

LIBRARY EDUCATION IN THE MELTING POT

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Current developments in library education can in many ways be understood as an adjustment to the trends of a general academisation and graduate orientation that are sweeping through the university and library world – which is also to say that the position of library research cannot be understood without a description and explanation of the educational situation. In this context, the Swedish School of Library and Information Science in Borås holds a unique position in that, until today, it has been Sweden's only school for educating librarians.

The development can be described as a result of two concurrent ambitions: the ambition of the library and research world to establish librarianship and information studies as a discipline of its own and the attempts of the Ministry of Education to strengthen the academic position of post-gymnasial education. Before we delve further into this reasoning, however, there is good reason to describe the framework and design of the study programme for librarians in Sweden prior to July 1, 1993.

External Framework of the Study Programme for Librarians Prior to July 1, 1993

During the past two decades, this study programme (pre July 1993), has been governed by a number of significant external conditions: by act of Parliament and through decisions of Government, the Swedish School of Library and Information Science was given the responsibility of educating librarians of all types in the country. In other words, there has in principle not existed any competing educational opportunities in library studies in any other part of the country.

The School of librarianship was placed in Borås, a middle-sized city 70 kilometers east of Sweden's second largest city, Göteborg. While this location has offered several advantages (for example, lib-

rary science studies has enjoyed a certain position in the local college in Borås that would have been impossible at a larger university), it has also implied some significant disadvantages, such as difficulties in establishing close contacts with relevant scientific institutions and with the most important institutions in the library field.

The School started off as a completely independent institution. Later, as a result of the Higher Education Reforms of 1977, it became a part of the Swedish university and college system, but not to the fullest extent. The Swedish educational system is divided into two levels: the universities (which have professors and offer graduate studies) and the smaller and middle-sized colleges (without professors or graduate studies). Consequently, by its placement in a non-university city, librarianship fell outside the ambit of graduate and research studies, even though in a purely formal sense it was included in the university and college system. The situation was made more difficult by the fact that education in library science, in contrast with many other study programmes at small and middle-sized colleges (such as business economics, pedagogy and technology), had no established institutional roots as a subject at the large universities. In other words, education in librarianship at the college in Borås stood all alone, lacking both the right and the possibility to run any graduate studies or research work or to recruit higher level Ph. D.s in library and information science from other places.

Education in library science came to be included in the Swedish vocational training system and was thus seen as a purely professional education. The practical orientation that library education was given (which also characterised many other occupationally-oriented programmes of study) was a further reason for excluding this study programme from the Swedish graduate study system. It was one of the many tracks of training and education that lacked the right to establish professorships and graduate studies. This is without doubt the single most important reason that it has taken such a long time to attempt to establish the subject area as a scientific discipline.

Because the library programme was a professional education, the curriculum, for better or worse, came to reflect the structures that characterise the library world in general. The focus was placed to a great extent on the pragmatic aspects of the occupation and on different types of libraries.

The monopoly position of Borås, together with the vocational orientation of the study programme (and much else), has given representatives of the profession good reason to see it as their task to keep close watch over their (sometimes conflicting) interests. This has affected the organisational structure of the School of Library and Information Science. For example, the Board of the College has included representatives from some of the most important institutions and authorities in the library world.

Swedish Study Programme for Library Science, Prior to July 1, 1993

During the past years and up to the present, the study programme for library science was characterised by the following:

It was designed as a continuing education programme. To be accepted into the School of Library and Information Science, the student was required to have completed at least two years of university or college studies in any chosen area. After a further two years of continuing education in library studies, the student finally received his or her degree as a librarian.

As the education was professional in orientation, no general requirements existed as regards graduate preparatory activities. No scientific paper was required in order to earn the degree.

The study programme was influenced by two primary directions. After the first semester, which all students had in common, the student could specialise in either public and school libraries or in academic and special libraries.

The programme included a compulsory ten-week period of practical work in a library.

Each student was given the opportunity for individual specialisation as the programme allowed certain possibilities for elective courses. The time allotted for this was somewhat less than one term.

Ambitions of the Library and Research World

Demands have been made for many decades now to establish and preferably institutionalise library and information science as a subject in its own right. Such demands have of course not gone

unopposed; powerful interests have maintained that the intellectual nature of graduate studies and research efforts contradicts the pragmatic needs of the profession.

