



# **DYNAMICS OF LIBRARY FOR EXCELLENCE IN ELECTRONIC REVOLUTION**

**Editors :**  
**P Visakhi**  
**P K Jain**  
**Debal C Kar**  
**Parveen Babbar**

# **Dynamics of Library for Excellence in Electronic Revolution**

## **Editors**

**P Visakhi**

**P K Jain**

**Debal C Kar**

**Parveen Babbar**



**BOOKWELL  
DELHI**

may be reproduced  
including photocopying  
permission in writing

## Contents

ace	xi
<b>evision of Spaces in Changing Prespective</b>	
Change is Inevitable: visible our libraries <i>Amir Reza Asnafi</i>	1
Library Space: A Boon or a Bane? – In digital Era <i>B.M. Meera and Manjunath Kaddipujar</i>	10
Makerspaces in Public Libraries <i>Sheshagiri Kulkarni and M Dhanamjaya</i>	19
Designing Green Libraries for Academic Institutions: Go Green <i>Harpreet Kaur</i>	28
Green Access through Institutional Repository Provided by Special Libraries of Lucknow: A Comparative Analysis <i>Divya Mishra and Ravindra Kumar</i>	3
<b>emerging &amp; Innovative Technology Applications in Libraries</b>	
1 Semantic Web and Libraries <i>Bernd Markscheffel</i>	
7 Mobile Learning in Indian Libraries: An Overview <i>Prabhat Pandey, Sudhir Gupta and Ajay Srivastava</i>	
8 M-Library Services of Academic Libraries in Thailand <i>Wawta Techataweewan</i>	
9 Library Security Tools and its Techniques <i>Shishir H. Mandalia and Akash Singh</i>	
10 Use of CCTV Cameras for Library Security with Special Reference to DAV University Library Jalandhar <i>Maninder Kaur Sood</i>	
11 Service improvement with web tools <i>Rakesh Khare and Jayamala Patil</i>	
12 Plagiarism Detection and Avoidance Consequences in Academic World <i>Akhandanand Shukla and Sanjay Kumar Maurya</i>	

Contents

27	Library and Information Science and Obsolescence <i>Gurjeet Kaur Rattan</i>	254
28	Digital Preservation of Cultural Heritage: A case study of Dev Samaj <i>Gurpreet Singh Sohal and Jaspal Kaur</i>	261
29	Technology Disasters and Data Storage: Management and Backup <i>Jorawar Singh</i>	267
30	Knowledge Management: a step towards Excellence <i>Rumman Gul</i>	276
<b>User based Studies</b>		
31	Digital Reading Behaviour of University Undergraduates in Sri Lanka: A Comparative Study <i>Y.C Rathnayake and JMS Dilinika</i>	287
32	The Impacts of Issues in Library Education Worldwide on Indonesian Library Schools <i>Labibah Zain</i>	292
33	Trends in Library and Information Science research at Aligarh Muslim University <i>Shahwar Fatima</i>	305
34	Exploring researcher development models <i>Fathima Azra Fazal</i>	312
35	Photocopying practices and awareness of copyright among students of Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana <i>Dhiraj Kumar</i>	323
36	Modern Library and Information Services in an Academic Library System and Role of the Librarian: A Case Study <i>Sandeep Kumar Pathak, Ruchi Jain and KPS Sengar</i>	332
37	Extent of Utilization of Open Access Resources among Research Scholars of Banaras Hindu University <i>Sujata Gupta and Shweta Gupta</i>	351
38	An assessment, utilization, of library resources by academic staff at college of Education Maru, Zamfara State, Nigeria <i>Haruna A Maru and Husaini Musa</i>	359
39	Chi -Square Test Analysis of e-resources <i>Chetna Boriwail, Sudhir Kumar and Leena Shah</i>	367
40	Exploring the Web Search Patterns of Research Scholars <i>P.M. Naushad Ali, Daud Khan and Fakhrah Khanam</i>	378

## The Impacts of Issues in Library Education Worldwide on Indonesian Library Schools

Labibah Zain  
Head of Central Library  
State Islamic University (UIN) Sunan Kalijaga  
Jl. Laksda Adisucipto Yogyakarta Indonesia  
E-mail: labibah@gmail.com

