

ARTICLES

EDUCATION LIBRARIES UNDER
ANNE GALLER: A THEMATIC OVERVIEW

by

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Abstract

As the editor of *Education Libraries*, Anne M. Galler oversaw the publication of more than fifty feature articles relevant to the study of education libraries, special libraries, and professional education in library and information science. This essay identifies the major themes that marked the pages of *Education Libraries* during Galler's tenure as editor and suggests avenues for future research.

Among the many contributions that Anne M. Galler made to the Special Libraries Association was her long tenure as editor of the Education Division journal, *Education Libraries*. Appointed to the position in 1990, Galler saw the journal grow from an in-house organ to a peer-reviewed journal indexed in leading resources such as *Library Literature* and *Current Index to Journals in Education*. As the longest-serving editor in the journal's history, Galler helped *Education Libraries* become a forum for the dissemination of research related to education libraries, special libraries, and professional education for library and information science. Our celebration of Galler's contribution to the Division and the profession in the wake of her untimely death affords us the opportunity both to identify and discuss the themes that marked the pages of *Education Libraries* under her stewardship, and to suggest future directions for the journal to which she contributed so much.

During the decade of her editorship, Galler oversaw the publication of 51 feature articles in *Education Libraries*. Following a thorough review of this body of work, a number of themes were identified that repeatedly found expression in the pages of the journal. Chief among these themes were: education libraries and librarianship, information technology and information systems, professional education and development, international librarianship, and library services to non-traditional user groups. Each of these themes will be outlined in this essay with representative articles from *Education Libraries* identified and described in greater detail. A complete bibliography of feature articles appearing in *Education Libraries* from 1991-1999 is appended.¹

Education Libraries and Librarianship

The first issue of *Education Libraries* edited by Galler coincided with the fifteenth anniversary of the Education Division, and included a report of its founding and early days (Missar, 1991). In this essay, Charles D. Missar recalls an early description of the Division which noted that its members would come from "university education libraries, federal education libraries, school district professional libraries, education association libraries, libraries of education, textbook publishers, AV media publishers, and a wide variety of other special libraries with some educational dimension" (8). Given that scope, it should come as no surprise that issues related to information systems and services relevant to education (Silva & Cartwright, 1993; Wade, 1994; Wilkins, 1992a, 1992b), collection development in education (Cooper & Weiner, 1993; Corby, Jeffries, & Nichols, 1998; D'Amicantonio & Campbell, 1993; Monty, 1996), library instruction for pre-service and in-service teachers (D'Amicantonio & Scepanski, 1997; Nesbitt, 1997), and the federal role in the creation and dissemination of education information (Floyd, 1996; Grant, 1997; Stonehill & Smarte, 1994) frequently found expression in the pages of *Education Libraries*. The journal also proved to be a valuable resource for anyone wishing to identify complementary collections and resources for education information around the world, as articles were published describing education-related collections in the United States (Dratch, 1998), Canada (Lloyd, 1998), and abroad (Galler, 1997; Rusch-Feja, 1998). Representative of this core group of articles are Stonehill and Smarte, "ERIC in Cyberspace: Expanding Access and Services" (1994), and

Dratch, "Special Collections for Education Research: Contributions to an Information Network" (1998).

In "ERIC in Cyberspace," Robert M. Stonehill and Lynn Smarte described the evolution of the Educational Resources Information Center (ERIC) from an organization largely focused on the creation of its famous bibliographic database into a comprehensive portal to electronic information resources in education. Noting that ERIC was becoming "a national network of resources and services available 'at the desktop' to educators, policymakers, and parents" (12), the authors drew their readers' attention to the Internet-based information resources that became an increasingly important part of the work of ERIC Clearinghouses during the 1990s, and foreshadowed the role that the National Library of Education would begin to play as a national information center in education. Descriptions of electronic information resources available through ERIC have appeared in a variety of journals and ERIC system publications over the past several years. For an overview of recent research, see Walter (2001).

