Education for library and information services

A festschrift to celebrate thirty years of library education at Charles Sturt University

edited by

Philip Hider and Bob Pymm

Occasional Publications, number 2

Centre for Information Studies
Charles Sturt University
Wagga Wagga New South Wales
Occasional Publications
Series editor: Damian Lodge

The Centre for Information Studies at Charles Sturt University aims to support and commission high quality research in the area of library and information science. Its particular strength is in the publication of high quality texts in library and information science, teacher librarianship and Australian literature for young people. The aim of the Occasional Publications series is to provide leading edge publications and key texts of the highest academic standard on topics which are of importance to the library and information profession. Titles in this series are highly focused publications which celebrate librarianship, library education and information management in applied fields. Proposals for publications should be addressed initially to the Centre for Information Studies (cis@csu.edu.au).

Current CIS Publications:
Research applications in information and library studies seminar (RAILS 2)
Edited by Anne Lloyd and Bob Pymm
(CIS research reports, no. 8)

Collection management: A concise introduction. Revised edition
John Kennedy
(Topics in Australasian library and information studies, no. 26)

The other 51 weeks: A marketing handbook for librarians. Revised edition
Lee Welch
(Topics in Australasian library and information studies, no. 25)

Bush, city, cyberspace: The development of Australian children’s literature into the 21st century
John Foster, Ern Finnis and Maureen Nimon
(Literature and literacy for young people, no. 6)

Archives: Recordkeeping in society
Edited by Sue McKemmish, Michael Piggott, Barbara Reed and Frank Upward
(Topics in Australasian library and information studies, no. 24)

The information literate school community 2: Issues of leadership
Edited by James Henri and Marlene Asselin
(Topics in Australian teacher librarianship, no. 5)

Organising knowledge in a global society
Ross Harvey and Philip Hider
(Topics in Australasian library and information studies, no. 23)

Computers for librarians: An introduction to the electronic library
Stuart Ferguson with Rodney Hebels
(Topics in Australasian library and information studies, no. 22)

Research methods for students, academics and professionals: Information management and systems.
2nd edition
Edited by Kirsty Williamson
(Topics in Australasian library and information studies, no. 20)

Information management: A consolidation of operations, analysis and strategy
Michael Middleton
(Topics in Australasian library and information studies, no. 18)

Forthcoming:
Libraries in the twenty-first century: Charting directions in information services
Edited by Stuart Ferguson
(Topics in Australasian library and information studies, no. 27)
# Contents

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>1</td>
</tr>
<tr>
<td>Ken Dillon</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Philip Hider and Bob Pymm</td>
<td></td>
</tr>
<tr>
<td>RCAE Handbook 1975 extracts</td>
<td>5</td>
</tr>
<tr>
<td>‘I was a librarian by accident’: Jean Primrose Whyte: a biography in progress</td>
<td>11</td>
</tr>
<tr>
<td>Coralie Jenkin</td>
<td></td>
</tr>
<tr>
<td>ALIA and education for the profession</td>
<td>21</td>
</tr>
<tr>
<td>Karen McVicker and Marie Murphy</td>
<td></td>
</tr>
<tr>
<td>In-service qualification for librarianship in Australia, South Africa and the United Kingdom before World War II</td>
<td>43</td>
</tr>
<tr>
<td>Edward Reid-Smith</td>
<td></td>
</tr>
<tr>
<td>Undergraduate qualifications for librarianship in Australia: traditions and influences</td>
<td>55</td>
</tr>
<tr>
<td>Mary Carroll and Ross Harvey</td>
<td></td>
</tr>
<tr>
<td>Fifty years of library and information science education in Iceland</td>
<td>69</td>
</tr>
<tr>
<td>Jóhanna Gunnlaugsdóttir</td>
<td></td>
</tr>
<tr>
<td>Teacher librarianship at CSU: then and now</td>
<td>83</td>
</tr>
<tr>
<td>James Henri and Ashley Freeman</td>
<td></td>
</tr>
<tr>
<td>Knowledge management education in Australia</td>
<td>89</td>
</tr>
<tr>
<td>Stuart Ferguson and Philip Hider</td>
<td></td>
</tr>
<tr>
<td>Distance education and the use of online discussion forums in education for librarianship</td>
<td>107</td>
</tr>
<tr>
<td>Bob Pymm</td>
<td></td>
</tr>
<tr>
<td>Creating and sharing opportunities for lifelong learning</td>
<td>121</td>
</tr>
<tr>
<td>Suzanne Lewis</td>
<td></td>
</tr>
<tr>
<td>Mind the gap: cataloguing training needs in Australia</td>
<td>125</td>
</tr>
<tr>
<td>Philip Hider</td>
<td></td>
</tr>
<tr>
<td>Does doctoral-level research in library and information management address professional needs?</td>
<td>139</td>
</tr>
<tr>
<td>Ross Harvey and Jake Wallis</td>
<td></td>
</tr>
<tr>
<td>CSU Handbook 2005 extracts</td>
<td>149</td>
</tr>
</tbody>
</table>
Foreword

Legend has it that, at the time of the proposal to introduce courses in the discipline, the idea that library and information professionals could study via distance education was met with significant scepticism from a number of quarters. There was some concern, apparently, that geographic and professional isolation would constitute insurmountable obstacles to the effective delivery of programs to students located across the Australian continent and perhaps even beyond! Thirty years later the various courses in library and information management offered by the School of Information Studies have developed an excellent reputation in terms of their ability to meet the needs of the profession and the requirements of ALIA. In a climate characterised by library school closures, the School’s courses in library and information management and teacher librarianship have prevailed. These results stem from the development of an excellent staff profile in these key areas of information work. Predictably, many of the papers are authored by staff, past and present. The papers provide a range of insights into a very successful 30 years of teaching and scholarship. Congratulations to all involved in the production of this *festschrift*, fittingly published by the Centre for Information Studies, the leading publisher of books for the profession in Australia.

Dr Ken Dillon
Head, School of Information Studies
May 24, 2006
Introduction

2005 saw Charles Sturt University (CSU) celebrate 30 years of teaching in the field of librarianship. Planning for the new course commenced in 1974, with the first students being enrolled in 1975. Its aims, as expressed in the 1975 *Handbook*, were to:

- promote attitudes that will encourage students to view their work professionally as a service to individuals and to society;
- equip students with professional and interdisciplinary knowledge needed to make valid judgements;
- demonstrate to students the techniques already evolved by the profession and to explain the reasons for them; and to
- give students the opportunity to begin to acquire skills under supervision.

From a staff of two and student numbers in their tens, the library and information studies school has grown to be the biggest in Australia, with around 1,400 students currently enrolled.

It seemed appropriate to celebrate this achievement in a formal way, in addition to the social activities which have brought back colleagues, ex-students and old friends to reminisce over the ‘early’ days! Thus the idea of the festschrift came about, to pull together a range of contributions that covered not only activities at CSU, but also from the wider world of education for librarianship.

Opening and closing this collection are extracts from the Riverina College of Advanced Education (RCAE) 1975 *Handbook* and the CSU *Handbook* for 2005, illustrating just how much things have changed over the last 30 years. (RCAE was one of the precursors of Charles Sturt University, which was established in 1989.) The move away from specialist subjects such as music librarianship or library history is pronounced, with the 2005 handbook offering more generic subjects (with a much greater emphasis on management) than its predecessor.

The contributors to this festschrift come from a broad spectrum of backgrounds and specialisations. They include both educators and practitioners, and former staff of the School of Information Studies, as well as present staff. Their topics are equally wide-ranging, covering an eclectic mix of topics, but with an underlying theme: the role and importance of education for librarianship. The first six essays reflect on the history of library education in Australia and beyond, while the following five address specific issues of particular relevance to contemporary educators in library and information management.

In the first essay, Coralie Jenkin provides an engaging biography of Jean Whyte, one of the dominant figures in Australian twentieth-century librarianship and a key figure in education for the profession. This is followed by a more organisationally focused study by Karen McVicker and Marie Murphy, who discuss the changing role of ALIA (Australian Library and Information Association) and its predecessors in establishing professional standards through their involvement in education and training. In the next paper, Edward Reid-Smith (foundation principal lecturer of 1975 library school)
continues on this theme, but places the early Australian approach to library education within a broader context by examining the way in which British, South African and Australian educational models aimed at raising the prestige of the profession. In a thought-provoking paper, Mary Carroll and Ross Harvey (Professor of Library and Information Management in the School) then discuss British and American educational influences on the contemporary Australian situation, particularly with respect to the provision of undergraduate as well as graduate courses.

Two more reflective papers continue the historical perspective. First, Jóhanna Gunnlaugsdóttir provides a detailed history of the role of the University of Iceland in education for librarianship, highlighting the major part played by the late Anne Clyde, a former lecturer in teacher-librarianship at CSU who went on to spend 15 very productive years at the University of Iceland. Then James Henri and Ashley Freeman describe CSU’s role in the education for teacher-librarianship in Australia over the past twenty-four years, and the way in which the specialist courses were developed.

Historical trends give way to future trends, with Stuart Ferguson and Philip Hider’s paper analysing the relationship between Australian university courses in library and information management and those in knowledge management. Their paper is followed by Bob Pymm’s examination of the role and effectiveness of online discussion forums, which have become an integral part of distance teaching in recent years.