Regardless of a certain reasonableness in this criticism, much effort has nevertheless been made to initiate research in the area. In its extreme, this has had to do with creating a new university discipline. Success has not had to wait. Several research centres have been established around the country, and the vitality of the movement is well illustrated by the articles in this number of "Swedish Library Research".

It can therefore be said that library researchers have with their own energy created the conditions for a true institutionalisation of the subject. This academisation contributes in turn toward changing library and information science education. Instruction is increasingly forced to integrate new knowledge and the academic thinking based in library research, as well as to prepare students for the possibility of continuing into graduate research.

The effort to establish a Centre for Library and Information Studies at the University of Göteborg has been of particular significance for the study programme for library science in Borås.

As it was not possible to establish a professorship at the college in Borås, hopes turned instead to the University of Göteborg. By order of the now discontinued National Board for Universities and Colleges, Professor Emin Tengström was given the task of examining how research might be coupled as integrated into library science programme at the college in Borås. He proposed that a Centre for Library and Information Studies should be established at the University of Göteborg in cooperation with the School of Library and Information Science. The purpose of this would be to create conditions for a cognitive and social institutionalisation, both to contribute to the development of competence at the School of Library and Information Science and to create a national platform for library research.

With the establishment of a professorship within library and information science, this vision was realised. In spite of the fact that the two institutions (one in Borås and the other in Göteborg) formally constitute separate units and have their own areas of responsibility, it is fully reasonable to speak of two levels of the same educational programme. The School of Library and Information Science is responsible for the basic education that the Centre does not furnish

whilst the Centre offers the graduate studies that the School of Library and Information Science cannot. Thus, together, representatives for these units (with the help of many others, not least the Council for Planning and Coordination of Research) have succeeded in establishing a full institutionalisation of the subject of library and information science in Sweden - if one means by "full institutionalisation" an educational system that covers everything from basic courses to doctoral studies.

Changes in the External Framework

In the library world, and at times also at universities and colleges, there has been a certain eagerness to examine the conditions surrounding library science education. Emin Tengström's examination of the research relatedness of the programme in librarianship and the FRN investigation that lay behind the placement of professorship in library and information science at the University of Göteborg can be seen as results of these wishes.

The latest in a series of these examinations was the so called "Svensson investigation" that proposed that the monopoly position of Borås in library and information education be changed. It recommended that the state authorities transfer funds from the School of Library and Information Science to the universities in Lund and Umeå to establish competing study programmes. The significance of graduate study and academisation was particularly emphasised.

While the library world discussed this proposal, the rules of the game were completely altered. A new government was elected in Sweden. Those now in power, with Minister of Education Per Unckel in the lead, chose to change the system of higher education. These macropolitical measures will have greater significance for the change in library science education than all earlier efforts combined. The following reforms are being carried out: Universities and colleges are being given increased freedom. Among many other things, this new independence means that the universities and colleges themselves determine in all essential ways what programmes of education will be offered.

The system of vocational/professional study tracks is being abolished. Generally, this means that vocational degree programmes (among them the programme for library science), except those that

specifically require legitimation, shall be made into bachelors and masters programmes (which means three years of studies, one and a half years of which are to be in library and information science for the bachelors degree, and four years of studies, of which two years are library and information science studies for the masters degree).

Academisation research competency are particularly emphasised. Examples of this are the establishment of a masters degree and increased requirements regarding teachers' academic merits.

Library Science Education and the New Reality

With this new independence, it is up to each university and college itself to determine whether it wishes to introduce a study programme in library science. In the final analysis, it is a question of allocating funds from their own budgets for new initiatives. The Svensson investigation's proposal for re-directing funds from the School of Library and Information Science to new educational programmes is thus a dead issue. Each university and college is responsible for its own operations.

The Svensson investigation provided the mental preparation for the establishment of new educational programmes for library and information professionals, and included in its report was a review of potential organisers. These plans were activated when the new Government's educational policies became a fact. The universities in Lund and Umea that were suggested in the Svensson investigation are the institutions that are now embarking upon the introduction of educational programmes for librarians to start in the 1993-94 academic year.

