

1985 to 1995: The Next Decade in Academic Librarianship, Part II

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Based upon the vision of greatly reduced mechanical and production concerns for academic librarians within the next decade, the author (1) describes required skills, knowledge, attitudes, and abilities in areas of intellect and human relations, (2) suggests revised educational requirements for academic librarians, and (3) concludes with a plea that academic librarians focus upon increased development of their mental, intellectual, and administrative talents. Part I of this article appeared in the May issue.

WHAT TYPES OF KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES WILL ACADEMIC LIBRARIANS NEED IN 1985 TO 1995?

The library may be durable, but it is not necessarily eternal. Adaptation is essential, in the institution and in its personnel; the profession must find ways to invent new viewpoints and alter many aspects of its traditional orientation. Only a profession that is flexible and responsive will be capable of coping with changes that, if viewed negatively, are perceived as threats, yet, if seen positively, emerge as golden opportunities. The previous segment of this paper outlined the context of radical and rapid change that has enveloped academic librarianship over the past generation. The concluding part will suggest specific skills, abilities, attitudes, and knowledge that academic librarians will require for the remaining years of this century. Eighteen recommendations appear in appendix A.

The Transition from Producers to Managers

A major thrust of this paper is the contention that academic librarians' responsibilities have shifted heavily from production to management, a change induced by

the very nature of new technology, which has forced resource expenditure into high levels of visibility.¹ One university librarian respondent to the author's informal survey² affirms that over half her librarians now occupy management positions. In smaller academic libraries, virtually all the major management responsibilities fall upon the chief librarian. What knowledge, management skills, abilities, and attitudes will academic librarians of the immediate future find useful, even essential?

Preparation for Multiple Working Styles

Following the faculty model, some academic librarians conceive themselves to be comparatively autonomous professionals. Although Battin maintains that the autonomous professional model is not the reality in the large research library, it could be highly functional in a college library, or junior/community college library.³ Yet the concept of librarians' work is not an either/or proposition; there will be times when they will work with colleagues as teams—committees, task forces, consulting groups, even team teaching in a formal or semiformal atmosphere. In a teamwork environment, both authority and responsibility will be shared. On other occasions they will need to work one-on-one at an advanced level with graduate students,

faculty, postdoctoral researchers, and academic administrators. Clearly, academic librarians of the future must be able to grapple with a wide spectrum of working styles.

Flexibility and Adaptability

Academic librarianship, especially in cataloging work and in the management of library materials funds in U.S. public universities, has often been characterized as rule-bound. AACR2, earlier codes, the rules for arranging dictionary catalogs, the rules for applying LC subject headings and classification schedules, the responsibilities of collection maintenance, the regulations for handling public money all hold a natural attraction for those who enjoy regimen. While computerized information systems have rigidities of their own, they also introduce an enormous range of new options and flexible choices that little resemble earlier protocols and constraints. As managers, academic librarians will have the capacity to make new rules and procedures, test them, and change them. Librarian-managers will need to take risks, experiment, and even be willing to fail on occasion. Librarian-managers can look to the world of business administration for some of their models. Elizabeth Bailey, dean of the Graduate School of Industrial Administration, Carnegie-Mellon University, suggests that future business managers must have the ability to "anticipate sudden sweeping change . . . and to react quickly and effectively in rapidly changing situations."⁴ Flexibility, foresight, and the capacity to deal with increasing complexity are included in the qualities Dean Bailey seeks. Academic library directors will seek these same qualities in new recruits and will expect many of the incumbents to adapt to new outlooks, indeed to invent them. However, the directors also need to find humane (and affordable) methods of reassigning those who are more comfortable in a bureaucratic tradition.

Entrepreneurial Attitudes

Effective two-way communication facilities offered by microcomputers and digital networks are already fostering the growth

of a new kind of librarian—the entrepreneur who seeks out clients in an active "marketing" mode rather than waiting for patrons to come to the institution.⁵ Entrepreneurs need to be highly skilled at selling and presenting themselves to many kinds of audiences, whether academic, business, or other. Those who choose to work outside an institution need the toughness and self-sufficiency to face a career of competition and the capacity to survive without bureaucratic safeguards. As computer systems advance to the point where librarians are virtually free from all production work, some may wish to take up an entrepreneurial challenge. There is nothing to suggest that significant parts of an academic librarian's functions cannot be done extramurally. ACRL should not be reactive to the hazard of losing top-grade people from the ranks of institutional librarianship. On the other hand, why should entrepreneurship be construed solely as an extramural activity? Academic librarianship ought to devise programs or structures to compete with the attractions of entrepreneurship, so that the "best and the brightest" remain with academic institutions.⁶

Evolution of an Intellectual Network

Electronic mail is an instrument that can be exploited to weld academic librarians into "electronic colleges" of reference and specialist librarians who, crossing institutional boundaries, collaborate on information retrieval problems. A "standard network interconnection" now being developed by the Research Libraries Group, intended to link RLIN, NOTIS, BLIS, and GEAC Computer Corporation, may provide a key enabling "a librarian affiliated with almost any network or automation system [to] make contact with a library or librarian on any other major system. . . ." This offers the exciting prospect of linking reference librarians throughout North America—even the world—into a unified body whose members have rapid access to each other. Think about what reference librarians could contribute to instruction, research, and scholarly communication via a "un-

ion catalog" of reference expertise! Many of the smaller schools and colleges could avail themselves of experts anywhere.⁸ To exploit this possibility within the context of ALA, a new ACRL section might be formed, perhaps in cooperation with the Reference and Adult Services Division.