Practitioner Suzanne Lewis contributes a paper evaluating the role of distance education in providing both basic, professional level qualifications and ongoing professional development possibilities from the viewpoint of her own library network. Continuing this practical vein, Philip Hider provides the results of a survey into cataloguing training needs, identifying areas where gaps are perceived and suggesting a number of approaches to meet these needs. Finally, higher level professional qualifications, in the shape of a doctorate awards, and their relevance to the profession, are considered by Ross Harvey and Jake Wallis (the School’s newest member of the teaching staff).

This collection provides a wide-ranging look at education for librarianship – its history, development, impact and current concerns. The editors would like to express their thanks to all of the contributors for the time and effort they have put in to making this festschrift a suitable tribute to the 30th anniversary of the education for librarianship at CSU. We would also like to convey our appreciation to the papers’ referees for their very valuable feedback. (All essays included in this festschrift have been refereed, with the exception of those papers by Reid-Smith and Lewis.)

We look forward to the next 30 years – no doubt there will be much more to talk about!

Philip Hider and Bob Pymm
School of Information Studies
Charles Sturt University
Wagga Wagga
The following extracts describe the new LIS course offered in 1975 at the Riverina College of Advanced Education (RCAE).

DEGREE AND GRADUATE DIPLOMA IN LIBRARY AND INFORMATION SCIENCE

The growth of literacy in the nineteenth century coupled with the increasingly rapid growth in volume of recorded knowledge in the twentieth century have resulted in a number of specialisms which have developed in industrialized economies. Literacy has increased the volume of usage of printed sources; proliferation of printed sources has decreased the proportion directly usable by an individual because of quantity and costs; technology has increased the volume of information; micro-photography has reduced the storage space required; new electrical and electronic media have brought new ways of storage; retrieval and communication; and automation has enlarged the possibilities of maximizing the dissemination of information and assisting widespread library operations. Indeed, the advent of a post-literate age is already generating new approaches to the education of Library and Information Scientists.

Library and Information Scientists are also engaged in social service; library and information systems exist in, and are bound actively to become involved in and serve the needs of, a host of overlapping societies and communities and subcultures. They are therefore artists, applied scientists and social scientists, and their education must take note of these three major strands.

As Australia has changed its emphasis from an agricultural to an industrial society, it has become increasingly apparent that both have been so starved of essential library and information services that progress has not been as great as was possible. One difficulty has been that only felt needs have been of concern, so that practitioners able to identify needs and formulate means of satisfying them are called for; unfortunately, in the past the lack of a service or the provision of an inadequate on apparently only convinced people that an efficient one was neither possible nor needed. In 1975 this is no longer true, and in many sectors of the nation there is a growing demand for qualified staff. The advances in library technology mean that networks can now cover scattered populations and isolated communities, and the regional schemes of the Library of New South Wales will result in new demands in the near future.

In order to help meet these new demands for professionally trained librarians and information scientists Riverina College of Advanced Education has examined its place in education for librarianship and is to offer professional level courses at both the undergraduate degree and Graduate Diploma level. It is expected that students completing these courses will fulfil all the requirements for professional recognition by the Library Association of Australia. Besides fulfilling the requirements of professional recognition, the courses at Riverina College will, it is hoped:

(a) promote attitudes which will encourage students to view their work professionally as a service to individuals and to society at all times;
(b) equip students with the professional and interdisciplinary knowledge needed to make valid judgements at an appropriate level:

(i) to determine felt and unfelt needs,
(ii) to evolve appropriate solutions,
(iii) to apply or supervise the application of the solutions evolved,

(iv) to evaluate the results;

(c) demonstrate to students the techniques already evolved by the profession and to explain the reasons for them, allowing the student to validate or otherwise; and to

(d) give students an opportunity to begin to acquire skills under supervision.

It is recognized that a librarian is increasingly finding himself in a management situation; this is true of the small library services currently existing, and other special management skills will be needed when regional schemes are implemented. The courses therefore aim to give students sufficient basic abilities in this area to be able to organize an efficient library and information system. At the same time it is recognized that the librarian must be a “full-person”. Realizing that this is not something achieved by any undergraduate course, but is a purpose of lifelong learning, it is one objective of the present courses to foster a disposition towards self-development.

The undergraduate and postgraduate courses in Library and Information Science at Riverina College of Advanced Education are both of a generalist nature, concerned with educating student-librarians to be able to work effectively in any non-specialist library environment. It is considered that the appropriate time for specialist studies is a the master’s degree level following some years of practical experience, and it is envisaged that this will be the normal pattern in Australia within a few years.

All students, whether full-time or part-time or external, will be required to undertake supervised study-visits and controlled experience of various library systems as an essential part of their courses. During these visits and practical experience sessions, students will not only be exposed to good methods of librarianship, but also the actual difficulties I the way of introducing improvements. They will be required to analyse the various library situations critically, and to discuss their findings and suggestions with the tutorial staff at Riverina College of Advanced Education. Inadequate library and information systems will therefore be used equally with excellent ones as instruments of professional education.

### COURSE STRUCTURES

Library and Information Science is seen as being international and concerned with all media of recorded information, and this approach is adhered to in all the professional subjects. There is thus no need for special subjects on types of library (e.g. public, or university), nor country (e.g. specially on Australia). Each type of library and country will be dealt with as relevant to the subject context. There will, however, be some difference in treatment according to the needs of the courses and the students concerned.
(a) **Graduate course (PG.1)**

This consists of four parts integrated to form an intensive nine-month course of theory, practice and investigation, as follows:

1. **two foundation subjects**, “Computers and Computing” and “Organizational Analysis”, taken in the first semester (6 units);
2. **three professional subjects** in the first semester and four in the second (21 units);
3. **practical work** associated with subjects, to include analytical study-visits; and
4. **a dissertation**, commenced in the second semester (3 units).

One subject (in the second semester) is chosen from the professional electives, the remaining subjects being compulsory. The two foundation subjects, Computers and Computing, and Organizational Analysis, lay essential bases for Storage and Retrieval of Information, and Library Administration respectively. It is not intended that the dissertation must be concerned with the same subject as the professional elective, though it is recognized that some students may wish to use the facility in this manner.

**First semester:**

- LISC B 4013 LIBRARIES IN THE COMMUNITY
- LISC B 4023 INFORMATION AND REFERENCE
- DATA B 1023 COMPUTERS AND COMPUTING
- LISC B 4033 COLLECTION BUILDING
- ADMN B 2013 ORGANIZATIONAL ANALYSIS

**Second semester:**

- LISC B 4043 STORAGE AND RETRIEVAL OF INFORMATION
- LISC B 4053 LIBRARY ADMINISTRATION
- LISC B 4063 CATALOGUING AND CLASSIFICATION
- LISC B 4073 DISSERTATION

**Plus one professional elective from the following:**

- LISC B 4083 SUBJECT INFORMATICS
- LISC B 4093 LIBRARY EXTENSION ACTIVITIES
- LISC B 4103 CHILDREN’S LITERATURE AND LIBRARIANSHIP
- LISC B 4113 PUBLIC AND PRIVATE RECORDS
- LISC B 4123 EDUCATION LIBRARIANSHIP AND DOCUMENTATION
- LISC B 4133 BIBLIOTHECAL HISTORY

(b) **Undergraduate course (UG.1)**

This consists of five parts integrated to form a three academic years’ course of theory and practice, as follows:
(i) foundation subjects necessary for a thorough understanding of their application to library and information science (25 units);
(ii) professional subjects, both compulsory and electives (40 units);
(iii) a choice of academic subjects in one of two streams giving a study of local application (9 units);
(iv) one non-professional elective in each semester to allow self-development of the student, and to encourage lifelong learning (academic or liberal subject electives – 18 units).

It is proposed to allow the student to select an academic or liberal stream from approved subjects, to be followed throughout the six semesters of the course; this will be linked to librarianship by means of seminars in the first semester, which will also allow a deeper bibliographical approach to his subject. This elective will be 20% of the entire undergraduate course.

Of the remaining four subjects of the first semester, one is a course on Reading Techniques, designed not only to give librarians an understanding of reading as a process but also to improve the students’ own reading speed and comprehension and study habits. The other professional subjects concerns Library Materials, and the foundation subjects is Sociology (which continues through the second semester). Sociology is the foundation for two lines: the first is professional in the form of Libraries in Societies, reappearing throughout the course in aspects of such subjects as Library Management and forming an important base for Community Librarianship and Adult Education/Cultural Activities. The second line is a local studies unit which builds on the sociology of urban and rural Australia and branches into a choice of two streams: (a) historical, or (b) geological. The historical stream leads by way of GEOG S 2023 Australasia, through the College’s unique opportunities for studying Riverina History (HIST B 2063) and Local Historiography (HIST B 3013). These synthesize in the final semester in the professional subject LISC B 3063 Local Collections, which in fact acts as a model for the building of any specialized multi-media information resource centre. For this reason the geological stream also concludes with LISC B 3063 Local Collections to enable the student to relate his choice to a professional task.