### Abstract

*Programs in library education have existed since 1887. Since then, some controversies have led to a confusing road. The controversies, to some extent, have had the advantageous effects of enriching theories of library education and influencing the patterns of LIS practice worldwide including Indonesia. This paper elaborates the history of library education programs worldwide, some issues in the library education in the United States of America including, the foundation of Library science, The "L" Word and the curriculum issues and see how they influence the condition of Library Education in Indonesia.*

**Keywords:** Library Education, Library education curriculum, history of Library Education

### 1. Introduction

As we come to the 21<sup>st</sup> Century, the world is changing rapidly. Information plays an important role in all aspects of daily life. As a consequence, the library as an information agent has to use information technology to provide a qualified service to meet society's demands. Library education is being subjected to significant pressures from the information revolution since libraries rely on the graduates of these institutions as human resources that will influence library service. Many criticisms, therefore, have been directed toward library education since it began. To know the criticisms in the field of library education, this article discusses issues in the forms of controversies and critiques on library education and their impacts on library education in Indonesia.

### 2. Historical Background of Library Education

In the United States of America, the development of library education as quoted by Shera in Leigh (1972: 12), can be divided into three periods, namely the period of apprenticeship and in-service training that happened from "ancient time" until 1887, the period of organised libraries from 1887 to 1923, and the period of academically centred library school from 1923 to the end of the Second World War.

In the "ancient times" as mentioned by Leigh, one man could handle all library activities without special skills since the collection of the library and the recorded knowledge were limited. This situation continued until nearly the middle of the nineteenth century, when many people suggested that well- educated people might be needed in library field. The growth of library collections and the demands of making library material available for the public at that time made librarians overwhelmed with their job. The libraries needed more staff, the formulation of job descriptions appropriate to the libraries' expended tasks, and a deep understanding of governmental rules relating to public libraries. As a result, the libraries needed librarians who were less scholarly but more skilled in the business of running library. Thus, the training of the librarian which was basically empirical, and apprenticeships and/or on- the-job training was conducted (Shera, 1972: 114). In this period, in Paris, the *Ecole des Chartes* certificate program of apprenticeship was established (Davis, 1987).

The period of organised library schools began on 5 January 1887 when Melvil Dewey opened the first formal library in America. Dewey established The School of Library Economy at Columbia College. The school planned the curriculum through "trial and error methods" and arranged for a number of outside teachers (Miksa, 1986: 34). The teachers have just applied the method that they thought right to be applied. If the curriculum worked well and could be applied well, the curriculum would be kept. On the other hand, if the method resulted students' poor performance, the method would not be applied anymore. The school did not have certain guidelines in the teaching learning processes. Shera (1972: 123) stated that the Library Columbia School which, then moved to the University of the State of New York, was a place to teach technical subjects and standardized technique, particularly the Dewey Decimal Classification System, preparing the students to work in many libraries. The core subjects taught included cataloguing, classification, references and bibliography, book selection and administration and some elective courses beyond the core courses were offered. During this period, fourteen other library schools were established. The programs varied in duration from three months to a year. The main criticism of the Dewey period is the failure to differentiate the content of courses between those which were clerical and those which were more professional. This first attempt to establish formal education in Librarianship was more vocational than intellectual in terms of the curriculum. But there was also evidence that the graduates of Dewey's school spread to no less than eleven other library schools existing at that time serving as faculty members, directors working in summer school library training programs and library association training programs (Shera, 1972: 123). In addition, eight of the schools were founded by Dewey's Columbia Library School graduates (Miksa, 1986: 35). This evidence proved that Dewey's initial library education had influenced library education in the United States of America. Regardless of the controversy relating to Dewey Schools, it should be noted that Dewey is a father of library education programs who brought new vision to educating librarians formally.

Some leaders appeared between the organized library School period and the academically centred library schools. They proposed, to use Shera's terms, "criticism of instructional

methods of Library education programs" (Shera, 1972). For example, Aksel Josephson suggested having a two-year graduate library education program with minor studies in the first year and advanced studies for the second year. Azariah Root, who did not agree with the senior degree as minimum requirement to enter library school, proposed a study to revise 1906 library training standard (Shera, 1972: 123).

In this period, some library associations emerged internationally. The American Library Association (hereafter called ALA) was founded in Philadelphia in 1876 and the Library Association was established in England in 1877. International conferences conducted by these associations included the international conferences of 1877 in London, 1893 in Chicago, 1896 in London, Paris in 1900, San Francisco in 1904, and Brussels in 1910. This brought educational benefits for library certification and education programs in terms of enriching participants by following the library tours and sharing ideas for practical problems relating to library education. These activities as Davis said, also served "as effective tools for internationalizing library education" since the international conferences invited visitors from all over the world. In this periods, the influence of the United States and Britain in the library education field was established (Davis, 1986: 45).