Development of an Attitude of Scientific Detachment

Librarianship as a whole has embraced technology far more rapidly and more successfully than many other fields. Yet at times the embrace has been too strong, almost maternal. So comparatively "new" is technology to librarianship, so great the excitement it engenders, so narrow is the technological focus of the profession that it is easy for librarians to form almost irrational, familial loyalties to computer-based systems, services, and methods, even to specific items of equipment. Once some new method is installed, there is a temptation to "fall in love" with the system and form a fortress mentality that wards off new ideas. We may have carried over into the computerized world the old-fashioned view that we once held about our office furniture and typewriters, viz., that they should last forever. Yet there will be a spate of new tools, systems, and devices over the next decade. The profession needs to teach itself to freely abandon tools that have become superseded, even if not worn out. All new systems ought to be regarded only as powerful tools, not as friends or colleagues deserving of emotional attachment. There is no reason for the electronic apparatus to take on the character of a comfortable pair of old shoes or a well-thumbed OED.

Helpful to this end is encouraging would-be academic librarians to enrich their educational experiences with the study of logic, philosophy, linguistics, and mathematics. Kaplan strongly supports these subject areas as useful, practical background for librarians:

not because they underlie the computer technology or related technologies . . . but for an intellectual reason, because there is central to them the concept of structure, of order, of form, which seems to me to be precisely the central concern also of library science.⁹

Systems and Software Design Opportunities

Licklider correctly points out that technologists and users perceive totally different constructs when they sit before a terminal.¹⁰ While the technologist is oriented towards building abstract, idealized models, the academic librarian's experience, education, and training are all geared to the practical world of the user. In the same piece Licklider*notes that hardware development was rapidly out-running software, that the limiting factor in effective computer utilization was lack of software.¹¹ But effective software cannot be designed by technologists working *in vacuo*. In computerized information systems, the librarian occupies the ideal middle ground between system designers and users—a position exactly paralleling the librarian who guides current users through the maze of conventional, inkprint software, e.g., card catalogs, abstracts and indexes, and so forth. Working with system and software designers, academic librarians can employ their special, user-oriented talents to achieve effective, "ergonomic" designs. If the library and the computer center should somehow be unified, or at least drawn closer together, staff in both areas will realize how complementary are their different expertises and how together they can create superior products and services. There is ample evidence of this intellectual symbiosis at work in what all the major bibliographic utilities have achieved. In fact, the success of the utilities demonstrates conclusively what can be accomplished by putting computer experts and bibliographic experts together in the same organizations.

Despite the fact that academic librarians possess enormous experience and understanding of the human factors in data access, a substantial amount of research is being conducted outside of the library profession. Landauer and others published a long article covering virtually every problem of search and retrieval confronted by academic librarians, yet the thirty-item bibliography for this article includes no citations to research journals in library science.¹² Does this suggest that

scientific writers ignore library literature, or that library and information science lacks a sufficient research base? At any rate, it is clear that the membership of ACRL represents an enormous base of expertise in areas where extensive research is being carried out independently of and in isolation from librarianship. Can a tracking mechanism be devised? Can ACRL serve as a link or clearinghouse to bring together librarian experts and behavioral scientists? Currently, such a function appears to be fulfilled, in part, by the American Society for Information Science (ASIS). Closer links between ACRL and ASIS research concerns may be worth investigating. Specifically, ACRL should maintain an ASIS conference watch, seeing to it that someone is designated to attend appropriate ASIS sessions. (Currently, ACRL has no representative to ASIS and no formal liaison, unless one counts the ALA linkage via LITA.)

The Search for Competencies

Although King Research is developing a list of the various competencies needed by librarians,¹³ White is skeptical.¹⁴ Curley, speaking at the 1984 ALA Conference in Dallas, suggests that the very term *competency* is too narrow, that it connotes some quite specific, measurable skills of a technical character whereas what is needed, he maintains, is broad background, perspective, and the ability to deal effectively with people.¹⁵ In 1982 the present author suggested that in identifying professional duties and responsibilities, list making may be a perilous instrument for steering the course of professional education.¹⁶ The trouble with competencies is that they foster concentration on the observable things that academic librarians do, whereas in fact it is precisely in the area of the intangible—the thought processes; the summation of knowledge, intellect, and judgment; the quality of interpersonal relationships—in which the highest performance levels are revealed.

Yes, competency listing may be a dangerous game. How will the competencies be verified in the field? Academic librarianship deals little with mechanical abilities that can be measured quantitatively; its focus is on the librarian's intellectual

capacities and service effectiveness, qualities best evaluated by judgment calls. This writer has seen little to improve on Battin's four requirements for the research librarian, and believes that the same requirements apply to all librarians:¹⁷

1. A first-rate mind with problem-solving abilities (regarded by her as a "nonnegotiable" requirement).
2. A solid undergraduate preparation in any of a variety of disciplines. The key is the rigor of the training, not the subject discipline. . . .
3. Concrete evidence of managerial abilities. Almost every research library responsibility, even at the entry level, now requires some degree of sophisticated management of either people or resources. The trend is expected to intensify as staffing resources dwindle and information technology becomes more complex.
4. An intellectual commitment to research librarianship. . . .

Substitute any type-of-library adjective in place of "research." No academic librarian anywhere can afford to lack these requirements.