There is provision for two professional electives in the final year of the full-time course. The first of these stands by itself but draws on previous professional subjects; the actual choice may be determined by availability of staff, but is expected to include History of Librarianship, Libraries and Education, etc. The second professional elective must be based on an appropriate special foundation subject, e.g. Children’s Librarianship has Children’s Literature as a prerequisite. These electives are designed to allow the application of general principles to specific professional situations rather than to allow specialization as such. This is in accordance with the purpose of the course to educate generalist and not specialist librarians at this stage. There is one peripheral professional elective – Museums and Galleries – which has been included to complete the picture of the need for different housing of media. Libraries, museums and art galleries have had close professional and administrative links for well over a century; the subject Local Collections will explore the relevance of that link in modern societies.
### FULL-TIME SCHEDULE

**First Semester:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC B 1013</td>
<td>SOCIOLOGY IA</td>
</tr>
<tr>
<td>LISC B 1013</td>
<td>READING TECHNIQUES</td>
</tr>
<tr>
<td>LISC B 1023</td>
<td>LIBRARY MATERIALS</td>
</tr>
<tr>
<td>HIST B 1013</td>
<td>AUSTRALIAN STUDIES</td>
</tr>
<tr>
<td>LISC B 1031</td>
<td>SUBJECT BIBLIOGRAPHY SEMINAR</td>
</tr>
<tr>
<td></td>
<td>ACADEMIC/LIBERAL ELECTIVE (1)</td>
</tr>
</tbody>
</table>

**Second Semester:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC B 1023</td>
<td>SOCIOLOGY IB</td>
</tr>
<tr>
<td>LISC B 1043</td>
<td>LIBRARIES IN SOCIETIES</td>
</tr>
<tr>
<td>DATA B 1023</td>
<td>COMPUTERS AND COMPUTING</td>
</tr>
<tr>
<td>ENG B 1013</td>
<td>COMMUNICATION</td>
</tr>
<tr>
<td></td>
<td>ACADEMIC/LIBERAL ELECTIVE (1)</td>
</tr>
</tbody>
</table>

**Third Semester:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN B 2013</td>
<td>ORGANIZATIONAL ANALYSIS</td>
</tr>
<tr>
<td>LISC B 2013</td>
<td>INFORMATION RESOURCES</td>
</tr>
<tr>
<td>LISC B 2023</td>
<td>LIBRARY OPERATIONS</td>
</tr>
<tr>
<td>GEOG S 2023</td>
<td>AUSTRALASIA: A REGIONAL STUDY (4)</td>
</tr>
<tr>
<td></td>
<td>ACADEMIC/LIBERAL ELECTIVE (1)</td>
</tr>
</tbody>
</table>

**Fourth Semester:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN B 2034</td>
<td>PERSONNEL MANAGEMENT I</td>
</tr>
<tr>
<td>LISC B 2033</td>
<td>INFORMATION STORAGE AND RETRIEVAL</td>
</tr>
<tr>
<td>LISC B 2043</td>
<td>SUBJECT ANALYSIS OF MATERIALS</td>
</tr>
<tr>
<td>HIST B 2063</td>
<td>RIVERINA HISTORY (4)</td>
</tr>
<tr>
<td></td>
<td>ACADEMIC/LIBERAL ELECTIVE (1)</td>
</tr>
</tbody>
</table>

**Fifth Semester:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISC B 3013</td>
<td>LIBRARY MANAGEMENT</td>
</tr>
<tr>
<td>LISC B 3023</td>
<td>ORGANIZATION OF MATERIALS</td>
</tr>
<tr>
<td>LANG T 3013</td>
<td>CHILDREN’S LITERATURE (2)</td>
</tr>
<tr>
<td>HIST B 3013</td>
<td>LOCAL HISTORIOGRAPHY (4)</td>
</tr>
<tr>
<td></td>
<td>ACADEMIC/LIBERAL ELECTIVE (1)</td>
</tr>
</tbody>
</table>

**Sixth Semester:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISC B 3033</td>
<td>COMMUNITY LIBRARIANSHIP</td>
</tr>
<tr>
<td>LISC B 3043</td>
<td>MUSEUMS AND GALLERIES (3)</td>
</tr>
<tr>
<td>LISC B 3053</td>
<td>CHILDREN’S LIBRARIANSHIP (2)</td>
</tr>
<tr>
<td>LISC B 3063</td>
<td>SPECIAL COLLECTIONS</td>
</tr>
<tr>
<td></td>
<td>ACADEMIC/LIBERAL ELECTIVE (1)</td>
</tr>
</tbody>
</table>

*Education for library and information services* 9
NOTE (1):
Academic/Liberal subject electives may be chosen with the approval of the relevant Deans of Schools from subject streams or combinations of subjects, e.g.

BIOLOGY       HISTORY
CHEMISTRY     LITERATURE
CREATIVE ARTS MATHEMATICS
ECONOMICS     MUSIC
GEOGRAPHY     PHYSICS
GEOLOGY       PSYCHOLOGY

The subjects which make up the stream must be sequential and chosen from the level appropriate to the year of the course.

NOTE (2):
Students may choose alternatives from the following combined electives (some may not be available each year):

MUSC B 1013       FOUNDATIONS OF MUSIC
LISC B 3073       MUSIC LIBRARIANSHIP
QUAN B 1013       BASIC STATISTICS
LISC B 3083       LIBRARY SURVEYS
SCI S 1013        FOUNDATIONS IN SCIENCE
LISC B 3093       LIBRARIANSHIP OF SCIENCE
ADMN B 2044       REGIONAL AND LOCAL ADMINISTRATION
LISC B 3103       GOVERNMENT AND LIBRARIANSHIP

Where the prerequisite has already been taken as an academic/liberal elective, another appropriate subject must be selected with the approval of the Deans concerned.

NOTE (3):
Students may choose an alternative from the following (some may not be available each year):

LISC B 3113       LIBRARY ADULT EDUCATION AND CULTURAL
LISC B 3123       ARCHIVES AND RECORDS
LISC B 3133       LIBRARIES AND EDUCATION
LISC B 3143       HISTORY OF LIBRARIANSHIP

NOTE (4):
Students may choose the geological stream:

GEOL S 1013       GEOLOGY IA
GEOL S 1023       GEOLOGY IB, and either
GEOL S 2013       GEOLOGY IIA, or
GEOL S 2023       GEOLOGY IIB, followed by
LISC B 3063       LOCAL COLLECTIONS
‘I was a librarian by accident’: Jean Primrose Whyte: a biography in progress

Coralie Jenkin

The death of Jean Whyte ‘marks the passing of one of the dominant figures in Australian librarianship in the second half of the 20th century’.1

In this paper I will describe those factors which contributed most to the choice of career in education for librarianship by Jean Primrose Whyte, a leader in Australian librarianship and library education in the twentieth century.

In the context of a Festschrift occasioned by the thirtieth anniversary of teaching for librarianship at Charles Sturt University, it is timely to acknowledge the contribution to education for librarianship in Australia of Jean Whyte, foundation professor in the Monash University Graduate School of Librarianship, which is also celebrating its thirtieth anniversary2 – Jean took up her position in mid-1975 and the first students in the Master of Librarianship programme began their studies in late January 1976. This paper is derived from work in progress towards a biography of Jean, specifically from the first two chapters, which concentrate on those factors in her early life and first library position which contributed to her career in education for librarianship. I will argue that the greatest contributing factors were a series of happy accidents which Jean was able to turn to her advantage in advancing her career as a librarian and teacher of librarianship.

Jean’s first home was Wirraminna Station on the East-West railway line in South Australia. Wirraminna was managed by Jean’s father, Ernest Primrose (‘Prim’) Whyte, who sold his share in the property when Jean was a child. The family then moved to Yadlamalka where he had taken over the position of manager. Yadlamalka was a three-hundred and thirty square mile sheep station, forty miles north of Port Augusta in South Australia, fifteen miles from the nearest neighbour, hot, dry, dusty, flat country. Perhaps because he lived in isolated areas for most of his life Prim developed a love of literature including Australian bush ballads and English poetry as well as the writing of poetry. Prim married Kitty (Kathleen Duncan Campbell) Macully on November 30th, 1920 at St. Jude’s Anglican Church, Brighton, Adelaide. They had two daughters, Jean Primrose (1923-2003) and Phyllis Primrose (Billie) (1925-2005). Kitty died in 1926, when, while teaching a group of children to swim, she dived off the Brighton Jetty and was taken by a shark. Prim and his daughters continued to live at Yadlamalka, and he later married Eileen, Kitty’s older sister.

Jean and Billie were taught at home by a series of eight governesses – ‘for whom one must confess a sneaking sympathy’.3 At 11 years of age Jean left Yadlamalka to become a boarder at St. Peter’s Collegiate Girls’ School, Adelaide. Apart from holidays she never returned to the Outback country that she loved, though she longed

---

2 The school (and its name) has been through many changes.
for it for the rest of her life. She did very well at school, taking on many extra-curricular activities in academic areas and in sport. On leaving she won a glowing reference from the Principal of St Peter’s and South Australia’s Tennyson Medal for Matriculation English.

Now began a distinguished career in librarianship, but, as Jean said, ‘I was a librarian by accident simply because I couldn’t afford to go to the university, so I went into the library in order to sneak down to the university at night and do my degree’. There were several ‘accidents’ which led to, and subsequently punctuated, Jean’s career in librarianship: initially her family’s opposition to her attending university led her to seek work instead of being a full-time student; the Public Library of South Australia (PLSA) and the University of Adelaide were neighbours and World War II created vacancies for library staff; the inspiring librarian G.H. Pitt was at the PLSA, and he invited Jean to teach librarianship; Professor E.H. Behymer, visiting Australia, encouraged Jean to study in the United States; and the Principal Librarian did not want to attend a Seminar, and so sent Jean. These accidents led to a lifelong syndrome that Jean referred to as ‘library mania’, and within weeks of her joining the PLSA staff ‘I had made up my mind to be a librarian’.