The third period, in what was called "the academically centred library school" (Leigh 300), was marked by the appearance of Charles C. Williamson's critical studies of the existing library education programs at that time. Williamson (Shera, 1972), proposed not more library schools, but better library schools. The better library schools, as stated in his recommendations, should (1) have a baccalaureate degree as prerequisite for admission, (2) be affiliated with universities, either as a department or autonomous professional schools, (3) enrich the curricula with the total educational resources of these parent universities, (4) revise the curricula to provide a general program in basic librarianship for the first year and practical specialization in the second year, (5) prepare adequate texts and other instructional materials, (6) make provision for programs of continuing education through summer schools, institutes, and correspondence courses, (7) institute voluntary certification of professional librarians, and (8) come to some agreement on procedures and facilities for accreditation. This Williamson report, which was funded by the Carnegie Foundation, led to some grants that enabled some institutions to take real steps toward improving education for librarianship such as formulating standards for accrediting library schools by the U.S. Board of Education for Librarianship, conducting a curriculum development study for library schools with the supported texts done by W. W Charter, making donation to support ALA staff in preparing textbooks for library schools, and making available fellowships for library school students (Shera, 1972: 125). In this period, some other leaders came up with their opinions relating to library education curriculum. For example, in 1936 Ernest J. Reece raised the importance of an holistic approach in educational programs by saying that the procedures, methods, and contrivances that already existed be adapted to society's needs and applied as a means to give services but not as an end.

In 1926, the University of Chicago opened its doors to the first students studying librarianship at the graduate level in a department staffed by academics without formal librarianship qualification. The program, through independent studies, focused on research and advanced studies in certain areas that interested both students and the faculty. It did not give enough room for what Shera (1972: 127) called "many areas of importance to the library administrator". According to Works cited by Shera (1972: 124), the curriculum offered by the program was based on the feeling that practicing librarians might not be interested in studying at the graduate level. The situation might never have changed if Louis Round Wilson, the librarian of the University of Carolina who was invited to criticize the program in 1926, had not accepted the deanship of the school in 1932. Wilson made some fundamental changes relating to the program, such as encouraging the students to take other courses within the university to broaden their knowledge, introducing a requirement to complete one year prerequisite professional courses before admission, encouraging research, publication, communication and teaching competencies, and building a foundation on the philosophy of library science (Wilson, 1949: 123). This program also had a commitment to bridging library and society by encouraging "relations between libraries and contemporary social conditions... with the respects to different countries, states, and periods" (Wilson, 1949: 123). This commitment resulted in a number of American educators going abroad as library consultants. Even though some criticisms were directed at the Graduate Library School of the University of Chicago, some schools followed it in opening graduate library programs with "similar" curricula. In 1948, some fifth year bachelor degrees in Librarianship were replaced by Master's level degree (Shera, 1972).

Between the World War I, as stated by Davis (1987: 234), the influences of American library schools in European librarianship were transmitted by publications, lecturers, addresses, exchange of visitors, international conferences, prolonged foreign librarians' service in the American libraries, and study in American library schools. Some distinct events in this era were the establishment of the ALA Committee on International Relations in 1900, the formation of Committee on Library Cooperation with Latin America International Federation of Library Association (IFLA) in 1927, the International Relation Board (IRB) which was a blend of International Relation and Committee on Library Cooperation focusing on Latin America in 1942 and Europe and International Relation Office (IRO) in 1943 (Davis, 1987: 234).

The postwar period to 1960, as described by Davis (1987: 234), was marked by the establishment of UNESCO, and assistance of the American government and foundations and European countries toward library development overseas. The IRO's efforts enabled foreign librarians to visit the United States libraries, and UNESCO sponsored many conferences, awarded Asian, Middle East and African countries grants for librarians to visit some libraries in European countries. American and British educators were sent to other countries to assist library schools. American educators, for example, assisted in establishing Library Schools at Keio University in 1950, University of Ankara in 1954, and University of Antioquia, Medellin in 1957. German, on the other hand gave help for developing international understanding on education for children librarianship.