Knowledge of the Higher Education Scene

Virtually all respondents to the author's informal survey indicated that librarians must be well acquainted with the general condition of higher education in North America. But can they get the time for this? Getting librarians out of the "manufacturing" business will facilitate reassignment of personnel currently in technical services and will offer the possibility of internally redistributing the remaining work load of the academic library. Conceivably, this could give academic librarians the amounts and kinds of time that faculty routinely enjoy to maintain currency in higher education developments and to participate meaningfully in the governance process. But a more likely scenario is that the bureaucratic apparatus required to manage both support staff and new information systems will, in Parkinsonian fashion, absorb the released time. Lack of time for true involvement in higher education has been a perpetual dilemma for academic librarians. It is doubtful whether any primary ACRL initiative can resolve this dilemma; its solution

must come as a by-product of the long process of educating faculty and administrators about the role of academic librarians, and of the even longer process envisioned by Battin and Dunn of restructuring the university itself.^{18,19}

Communication Skills:

Oral and Written Expression

Librarians need high-level skills in oral and written expression, and they need a capacity to generate high-class graphics.²⁰ Communication skills that are merely good will not suffice; librarians will require skills that are outstandingly superior, indeed exceptional, if they are to be effective in their relationships with others in the academic community. Excellent communication skills are also vital to high quality programs of bibliographic instruction. Cronin puts the requirement very well; the information manager must be not only professionally competent,

[b]ut, most important of all, he needs to be able and willing to deal face-to-face with senior members of the organisation, whenever possible developing informal contacts and working himself onto committees, project teams or matrix management groupings. To do this requires a degree of self-determination, inter-personal skills, dynamism and ambition not always demonstrated by members of the information profession at large.²¹

Skills in oral and written communication are more than intellectual, they also represent valuable social assets that can be exploited and honed by active participation in professional activities at many levels. The narrowness of viewpoint fostered by staying too long in one academic institution can be offset by active participation in meetings and conferences. Yet there are academic librarians who conscientiously avoid conferences, who are unwilling to spend any of their own time at professional meetings, or who unrealistically expect an institution to pay 100 percent of their expenses.

ACRL has already achieved notable successes in persuading major library book and equipment vendors to underwrite a variety of awards and scholarships. More support should be solicited to help bring promising academic librarians to ACRL national conferences. In consultation with

other appropriate bodies, e.g., the ACRL Planning Committee, the Committee on Supplemental Funds ought to consider the design of incentive and award programs to promote academic librarians' communication skills. Travel grants might be awarded to librarians contributing the best papers in response to some research problem in academic librarianship; or publication subsidies might be provided for deserving projects.

Mechanical Skills and Tools

It is said that many top executives do not use terminal-based information systems because they accept the stereotype that operating a keyboard is clerical work. Probably every academic librarian learned to type in high school, or at latest as an undergraduate while writing term papers; yet it is surprising to find an occasional librarian who cannot type. Any academic librarians who cannot type will find themselves at a great disadvantage in the electronic world.²² Typing is a pedestrian skill that can be self-taught; it requires neither an instruction book nor a software package. It is a mechanical skill that should not be underrated; it opens up convenient access to a wide range of computer-based information systems. It ought to be recognized for what it is, not an end in itself, but a simple competence that is the key to the exploitation of intellectual skills.

High school students now routinely learn at least the elementary aspects of using computers and few new faculty appointees are unfamiliar with computer applications. New students are probably the greatest academic market for microcomputers, especially the newer, lightweight portables. There is then the danger that students and younger faculty might come to the college or university far better prepared to interact with computerized systems than some of us. Networking with the bibliographic utilities has actually put more technical expertise in the hands of library assistants than some professionals possess. If subordinate staff develop skills greater than our own, what does that imply for the future?

Many librarians have become expert in assisting faculty and students in searching

large, complex databases. However, there probably remains a significant number of librarians—sandwiched in between the expert database searchers and the expert clerical staff—who do not have daily contact with terminals or microcomputers and have little or no hands-on experience. Here there may be a promotional role for ACRL in bringing "computer literacy" to its entire membership. More and more one reads of colleges requiring their students to possess a microcomputer upon entrance, and some schools are reported ready to distribute them to students as part of the tuition package. Academic librarians ought to be encouraged to acquire their own hardware and software as another professional tool. Today, most academic institutions enjoy special educational discounts on computer hardware. ACRL can assist college and university libraries in building cases with educational administrators to facilitate the acquisition of such equipment by all librarians. ACRL might help member institutions develop model grant proposals to selected hardware manufacturers or model low-interest-loan proposals (aimed at banks, credit unions, colleges, and universities). Additionally, it is possible (depending upon legal constraints) that cooperatives (such as CLASS, the Cooperative Library Agency for Systems and Services) or even the bibliographic utilities might be approached.

In encouraging academic librarians to acquire microcomputers, ACRL must maintain focus on the device as a tool to aid in performance of the academic librarian's basic mission—which remains that of intellectual link in the academic community, the transformation agent who brings civilization's records to the users and the users to the records. This recommendation is made in context that by 1995 a terminal of some kind will likely be required to access most files and many texts in academic libraries.