In "Special Collections for Education Research," Gladys I. Dratch described the special collections at Harvard University's Monroe C. Gutman Library, and outlined their significance for historical research in education. Dratch also identifies a number of resources that librarians can use in order to locate special collections relevant to the study of education whenever such materials might be needed to support the research of advanced graduate students and faculty members. Her call for greater communication between education librarians across the country and for a coordinated approach to promoting knowledge of special collections in education among students and faculty in the field has echoed in recent discussions of the topic among librarians, historians of education, and other scholars (MacDonald, 2001).

While research into many of the subjects identified above also appeared in other venues during the 1990s (e.g., Libutti & Gratch, 1995), *Education Libraries* remained a core resource for the study of education information services and education library collections throughout Galler's term as editor.

Information Technology and Information Systems

The information profession was marked throughout the 1990s by the rapid rise and evolution of new information technologies and end-user information systems. This important theme in research and practice in library and information science was reflected in *Education Libraries* articles that focused on information resources available on the Internet (Dealy, 1994; Giguere, 1992, 1993; Silva & Cartwright, 1993; Stonehill & Smarte, 1994), the effect of

advances in information technology on scholarship in education (Gifford, 1992; Monty, 1996), the challenges related to "keeping current" in new information systems for information professionals (Beheshti, 1995; Fasick, 1995; Konecky & Rosenquist-Buhler,¹ 1995; Monty & Warren-Wenk, 1994), and electronic publishing (Gasaway, 1997; Meadow, 1996; Monty, 1996; Sully, 1997). Two representative articles from this group are Monty, "Web Journals and Education" (1996), and Gasaway, "Copyright Issues in Creating Digital Archives" (1997).

In "Web Journals and Education," Vivienne Monty provided a general discussion of the rise of the electronic journal as a format for scholarly and professional communication and enumerated a variety of issues related to its collection and use, e.g., copyright, stability of format, and archiving. Moreover, she notes that education was one of the first academic fields to embrace electronic resources and identifies a number of education-related electronic journals (many of which remain core electronic resources in the field, including *Education Policy Analysis Archives* <<http://epaa.asu.edu/>>, and *Education Week* <<http://www.edweek.org/>>). Although many of the general issues she describes have become much more familiar to most information professionals in the past five years, her attempt to identify subject-oriented electronic resources is a task that many in the profession continue to confront on a daily basis (see, for example, the listing of "Electronic Journals in the Field of Education" maintained by the American Educational Research Association's Communication of Research Special Interest Group <<http://aera-cr.ed.asu.edu/links.html>>).

In "Copyright Issues in Creating Digital Archives," Laura N. Gasaway provided a general introduction to digital library collections and the complicated issues of copyright involved in their creation, maintenance, and use. In this brief essay, Gasaway identifies legal issues related to the digitization of materials in the public domain, materials under copyright, and materials for which copyright status is uncertain. While Gasaway does not address any issues or identify any resources specifically related to the field of education, her essay is representative of many that appeared in *Education Libraries* during the 1990s: an overview that introduced its readers to the impact that rapidly-evolving information technologies might have on their day-to-day work. Similar articles have appeared in the journal on topics such as the architecture of the Internet, how to use technologies such as Gopher and electronic mail, and how to choose and make use of graphical Web browsers. While many of these articles quickly became outdated, their significance to the reader at the time of publication should not be discounted.

Many of the topics described above have been the subject of innumerable columns, editorials, articles,

presentations, and workshops over the past decade. Scholars such as Burbules (1996, 1997) also brought discussion of these topics to discipline-oriented journals in education. Again, however, *Education Libraries* regularly provided a forum for research and discussion of these important subjects during Galler's tenure as editor.

Professional Education and Development

Anne M. Galler was a library educator and the journal she guided always reflected her interests in both pre-service professional education and continuing education for information professionals. One of the most important aspects of our changing professional education has already been addressed above, i.e., the increasingly significant role played by information technology in the professional education of librarians (Beheshti, 1995; Fasick, 1995; Monty & Warren-Wenk, 1994; Sutton, 1994). Other issues discussed in the pages of *Education Libraries* included professional education for those preparing to serve non-traditional user groups (Josey, 1991), intellectual freedom (Curry, 1995), and the changing workplace environment for information professionals (Wilkins, 1995; Wood, 1999). Representative articles from this group include Josey, "Education for Library Services to Cultural Minorities" (1991), and Beheshti, "Training Information Professionals to Deal with New Technologies" (1995).

