job market, sometimes reflecting marketing efforts, perhaps reflecting perceptions of the field, and for some people, the attraction of computer technology. The make-up of the student population also changes over time and varies from one location to another. The following is a compilation of impressions from a number of program coordinators.

There has long been a high number, and in some cases an increasing number, of students with previous post-secondary education and there has always been a large proportion of older students, mainly women. Many of these older students are well educated with all or part of a university degree, college diploma, or other professional qualification. In the early years many stayed at home until their children completed school, or at least started high school. In the last twenty years more of the mothers returning to educational programs have younger children. In some cases this earlier return comes after divorce and the career training is taken very seriously. Many of the mothers became interested after volunteering or working part-time for many years in school libraries. At least one program coordinator observed that this had decreased recently because of a reduction in school library positions for library technicians. In other areas this has increased with library technicians taking the place of teacher-librarians.

In the past few years there has been an increase in the number of fairly recent university or college graduates. There are more English as a Second Language and overseas students, some of whom have foreign library training. Many students need longer than two years to complete the

program. Some of these are mothers; some are special needs students with learning disabilities or mental health problems. This mix of students probably reflects the general college community.

The size of programs is greatly affected by the number of students on government funding. As one program coordinator commented, government funding has always been tricky; when one avenue closes off, another seems to open. For a period, downsizing in the economy brought more older students as career changers. There were more students on government financed retraining programs until these programs changed their criteria making two-year programs ineligible. Some provincial governments forced mothers on social assistance back into training to enter the workforce. It was not always successful as adequate supports were often not in place.

The values and interests of students in the programs have changed somewhat during the years. In the early years, there was a “hippie wave” when it was fashionable to go into a situation that did not involve the profit motive. Quite a few students were attracted because libraries were “people oriented.” While this is still important to some students, many are more interested in getting a good job with security.

### **Impact of Computer Technology on Curriculum**

Just as libraries have been dramatically affected by computer technology, library technician programs have adopted technology enthusiastically. Initially, generic computer skills courses were added to the programs and the content of cataloguing courses was adjusted to include MARC coding and the searching of specified databases for copy cataloguing. Later on, computer-accessed resources were added starting with CD-ROM technology and moving into Internet tools. This use of technology reduced the need to rely as heavily on print resources and maintain extensive practice collections. From the earliest days of their availability many programs used automated resources and methods needed for courses, such as cataloguing and classification. The enormous cost of these resources could be somewhat less onerous with Web-based rather than CD-ROM tools.

Library technician programs usually train students to use both hard copy and digital resources. Database searching, once exclusively conducted by librarians, is now taught extensively in library technician programs.

### **Impact of Computer Technology on Program Name**

The names of all programs were changed to reflect increased computer technology skills. All Ontario programs are now called “Library and Information Technician Program” and those in the rest of English Canada are called “Library and Information Technology Program,” except for Grant MacEwan, which uses the name “Information Management and Library Technology.” In Quebec the only English-language program is called “Information and Library Technologies” and in French Cégeps the programs are called “Techniques de la documentation,” reflecting the programs’ inclusion of documentation techniques in addition to those specific to libraries.

The name changes were made mainly to facilitate marketing and to attract a hard to reach group of candidates. It is difficult to identify whether the change in program names made a significant change in recruitment success. In some programs the name change was justified by the inclusion in the curriculum of information skills that were not exclusively library-related.

### **Impact of Computer Technology on Program Delivery**

There has been a dramatic increase in the amount of class time spent in computer-equipped classrooms. Partly, this reflects the general trend to use computers to deliver content, e.g., in cataloguing courses. Largely, however, the computers are used either to teach generic computer skills or, more significantly, to be able to use resources which are found on the Internet.

Part-time evening studies still flourish in some colleges, but have been abandoned in others in favour of Internet-based independent learning. There are several programs which operate exclusively as independent learning and others that offer distance learning as an alternative to in-class studies. Both Southern Alberta Institute of Technology and Mohawk College have converted their evening and correspondence courses to distance education using computer learning. The Cégep programs in Quebec are not mandated to deliver distance education.

### **Upward Drift in Skill and Difficulty in Curriculum**

The curriculum is driven by the requirements of employers. (In Quebec the needs of employers are filtered through the Ministry responsible for library technician programs.) Some of the employer needs for change are communicated directly through advisory committees and others are found in changes in advertisements for library technicians and tasks assigned to field placement students and new graduates. Employers have demanded higher-level skills from library technicians, especially in automation areas. Teaching these higher-level skills to students with a very broad range of backgrounds and education is a challenge.

### **Communication Between Programs**

In the early days the program faculties, particularly the coordinators, were in frequent contact with each other. The Canadian Library Association Committee on Library Technicians (Role and Education) provided a focus with regular meetings, subcommittees, and issues to discuss. The standards were still evolving and the position of library technicians was not always well understood within the profession. Thus, communication was necessary for support and development. By the mid 1980s the CLA committee had disbanded and fewer program coordinators attended CLA conferences or met with each other. With the exception of British Columbia, where collaboration is now strong, the programs within Ontario and Quebec, where there are multiple programs, meet less frequently and in Quebec especially since decentralization of programs. There is far less communication between programs in different provinces.

The root cause of this situation may lie in the decrease in funding available for travel coupled with pressures of too

much work, but it might also be a result of maturing programs having less need for external support.

## Program Closings

Over the years many programs closed. Nine of twelve programs operating in Ontario at various times closed. Where there had been two programs offered in universities in Ontario and Quebec, there are now none. In Quebec there is now only one English-language program and there are no French-language programs left outside Quebec.

The reasons for the closing of programs are complex and it is difficult to sort out the facts from the impressions. Clearly, the universities closed programs, at least in part, because nondegree programs no longer fit the mandate of the institution. Library technician programs in community colleges are small and administrators sometimes believe that the small numbers do not justify the needed expensive technology. Marketing the program to prospective students is difficult and requires help, not always forthcoming for a small program. Many programs had difficulty attracting high-level students. While there are closings that can be attributed to problems attracting students or problems in finding jobs for students, there are cases where neither situation is a factor and the programs still closed despite support from the library community.

Other factors are more a matter of conjecture but it can be postulated that library technician programs lacked political clout, perhaps because of the size of the program, and did not capture the imagination of senior administrators in many institutions.

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## Notes

1. Before the 1960s there were courses in various parts of Canada that provided training for library personnel, usually clerical staff. This article describes the education of library technicians for defined staff positions as library technicians, and not the courses that some programs provide in records management or small library operations. This article also does not include the program at Memorial University of Newfoundland that since the early 1990s has offered a ten-course Certificate in Library Studies, which is not a technician's program.
2. At the beginning of the 1960s l'Université Laval and in 1962 the Université de Montréal provided summer courses for library employees that were not librarians. In 1964 a summer training course, called "Stage en bibliothéconomie de La Pocatière", was offered by a high school, the Collège Sainte-Anne de la Pocatière, for people who worked in academic libraries. At the end of the training period people received the title of "bibliotechnicien." The first college program was offered in 1966 by the Collège de Jonquière.
3. For a description of the content of Quebec programs at that time see Jean Weihs, "Survey of Library Technician Programs in Canada," *Canadian Library Journal* 36, no. 6 (December 1979): 354-63, 365-69.
4. Christine Jacobs, "The New Program," *Dossier Actif: Information & Library Technologies* 14, no. 1 (winter 1999): 1-2.

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- Jean Weihs was Director/Coordinator 1968-1986 and Frances Davidson-Arnott was Coordinator 1986-2003 for the Seneca College Library Techniques/Library and Information Technician Program.