Intellectual Skills

"So many members of our profession really do not have a strong intellectual commitment to librarianship," Battin sadly observes. She adds dishearteningly: I seldom find, in talking to librarians, the same

kind of crisp, thoughtful, and directed career orientation that I find in my conversations with members of other professional groups.²³

As has been said several times in this report, the life of the academic librarian is the life of the mind, not the life of devices, files, hardware, or even software. Librarians need the same intellectual skills as people in computer science, linguistics, logic, the "hard" sciences, mathematics, and the humanities. Many academic librarians already come from educational backgrounds that reflect ruly disciplines emphasizing strong logical skills, e.g., English, music, and philosophy. Academic librarians with these backgrounds can be strongly responsive to the challenges of designing and working with electronic information systems, for no matter how "friendly" these are claimed to be, their interaction protocols are still fairly rigid, their design features dominated by the technologist, not the user. ACRL cannot help those librarians described by Battin's gloomy statement but it can work to recruit the "best and the brightest" for the future. One helpful aid to high-quality recruitment would be aggressive pursuit by the ACRL membership of membership in the ALA Committee on Accreditation's pool of site visitors to programs of graduate education in library and information science.²⁴

Financial Management Skills

As managers rather than production workers, academic librarians are already responsible for allocating expensive resources—staff, space, collections, and machines. More and more they will use computerized information delivery systems that will be guarded by accounting systems of relentless power and sophistication. Increasingly, they will manage cadres of highly skilled support staff or large numbers of student employees. It will be almost impossible to hide an expense category, and having to do a computer-supported job over again will involve inescapable additional costs. Therefore, librarians must become highly skilled at managing institutional time and money, for they will certainly be held closely accountable.

In connection with costs, it will be up to academic librarians to convey to higher levels of administration the true costs of computerized information systems. We should be long past the seductive hope that great cost reductions in computer hardware will bear any relationship to trimming a service institution's budget. Any "savings" realized will be more than offset by far more significant increases in other costs, which will result in a larger, not a smaller, total expenditure:

- swiftly rising telecommunications costs attributable, in part, to deregulation;
- constantly changing software that must frequently be replaced to keep systems up-to-date;
- progressively briefer shelf life for hardware;
- rapidly escalating demands upon library data files, brought about by the proliferation of personal computers;
- demands for a more complex and expensive infrastructure (e.g., local area networks) to support such access;
- training of new users and retraining of personnel whose jobs have been displaced by automated bibliographic systems; "grandparenting" or early retirement of others;
- special environments for sensitive equipment, accompanied by additional electrical power demands, which further tax already strained energy budgets.

In this scenario, expenditures will shift from expensive library materials to even more expensive services. This trend has been clear to academic librarians for some time; now they must communicate the change unequivocally to academic administrators, who generally look at a new technology with the hope that it will cut the cost of library operations. And here is an important role for academic librarians to play in the education of academic administrators. Educational institutions have their own internal technological enthusiasts who unwittingly reinforce the marketing efforts of salespersons in the hardware, software, and database industries. Focusing on the intellectual basis of the university, in alliance with faculty, academic librarians can provide a soundly based counterpoise to overenthusiasm for

hardware. No one is better equipped than the academic librarian to educate administrators that the most expensive and sophisticated hardware is useless without the highest quality human direction, that the true benefit of technology derives from the value it adds to human capabilities. But providing this kind of guidance carries high risks and needs to be engineered with great care—academic librarians must not apply strategies that make them appear as obstacles to progress.

RECRUITMENT AND GRADUATE EDUCATION

Recruitment

Respondents to the informal survey repeatedly stressed that the profession should recruit only the "best and the brightest." Yerburgh opines that potential lawyers, doctors, dentists, and business administrators face much stiffer entrance requirements to graduate school than do librarians. He suggests that what academic librarianship really needs is fewer—but higher quality—graduates capable of exercising imaginative leadership.²⁵ He further maintains that "we must take rigorous steps to encourage the best and discourage the rest."²⁶

ACRL can work with high school and college career counseling and guidance organizations, ALISE, U.S. state and Canadian provincial library associations, OLPR, and college and university placement officers to depict a profession that is deeply intellectual and highly technical—not an employment opportunity for those who "love books" or "enjoy reading," nor a "game room" for those who enjoy "playing" with computers. Tests used to determine career interests could be reviewed for the existence of harmful stereotypes that might be directing the wrong type of applicant to librarianship.

In 1980 Block published a study of U.S. recruiting announcements in twenty-six categories of academic librarian positions.²⁷ He observed that most of the employers sought traditional positions and the most striking characteristic of the postings was their traditional outlook. He further suggested that "[t]he academic library job market . . . offers little incentive to librarians to acquire a diversified educa-

tional background or computer expertise despite a continual discussed need for new professionals with these skills."²⁸ Block concluded that the "requested skills in physical sciences, business, mathematics, and computer applications are conspicuous by their absence," and claimed that his study "suggests that academic libraries carry a conservative hiring profile into the 1980s." Block's appraisal seems to be supported by Otto's Delphi study, which suggested that traditional subjects—management, cataloging, and acquisitions—"were foreseen as continuing to dominate library school curricula, although the entire group [of librarians, educators, and administrators] expressed dissatisfaction with such a probability."²⁹ Persistence of traditional views in an era of rapid change may be an area for further research or discussion among the Personnel Administrators and Staff Development Officers and the Task Force on Library Schools and Academic Libraries.

Compensation

This observer has not seen much in the literature on strategies to improve librarians' salaries. It is problematic whether we can attract top talent to academic librarianship at current salaries, and even if the "best and the brightest" can be attracted, they have to be retained. The salary issue is probably closely related to matters of image and perception. Except for the Academic and Research Library Personnel Study Group, there appears to be no ACRL unit charged to examine compensation issues. Lack of broad-based attention to salaries may contribute to interest in collective bargaining along lines parallel to faculty. The salary issue might be added to the educational agenda aimed at academic administrators, as it is closely related to conveying an understanding of the academic librarian's role in higher education.