A fortunate accident – Jean’s father and step-mother wanted her to return to Yadlamalka, whereas Jean wanted to go to University. Jean said that ‘the family could not afford to send me, nor did they believe in university careers for girls, besides I was a useful stockman’. So Jean looked for a job in Adelaide to support herself while she studied, preferring to work close to the University so that she did not need to travel far between work and study.

Another fortunate accident – the PLSA was in North Terrace, Adelaide, near the University of Adelaide where Jean wanted to study. Jean found a job at the PLSA ‘after weeks of fruitless searching’ for employment. Women were discouraged from being cadet librarians at the PLSA, but as so many young men were away at the War, the PLSA changed its policy, in the process saving money by employing women on the lower rate of clerk rather than that of library assistant. One of these clerks was Jean, who began work in June 1942, in the Country Lending Service, which sent boxes of books to rural areas, to schools and, during the War, to soldiers stationed in South Australia and the Northern Territory. Jean’s work included ‘typing labels for...

---

4 Near the end of her life Jean wrote: ‘Oh take me back Where the dust blows thick Please take me back For I’m home sick’.


6 Jean Primrose Whyte. Letter to the Secretary, American Association of University Women, Washington, 1952.

7 Jean Primrose Whyte. Letter to the Secretary, American Association of University Women, Washington, 1952.

8 Jean Primrose Whyte. Letter to the Secretary, American Association of University Women, Washington, 1952.

9 Jean Primrose Whyte. Letter to the Secretary, American Association of University Women, Washington, 1952.

10 Carl Bridge A trunk full of books: history of the State Library of South Australia and its forerunners. Netley, South Australia: Wakefield in association with the State Library of South Australia, 1986, 156.
book-parcels, sorting cards and putting away books’.\textsuperscript{11} She worked in various departments, including the Reference Department, the Adelaide Lending Service and two branch libraries, before becoming Staff Training Officer in 1955.

One of the happiest accidents during Jean’s time at the PLSA was the presence there of George Pitt, who inspired Jean in her career. The friendship was to continue until Pitt’s death in 1972. Pitt, born in 1891, began his career at the PLSA in 1906, becoming Australia’s first archivist in 1919 and Principal Librarian (the equivalent of the modern State Librarian) in 1948.

Pitt took charge of the Adelaide Lending Service when it opened in 1946. Jean, who had studied cataloguing after work, spent her evenings with Pitt cataloguing the collection and preparing for the opening of the Service in addition to her other work. Jean became second in charge of the Service in 1948,\textsuperscript{12} a notable step, as the top two positions were reserved for men. Jean had held the third-in-charge position while there was no one occupying the second position, and Pitt’s recommendation that she be reclassified to the second position was accepted. Like Pitt, Jean worked long hours, she wrote ‘You can ring me here at the library most days from 9.15 a.m. to 9.30 p.m.’\textsuperscript{13} (she also worked there on Saturday mornings).

Jean studied for her librarianship qualifications at the PLSA. She was one of the first groups of candidates to sit for the Australian Institute of Librarians (AIL) examinations in 1944.\textsuperscript{14} These were her Preliminary Examinations and she completed the Qualifying Certificate in 1946 (renamed ‘Registration Examinations’ in 1954). Jean wrote that these examinations were not easy, which convinced her ‘that it is a professional examination of a high standard – which is as it should be’\textsuperscript{15}.

After years of part-time study at the University of Adelaide, Jean graduated Bachelor of Arts with first class honours in English language and literature in 1952, and was awarded the John Howard Clarke prize for first place in English Literature. Jean noted that ‘My university work, like my study for the library examinations, was mostly done between 8.00 p.m. and 1.00 a.m. There is no surer way of learning to concentrate than the knowledge that there will be no time for re-reading’.\textsuperscript{16} In commenting on Jean’s achievement Harrison Bryan wrote that ‘honours degrees are difficult enough to secure with full-time study, that only workaholics can manage them part-time and that only brilliant workaholics can collect first class honours under such conditions’.\textsuperscript{17}

\begin{itemize}
\item \textsuperscript{11} Jean Primrose Whyte. Letter to the Secretary, American Association of University Women, Washington, 1952.
\item \textsuperscript{12} Jean Primrose Whyte. Letter to the Secretary, American Association of University Women, Washington, 1952.
\item \textsuperscript{14} Australian Institute of Librarians. South Australian Branch. \textit{Quarterly Bulletin}, 1, September 1944, [14].
\item \textsuperscript{15} Jean Primrose Whyte. Letter to the Secretary, American Association of University Women, Washington, 1952.
\item \textsuperscript{16} Jean Primrose Whyte. Letter to the Secretary, American Association of University Women, Washington, 1952.
\item \textsuperscript{17} Harrison Bryan. ‘Jean Primrose Whyte AM, BA, AM, FLAA: summing up a career’, \textit{Australian Library Journal} 38 (1) February 1989, 7.
\end{itemize}
Another fortunate accident – being asked to teach librarianship. Pitt, recognizing Jean’s talent, asked her to teach PLSA cadet librarians. Jean wrote that ‘After my first lecture I realized that I had found the work that I wanted to do. I was not a good lecturer or teacher – but I wanted to be a good teacher more than anything else’. This is the path which Jean would follow for the rest of her career, teaching librarianship (although teaching was always part-time until her last position), and, with teaching, encouraging librarians new to the profession. Jean held the position of Staff Training and Personnel Officer at the PLSA from 1955 to 1958, having begun teaching in 1948. Librarianship at this time was usually taught in the workplace, and Pitt himself had taught Jean. She taught an introductory course for cadet librarians, which she saw as a way to select people who would become ‘real librarians’ and give them ‘basic skills, understandings, and attitudes’. She also taught all courses for the Preliminary Examinations and for the Qualifying Certificate in Librarianship. She saw the teaching of all these subjects as ‘an almost incredible load’, as she had to keep up with each. The other part of Jean’s position as Staff Training Officer was staff selection – Jean’s ability to select staff became one of her most admired qualities – she ‘has a great eye for talent’.

Teaching librarianship was the subject of one of Jean’s earliest publications on librarianship: ‘In-service training or library schools’. In this article she described in-service training as ‘a programme of training determined and controlled by a specific library to train its own staff’, whereas ‘library schools’ taught librarianship, whether such schools were independent, or attached to libraries or in universities, usually preparing students for qualifications awarded by a national association (therefore, by her definition, Jean was teaching in a library school). At this early stage of her career she was already an advocate for librarianship to be taught in universities – her three supporting arguments were that students would be independent of their teachers; that the teachers would be set apart to be thinkers who would advance librarianship; and that the school would be part of the wider academic world of universities.

Jean, in 1942, joined the AIL which became the Library Association of Australia (LAA) in 1950. The Association became a dominant factor in her career – she was to say the most important factor – as membership of the Association gave her the opportunity to discuss professional issues. She climbed the Association ladder in two-year steps: 1944 (two years after she joined the PLSA), she passed her Preliminary Examinations; 1946, completed her Qualifying Certificate in Librarianship; and by 1948, she was President of the South Australian Branch of the

---

18 Jean Primrose Whyte. Letter to the Secretary, American Association of University Women, Washington, 1952.
19 ‘Know your department – Staff Training Officer’, *Foggy Dew* 2 (3) May 1957, 8.
21 ‘Know your department – Staff Training Officer’, *Foggy Dew* 2 (3) May 1957, 8.
23Jean Primrose Whyte. ‘In-service training or library schools’, *Australian Library Journal* 5 (1) January 1956, 1-5.
24 Jean Primrose Whyte. ‘In-service training or library schools’, *Australian Library Journal* 5 (1) January 1956, 1-5.
AIL. By this time she was second in charge at the Adelaide Lending Service, lecturing in librarianship and 25 years old.

Jean was involved with AIL and LAA committees for the rest of her career. She was a member of the Board of Examiners for more than 20 years and editor of the *Australian Library Journal* for 12 years, organized conferences, frequently gave papers on librarianship and published articles on librarianship almost ever year until her retirement in 1988. She was President of the South Australian Branch again in 1956-1958, when she gave the remarkable presidential address *A word from Callimachus*, which portrays library history in poetry imitating the language and poetic form of each period, thus combining Jean’s two major interests: library history and poetry. Jean tinkered with the material for the rest of her life. She published it and used it in speeches, including a speech as a Graduation Address at Monash University in 1996 when she was awarded an Honorary Doctor of Letters. Its final form was *The Poems of Callimachus* hand-set and printed by Ancora Press at Monash University in 2000 (hand printing was an interest she began to develop during her time at the University of Sydney).

Another fortunate accident came in the form of Professor E.H. Behymer of Bethany College, West Virginia, who visited Australia to conduct a series of seminars for the LAA and encouraged Jean to study in the United States. Jean subsequently became one of the first Australian librarians to study overseas. She was able to study at the Graduate Library School at the University of Chicago as she was awarded a Travel Grant (which included her airfares to and from the United States), a University of Chicago Fellowship (1954-55) (which extended the time that she was able to spend in the United States), and an American Association of University Women Fellowship. She became a ‘star student’, receiving A’s in all but one subject.

Jean’s thesis for the A.M. (Master of Arts) was entitled ‘Education for Librarianship in the United States and Australia: a comparison’. She studied education for librarianship in both countries, relating the ways the courses differed to the structure of education and librarianship in the two countries. She looked at the two countries’ different structures of tertiary education, the types of libraries students were being educated to work in, the influence of professional organizations on library education, the structure and content of education for librarianship in the two countries, and concluded with an evaluation of the possibility of adapting American methods of education for librarianship to Australian conditions.