Because library and information education is now, formally speaking, to be seen as a discipline of its own and not as a professional education, it is important that its academisation is carried out in full. There may otherwise be a risk for educational programmes to be established that find themselves in a grey zone between the old type of professional education and the new, discipline oriented education. In the worst case, study programmes for librarians could be initiated that are peripherally appended to already established educational programmes that lack graduate and research opportunities as well as firm roots in library and information science traditions. It would be desirable that wherever new library and information pro-

grammes are offered there are also specially created library and information studies departments/units with the goal of establishing library and information science research as a subject of its own. It is thus very positive that the two new study programmes are at seats of education at which there are well functioning library and information science research units.

It should be added that all the educational programmes, both old and new, must be adjusted to the bachelors and masters degree system. It seems at this point that they will primarily be directed toward study programmes for the masters degree. In one respect, these programmes will be formally organised in the same way as the programmes for continuing education that the School of Library and Information Science earlier offered; that is, the student is expected to have two years of study in subject of his or her choice before he or she is accepted into a two-year masters programme.

Great effort will be placed at all educational units to strengthen the academic contents of the study programmes. The general trend is instruction that increasingly focuses on problem solving. A clear sign of this is that the bachelors and masters system requires every student to complete a degree paper corresponding to either one-half or one whole semester.

Academisation is also seen in attempts to recruit competent teaching resources. However, owing to the "youth" of this subject and thus the small number of potential teachers with solid academic merits, there are clear problems in finding sufficient teaching power. Thus the new programmes harbor great hopes for cooperation with representatives of libraries and other university disciplines. Again, it must be viewed very positively that the new programmes are being introduced in places that already have established library and information science institutions with competent personnel.

The Swedish School of Library and Information Science and the New Educational Programme

The School of Library and Information Science is striving to adapt itself offensively to the new situation. The goal is to gain a leading position in developments, together with the Centre for Library and Information Studies. One of the most important starting points is

cooperation to strengthen scientific awareness in our own basic educational programme and in the library world in Sweden as a whole. A series of measures has been taken:

Cooperation with the Centre for Library and Information Studies has been given high priority. This involvement includes financial contributions, staff support and organisational assistance. The efforts of the School of Library and Information Science for the Centre are far surpassed, however, by the Centre's contributions to the College in the form of the development of competence and formal opportunities for further education and graduate study.

The development of individual competency is encouraged. For example, half of the teaching force is involved in doctoral graduate studies. Most are active at the Centre for Library and Information Studies.

The School of Library and Information Science, like the Centre for Library and Information Studies, suffers from the same basic problem as the rest of the library world: an uneven age structure. Thus, to ensure intellectual growth, the School of Library and Information Science has chosen to recruit a large number of younger students who will in the coming years be led through the doctoral programme.

Great effort has been made to adapt the new educational programme to the general academic educational system. The importance of preparation for graduate studies in the masters degree is particularly emphasised. However, most small and medium-sized colleges today are only authorised to run three-year programmes for bachelors degree. Four-year masters programmes are primarily seen as important for the larger universities, which brings with it the risk that the new educational programmes for librarians will be shorter than in the old system. This is of course in opposition to the goal of improving the educational programme. The problem has been solved by allowing the School of Library and Information Science the right to a masters programme via the Centre for Library and Information Studies. Strengthened by this, the School of Library and Information Science plans also to introduce a fifth term and thus to add to the length of its programme.

The new educational programme means a shift for the School of Library and Information Science from offering a professional programme to offering an education within a subject field. For this reason, the programme will cease to be one of continuing education. The goal is to offer instruction that stands on a level with other areas of

the university and college system. In this way, students can themselves decide whether they wish to concentrate on library and information science as a major subject or a minor one. It will therefore be completely possible for a business economics major or history major to obtain a degree that includes a minor in library and information science.

The establishment of an education in a subject field requires a different type of recruitment policy. As earlier, students will be recruited from the traditional categories (with previous university studies in their baggage) but they will also be recruited directly from the upper secondary school.