In "Education for Library Services to Cultural Minorities," E. J. Josey reported the results of a survey of the ways in which library and information science (LIS) programs in North America prepare pre-service librarians to meet the information needs of minority groups. Josey found that virtually all LIS programs placed a high rhetorical value on introducing students to information needs and resources relevant to minority groups, but very few actually provided formal coursework in these areas. Noting the significant information needs of minority groups in the United States and Canada, Josey concluded that more attention to multicultural concerns is needed in the formal coursework required of pre-service librarians.

One of Josey's respondents noted that many LIS programs were paying less attention to services such as those enumerated in the survey in order to pay greater attention to issues related to information technology (IT). In "Training Information Professionals to Deal with New Technologies," Jamshid Beheshti provides a model aimed precisely at more thoroughly integrating IT into LIS education. Reviewing some of the professional responsibilities now expected of LIS graduates in the contemporary information environment (e.g., organization of electronic resources, development of digital collections and virtual libraries, familiarity with human-

computer interaction), Beheshti outlines a taxonomy of educational objectives (after Bloom) across two domains of IT-related knowledge: hardware and software. With the growth of IT concentrations within LIS programs and the increasing willingness of libraries of all sorts to hire IT specialists in lieu of credentials-bearing librarians (Detlefsen, 1992), the significance of the issues raised by Beheshti remains clear.

Blaise Cronin, Dean of the Indiana University School of Library and Information Science, once noted that "there is little doubt that the whole question of professional education and training is the one most likely to arouse interest and passions [within the information profession]" (Cronin, 1982, 2). Topics such as those addressed in *Education Libraries* have surfaced repeatedly in forums such as the recent Congress on Professional Education sponsored by the American Library Association (Haycock, 1999). While no article published under Galler specifically addressed the issue of how best to educate the education librarian, the topics that were discussed in the pages of the journal clearly had broad applicability to the work of information professionals of all sorts.

International Librarianship

In addition to her work with the Special Libraries Association, Anne M. Galler was an active member of the International Federation of Library Associations and Institutions (IFLA). Her interest in promoting research into international librarianship found expression in a number of useful essays on topics such as international library organizations (Galler, 1996; Rusch-Feja, 1996), school libraries in other countries (Frederiks, 1994; Totemeyer, 1994), and education libraries around the world (Galler, 1997; Lloyd, 1998; Rusch-Feja, 1998; Wilkins, 1992a, 1992b). Representative articles addressing this theme in the literature include Frederiks, "Educational Developments, the Role of the School Library, and the Teacher Librarian in the Education of Blacks in South Africa, with Special Reference to a Sample of Schools in the Cape Peninsula" (1994), and Rusch-Feja, "Educational Libraries in Europe Focussing on Germany and the European School Network" (1998).

In "Educational Developments . . .", George H. Frederiks provided an historical overview of the education of Blacks in South Africa under apartheid, with attention to the ways in which apartheid educational policy was reflected in the provision of library resources to Black schools. Frederiks draws the reader's attention to the philosophy of "people's education" – a model for transformative learning that he believes holds promise for the South African people, and in which he believes school librarians can play an important

role. While essays on international librarianship were not uncommon in *Education Libraries* during the 1990s, studies of school librarianship were rare. It is certainly an area to which the contributors to the journal might turn in the future.

In "Educational Libraries in Europe . . .", Diann Rusch-Feja provided an fascinating outline of the way in which education information is collected and disseminated in Germany. Her essay describes both the development of core bibliographic resources for German education such as the Bibliographie Padagogik ("Educational Bibliography"), and the major organizations and institutions responsible for disseminating the information contained in these resources and for providing access to education-related research materials in Germany. Rusch-Feja concludes with a brief description of Internet-based resources in education housed in Europe such as the German Educational Resources Server, and the European SchoolNet. Intriguing enough on its own, the Rusch-Feja essay complements essays by Dratch (1998) and Lloyd (1998) to provide the beginnings of a global directory of education information services and collections, and adds to the relatively slight literature that compares education information services in the United States with those provided by other Western countries (e.g., Brandhorst, 1989; Watt, 1995).