The M.L.S. Issue

No respondent to the informal survey mentioned the M.L.S. in connection with academic librarianship. This does not suggest that no one is paying attention to it but rather that the value of the M.L.S. as a

prerequisite for academic librarianship is taken for granted. Court cases, OPM recommendations, and growing dissatisfactions among classified staff and other contenders for librarian positions demonstrate that the M.L.S. cannot be taken for granted. Clearly, nonlibrary forces do not take for granted the value of the M.L.S., and some believe there is hazard that the case may be lost by default. The specter of professional appointments awarded to the uneducated, the ill-educated, or those possessing solely technical competence, totally contradicts the role of academic librarians as the intellectual levers and links in higher education. ACRL should take a firm stand on the M.L.S. as the basic educational prerequisite in academic librarianship—but only on an M.L.S. based on theoretical principles, not on one constructed around procedures or the "body of knowledge" idea.^{30,31} In connection with the Library of Congress' practice of appointing persons lacking the M.L.S., ACRL should stress that the environment at LC, a unique institution, is not relevant to colleges and universities, as Holley has shown.³² The issue is exceedingly complex and ACRL should consider the pluses and minuses of engaging independent legal counsel. At any rate, the M.L.S. issue ought to rank very high on the ACRL action agenda.

Shifting the Educational Focus

In the future we may hope that technical and production work in libraries and information centers will increasingly be off-loaded to support staff who, ideally, will work with computer-aided systems designed by librarians. If this change can be achieved, graduate education programs for academic librarians can be sharply refocused upon building students' management expertise. Programs should aid students to develop and refine:

1. Analytic skills to define problems and design solutions;
2. Financial skills to cost out operations and proposals in order that resources may be managed responsibly and effectively;
3. Interpersonal skills to sell the proposed solutions to subordinate staff;

4. Promotional skills to sell ideas to higher levels of institutional management;

5. Supervisory skills to manage day-to-day activities;

6. Leadership skills to bring about change;

7. Labor relations expertise, as more and more support staff join unions.³³

In this endeavor it will be vital for the schools to (1) convey principles rather than strict technique and (2) select students who are judged capable of exercising decisive leadership. A number of library schools have closed recently and enrollments have declined in others. If these closures signify an increase in student quality at the remaining schools, there is no cause for alarm. But surely this is an optimistic hope; there is no necessary connection between these events. To produce a smaller number of higher quality graduates, the schools of library and information science must take care to admit fewer marginal students and impose more rigorous grading and examination standards. The increasingly technological nature of the profession also suggests a need to recruit more students from a scientific background. For example, education in the history of science would form an excellent foundation for a librarian in a science-centered program or institution.³⁴

Linking the Schools and the Field

Battin recently proposed that ARL and ALISE consider joint sponsorship of workshops for faculty to reduce the schools' lag behind field developments.³⁵ Perhaps in response to that proposal the Council on Library Resources awarded \$54,700 to the Association of Research Libraries late in 1983 "to design and operate a pilot institute to enrich library educators' understanding of research library issues and needs." But these issues are not specific to the large research library. This is a potential area for ACRL to cooperate with ALISE along with ARL. Yerburgh suggests that academic librarians, to be truly effective, require a one-year practicum or internship in the field before taking on a full-time assignment.³⁶ The ACRL Task

Force on Library Schools and Academic Libraries is the logical agency to pursue both these concerns.

Special Programs for Academic Librarianship

The Council on Library Resources' Professional Education and Training for Research Librarianship Program (PETREL) is seeking the "best and the brightest" for the research library community. But those are precisely the people needed by every academic library. Not all of the "best and the brightest" will wish to work in the large research library. Can ACRL approach CLR or other agencies to devise similar programs to build quality throughout academic librarianship?

Participation in ALA Accreditation Process

ACRL members should be encouraged to join the pool of site visitors from which the ALA Committee on Accreditation draws teams to visit schools. Participation gives ACRL membership the opportunity for direct input to the educational process for the profession. As the mechanism for accreditation is currently under study, with the view of encompassing a wider base of constituencies in the process, ACRL's interest takes on a greater vitality.

In the accreditation context, the ACRL Task Force on Library Schools and Academic Libraries might also continually examine the one-year and the two-year MLS programs, while understanding that school differences are such that one school's one-year program could conceivably be more difficult and challenging than another's two-year program. Many educators (and employers) believe that graduate education for librarianship should take two years. This raises the issue of whether education for academic librarianship needs different levels for the different types of markets. Ought there to be a three-tier system, with separate tracks, different programs, and different durations, for research libraries, college libraries, and community/junior college libraries? The ACRL Task Force on Library Schools and Academic Libraries might re-

view such a question in concert with the ALA Committee on Accreditation.

CONCLUSIONS

1985 to 1995: The Academic Librarian's Decade

Whether or not the "new" library of the 1990s or 2000s and beyond will be paperless is not a relevant debate. Even the most enthusiastic advocates of new technology concede that the book and other printed media have a future. Actually, it can be argued that the invisibility of the electronic media makes them less accessible and more mysterious than print. Whatever the format, we will still have to cope with information, paperless or otherwise, and that is what we ought to debate. As "keepers" of humankind's collective mind and memory ("stimulators of thought," "linkers of concepts," or "amplifiers of ideas" would be superior terms) academic librarians will be needed more than ever as we move towards the end of this century. In one of Jesse Shera's last articles, that dean of library educators reminded us of what librarianship is all about:

I submit that there are three components in the concept of a library. First, there is *acquisition*, which involves knowing what to acquire for a given clientele and how to acquire it. Acquisition implies substantive knowledge of the materials and the uses to which knowledge can and should be put. The second is *organization*, that is, ways in which accumulated materials can be arranged and processed for maximum convenience and efficiency of use. It is here, and only here that information science makes its contribution to librarianship. The third is *interpretation and service*, which is the *raison d'être* of the library. . . .³⁷

Automation, terminals, hardware, software, videodisks, optical disks, fibre optics, personal computers, instantaneous electronic communication, satellites, and so forth do not alter Shera's tripartite model. Nor do they alter the fact that academic librarianship remains the life of the mind, not of the device.