The period from 1960 to 1970, to use Davis's words (1987: 236), was "the greatest advance in making library education a global concept". Amazing numbers of foreign students enrolled in library schools in the United States, Canada and Great Britain. Around a thousand overseas librarians visited the United States every year. Organizations such as IFLA, FID and UNESCO played important roles in agreeing on acceptable standards and unifying international library education through conferences. Some international library schools, such as the School of Librarians, Archivists, and Documentalists at Dakar (Senegal), the East African School of Librarianship at Kempala (Uganda), and the West Indies School at Kingston (Jamaica) started in this decade (Davis, 1987).

By the 1970s IFLA's scope had changed from being a consortium of Western European executives with few North Americans to an association representative of the whole world. In this period, American foundations' attention toward international library development declined due to limited financial resources. Thus, many American educators joined associations such as IFLA, FID, UNESCO and others to keep assist international library development. The Library Association in England, however, has maintained regular contact with several overseas members and Commonwealth librarians (Davis 1987: 234-237).

International Library education standards were agreed to be applied in 1976, and in 1981 UNESCO published the *World Guide to Library Schools and Training Courses in Documentation* as an adoption and publication of the library education standard. The development of a sophisticated library networking with a high priority being on those in developing countries was a great concern. UNESCO played a role by conducting symposiums of heads of Latin American schools of librarianship, information science, and archival studies in Costa Rica for harmonizing curricula, short term courses for information specialists and managers of information systems was held in Sofia, New Delhi, and Peking (Keresztesi, 1982). UNESCO fellowships brought selected participants from developing countries to study 'Library science' in Northern Europe and North America. The International Graduate Summer School at the college of Librarianship, Wales was launched in 1973 and so was the first Annual FID/UNESCO summer school at Sheffield in 1975 (Keresztesi, 1982).

Some library schools in the United States such as Columbia University School of Library Service, Catholic, Michigan, Minnesota, Indiana, Peabody, Maryland, and Kent State, had international influence by attracting large numbers of foreign students to enrol, and having internationally minded faculty members. Oklahoma has emphasized on goals and objectives of international library education and sponsored a conference on Internationalism in the Curricula of Library Education in 1969. Special relationship with the University of Indonesia in the form of educational program exchange in 1970s was also built by Hawaii in cooperation with the University East-West (Davis, 1986). In Canada, Library schools such as in Dalhousie, Toronto, Western Ontario were also active in international library education development. In European Countries, library School in Wales, London, Paris, Copenhagen, Cologne, Leningrad, and Moscow had evidences as schools that had distinct contribution toward library education in the world Davis 25).

The saddest story in library education happened in 1978 when the president of the University of Oregon announced the closing of his institution, the Graduate School of Librarianship. This then was followed by the abolishment of about one-third of the accredited master degree programs that existed in United States. The schools were either closed or combined with other academic units as evidence that the school could not follow the change happening in the world (Marion, Information Outlook 31-36).

### 3. Library Education in Indonesia

In 1952 the first Library course in Indonesia called *Kursus Pendidikan Pegawai Perpustakaan* (Training Course for Library Staff) was established by the Ministry of Education and Culture. The training program changed twice to *Kursus Pendidikan Ahli Perpustakaan* (Training Course for Library Officials) in 1956, which was an extended training period, from 18 months to 24 months, and *Sekolah Perpustakaan* (Library School) in 1959, which the training period was extended from 18 months to 30 months.

The school was then merged into the *Fakultas Keguruan dan Ilmu Pendidikan* or Teacher's College University of Indonesia in August 1961. It was known as *Djurusan Ilmu Perpustakaan, Fakultas Keguruan dan Ilmu Pendidikan Universitas Indonesia* (Department of Library Science, Teacher's College University of Indonesia) and had a three-year academic program. In September 1963, the department had a new parent institution, the Faculty of Letter, University of Indonesia. In 1969, the minimum entrance of the library science program which formerly Senior High School, changed to the "Sarjana Muda" degree (Sulistyo-Basuki 353-361). In the 1970s and 1980s other universities outside Jakarta, such as Padjajaran University in Bandung, Nusantara Islamic University in Bandung, Diponegoro University in Semarang, Hasanuddin University in Ujung Pandang, Gadjah Mada University in Yogyakarta, Lancang Kuning University in Pekanbaru, Airlangga University in Surabaya, Sumatera Utara University in Medan, and Agriculture Institute of Bogor, opened library education programs. And in the 1990s Sam Ratulangi University in Manado, YARSI University in Jakarta, the Open University centralized in Jakarta, and the State Institute for Islamic studies in Yogyakarta, Padang, Banda Aceh, and Jakarta founded a library education program focusing on Islamic information (Zen, 1999).