The programmes for the bachelors and masters degrees require, as was mentioned earlier, a compulsory graduate preparatory paper at the end of the study period. Thus it is important that the School of Library and Information Science finds functioning forms for this. Because the new programme will begin in the fall of 1993, the first papers will be complete two years later during the spring of 1995. During this period of transition, we will establish opportunities for those who have studied under the former system to do independent work in the form of a thesis corresponding to the work of one semester and thereby obtain a masters degree. It will also be possible to carry out degree work in two stages. The first stage (corresponding to half a semester) is composed of field-related independent work of a practical character. The second stage (a further half-semester) is spent on work on a thesis.

The new study programme is meant to be focused increasingly on problem-oriented pedagogics. This is a process that has been ongoing over a long period and which hopefully will never end. To facilitate this (and adapt itself to the new order of education), the School of Library and Information Science has chosen to revise the principle starting points for the library study programme. **First: the education does not, as it has done earlier, focus on different types of libraries. Instead, the current study curriculum is built upon different functions found in library, information and cultural institutions. Second: students are offered greater possibilities for individual specialisation, which of course also includes ambitions for acquiring broad, general knowledge. Examples of this are the individual degree work and the fourth and fifth semester completely composed of elective courses. Third: it is important to**

exploit the competence that exists in the old library educational system. Without doubt, much of what now characterises the dispersion of culture and information, the organisation of information and so on will continue to be dominant parts of the librarian corps' collective spirit of knowledge in the future. It is thus important to carefully preserve and develop the experience and the knowledge that has already been gained. **Fourth: the successes of modern information handling are integrated into the programme.** This is manifested by such actions as investing large resources into the establishment of an advanced computer park. The multi-media laboratory in particular can be named in this context. **Fifth: supplementary courses are being prepared.** At the present, the School of Library and Information Science is preparing special studies for workers in bookstores, archivists, library clerks and information specialists. In addition, the possibilities of establishing programmes in the sociology of literature and an internationally oriented library education are being discussed. It should be added that the programme also includes opportunities for a number of advanced, among them courses that focus on children and pedagogics that have become very popular. There is furthermore a one-year study programme for Ph. D.s from other subject fields.

It is important that the effects of the educational programme are strengthened through continuous external activities such as conferences, seminars and publications series. This has already become a reality, not least as a result of the initiatives emanating from the Centre for Library and Information Studies.

A good creative scientific atmosphere requires close contact with the surrounding world. The importance of good contact with the field's representatives and organisations cannot be emphasised enough. It is necessary for good operations "that one stands relatively stable on the grounds of reality". Of course this also includes contact with the research centres and new educational programmes that have started or are now starting their activities. The School of Library and Information Science regards this development very positively. Intellectual and scientific "cultivation" requires allowing more than one plant to blossom. It may in fact be possible to say that the continued existence of the School of Library and Information Science is dependent on the establishment of other seats of learning.

The positive development of the subject, and thus the existence of the School of Library and Information Science, can only be guaranteed by classic scientific exchanges of views and by cooperation. This assumes more than one actor. We shall do everything in our power to cooperate with the new centres of study.

It must also be said that the School of Library and Information Science values international, and not least Nordic, cooperation very highly. It is no secret that the Centre for Library and Information Studies, and thus also to a certain degree the School of Library and Information Science, has an ambition to function as a collective organ for national and Nordic activities within the field of library and information science.

I would like to mention here that this process of restructuring demands a series of organisational changes, but I shall refrain into more detail on this issue in this article.

Structure of the New Programme of Study

The new programme is designed to give basic knowledge in library and information science. It is directed toward students who desire to concentrate on a career in the library, cultural and information areas. The masters degree is required in order to qualify as a professional librarian. The programme is also preparatory for advanced graduate work and can lead to the licentiate and doctoral degrees at the Centre for Library and Information Studies at the University of Göteborg. (It should also be said that Swedish university and college education is divided into credits. Twenty credits correspond to one academic term. Two terms is equal to one academic year.)

Basic Programme in Library and Information Science (1-40 credits)

This basic programme is divided into three blocks:

Libraries and society, 6 credits;

Organisation of knowledge, 20 credits (14 credits in term 1, 6 credits in term 2);

People and libraries, 14 credits.

Libraries and society, 6 credits. The course prepares students to appreciate the function and significance of library and information units in a social perspective. It has three main goals:

Firstly: it sheds light on various ways of understanding and defining different type of libraries and information units against the background of the history of different ideas. The purpose is to make visible the many-faceted concepts that characterise the current exchange of ideas concerning libraries, culture and information.