Her findings were to influence her views on education for librarianship for the rest of her career. She was able to visit 14 library schools in the United States. She found that their students were graduates and that many schools specialized in teaching different types of librarianship. She was impressed by their standards, which were higher than

26 The Board was known variously as the Board of Education, the Board of Examiners, the Board of Examination, and the Board of Examination, Certification and Registration of Librarians.
those in Australia. She was impressed similarly by their teaching methods, which concentrated on seminars and discussions with the approach ‘general rather than specific’. This was in marked contrast to the low standard of education for librarianship in Australia, where few librarians were university graduates, where there was no ‘real library school’, no library training in different types of librarianship, and where the standards in most areas of librarianship were low.

Following Pitt’s retirement in 1955 Hedley Brideson became Principal Librarian. Brideson had been head of the Research Service, a successful section of the PLSA. Jean did not like ‘Heddles’: ‘no morals, only politics’. Carl Bridge, author of the history of the PLSA – while noting the single-mindedness which later would lead Brideson to his downfall – is kinder, writing of Brideson’s energy, entrepreneurship and enthusiasm. Jean, by now a senior staff member, considered that everything that she accomplished was against what he wanted, and was angered that she always had to defend his views – which she did not agree with – to the staff.

Jean told the story of how Brideson did not heed her opinion of a librarian, but when a male librarian concurred with Jean’s opinion, Brideson said ‘if Wray says so that’s all right – of course you can’t take any notice of what unmarried females of 35 say about sex’. Jean said that ‘he didn’t see why I thought it funny’. Brideson took the ‘no morals, only politics’ approach with the first regional public library in South Australia, which Jean had set up in the new suburb of Elizabeth in 1957. When it was ready to be opened Brideson made his first visit to the library by taxi ‘to say that he had seen it’.

Another fortunate accident – Hedley Brideson did not want to attend a Seminar, and so sent Jean. The Commonwealth National Library (now the National Library of Australia), Canberra, was to host a Seminar, and (Jean claimed) she went by default, as Brideson did not want to interrupt his summer holidays. The Seminar was organized by Harold White, Librarian at the Commonwealth National Library and became known as the Metcalf Seminar after the guest speaker, Dr. Keyes D. Metcalf, who had recently retired from his position as Director of Harvard University Libraries. The leading librarians from all Australian states, as well as five from New Zealand, attended. It gave the leaders an opportunity to discuss library issues and to hear from Metcalf.

33 Unfortunately he became too single-minded, which led to a breakdown and early retirement, but long after Jean left. Carl Bridge A trunk full of books: history of the State Library of South Australia and its forerunners. Netley, South Australia: Wakefield in association with the State Library of South Australia, 1986, 200-214.
35 The event was clearly important to her as she was to recall it in her retirement speech 30 years later (Jean Primrose Whyte. Retirement reminiscences. 1988. 2 pages. Photocopy).
The Seminar itself was highly important to Australian librarianship, so much so that (writing about its impact twenty-five years later) another ‘seminarian’ Harrison Bryan, who was later to become National Librarian, commented that by that time (1984) the membership looked like a Who was who of Australian librarianship.\(^{38}\) Jean, discussing the Seminar in 1981 with another ‘seminarian’ G.T. Alley (later to become New Zealand’s National Librarian) saw the Seminar as a milestone in Australian librarianship, the first meeting of librarians of major libraries in Australia ‘sitting down talking about common problems without arguing with each other too much’, resulting in improvements to the development of librarianship in Australia and a proposal that a study of Australia’s library resources be undertaken – a study subsequently published as the Tauber Report in 1961.\(^{39}\) The importance of the Metcalf Seminar for Jean was that it was there that she met Andrew Osborn and so moved to the next stage of her career. And perhaps the last of the fortunate accidents at the PLSA – Jean’s dislike of ‘Heddles’ – made it easier for her to leave.

These were happy accidents which Jean was able to turn to her advantage in advancing her career as a librarian and teacher of librarianship.

Jean Whyte left the Public Library of South Australia to become the Assistant Librarian in charge of Public Services at the Fisher Library at the University of Sydney. During her time in Sydney (1959-1972) she edited the *Australian Library Journal* for 12 years, and was, for one semester, visiting professor in the School of Library and Information Science at the University of Western Ontario, in London, Canada, where Andrew Osborn had a couple of years earlier taken up the position of foundation dean. From Sydney she moved to the National Library of Australia as Director, Information, Reference & Research. She stayed only three years (1972-1975) before Monash University, setting up the Graduate School of Librarianship, invited her to be Professor of Librarianship. She retired in 1988 and died in 2003.

‘I was a librarian by accident’ said Jean. Neil Radford commented: ‘How fortunate we as a profession are that, back in 1941, when looking for work close to the University of Adelaide, she sought a job in the Public Library of SA and not in the adjacent art gallery or the museum! She would have been a great success in those institutions, too, but Australian librarianship would have been much the poorer’.\(^{40}\)

**Bibliography**


---


‘Know your department – Staff Training Officer’, *Foggy Dew* 2 (3) May 1957, 8.

Libraries Board of South Australia. *Annual Reports.* 1949-60.


Manning, Geoffrey H. *From Aaron Creek to Zion Hill: the place names of South Australia.* Adelaide, South Australia: The Author, 2000.


Whyte, Jean Primrose. ‘Editorial’, *Chronicles of St Peter’s Girls* 54, 1941, 5.


Whyte, Jean Primrose. ‘In-service training or library schools’, *Australian Library Journal* 5 (1) January 1956, 1-5.


Whyte, Jean Primrose. ‘By way of explanation’, in David J. Jones and Jean Primrose Whyte. *Uniting a profession: the Australian Institute of Librarians 1937-1949*. Sydney, Australia: Australian Library and Information Association, [to be published in 2006].


**Archives**

Monash University. MON 1059.
State Library of South Australia. PRG 1335.
State Records of South Australia. GRG 26.
University of Sydney Archives. M. 465.

**Correspondence**

Whyte, Jean Primrose. Letter to the Secretary, American Association of University Women, Washington. 1952.

**Interviews**

Munro, Gordon and Jane. Sydney, New South Wales.

---

**The author**

*Coralie Elsenore Janis Jenkin*, B.Th., Grad.Dip.Lib.Studs., M.Lib, Ph.D., was a student at Monash University’s Graduate School of Librarianship when Jean Whyte was the foundation Professor of Librarianship.
Abstract

The Australian Library and Information Association (ALIA) has overseen professional registration and recognition since its formation as the Australian Institute of Librarians in 1937. This article offers an outline of the Association’s role in education for librarianship. The tension between technical expertise and general education for librarianship has characterised the development of library education. The Association has wished to both control industrial and educational standards while encouraging diversity, particularly in the period since library education has been offered through tertiary institutions. Some historical background is offered on the development of the professional Association for librarians and its concern for educational standards.

As the standards body for the library and information profession in Australia, ALIA has always been involved in and concerned with education for the profession. The Association has had an active course recognition program since courses in library and information management were first offered through the universities from the early 1960s. Prior to external tertiary training for librarians, the Association – from its inception as the Australian Institute of Librarians (AIL) and later as the Library Association of Australia (LAA) – undertook the examination and registration of library professionals.

The developments which led to the passage of Libraries Acts in the various Australian states and the subsequent establishment of public libraries in the early 20th century was an important driver in increasing demand for trained librarians, and of a number of attempts to form a national association that would set and maintain standards for the profession. This article does not consider the passage of the Libraries Acts nor the Free Library Movement. Rather, it offers a brief outline of association involvement in education and training as the basis of developing standards for the profession.

Early librarians’ associations

Before the AIL was formed in 1937, there were earlier, if often short-lived, library associations in Australia whose members were concerned with the standards of the profession and training of librarians. The earliest Australian association was formed in 1896, when delegates from all Australian colonies and New Zealand met in Melbourne at a conference arranged by the Trustees of the Public Library of Victoria. The Library Association of Australasia held three more conferences, in 1898, 1900 and 1902, had a peak membership of 280, but had petered into limbo by 1904. It had an extremely varied membership – librarians, booksellers, collectors, trustees of the

---

1 In this article we have concentrated on events in the southeastern states of Australia. Developments in Queensland and Western Australia followed a similar pattern, and senior librarians from those states took part in the development of the library profession. See Layzell Ward 1990 for Western Australia.
public libraries and generally interested laymen – which may have been one of the reasons it never achieved cohesion or acted on its policies. While this Association made no formal statements on education, its conferences and publications were a source and example of professional standards, certainly the next generation of librarians gave it credit for professional inspiration in their efforts to found later groups.

If the Association was silent on education for librarianship, its members were not. H.C.L. Anderson, Principal Librarian of the Public Library of NSW, suggested at the 1896 conference that a national examinations system should be considered. In this early period, training for librarianship was restricted to that given within major libraries. Margaret Windeyer, who joined the State Library of NSW in 1901, has been described as the ‘only trained librarian at that time’ because she had attended Melville Dewey’s library school in Albany. Interestingly, the position she applied for required the applicant to hold a degree or to be a graduate of an American library school.