Currently there are 23 institutions offering library education programs consisting of the two to three year Diploma program which prepares the graduates to be librarian assistants dealing with technical service in librarianship, Sarjana degrees (*Strata1*) which are equivalent to Bachelor degrees in United States programs, finally the Magister's degree, which is the same as a Master's degree in many countries. Up to know Indonesia does not have library education at the doctorate level.

### 4. Issues in the Library Education in the United States of America and their Impacts on Library Education in Indonesia

Library training and education in the world have existed for years. This existence of library education raised many issues in the forms of debates.

which, to some extent, library trainings and education programs can take advantage to improve the quality of the programs. There are three main types of issues relating to library training and education, namely the Library science foundation or philosophy debates, "L" Word Controversy, and Curriculum issues.

#### A. The Foundation of Library Science

Library science foundation debates appeared when library educators, practicing librarians, and some outsiders concerned with librarianship started arguing about whether library science is really a science or an art. Quattrocchi, a commodity trader on the Chicago Mercantile Exchange who became a "public" member of ALA's committee on accreditation of library education for the period 1995-1999, said that librarianship is not more a science than an art (82-85). The Quattrocchi's statement and questions irritated others in ALA's Committee on accreditation, who believed that this problem has been settled. Sherra's explanation relating to these issues might help to understand the current conflict relating to the foundation of library science. He argued that the librarian is a mediator between society and the graphic records which are the content of a library. To be an effective mediator, he must "posses a true mastery over the means of access to recorded knowledge" (Shera, 1972: 123). This mastery indicates that a librarian needs an understanding of the nature of that knowledge and an appreciation of the role of knowledge which is applied in that part of society. He said, further, that "librarianship must be scientific" since "it is primarily concerned with the utilization of a social transcript by human beings which is fundamentally behaviouristic science. And the methods and findings of the physical and biological sciences are being increasingly applied to the study of human behaviour. Since librarianship must be scientific, a librarian must be a scientist, not only may he be doling out scientific literature to scientists and will perform need to communicate intelligibly with his patrons, but also because science, in its broadest sense, is a part of the foundation of the librarianship's scholarship" (Shera, 1972).

In Indonesia, the discussion on whether librarianship is an art or science drew many library educators, practicing librarians, and students of library education programs' attention. The most interesting discussion took place at ICS (Indonesia Cyber library Society) mailing list hosted by *Bina Nusantara University* since 2001 till now. Putu Pandit said that formerly librarianship tended to be more art than science. At that time people become librarians because of a "calling" from their heart. They did not have to master any knowledge and any scientific explanation to operate a library. They believed that librarians could serve the patron by mastering general administration and special technical skills.<sup>1</sup> They usually took technical courses such as cataloguing and classification for only two or three weeks. Library science, according to Pandit, appeared when people began discussing "information load" and "information science" and people became aware of the need of theories and models for librarianship.<sup>2</sup> Indeed, in reality, the image of librarianship does influence Indonesian

<sup>1</sup> Pandit, Putu, "Perpustakaan: Ilmu atau Seni/". I\_C\_S@yahooogroup.com. Sent September 30, 2001 downloaded on January 2, 2003 at 11 pm

<sup>2</sup> Ibid

The Im  
 librari  
 have f  
 particu  
 Teache  
 in usin  
 people  
 In  
 'scienc  
 library  
 B. "L"  
 "L" wo  
 Univer  
 "library  
 Science  
 word "  
 been w  
 manage  
 from 58  
 the libr  
 ALA  
 effort d  
 Informa  
 and Bra  
 America  
 reflect j  
 informa  
 They th  
 accredit  
 professi  
 in the li  
 program  
 serves a  
 system I  
 and Fric  
 and Libr  
 educatin  
 (44-45). I  
 realities.  
 public lil  
 Crowley,  
 1999. pp

libraries. Many Indonesian people still believe that to be a librarian, one does not need to have formal education in librarianship. The evidence is that there are many libraries, particularly school libraries, which are run by people who have no expertise in librarianship. Teachers, clerks, and students are often asked to handle library jobs based on their experience in using libraries. Many "one week to one month" workshops are conducted to train this people. School libraries suffer as a result.