Secondly: the course explores and examines the way in which libraries and information units cooperate with other important systems, primarily the literary and educational systems and the information market.

Thirdly: the course attempts to describe the nature of the relationship between of librarians and information specialists and the library and its adjacent systems (the literary and educational systems and the information market). Concepts such as professional culture and occupational identity are given particular attention.

Organisation of knowledge, 20 credits. The goal of the course is to provide the student with both theoretical and practical knowledge on the organisation and retrieval of information and has three aims:

Firstly: it gives the student basic knowledge in the design and use of catalogues, the theory and practice of classification and cataloguing and database construction.

Secondly: the course aims toward making the student aware of basic, general reference sources and reference works in different subject areas. Great importance is placed on the conditions, methods, problems and search techniques vis-a-vis reference works.

Thirdly: the course deals with the "information universe" that is developing through the growth of the information market and information technology. The opportunities for librarians to exploit global information systems are discussed by considering difficulties in navigating through the systems and in retrieving relevant information. Priority is given to the use of information technology.

People and libraries, 14 credits. The course deals with the relation between man and library/information units and has two primary goals:

Firstly: basic issues of the relationship between different groups and knowledge, information, education and culture are raised and studied. Man's relationship with library/information units and the material that is to be found in libraries is given particular attention.

Secondly: the course focuses on methods used to facilitate man's relationship with the library and that which the library can offer.

Studies Leading to the Masters Degree in Library and Information Science (41–80 credits or 41–100 credits)

Acceptance to the masters programme requires the successful completion of the basic programme in library and information science, 1–40 credits. Instruction is given in collaboration with the Centre for Library and Information Studies. The masters programme is divided into four blocks:

- Methodology, 3 credits;
- Management and collections, 7 credits;
- Elective courses, 5 + 5 credits;
- Thesis work, 20 credits or 10 + 10 credits.

Methodology, 3 credits. The purpose of the course is to an introduction to research methodology for library and information science and is preparatory to the work for the masters degree.

Management and collections, 7 credits. The course provides the student with the basics on how libraries and information units are organised and managed. The primary purpose is to shed light on some of the most important considerations in the operation of libraries and information units on a local level.

Elective courses, 5 + 5 credits. A number of elective courses will be offered. The goal is to enable the student to decide on which area he or she intends to specialise.

Thesis work, 20 credits or 10 + 10 credits. Work toward the masters degree can be carried out in one of two ways: the student can either choose to write a thesis corresponding to 20 credits or choose to carry out field-related, independent work (practical experience) amounting to 10 credits and write a thesis for 10 credits. The thesis work is supervised by an advisor, on completion it is formally presented in a final grade-setting seminar.

Possibilities for an extended masters degree in library and information science (81–100credits). The School of Library and Information Science may be able to offer a fifth term for the masters degree in library and information science. If this becomes possible, it will probably consist of four elective courses of 5 credits each.

Bachelors Degree in Library and Information Science (41-60 credits)

The masters degree is a required qualification for professional status as a librarian/information specialist. However, opportunities will be offered to study for a with a bachelors degree in library and information science within the masters programme. This will consist of three blocks:

- Methodology, 3 credits;
- Management and collection, 7 credits;
- Thesis work, 10 credits.

Licentiate and doctoral programmes

The licentiate and doctoral programmes are offered at the Centre for Library and Information Studies in cooperation with the School of Library and Information Science. Students are accepted on a personal selection basis.

The School of Library and Information Science and its View of the Discipline

Of course, putting these new programmes into action must occur simultaneously with developing a creative view of the discipline that can stimulate and legitimise the programmes. This is a very slow process which has only just begun and which each of the staff involved experiences in his or her own way. Thus no unified and collective understanding can be presented here. Instead, my own view is presented below.

At least three principal positions must be taken. Firstly: the relationship between a practically oriented vocational method and an academically abstract (often called "theoretical") educational vision must be articulated more precisely. This issue arises partly measure because the School is moving away from professionally-oriented programmes towards more academically-inclined courses; and partly because of the highly divergent views on the question of library and information education among members of the profession. Secondly: making the relationship between practice and abstraction more precise must be related to the positions that have to do with the intra-

scientific discussions on the field's limitations and theoretical starting points. Thirdly: these judgments should have their points of departure in the actual educational traditions that exist at the School of Library and Information Science. It would make little sense to force a scientific view that is not deeply rooted among those who are to apply it.