One of the two long-lasting professional groups was the more specialised Institutes Association of South Australia (1899–1989), which was formed with practical aims: co-operative purchasing, the distribution of excess stock among members and advice to member librarians. Training was not one of its important goals. The institutes’ subscription libraries were recreational rather than academic: institute librarians were often regarded as uneducated and untrained by the men at more rarefied levels of the profession, sometimes with justice. The other association notable for its energy and longevity was the Library Association of Victoria, of which A.E. McMicken and E. Morris Miller were the prime movers. Its first incarnation was from 1912 to 1915, but on revivification in 1927 it contributed to the profession until the 1990s. The second of its wide-ranging objects was ‘To elevate the status of librarianship and to bring about the improvement of libraries generally as educational institutions’, though as a commitment to library education we must admit this is somewhat vague. The Association was the originator of the contact with the Carnegie Corporation of New

---

2 Anderson, HCL 1896, p.16. He also mentions that the Public Library holds classes in library economy for the junior staff. H R Purnell, later the Principal Librarian of the Public Library of South Australia, briefly discussed the UK Library Association’s examinations and certification, and also emphasised the need for well-educated and technically proficient librarians.

3 For a brief history of Windeyer’s career, and of other women at the Public Library of NSW, see Cleary, J. 1991.


5 Margaret Windeyer (1866–1939) went to Dewey’s school in August 1897 and completed the two-year course. Melville Dewey had founded the School of Library Service in 1887. It moved from Columbia University to the New York State Public Library at Albany in 1889.

6 Alfred Ernest McMicken (1872–1964) had a long and honourable career in public libraries in Victoria. He very actively contributed to many library associations, and was a long-serving editor of professional journals. In 1948 he pioneered a now well-known form of library promotion, setting up the Library Week Committee of Victoria.

7 The Association ‘was never incorporated, although in 1928 it had a Memorandum and Articles of Association drawn up by solicitors in order to establish it as a limited company. It was a lengthy and detailed document, which would later become a sample which those formulating the constitution of the Australian Institute of Librarians would be able to study. Its objects illustrate the earnestness of the founders of the Association and the breadth of their intended activities’ (Whyte and Jones, in press).
York that later, under the auspices of the Foundation and the Australian Council for Educational Research, resulted in the landmark Munn–Pitt report.  

There was an inconclusive conference in 1928, at which a federal model constitution for the Australian Library Association was adopted, but some states (most notably NSW) lagged in forming a state association, delaying any effective action. By the early 1930s, however, momentum had begun to grow again for a national association. Training for librarians was now of sufficient concern that delegates of a 1933 conference resolved ‘That it be an instruction to the Executive of the Australian Library Association that they take steps to urge the initiation of training courses in librarianship’. There had for some time been considerable concern among professional librarians at the appointment of non-librarians to senior library positions, and a resolution deploiring this practice was also passed at the conference. By now in-house training at the major Public (now State) Libraries was developed to the point where W.H. Ifould could arrange for J.D.A. Collier – a journalist – to have a period of training in Sydney after Collier was appointed to head the Public Library in Hobart. In 1933 W.A. Cowan was appointed librarian at the University of Adelaide; his librarianship training was undertaken after his appointment, in the USA at the University of Michigan. The Parliamentary Library (then in Melbourne) was a source of able librarians: Andrew Osborn trained there under Kenneth Binns. When Osborn went to the USA in 1928, he was employed at the New York Public Library where he was ‘held in high regard’.

Perhaps influenced by the Munn–Pitt report’s recommendations regarding the formation of a national library association, professional opinion became more welcoming to the notion, particularly in NSW. By 1935 John Metcalfe was

---

8 This 1934 survey of Australian libraries, funded by the Carnegie Corporation, pungently criticised the provision of library service in Australia. Ralph Munn was from the Carnegie Library of Pittsburgh, his partner, E.R. Pitt, from the Public Library of Victoria. In the period after 1935, when the report was published, library services bloomed; if this was not due to the report, it was certainly of help in implementing improvements. Both authors disapproved of the lack of formal education or certification for librarians; a dearth they felt was in part caused by the absence of a professional organisation. Their recommendations on education were to establish training in the State Libraries, to institute an Australia-wide examination and to register these professionals in various grades with an association.

9 Australian Library Association 1933, cited in Whyte and Jones, in press. If steps or urges ensued, no record has been found.

10 William Herbert Ifould (1877–1969) was appointed Principal Librarian of the Public Library, Museum and Art Gallery of South Australia in 1905 and the New South Wales Public Library in 1912. His 30 years in NSW saw the rise of that library to pre-eminence in Australia. He inaugurated the Country Reference Section and the Country Circulation Department, and provided some of the earliest service to industry through an expanded Research department.

11 The NSW Public Service Board had held examinations for library assistants from the Public Library since 1905. Candidates sat three papers after working at the library for a year: library economy, English and a Departmental paper. Failure meant no permanent appointment. There was still little of what would now be regarded as formal teaching, and the examinations may have been for administrative as much as educational purposes. See also footnote 19.

12 Metcalfe, J W ‘Report of a tour of the UK and the USA, 1934–5’, in Rayward 1996, p.35. The Commonwealth Parliamentary Library (now the National Library of Australia) started formal classes for its staff in 1938. A full-time school operated from 1946 until 1959, with classes leading to the Qualifying Examinations of the AIL.

13 John Wallace Metcalfe (1901–1982) enjoyed an international reputation few Australians in the field have earned. He was the senior librarian of major libraries, an important writer on classification and cataloguing, the instigator of much that was excellent in education for librarianship in Australia and active in the formation of the professional association.
circulating a new constitution for the Australian Library Association, which W.H. Ifould had asked him to draft. Of its nine objects, 3 and 8 specifically related to training:

(3) To promote whatever may tend to the improvement of the position and the qualifications of librarians.

(8) To offer instruction, to hold examinations and issue certificates of efficiency in librarianship and in studies cognate with and of use in librarianship; to cooperate and affiliate with bodies or institutions with similar objects.

Metcalfe had observed the different methods of librarianship training in the USA and the UK during his visit in 1934/35.\textsuperscript{14} In the UK, training was through cadetship and examination. A certificate awarded by the school of librarianship at the University of London was not recognised by the Library Association.\textsuperscript{15} In the USA, library schools had early become the dominant training model, and most librarians took a postgraduate library degree following undergraduate study. Metcalfe believed that the library school system was superior, but that Australia did not have sufficient demand for librarians to support one.\textsuperscript{16} He was, however, sufficiently impressed by the English system to take the UK exams, and in 1936 became the first Australian to gain the Library Association’s Diploma.

The Australian Institute of Librarians was formed at a conference in Canberra in 1937, and the specifically educational objects listed above were among those adopted.

**Recognised professional education**

In 1937, its foundation year, the AIL began to prepare a system of professional qualification and examination which was formally introduced in 1944. The Board of Examiners was set up in 1941 with responsibility for establishing and maintaining professional standards. From 1944 to 1980 this group set the syllabus, appointed examiners and examined candidates for the Association’s professional examinations.\textsuperscript{17}

Professional training was intimately related to professional membership requirements. The Constitution of the Australian Institute of Librarians of 1937 defined three categories of professional membership: Foundation members, ‘All persons who were members on the 21st day of August 1937 and who shall thereby be deemed to be Foundation Members, and whose names appear in the Appendix of this Constitution’; Members holding special training and experience, ‘Persons who in the opinion of a three-fourths majority of the Council in Australia at the time are qualified by special training and experience for the profession of librarianship and who are elected in the manner hereinafter prescribed’; and Student associates, ‘Persons who in the opinion

---

\textsuperscript{14} For Metcalfe’s early comparisons of the British and American systems, see Rayward 1996, pp.33–38.

\textsuperscript{15} This body was founded in 1877 as the Library Association of the United Kingdom. It became the Library Association in 1896, and in 2002, on amalgamating with the Institute of Information Scientists, became the Chartered Institute of Library and Information Professionals (CILIP).

\textsuperscript{16} Rayward 1996, p.36. Metcalfe did not then foresee the increased number of libraries following the passing of the various state Library Acts.

\textsuperscript{17} The AIL became the LAA in 1950, but the registration system continued undisturbed. The Board of Examiners underwent minor name changes, finally becoming the Board of Education in 1976.
of a three-fourths majority of the Council in Australia at the time are in training for
the profession of librarianship in a library or library school approved by the Council
and who are elected in the manner hereinafter prescribed. In 1945, all student
associates who had been members in 1941 or earlier were admitted to full professional
membership of the Institute. Even Foundation members had to meet the
requirements of matriculation and experience.

In his presidential address to the Institute’s first conference in 1938, W.H. Ifould
stated that, to maintain consistency in professional standards: ‘I consider… that one of
the most urgent subjects for decision by this Institute is the setting of a general
standard for library training in Australia… [Therefore,] this Institute should set up a
committee to consider this whole question of training, examination and standards’.

Following this Conference, a Committee on Library Training and Standards was
established, under the chairmanship of John Metcalfe. In 1940, the Committee on
Library Training and Standards ‘issued a revised report together with a draft by-law
providing for the setting up of a Board of Examination and Certification’. The Board
of Examination and Certification, also chaired by Metcalfe, was formally established
at the annual meeting in June 1941, ‘charged with the duty of preparing for
submission to the Council a syllabus of studies and practice in librarianship and
regulations for the conduct of examinations and the issue of certificates in
librarianship’. The report they submitted to the General Council of the AIL set the
nature of the examination system which lasted until 1980.