Library Services to Non-Traditional User Groups

A final research thread that found expression in *Education Libraries* during Galler's term as editor was that of library resources and services to members of non-traditional user groups. Articles described elsewhere discussed professional education appropriate to those who would serve these groups (Josey, 1991), and school library services to underserved user groups abroad (Frederiks, 1994). Also represented on the pages of *Education Libraries* was research into the learning styles of minority group children (Ogbu, 1992), library services to disadvantaged users (Lithgow, 1996), and library services for the physically disabled (Day, 1999; Harrington, 1998; Kavanagh, 1999). Given that some of these articles have already been described above, a single additional article may stand as representative of this group of essays: Harrington's "The Deaf Collection at the Gallaudet University Library" (1998).

In "The Deaf Collection at the Gallaudet University Library," Thomas R. Harrington describes a special collection of materials related to deafness, deaf people, and deaf education housed at the leading institution of higher education for the deaf in the United States. In addition to providing an historical introduction to the university and the library, he

describes the scope of this unique collection, as well as the modified rules for cataloging, classification, and introduction of subject headings applied to its materials. Like other articles representative of this theme in the research, Harrington's provides useful insight into the special information needs of non-traditional user groups and describes the ways in which those needs can affect the day-to-day work of information professionals who choose to serve these groups.

Conclusion

No essay of this length could hope to adequately describe the full range of research that appeared in *Education Libraries* during the decade that Anne M. Galler was at the journal's helm. A variety of interesting essays on topics such as educational services provided by botanical garden libraries (Pirio, 1992), academic assessment programs (Graff, 1993), and special librarianship, in general (Hubbard & Tinline, 1994) could not even be mentioned within the confines of the broad categories of research identified above. All that can be expected of the present essay is that the reader will be provided with an outline of the range of resources that were made available through the pages of *Education Libraries* during the 1990s.

The official description of the purpose of *Education Libraries* published on the Education Division Web site states that the journal "provides a forum for new and challenging ideas in the education field as well as in the field of library and information science education. It also deals with the new technologies as they affect the library profession and their changing role in the library and information curriculum" (Education Division, 2001). Clearly, this broad mandate was competently addressed by the articles, columns, and special features published in *Education Libraries* during the 1990s. As the journal enters a new stage in its development, however, it is appropriate to suggest ways in which it can continue to grow and mature as a scholarly journal.

Education Libraries is unique among publications aimed at the library and information science community in its focus on education libraries and librarianship, and it is appropriate for the journal to build on that strength in a crowded intellectual market. Of the themes described above, education librarianship was clearly the richest area for research published in the journal over the past decade. A number of studies relevant to this topic also appeared in other venues during the 1990s, however, and it is appropriate for the leadership of the journal to attempt to bring a greater percentage of these studies into *Education Libraries*. Collaboration with our colleagues belonging to organizations such as the Education and Behavioral Sciences Section of the Association of College and Research Libraries <<http://>

www.lib.msu.edu/corby/ebss/index.htm and the Communication of Research Special Interest Group of the American Educational Research Association <<http://aera-cr.ed.asu.edu/>> must be pursued if this goal is to be met.

Likewise, interest in outreach from special and academic education libraries to school libraries and K-12 teachers suggests that school librarianship is a topic that should receive greater attention in the pages of *Education Libraries*. School librarians employ many of the same resources and address many of the same user information needs as do education librarians, and our understanding of the use of education information services and systems by members of the K-12 education community can only be improved by collaboration with our colleagues belonging to the American Association of School Librarians <<http://www.ala.org/aasl/>>.

Finally, *Education Libraries* can provide a forum for discussion not only of professional education, in general, but of professional education for education librarians. While specialized organizations such as the Music Library Association, the Medical Library Association, and the American Association of Law Libraries have all developed frameworks for the appropriate professional education for their respective specialties, there has been little organized discussion of similar issues for education librarians. The Special Libraries Association provides a number of opportunities for specialized continuing education, and *Education Libraries* is one forum where the professional education of education librarians might be fruitfully discussed.