Yet the debate on the paperless society has had its merits. It has helped to focus attention on traditional academic librarianship's preoccupation with costly house-keeping and manufacturing operations.

Continuing displacement of these task-oriented activities toward support staff ought to be an early, high priority for the professional. The end users do not care to learn, nor should they, about the black magic of codes and standards; they seek facts, records, interpretations, evaluations, guidance, and documents in preference to citations. To fulfill those needs they must be able to interact with dedicated professionals. Foskett, head of Library Studies, South Australian Institute of Technology, has put the matter fairly bluntly:

If we are to be recognized as significant workers in the information industry, we must provide information to the users in a form which they use, and in a positive fashion. Not only must we do this, we must be seen to do it; to quote Holladay, we must take our show on the road and visit as many carefully targeted areas as possible, asking about their projects and information needs and describing today's information possibilities. Lewis points out that there is a need for us to recognize that the processing and handling of information is only a means to an end and not an end in itself. Challenging work is to be found in interpretation and analysis. We have to persuade people that they not only can but should rely on us; we have to go out to make direct contact with our users if we are to achieve this.

The temptations to avoid this are many. . . . It is so easy to sink back into the role of the "cozy" professional who is really a paraprofessional being overpaid.³⁸

A few librarians, objecting to its commercial tone, may choke upon the expression "information industry" in Foskett's remarks. But the facts are that colleges and universities spend real money to secure the best possible information services for their faculty and students. Assurance of the highest quality is no less a rightful expectation in the academic information enterprise than in any other college and university business, and there ought to be no emotional obstacle to designating non-profit academic librarianship as an element in the information industry. In pointing out that "machines replace people when they can do the work more cheaply," Feigenbaum is merely restating a principle that every responsible administrator is committed to.³⁹ Effective resource management will be a key aca-

democratic librarian responsibility in the upcoming decade; it is a responsibility that we will shirk at our peril.

Lancaster and others have suggested that the term "librarian" may work against us, suggestive as it is of the institution rather than the librarian's professional expertise. Proponents of a name change claim that a new designation would make it easier for librarians to be viewed as peers (or at least expert academic consultants) by faculty. Lancaster thinks the term may have to be abandoned, a suggestion that sometimes elicits angry responses in the library press. What is often overlooked is that a change of name does not change the problem to be solved, anymore than renaming a disease changes the treatment; by whatever name, the functions now performed by academic (and other) librarians will still need to be performed. But, as a means of stressing the library's dynamic human element, which brings alive the institution's inert storage media and facilities, ACRL might debate whether the organization's name should be changed to Association of College and Research Librarians. Such a change would not be inconsistent with the four major goals enumerated in the ACRL Activity Model for 1990.⁴⁰

Mind versus the Entertainment-Technology Complex

Librarian of Congress Daniel J. Boorstin has recently thrown some bright light upon the confusion between information and knowledge. Decrying the public's constant need to be "entertained" by canned software or "informed" by the latest news, he suggests that what any free country needs is a knowledgeable citizenry. We can be entertained, we can be informed, says Boorstin,

But we cannot be knowledgeable! We must all acquire knowledge for ourselves. Knowledge comes from the free mind foraging in the rich pastures of the whole everywhere-past. It comes from finding order and meaning in the

whole human experience. The autonomous reader, amusing & knowing himself, is the be-all and the end-all of our libraries.⁴¹

The excitement of entering the "information age" is not unlike that which the U.S. experienced with the space age and the *Apollo* trips to the moon. Exciting new technologies, whether in rocketry, telecommunications, or computers, can be seductive and cause us to forget that the mind, not the instrument, should control society's purposes and goals. Undue preoccupation with technology increases the risk that technology will come to drive its beneficiaries rather than stimulate them to devise new ways of achieving purpose and goals through control of that technology. It is the impact of new technology on the quality of our daily, workaday lives and the impact upon the knowledgeability of the citizenry that needs to be kept in focus. Academic librarians have an important role to play in realizing the goals articulated by the Librarian of Congress; they cannot permit their critical senses and goal-oriented behavior to be dulled by the excitement of technology and innovation, nor by preoccupation with hardware and devices.

To conclude, I doubt if I can improve on a remark articulated by Maurice Line almost a generation ago. As early as 1968 Line warned librarians to "be prepared for radical changes in the structure of knowledge, in means of storing and transmitting information, and in the actual needs of users."⁴² And he added:

We should be in the thick of all discussions about information and communication—if possible we should initiate them. This may mean the death of libraries as we know them—but if we want to keep libraries as we know them it may be the death of us.⁴³

To sum up, ACRL should, above all, lay heavy stress upon academic librarianship as a life of the mind, a path of intellect, and a creative force in producing a knowledgeable, educated citizenry.