In 1952, the Association’s bylaws provided for no more than seven members and no
fewer than 5, elected by the members for between 2 and 5 years. By 1984, the Board
of Education had 10 members: three members elected by the professional Committee
of the General Council and seven by the membership of the Association, of which
seven, at least four had to be professional members. The President and the Executive
Director were members ex officio and the Assistant Executive Director was the
Secretary to the Board. The Board had two sub-committees: the Course Recognition
Committee and the Continuing Education Committee, which dealt with professional
development.

---

18 Ifould had inaugurated higher-level exams in 1916: an entrance, a first grade and a higher grades
examination. The higher grades comprised 2 three-hour papers on bibliography (historical and
practical) and 3 three-hour papers covering library economy: cataloguing, classification and library
administration. Rayward 1996, p 37, n27, and Ifould, WH ‘The future of the Institute’ Presidential
address in Australian Institute of Librarians Proceedings: First Annual meeting and conference, Sydney

19 Australian Institute of Librarians 1938 ‘Constitution…’, p.2. A candidate was nominated by two
financial members and signed ‘a statement of his qualifications on the prescribed form’ p.3.

20 Board of Examination, Registration and Certification, Minutes 12–13 September 1945.


22 Australian Institute of Librarians ‘Third annual report for the Year ending June 15th 1940’ in
Australian Institute of Librarians Proceedings 3rd and 4th Annual meetings and conferences and fifth
Annual meeting Canberra, 1944, p.15

23 Australian Institute of Librarians ‘Fourth Annual report’ in ibid. p.22.

was prohibited from being a member of the Board of Examiners.
The examination system

The examination structure consisted of three awards: the Preliminary Certificate (discontinued in 1962), Qualifying Certificate (the minimum qualification for professional membership – renamed the Registration Certificate from 1954) and the Diploma. The Preliminary was for candidates who had completed secondary school to matriculation standard and was an introductory course. A year of training or library experience was required before the certificate could be awarded. The Preliminary Certificate was discontinued in 1961, from which time matriculants wishing to enter the profession could proceed directly to the Registration examinations. The content of the Preliminary was added to the Registration examinations.

The Qualifying examinations, which became the Registration examinations in 1954, qualified candidates who successfully completed them for Associate (professional) membership of the Association. The minimum requirements to sit the examinations were an undergraduate degree and three years experience, or the Preliminary Certificate and at least five years practical training or experience. Originally these examinations consisted of five compulsory papers and one chosen from specialised subject areas. The requirements gradually changed, by 1952 there were two compulsory papers and four chosen, but with the cessation of the preliminary certificate, the Registration examinations comprised six compulsory papers and three optional papers. The Diploma was very rarely awarded, twice between 1944 and 1971. It was designed for Associate members wishing to undertake advanced study, but few seem to have wanted to do so. Its requirements are detailed below. Registration examinations were not an easy ‘rubber stamp’ undertaking. It was not uncommon for candidates to attempt the papers more than once before passing all the requirements. The examination records of candidates are still preserved. A statistical study of these, and of other qualifications acquired by members, could provide useful information on the standards expected of librarians over the period of the registration examinations.

The first examination was conducted in June 1944. From 1 January 1946, ‘examination and certification by the board will be a condition of full membership’, although ‘the Board may accept some other examination than its own’. Qualifications to commence examinations were laid down: candidates ‘shall be qualified for matriculation by an Australian university’ or admitted ‘upon conditions

26 BE 9/61, which stated that the examination had been discontinued because it was ‘by definition not preliminary to any other examination…and is likely not only to cause frustration and disappointment to many young candidates but also to be prejudicial to the interests of the Association.’ Note: BE is the internal filing abbreviation used by ALIA for papers from the Board of Examiners, later the Board of Education. Similarly, the abbreviation SC indicates Standing Committee papers.
28 A number of reasons are hypothesised by Keene 1982, p.17.
29 Australian Institute of Librarians ‘Sixth Annual report for the Period September 1942 to September 1943’ in Australian Institute of Librarians Proceedings 5th Conference Hobart April 1946 and other papers, Melbourne, 1947, p.13. The examinations were enabled through the passing of necessary by-laws on 1 December 1942.
30 H M Green, ‘Presidential address 1943’ in Australian Institute of Librarians, Proceedings 3rd and 4th Annual meetings and conferences and fifth Annual meeting Canberra, 1944, p.22.
approved by not less than five members of the Board and not less than two thirds of
the Members of the General Council qualified to vote and in Australia at the time'.
There was lengthy debate regarding the requirement of matriculation for those
commencing examinations. In 1965, the Board specified that those persons who had
experienced hardship that prevented matriculation, or those who had gained higher
qualifications than matriculation, but never actually matriculated, were to be admitted
to examinations.  

The syllabus

Across the 36 years of examinations, general skills and training gradually replaced the
very specific early requirements. Students were encouraged to concentrate more on
theory than practice, and to develop understanding of the broader role of a librarian.
The Certificate of Proficiency awarded by the State Library of Victoria’s training
school was never recognised as the equivalent of the Qualifying Certificate because of
its practical nature. Keane (1982) notes that by the late 1970s ‘cataloguing and
classification did not dominate the Registration examinations as they had when
Metcalf was Chairman of the Board of Examiners’. Metcalfe had strong views on
cataloguing and classification as the ‘core of [a librarian’s] own mystery’: ‘what
gives him the right to an exclusive profession…is the organising and indexing of
knowledge in its published forms’. Metcalfe rather disapproved of the American trend
that de-emphasised librarians’ technical role – particularly evident, he felt, in US
public libraries: ‘Important as “selling” books and encouraging people in their use
may be...this is not exclusively a librarian’s field, whereas the organisation and
indexing of knowledge through cataloguing is.’

In its early days, the Preliminary examination consisted of four compulsory papers,
later reduced to three, then two. The 1952 LAA Handbook described the two 3-hour
papers: ‘P1 – Book and libraries’ comprised the history of the book, the provision and
administration of libraries, reference work and reference books and circulation work;
‘P2 – Acquisition and preparation of books’ covered acquisition, cataloguing,
classifying, the shelf list and its uses, and physical processing of books. The
Qualifying Certificate at the same period required 6 papers. Two, Q1 and Q2, on
cataloguing and classification respectively, were compulsory 4-hour papers. The
candidate would choose four of six possible 3-hour papers: three papers covered
library provision and services (from general or specialist points of view); Q6
examined the candidate on production, publication, history and care of books; Q7,
archives, and Q8 library work with children generally and with special reference to
public or school libraries. The Diploma required a substantial thesis or bibliography
(the subject to be approved by the Board of Examiners at least 12 months ahead of
submission) and the completion of the two papers not taken for the Qualifying

31 ‘Regulation 1: Board of Examination, Certification and Regulation of Librarians’ Regulations,
Library Association of Australia Handbook 1952 p.22. ‘Matriculation’ is the eligibility for entry to a
university (or other tertiary institution) acquired by achieving a certain standard in secondary school
examinations.
32 BE 56/65
33 Hagger 1982, p.244.
34 Keane 1982, p.18.
36 ibid., p.143.
Certificate or two 3-hour examinations related to the thesis or bibliography, as the Board of Examiners decided, with the possibility of an additional *viva voce*. These intensive requirements perhaps partially explain the low take-up of this qualification.

The examiners were generally prominent practitioners who demonstrated particular expertise and were prepared to donate their time and knowledge to the professional testing of new members. Members of the Board of Examiners are listed every year in the Association’s *Handbook*, but the listing of examiners is not as complete, and documentation on the method of their selection and means of appointment is lacking.

The examination system succeeded in its purpose: to create national, consistent standards for Australian librarians. The examinations were important in achieving recognition from employers and raising the standards of the profession for 36 years.

**New directions**

However by the late 1950s, library education was changing. In 1960, under the aegis of John Metcalfe, the School of Librarianship at the University of New South Wales began offering a one-year, full-time, post-graduate Diploma in Librarianship, similar to that offered by University College, London. In 1961 the LAA agreed to accept the UNSW Diploma as equivalent to the Registration examinations for purposes of Associate membership. This marked the beginning of the movement away from examination to course recognition. The final registration examination was conducted in 1980.  

In 1991, the Board resolved that applicants and re-applicants for Associateship from 1994 onwards be disallowed, unless they held graduate qualifications, thus restricting Associate status from that time on to university graduates.

In 1960 an Association committee had been established to encourage other universities to set up schools to offer postgraduate education for the profession. This was reinforced in 1963, when the Association’s General Council adopted a formal statement to the effect that professional librarians should be university graduates, educated for the profession at postgraduate level, a recommendation first made by the Board of Examiners in 1958. In April 1963, RMIT applied for recognition of its Associate Diploma in Librarianship. This new application prompted the Board to formalise standards for course recognition. By 1964 the Association formalised the move to course recognition with the adoption of *Minimum Standards for the Recognition of Courses in Librarianship*. The documents issued by the LAA and later ALIA have been recognised as of great importance in the creation and maintenance of professional standards.