There can be no doubt that *Education Libraries* was reborn as a scholarly journal during the decade that Anne M. Galler sat at its helm. Her contribution to the journal, and, through the journal, to the Education Division of the Special Libraries Association, cannot be overestimated. Looking back on that contribution allows us to examine how best to build on her legacy. The work of continuing the journal's development as a professional and scholarly resource for education librarians and those interested in the collections and services provided by education libraries now rests in the hands of the Division leadership and those who contribute their work to *Education Libraries* in the coming years.

Notes

1. Only articles that appeared in *Education Libraries* during Galler's tenure as editor are included. Thus, for example, the articles that appeared in Volume 23, No. 2/3 (1999) are not included as this issue was the first to be compiled after Galler's death.

Appendix: Articles appearing in *Education Libraries* (1991-1999)

- Beheshti, J. (1995). Training information professionals to deal with new technologies. *Education Libraries*, 19 (2), 5-14.
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- Cooper, P. S., & Weiner, J. S. (1993). Search and rescue: Rebuilding a test collection. *Education Libraries*, 17 (1), 7-11.
- Corby, K., Jeffries, S., & Nichols, D. P. (1998). Cooperation, collaboration, and coordination: Education librarians in Michigan. *Education Libraries*, 22 (3), 13-19.
- Curry, A. (1995). Intellectual freedom and censorship: A teaching challenge. *Education Libraries*, 19 (1), 5-12.
- D'Amicantonio, J., & Campbell, J. (1993). Using OCLC to create a core list of educational titles. *Education Libraries*, 17 (1), 12-19.
- D'Amicantonio, J., & Scepanski, J. M. (1997). Strengthening teacher preparation through a library program. *Education Libraries*, 21 (1/2), 11-16.
- Day, J. M. (1999). Online deafness and deaf culture information resources. *Education Libraries*, 23 (1), 5-8.
- Dealy, J. (1994). Keeping up with the Internet. *Education Libraries*, 18 (1), 11-23.
- Dratch, G. I. (1998). Special collections for education research: Contributions to an information network. *Education Libraries*, 22 (1/2), 5-15.
- Fasick, A. (1995). The future of education for the information professions. *Education Libraries*, 19 (2), 15-19.
- Floyd, N. L. (1996). The National Library of Education. *Education Libraries*, 20 (1/2), 25-27.
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- Galler, A. M. (1997). Education libraries - an international perspective. *Education Libraries*, 21 (3), 8-12.
- Gasaway, L. N. (1997). Copyright issues in creating digital archives. *Education Libraries*, 21 (3), 16-18.
- Gifford, B. R. (1992). Where is the knowledge?: Knowledge management, research and pedagogy in the electronic age. *Education Libraries*, 16 (3), 14-24.
- Giguere, M. (1992). An introduction to services accessible on the Internet. *Education Libraries*, 16 (2), 5-9.
- Giguere, M. (1993). The Internet: A selective annotated bibliography of print material. *Education Libraries*, 17 (2), 13-20.
- Graff, A. S. (1993). The new SAT: The future of transition assessment. *Education Libraries*, 17 (3), 7-13.
- Grant, V. (1997). The statistical information function in the National Library of Education. *Education Libraries*, 21 (3), 5-7.
- Harrington, T. R. (1998). The deaf collection at the Gallaudet University library. *Education Libraries*, 22 (3), 5-12.
- Hubbard, M., & Tinline, J. (1993). Career planning and the special librarian. *Education Libraries*, 17 (3), 14-16.
- Josey, E. L. (1991). Education for library services to cultural minorities. *Education Libraries*, 15 (3), 16-22.
- Karp, R. S., & Allen, T. (1995). Education for librarianship: A survey of the literature, 1988-1995. *Education Libraries*, 19 (3), 13-25.
- Kavanagh, R. (1999). The virtual library for blind and print disabled Canadian students. *Education Libraries*, 23 (1), 9-11.
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- Lithgow, S. (1996). New roles, new skills: Library and information services to disadvantaged users. *Education Libraries*, 20 (1/2), 10-12.
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