Practice versus abstraction. This question has in fact already been answered. An educational situation always implies some form of "theoretical" abstraction. The purely practical extreme is vocational training in the form of an apprenticeship system. In this respect, the School of Library and Information Science has always stood for an academically abstract orientation, which is further strengthened by the new educational policy. This is not unproblematic. There is, as has been mentioned, very widespread fear of creating an educational and graduate research programme that is not experienced as being relevant to the labour market. It is not unusual for critics to maintain that much of what is academically produced in library and information science all too often deals with issues that are experienced as not being relevant for application in the real world.

This must be taken with the utmost seriousness. In spite of the progress toward an increasingly academic profile, it is today difficult to maintain that library and information science can create its own legitimacy solely on the basis of its unique scientific position. It will be in its relation to the profession that the subject will be able to motivate its existence, now and in the future. This is not to say that these two poles cannot be unified. Business economics is another subject that shares this position.

Theory versus empiricism. It is not in the choice between a practical or abstract position that the solution to the above problem is found, as the latter alternative already exists in reality. Instead, it is a matter of deciding on the type and degree of abstraction.

Greatly simplified, this can be illustrated by a pair of concepts: theoretical abstraction and empirical abstraction.

The first stands for a view of science based on a more or less strict definition of the discipline's framework and intellectual orientation. An important underlying aim is to build up a unique, theoretical foundation for the discipline as such. In caricature, this would be to explain and comprehend "empirical reality" from certain limited theoretical models. Similar standpoints are to be found in the

Anglo-Saxon view information science in which it is postulated that the study of information handling, information retrieval and information user make up the core of the discipline. The theoretical/methodological way of approach is characterised by such things as sender-receiver models, bibliometrics and cognitive causal relationships. Other problems that are significant for the library and information field (such as questions that have to do with so called culture mediation) are given no or little attention. It is not difficult to imagine that such a view of science can unsettle representatives of the profession.

The second concept stands for a view of science that has its basis in so called empirical "reality". This concerns studying and problematising the actual and/or experienced problems raised by the profession (which does not exclude theoretical suppositions and/or further theoretical conclusions). It follows from this that the relevance of the problem is decided first and foremost through its treatment in the general library, information and culture debates. It is thus not possible to state that only a certain type of problem should be suitable for inclusion in the subject on the basis of intra-scientific suppositions about the inherent theoretical character of library and information science. This also means that the position is multi-scientific, to the extent that the problem directs the scientific method of approach which can include everything from technology and systems science to sociology and history. The so-called holistic perspective is also given particular attention. The intellectual contents and limitations of the subject are consequently determined by the research that is produced and not by its "theoretically" defined "nature". It can also be added that this empirical position characterises the majority of university disciplines in the humanities and social sciences today.

It is important to especially emphasize that theoretical abstraction and empirical abstraction have an equal right to exist in the scientific society. It needs also to be said that they do not mutually exclude one another.

At the School of Library and Information Science, however, it is the empirical point of departure that is primarily being discussed (which does not exclude individual graduate students and teachers choosing the theoretical abstraction, for example in the form cognitive information science, as the point of departure for their own research; the theoretical abstraction can receive greater importance in the future if the Center for library and information studies chooses to

develop in such a direction). A very important reason for this is obviously the ambition to offer education and research that is perceived as relevant by the field's representatives. Behind this also lies the thought that an open scientific position leads to a more creative and exciting learning and research climate.

It must, nevertheless, be willingly admitted that it is only on a principle level that the empirical abstraction resolves the underlying conflicts that have been described under the concepts of practice and abstraction. A number of dependent problems remain. Examples of these are: which empirical problems should be studied, how should the programmes of instruction be problematised and what should the education focus on in particular? We can be completely sure that the intensity of these discussions will never decrease and that, no matter what we say or do, far from all of us will be satisfied.

Research in the field. Another important reason to propose the empirical abstraction as a collective scientific view is of course the varying competencies and interests of the teaching staff. The teaching staff has very different subject backgrounds (covering everything from literature and ethnology to chemistry and ecology) and very different research interests.