In Indonesian academic and special libraries, the librarianship foundation is more "science" than "art". Most of these libraries are run by someone who has a library degree in library science. Hopefully this will influence school libraries in the future.

#### **R. "L" Word Controversy**

"L" word controversy appeared when some library schools in the United States such as the University of California, Michigan, Kentucky, Drexel, and Washington took the word "library" out of their libraries programs. The titles "Information Science", "Information Science and Technology" or "Communication and Information Studies" have replaced the word "library". As reported by Mangan, the Graduates of the University of Michigan have been working in a "new strange job market" as information architects and intelligence managers. The number of school graduates who work at "traditional libraries" went down from 58% in 1997 to 33% in 1999 as an indicator of the success of dropping the "L word" in the library school (43-44).

ALA itself preferred using the word "information" rather than "library" as a recruitment effort during its April 17 career day hosted by Dominican University's Library and Information Student Association (LISSA 1999). These promotion efforts raised Crowley and Brace's surprise since the effort was made by the American Library Association, not the American Information Association. They argued that ALA's promotional efforts might not reflect professional reality that students' education would focus on the educational, informational, and recreational aspects of libraries and library media/information centres.<sup>3</sup> They then addressed some strong arguments for maintaining the "L Word" in the names of accredited programs. The first argument is that Information and library science are separate professions with distinctive interests. Secondly, most graduates of the schools have worked in the librarianship field so that continuing to use the "L Word" in the names of accredited programs is "an important clue that graduates' education has real-world consequences and serves as a reminder that teaching practical courses should not be analyzed by a reward system founded on the development theories that are often irrelevant. In this case Fallis and Fricke also said that the vast majority of students at the School of Information Resources and Library Science seek careers in librarianship. While they may like to see themselves as educating information professionals of all sorts, they are principally educating librarians (44-45). Finally they explained that sometimes information theory does not fit with library realities. They proved their words by presenting the fact that only three out of eight primary public libraries in Planning and Role Setting are signed with the word "information".

<sup>3</sup> Crowley, Bill and Bill Brace, "A Choice of Futures: Is it Libraries Versus Information? ". American Libraries. April 1999, pp.77-79.

In Indonesia "L Word" issues influenced some special libraries in naming their institutions "Information Resource Centre" (Indonesia-Australia Language Foundation), "Information Research Centre" (Pricewaterhouse), "Documentation And Information Centre" (LIPI - Indonesia Science Institution) instead of "library". But in the library education field, even though in their brochures providing information about their programs they clearly state that their programs have competencies both in librarianship and information science, all library education programs at "sarjana" and "master's degree" levels still maintain using "library science" in their names. I do not think that naming the schools "library science department" is suitable with faculties' wishes, but the condition itself is a result of the Minister of National Education requiring that "information and library studies must be subsumed under the name of "Library Science". Thus, the library education cannot change the names without the minister of education's permission. But once the minister of education gives freedom to change the names of library schools, I am sure that some schools will trade the name "library science" for "information science" or something similar. This has already happened with library schools at the diploma level. Once the government gave the deans of each department to name their library schools, as they wished, the three-year diploma program at University of Indonesia took the word "library" away and changed its name from the department of "Library School" into "Document and Information Management".<sup>4</sup> This might be followed by other diploma library schools, since being the oldest library education institution in Indonesia, the University of Indonesia's library studies program tends to lead the way for other library schools.

#### **D. Curriculum Issues**

The third issue in library education is Curriculum. The question of which curriculum should be applied in library science has raised many debates since library education itself existed.<sup>5</sup> The main issue relating to curricula is the confusion of choosing the core curriculum in the library education field. As complained about by Fallis and Fricke, curricula in graduate schools of library and library department deal with subjects which are more theoretical than practical, which is actually fine, for the graduate level. The problem is that many employers seek employees who are capable of cataloguing skills and that many students are interested in taking cataloguing courses. But if the practical courses were taught at the graduate level, there would be a conflict between the mission of the university, the school, and library science itself.<sup>6</sup> In this case Robin(1999) said that the function of a professional school is to educate for the broad field, not to emphasize training in the narrow skill of field. So it is clear that the Graduate level of the library education program does not allow the students to take technical courses. Does it mean that the curriculum of library science at

<sup>4</sup> Three Year Diploma program on Documentation and Information Management of University of Indonesia. A brochure for student admission 2001/2002.

<sup>5</sup> The curricula of library education in graduate schools from the Dewey school to Wilson graduate schools have been debated by many scholars from year to year as we can see in the previous chapter.