REFERENCES AND NOTES

1. Allen B. Veaner, "Librarians: The Next Generation," *Library Journal* 109:623-25 (Apr. 1, 1984). See p.623.

2. Using the *ALA Handbook of Organization, 1983/1984* (Chicago, Ill.: American Library Assn., 1983), the author informally surveyed thirty-five key ACRL leaders in the U.S. and Canada to obtain their views on many of the topics covered in this paper.
3. Patricia Battin, "The Real World—Large Library Organizations," prepared for the Annual Conference of the Association of American Library Schools, Denver, January 22, 1982, in Association of Research Libraries, *Minutes of the 101st Meeting*, October 13–14, 1982, Appendix B-2, p.130–36.
4. Vincent Rause, "The First Lady of Business Management," *USAir* (Apr. 1984). See p.98.
5. Allan M. Gould, "The Unsung Power of the Company Library," *Executive: The Magazine for Presidents* 26:34–38 (Apr. 1984). See p.37.
6. See the first part of this article (May 1985) on the possibility of employing incentives to promote competition and new ideas within an institutional environment.
7. "Step Towards 'Open Network' Taken by RLG," *Library Journal* 109:1368 (Aug. 1984).
8. This suggestion would have to be built as a transaction system. To prevent the "net lender" phenomenon of interlibrary loan from replaying itself here, some economic arrangements would be needed.
9. Abraham Kaplan, "The Age of the Symbol—A Philosophy of Library Education," *Library Quarterly* 34:295–304 (Oct. 1964). See p.302.
10. J. C. R. Licklider, "Psychological and Technological Dynamics of Information Science," in *Perspectives in Information Science*, eds. Anthony Debons and William J. Cameron (Leyden, Netherlands: Noordhoff, 1975) p.165–80.
11. The rise of the personal computer and the dramatic growth of the software industry have begun to relieve this to some extent, although the quality and "user-friendliness" of many of the products are not yet at an acceptable level.
12. Thomas K. Landauer and others, "Human Factors in Data Access," *Journal of Information & Image Management* 16:18–29 (Sept. 1983). (Reprinted from the *Bell System Technical Journal*, 1982.) In a related instance, a major national information science association, in its 1985 conference call, summoned sixteen different types of information managers, planners, and specialists to its meeting—but did not include librarians among the suggested attendees.
13. In their study "New Directions in Library and Information Science Education," currently in progress.
14. Herbert S. White, "Defining Basic Competencies," *American Libraries* 14:519–25 (Sept. 1983).
15. From remarks by Arthur Curley, at the June 25, 1984, session of the Library Education Committee: Library Education Assembly, which met to discuss King Research's *New Directions* study.
16. Allen B. Veaner, "Continuity or Discontinuity—A Persistent Personnel Issue in Academic Librarianship," *Advances in Library Administration and Organization* 1:1–20 (1982). See esp. p.14–15.
17. Patricia Battin, "Developing University and Research Library Professionals: A Director's Perspective," *American Libraries* 15:22–25 (Jan. 1983). See p.23.
18. _____. "The Library: Center of the Restructured University," *College & Research Libraries* 45:170–76 (May 1984).
19. Samuel L. Dunn, "The Changing University: Survival in the Information Society," *The Futurist* 17:55–60 (Aug. 1983).
20. By this is meant the ability to prepare and present professional-quality A/V aids to help them present administrators and fund allocators with succinct, convincing argumentation on proposals. Microcomputer software will help—but the librarians will have to know how to use it.
21. Blaise Cronin, "Adaption, Extinction or Genetic Drift?" *ASLIB Proceedings* 35:278–89 (June/July 1983). See p.287.
22. It will be a long time before computer-supported speech recognition will be useful in academic libraries whose collections comprehend hundreds of languages—many of them dead or archaic—and where foreign students probably speak English imperfectly. The "touch screen," the "mouse," the voice recognizer, and the speech synthesizer will no doubt assist greatly in routine, semiclerical administrative support functions, but initially will do little to support interaction with academic material. Thus, typing skills will remain vital for some time.
23. Patricia Battin, "Developing University and Research Library Professionals: A Director's Perspective," *American Libraries* 15:22–25 (Jan. 1983). See p.23.
24. Further comment on this last suggestion is contained at the end of the section on recruitment and graduate education.
25. Mark R. Yerburgh, "Some Unguarded Thoughts on Academic Librarianship: Vision vs Reality," *CLIC Quarterly* 2, no. 4:11–19 (Dec. 1983). See esp. p.15.
26. *Ibid.* See esp. p.14.
27. D. Block, *Emerging Personnel Requirements in Academic Libraries Are Reflected in Recent Position Announcements* (ED 215 703, 1980).

28. *Ibid.*, p.12.
29. Theophil M. Otto, "The Academic Librarian of the 21st Century: Public Service and Library Education in the Year 2000," *Journal of Academic Librarianship* 8:85-88 (May 1982). See esp. p.88.
30. J. G. Meijer, *Librarianship: A Definition* (Urbana, Ill.: Univ. of Illinois, 1982), (Graduate School of Library and Information Science, Occasional Paper, 155).
31. Allen B. Veaner, "A Ship in Harbor is Safe . . ." (Westport, Conn: Meckler, 1982).
32. Edward G. Holley, "The Merwine Case and the MLS: Where Was ALA?" *American Libraries* 15:327-30 (May 1984).
33. The King Research study on librarians' knowledge, skills, and abilities, in its initial phases, did not list labor relations as a category under management.
34. See earlier reference to a need for the development of attitudes of scientific detachment.
35. Remarks by Patricia Battin in discussion of a report by the ARL Task Force on Library Education, in Association of Research Libraries, *Minutes of the 101st Meeting*, October 1982, p.64-66.
36. Yerburch, "Some Unguarded Thoughts on Academic Librarianship," See esp. p.14-15.
37. Jesse H. Shera, "Librarianship and Information Science," in *The Study of Information: Interdisciplinary Messages*, eds. Fritz Machlup and Una Mansfield (New York: Wiley, 1983), p. 385.
38. A. C. Foskett, "What Are We Going to Do When There Aren't Any More Books?" *Australian Academic and Research Libraries* 13:43-49 (Mar. 1982). See esp. p.47.
39. Edward A. Feigenbaum and Pamela McCorduck. *The Fifth Generation: Artificial Intelligence and Japan's Computer Challenge to the World* (Reading, Mass.: Addison-Wesley, 1983). See esp. p.68.
40. *College & Research Libraries News* 43:164-69 (May 1982).
41. Daniel J. Boorstin, *Gresham's Law: Knowledge or Information?* Remarks at the White House Conference on Library and Information Services, Washington, November 19, 1979 (Washington, D.C.: Library of Congress, 1980). See p.6.
42. Maurice B. Line, "The Functions of the University Library," in *University and Research Library Studies*, ed. W. L. Saunders (Oxford, Pergamon, 1968). See p.156.
43. *Idem.*