The following directions of research can be named: library history, sociology of literature, children's literature, the pedagogic function of the library, professionalism, user studies, the study of classification, evaluation methodology, multimedia, systems theory and the library and immigrants. Such manifoldness cannot be squeezed into research and education clothes that are too small.

View of the Subject and the Educational Programme

It is not difficult to understand that a broad empirical view of the subject is difficult to administer. At the School of Library and Information Science, we have thus attempted to find a form that we hope will bring together our different competencies and resources into manageable units. Four so-called teacher committees have been established. These have been created without sharp boundaries. Everyone is free to become involved in more than one committee. The committees have the following orientations:

1) library and information units seen from a macrostructural perspective. This title includes library history, sociology of literature, library and society, professional identity, libraries and the educational system and, to a certain degree, the library and the information market;

2) information retrieval, which includes classification-indexing-cataloging-formatting, reference work, database use, multimedia, information strategy and the new information publicness;

3) man's interaction with library and information institutions. This includes the sociology of knowledge, pedagogic theory, cultural science theory, cultural customs, information customs, library customs, methods for reaching users, pedagogic methods and methods for identify users' needs;

4) libraries/information centres seen from a local perspective, including systems and organisation theory, operations concepts, economics, knowledge of collections, marketing and evaluation.

A primary task for these committees is the responsibility for the four compulsory main courses in the basic study programme. The committee structure coincides directly with the structure of the programme. Thus we at the School of Library and Information Science have tried to find a concrete form for synchronising the view of the discipline with the composition of the teaching staff and the structure of the studies. That this organisational model is neither the best nor the final one is another thing. Everything can be made better. One must begin somewhere.

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ESMINIAI BIBLIOTEKININKŲ MOKYMO POKYČIAI

Santrauka

Straipsnyje pateikiama Švedijos bibliotekininkystės ir informacijos mokyklos reformos, pradėtos 1993 m. birželio mėn., programa. Mokykla, veikianti Boroso mieste, iki reformos buvo vienintelė, institucija Švedijoje, ruošusi kadrus bibliotekoms ir informacijos tarnyboms. Tai buvo profesinio rengimo įstaiga, kur buvo priimami studentai, baigę 2 metų kurios nors srities studijas. Dar per du metus jie įgydavo viešųjų, mokyklų, akademinių ar mokslinių bibliotekų specialistų kvalifikaciją. Poreikis paversti bibliotekininkystės studijas akademinėmis buvo ir universitetuose, ir bibliotekininkystės praktikoje. Geteborgo universitete įkūrus Bibliotekininkystės ir informacijos studijų centrą, susidarė, prielaidos ir Boroso bibliotekininkystės mokyklos akademinėi reformai. Mokyimo programos buvo modifikuotos rengti bakalaurus ir magistrus, o mokymo turinys reformuotas, suteikiant jam akademinę, mokslinę dimensiją. Bibliotekininkystės ir informacijos studijų programa dabar orientuota ne į skirtingų tipų bibliotekas, o į skirtingas bibliotekų, informacijos ir kultūros institucijų funkcijas. Studentams suteikta didesnė, individualios specializacijos laisvė, numatant ir gilesnes bendrųjų universitetinių disciplinų studijas. Mokymas orientuotas į geriausias tradicinius srities pasiekimus ir į modernios informacijos vadybos kryptis. Parengti nauji kursai, suintensyvojo mokslinis darbas. Naujoji programa numato: 1) bazines bibliotekininkystės ir informacijos studijas (1-40 kreditų), kurias sudaro trys blokai: bibliotekos ir visuomenė, žinių organizacija, vartotojai ir bibliotekos; 2) magistro studijas (41-80 arba 41-100 kreditų) iš 4 blokų: metodologija, vadyba ir resursai, pasirenkamieji kursai, disertacija; 3) bakalauro studijas (41-60 kreditų) iš 3 blokų: metodologija, vadyba ir resursai, disertacija.

Reformos esmę sudaro balansavimas ant trijų ašių: praktika-abstrakcija, teorija-empirizmas, mokslinis tyrimas-mokymas. Mokyimo programa diegiama keturių kolegialių struktūrų (komitetų) pastangomis.