<sup>6</sup> See Fallis, Donn and Martin Fricke. "Not by LibrarySchoolAlone". pp. 44-45.

the graduate level will not meet societal needs, in this case, employers' needs? What would happen if library science could not meet workplace demands? The situation of the graduate level of library science seems to be dilemmatic. What has been applied by the Graduate School of Library and Information Studies at McGill University might be one of the solutions that could be considered. Courses such as Bibliographical and Factual Resources, Organization and Information, Information Society, Online Information Retrieval, Information service, Information System and Database Design, which need more technical skills, are taught in the first year. In the second year, the student should take elective courses which are more theory-based in the librarianship field. In this respect Graduate School of Information at McGill University is trying to accommodate society's needs without ignoring theoretical components.

Unlike the United States, which accredits library science only at the graduate levels, the Indonesian government, in this case the Minister of National Education, accredits all higher education levels, which are two to three year diploma degrees, "sarjana" degrees, and master's level degrees. The two or three-year diploma graduates in librarianship are ready to work as librarian assistants dealing with technical skill levels. "Sarjana" Degree graduates are eligible to work as librarians or information specialists. Finally, Master's degree graduates usually have a position as library managers. And the University of Indonesia is preparing to provide doctorate degrees in library science. It is expected that graduates of Doctorate degrees will be faculty staff in the library education program.

Other curriculum issues in the United States are conflict between a wish to serve a demanding new change in society (modern courses such as "Examination of Microcomputers in the Information Environment: Emphasis on Hardware and Software Concept") and the wish to maintain library traditional courses. Many library schools have revised the curriculum by eliminating some traditional courses such as "The History of the Book and Printing", "Literature for Children's Librarians", and "Collection Development" (Quattracchi, 1999). It is undeniable that library schools have to update the curriculum in accordance with the needs of society. However, the elimination of some courses furnishing basic knowledge in librarianship such as "History of the Book and Printing" and "Collection Development" might be questionable. "The history of the Book and Printing," for example, is a course that can provide the students with a historical background to create a map of the future. And it is almost impossible to operate a library without having the knowledge contained in Collection Development.

In Indonesia, the impact of Information technology on library school curricula has invited many debates. What kind of community does library science program serve? Ideally library education in Indonesia should prepare the students to have both technological and traditional skills. So what kind of curriculum should be developed? What kind of competencies are needed for that purpose?

To answer the questions, library education in Indonesia needs to conduct research to investigate what is actually needed by the Indonesian community at all levels. This research can be strengthened by conducting seminars, conferences, or workshops inviting library educators, practicing librarians, and the students of library education programs to have same visions on the competencies needed in the library and information field.<sup>7</sup> With these endeavours, library education in Indonesia can define the required competencies that have to be applied to the library education curriculum.

#### 4. Conclusions

Programs in library education have existed since 1887. Since then, some controversies have led to a confusing road. The controversies, to some extent, have had the advantageous effects of enriching theories of library education. But if the controversy results in too many conflicts, there will be some long-term consequences, since one controversy may lead to other controversies. In any case, the faculties of a library education programs should come to the agreement of having one vision in running library education. If the faculties cannot come to an agreement on the foundation of library science, the "L Word" controversy will be the result. And The "L Word" controversy confuses the design of curricula. The student will suffer as a result.

#### References

- Apostle, Richard, and Doris Raymond. *Librarianship and Information Paradigm*. Maryland: Scarecrow Press, Inc., 1997.
- Blake, Virgil.L.P. *Mapping Curricular Reform in Library/Information Studies Education: The American Mosaic*. Binghamton, NY: The Haworth Press, Inc., 1995.
- Crowley, Bill and Bill Brace. "A Choice of Futures: Is It Libraries Versus Information?" *American Libraries* 30. 4 (1999): 76-79.
- Daniels, ER Gardner, ed. "New curriculum Areas," In *Education of Library and Information Professionals*, Littleton: Libraries Unlimited, 1987.
- Daniel, Evelyn. "The Library/Information School in Context: The Place of Library Information Science Education within Higher Education," *Library Trends*, 35 (1986): 623-643.
- Davis, Donald G. "The History of Library School Internationalization" in *Internationalizing Library and Information Science Education: A Handbook of Policies and Procedures in Administration and Curriculum*. Harvey, John F and Frances Laverne Carroll, ed, Westport, Connecticut: Greenwood Press, 1987.
- Dosa, Marta L. and Thomas J. Froehlich. *Curriculum Development in a Changing World*, The Hague: Federation Internationale De Documentation (FID). 1985.
- Fallis, Donn and Martin Fricke. "Not by Library School Alone," *Library Journal*, 124. 17 (1999): 44-45.