APPENDIX A: RECOMMENDATIONS

It is recommended that ACRL undertake the following actions for the 1985-95 decade:

1. Reaffirm in confident, positive tones the essentiality of the academic library as a necessary and valuable social institution and key element in higher education and scholarly communication.
2. Within the community of higher education reaffirm the essentiality of open access to scholarly materials regardless of individual ability to pay.
3. Reaffirm the academic librarian's key role as a proactive analyst, subject expert, counselor, consultant, linker, and intermediary in the cycle of scholarly endeavor and scholarly communication.
4. Redirect and redevelop publicity and public relations for academic librarianship to focus sharply on its human resources (reducing the focus on facilities and institutions), emphasizing that academic librarianship:
 - Is the life of the mind and spirit;
 - Focuses much more upon intangibles—thought, knowledge, intellect, and judgment—than it does on visible, physical processes.
5. Working with the American Council of Learned Societies and the Canadian Social Sciences and Humanities Research Council:
 - Expand its program of making the scholarly public aware of the value of Bibliographic Instruction;
 - Devise educational programs to promote awareness of the academic librarian's linking role in the process of scholarly communication.
6. Explore the feasibility of devising incentive programs in the academic community to:
 - Promote among academic librarians a spirit of constructive competition in the development of innovative applications of new technologies;
 - Encourage emerging entrepreneurial ideas and spirit to remain within the academic community;
 - Foster a spirit of collegial and community "ownership" of the profession;
 - Contribute to the upgrading of graduate education for librarianship by encouraging the membership to involve itself more actively in the accreditation process.
7. Promote development of new or alternative administrative structures responsive to current social and technical change.

8. Debate the merit of changing ACRL's name to the Association of College and Research Librarians.
9. In the area of graduate education and recruitment:
 - Communicate to the graduate library schools an accurate picture of the academic library's expectations regarding the quality of students recruited by the schools; encourage the schools to toughen both entrance and retention requirements and deny admittance to the unqualified;
 - Encourage its personal and institutional members to refuse to hire substandard applicants;
 - Work with professional societies, scholarly organizations, and college and university career counseling officers to promote the entrance of "the best and the brightest" into academic librarianship;
 - Work with ALISE and funding organizations to establish a systematic program of linking faculty and curricula to the working realities in the modern academic library.
10. Encourage its constituency to purchase standard bibliographic products and services (as a replacement for customized, in-house manufacture) and reallocate the released resources to service- and client-related functions.
11. Develop colloquia or workshops with a variety of academic constituencies to (1) convey the concept of the academic librarian's key roles in education, (2) increase institutional awareness of information systems costs and the fundamental unity of academic interests in maximizing access to information, (3) convey the essentiality of librarians' involvement in academic governance and academic program design; include constituencies such as:
 - Chief academic officers;
 - Directors of computer centers;
 - Academic planning officers;
 - Institutional business officers.
12. Promote cooperation among bibliographic and computing programs, resources and personnel; where possible, promote ultimate convergence and unification.
13. Maintain formal, active, direct liaison with organizations and societies having similar or related interests; for example:
 - American Federation of Information Processing Societies (AFIPS);
 - American Society for Information Science (ASIS);
 - Association for Image and Information Management (AIIM);
 - The Association for Information Management (ASLIB);
 - EDUCOM;
 - Office of Scholarly Communication and Technology (proposed as part of ACLS);
 - Society for Scholarly Publishing;
 - Standing Conference of National and University Libraries (SCONUL).
14. Maintain formal "conference watches" and "technology watches" in related areas; for example:
 - Direct marketing of databases to end users;
 - Electronic mail and facsimile transmission;
 - Electronic publishing;
 - Evolution and usage of online reference works;
 - Evolution of microcomputers and telecommunications technology;
 - Expert systems and Artificial Intelligence;
 - Management software;
 - Robotics;
 - World Conference on Computers in Education, Norfolk, Va., July 29-August 2, 1985.
15. Secure board or advisory committee memberships on organizations having related interests, e.g., Society for Scholarly Publishing.
16. Take a decisive stand on the MLS as one of the key entrance requirements in academic librarianship.
17. Continue its national conferences, special workshops, continuing education and publications program, focussing on such areas as:
 - Restructuring of the academic library;
 - Development of new (and/or improvement of existing) skills, knowledge, abilities, and attitudes related to librarians' managerial responsibilities (as distinct from their specialized academic expertise), e.g., development of financial management expertise, improvement of skills in oral and written communication, greater understanding of new technology.
18. Consider how ACRL might restructure itself to streamline the organization, possibly as one constituent of a national confederation of library associations, or, alternatively, as a stronger, more independent component of a single national association.