<sup>7</sup> The workshop on Benchmarking Library Education curriculum once has been conducted by the British Council Indonesia in 2001. Unfortunately the workshop only involved some representative of library educators and some "modern" special libraries and did not invite practicing librarians in rural areas. So the participants did not know yet the library competencies in rural areas.

- Fang, J.R, and others. *World Guide to Library, Archive and Information Science Education*. 2<sup>nd</sup> Edition. Munich: K.G. Saur, 1995.
- Guidelines for the Education of Library Technicians*. Canadian Library Association, 1991.
- Harvey, John F and Frances Laverne Carroll, ed. *Internationalizing Library and Information Science Education: A Handbook of Policies and Procedures in Administration and Curriculum*. Westport, Connecticut: Greenwood Press, 1987.
- Keresztesi, Michael, UNESCO' work in the Field of Library Education and Training: an Overview and Assesment, "International Library Review, 14 (1982): 349-361.
- Leigh, Robert D. "The Education of Librarians". *The Public Librarian*, ed. Alice I. Bryan. New York: Colombia University. 1952. p.300ff.
- Lim, Edward. "Human resource development for information societies- an Asian perspective," *Education For Information*, 16 (1998) 219-236.
- Macadam, Barbara. "Information Literacy: Models for the Curriculum," *College & Research Libraries News*, 10 (1990), 949.
- Martin, William J. "Education for Information Management: Restructuring and Reform," *Education for Information*, 9 (1991) 21-29.
- Miksa, Francis L "Melvil Dewey: The professional educator and His Heirs." *Library Trends*. Vol. 34 (3). Winter 1986.p.359.
- Mochtar, Buchori. "Anticipating Information Age Education in Indonesia." In *Notes on Education in Indonesia*, Jakarta: The Jakarta Post & The Asia Foundation, 2001.
- Moon, Bob, and others, *Leading Professional Development in Education*. New York: Routledge, 2000.
- Ornstein, Allan C, and Francis Hunkins. *Curriculum Foundations, Principles, and Theory*. Boston: Ally and Bacon, 1993.
- Paris, Marion. "A Trendspotter's Guide to Library Education." *Information Outlook* 3. 12 (1999): 31-34.
- Pawley, Christine, "Hegemony's Handmaid? The Library and Information Studies Curriculum from a Class Perspective," *The Library Quarterly* 68. 2 (1998): 123-144.
- Pemberton, J. Michael, and Christine R. Nugent. "Information Studies: Emergent Field, Convergent Curriculum," *Journal of Education for Library and Information Science*, 36 (1995) :138-144.
- Phenix, Philip H. *Philosophy of Education*. London: john Wiley and Sons, inc: 1961.
- Quattrocchi, Ed. "An Outsider's Thoughts on the Education of Librarians." *American Libraries* 30. 4 (1999): 82-85.
- Reece, Ernest J. *The Curriculum in Library Schools*. New York: Columbia University Press. 1936. p.13.
- Saunders, W.L. *Guidelines for Curriculum Development in Information Studies*. Paris: UNESCO, 1978.
- Savard, R. *Guidelines for the Teaching Marketing in the Training of Librarians, Documentalists, and Archivists*. Paris: UNESCO, 1988.



- Shera, J.H. *The Foundations of Education for Librarianship*. New York: Becker & Hayes, 1972.
- Standard for Accreditation of Master's Program in Library & Information Studies*. Chicago: American Library Association, 1992.
- Stueart, Robert D. "Preparing Information Professionals for the Next Century." *Education for Information*, 16 (1998): 243-251.
- Williamson, Charles C. *Training for Library Service*. New York: Carnegie Cooperation. 1923. pp.34.
- Williamson, William Landram. "Library Consultant in Indonesia: The Work of A.G. W. Dunningham," *Library Quarterly* 69. 1 (1999): 57-85.
- Wilson, Lois Round, "Historical Development of Education for Librarianiship in the United States." *Education for Librarianiship*, ed Bernard Berelson. University of Chicago. Graduate Library School. Chicago: American Library Association. 1949.