---

37 The actual decision to discontinue was taken in 1971 through resolution BE 71/71, and the Standing Committee decided (SC20/78) that the last examinations would be held in 1980.  
38 BE 133/91. The earliest attempt to restrict Associateship to graduates was made in May 1973 – BE 11/73. Debate centred on the fact that all persons applying for Associateship who did not hold the Registration Certificate had to be graduates. This loophole for holders of the LAA Registration Certificate was seen as compromising the professionalism of the Association. See Kirk 1991.  
39 Board of Examiners *Minutes* 16 – 18 April 1963 Item 7(c).  
41 Trask 1987, p.233.
In 1964, representatives of the LAA, the University of NSW, the Library Board of NSW and the Department of Technical Education discussed the establishment of a School of Librarianship at Sydney Technical College (STC) offering post-secondary library studies. The course began in 1965 and library education was available for the first time at both post-secondary and postgraduate level. Following the 1964–65 report of the Australian Government Committee on the Future of Tertiary Education in Australia (Martin report), undergraduate and post-secondary library education became part of the new Australian tertiary stream (colleges of advanced education and institutes of technology), in addition to university courses.

The first courses recognised were postgraduate, and it was early assumed that the entry qualification for Associate membership would be a postgraduate one. The debate over the recognition of undergraduate courses was fierce and bitter. For many librarians (perhaps most notably Wilma Radford), to recognise an undergraduate library degree was to condone an unacceptable reduction of a librarian’s level of tertiary education from four years to three. In 1968 the Association resolved to accept both undergraduate and postgraduate courses as satisfying the graduate qualification and all other requirements for Associate membership. In that same year the Minimum Standards document was replaced by the Statement on the Recognition of Courses in Librarianship. Four types of courses were recognised in Part 1 of this document: those leading to professional qualification, which was defined as four years of undergraduate study or one year postgraduate leading to a degree or diploma respectively; courses leading to advanced qualifications in librarianship, such as higher degrees; short, specialised or refresher courses; and courses intended to prepare candidates for the Association’s Registration Examination. The last mentioned was to be discontinued ‘as soon as the other types of course and examination referred to…have become sufficiently widespread in Australia to make this practicable.’

The Association continues today to recognise courses at undergraduate and postgraduate level although changes in higher education over the years now see universities offering LIS courses at either or both levels.

The Association’s role has changed from the examination of individual librarians to the monitoring of course content and ensuring the relevance of professional content. When the Association began recognising courses so as to allow the graduates exemption from the qualifying examinations for membership, few of the assessment standards existed that we take for granted in tertiary education today. The early course recognition process placed emphasis on proof of the position of the school within the university, course content, staff qualifications, assessment and delivery. Some library education staff have suggested this administrative emphasis has become less necessary as bodies such as the Australian Universities Quality Agency (AUQA) have assumed regulatory roles.

---

44 ibid., p.40. The statement also recognises the need for courses to prepare ‘intermediate personnel’ for library work. These courses would be shorter and would not lead to professional qualification.
45 The standard-setting role of ALIA and the ensuing debates over aspects of professional training are still recalled by some members, for example, on the question of the acceptance of distance education for librarianship. In 1978 standards for distance education were incorporated into the general statement on course recognition, but this was preceded by lively discussion, particularly on the question of access to library facilities for remote students. Handbook, 1978.
The trend noted in the examination syllabus away from technical and ‘craft’ skills to more general emphasis on the encouragement of more general professional skills has continued in tertiary courses. The changes in course content requirements described in policy documents reprinted in the *Handbook* over the years illustrate this continued evolution as strikingly as the changes in the examination syllabus.

1968 *Handbook (the first year the Minimum Standards for Recognition of Courses for Librarianship were published)* p.40.

The content of the course should include:—

(a) The place of the library in society
(b) The history of libraries and books
(c) A particular study of libraries in the Australian society
(d) A study of the materials with which the library is concerned and of the principles and techniques for their acquisition, organization and use
(e) A study of the principles and practice of library organization and administration.

1977, p.67

The professional content of any course leading to professional qualifications whether of the undergraduate or of the postgraduate type should include the following studies. These apply to specialist as well as generalist courses. (In the case of archives, appropriate verbal modifications are assumed):

(a) the place of the library in society today, together with its historical development;
(b) the library as an agency of communication;
(c) the principles of bibliographic organization;
(d) the principles of collection building;
(e) the principles of library management.
(f) In each case the study of the principles should be illustrated by study of their application, and where appropriate by practical exercises.

1987, p.88 The paragraphs following the course content state that students should be trained in analysis, evaluation and synthesis, and that ‘courses should aim to develop attitudes of service to the library’s public, and co-operation with library staff, and prepare students for a future of changing technology.’

All courses leading to a first award in library and information science should include studies in the following areas which are the basis for the practice of the profession:

(i) Communication process
(ii) Generation, flow and utilisation of information.
(iii) Information users and their needs.
(iv) Sources of information and their characteristics.
(v) Functions of libraries and other information agencies.
(vi) Provision and management of information services.
(vii) Acquisition and organization of information resources.
(viii) Information control and retrieval.
(ix) Information dissemination.
2006 ALIA policy statement

The core knowledge and skills for library and information professionals include:

- Knowledge of the broad context of the information environment
- Information seeking
- Information infrastructure
- Information organization
- Information access
- Information services, sources and products
- Information literacy education
- Generation of knowledge
- Generic skills and attributes

As all areas of library and information practice will continue to evolve and develop over time, the overall framework of core knowledge, skills and attributes needs to be able to encompass the changing nature of the discipline to ensure a flexible, adaptable and innovative profession.

The Association’s change from the active role of examining candidates in a single, externally examined syllabus to a policy role in overseeing a range of courses offered in tertiary institutions is clearly reflected. Education for librarianship – like the profession itself – was expanding and becoming less uniform between 1977 and 1987. Jean Whyte was a long-time member of the Board of Examiners, and she was firm in her determination that the Association should, following in the path set by John Metcalfe, encourage diversity but also control the educational and industrial standards of librarianship.

Employers have historically played a very strong role in library education in Australia. Perhaps for this reason, as Jean Whyte noted, ‘[w]e tend to think of a library school as part of a profession…but it is part of an educational institution…and these have their own responsibilities…[therefore the definition of whether a person is professionally qualified or not] must finally be in the hands of the members of that profession.’

There is little data available in the Association’s records about schools or courses that failed to gain recognition. In some instances, recognition was delayed until the Board of Examiners was satisfied that recognition criteria had been met. In the listed cases where recognition was not granted, no explanatory documents are extant to indicate the grounds for its withholding.

In 1976, in acknowledgment of the changes that had taken place in library education, the Association’s General Council restructured the Board of Examiners as the Board of Education whose members, until its dissolution in 2001, steered the Association’s involvement in library education. In March 2004, the Board of Directors established the Education Reference Group, the role of which is to advise the Board on education
policies and activities and to oversee and report to the Board on the Association’s course recognition program.

Recognition of other industry categories

The Library Association of Australia only recognised professional courses in librarianship for many years, based upon a desire to strictly delineate between the professional librarian and other library workers.\textsuperscript{50} The movement of the benchmark for library professionalism from the Registration Examination to the standards for course recognition, coupled with the recognition of the need for professional training for technicians,\textsuperscript{51} resulted in course recognition being extended to library technician courses.

Formal training for library technicians was introduced in 1970. In 1976, the Board ‘Resolved that, subject to General Council approval of BE 81/76,\textsuperscript{52} the Course Recognition Committee move to develop a statement of criteria for the recognition of technician courses, based on a list of tasks produced at the national workshop.’\textsuperscript{53} The library technician membership category was formally established in October 1978 and the Library Technicians’ course at Canberra College of Technical and Further Education provisionally recognised at the same meeting.\textsuperscript{54}

Since 2000, library technician courses offered through TAFE (that is the vocational education and training sector) have been based on the Museums and Library and Information Services Training Package.\textsuperscript{55} Training packages are industry-based and set out the competencies (skills, knowledge and attributes) required to work at particular levels within the relevant industry. They offer flexible pathways whereby individuals can attain qualifications at various levels as set out in the Australian Qualifications Framework (AQF).\textsuperscript{56} ALIA recognises qualifications at Diploma level (Level 5) in the AQF for library technician membership.

The first specialised course for teacher–librarians was a summer school run in 1938 for teachers at the Public Library of NSW. The first full time course was begun in 1955 at the Melbourne Teachers College. The Library Association of Australia gave different levels of recognition to different courses over time.

The Association recognises only courses leading to a first award qualification offered by Australian institutions at Associate and Library Technician level. Since its first involvement in course recognition the Association has consistently maintained a policy of recognising only first award qualifications.

---

\textsuperscript{50} See, for example, Board of Examination and Certification Report to General Council meeting 13 – 14 August 1958 Item 4.

\textsuperscript{51} See Board of Examiners Report to General Council August 1972 Introduction part (b).

\textsuperscript{52} BE 81/76 recommended that a membership category for recognised Library Technicians be established.

\textsuperscript{53} BE 82/76

\textsuperscript{54} BE 117/78

\textsuperscript{55} Museums and Library and Information Services Training Package c.1999.

\textsuperscript{56} More information about the AQF is available at www.aqf.edu.au.
Course recognition

In 1955, the Public Libraries Section requested General Council to produce a report on the steps necessary ‘to establish facilities for full time professional education in librarianship at University level and other forms of library training, adequate to meet the needs of Australia.’

The Board responded:

The Board is of the opinion that at this time there would be no advantage in preparing and publishing a report on this matter, but that the Association should bring it to the attention of the Australian Vice-Chancellors’ Committee, with an expression of opinion that there should be in Australia at least two university library schools, one in Sydney and one in Melbourne.

The former Chair of the Board of Examiners, John Metcalfe, was appointed as the Head of the School of Librarianship at the University of New South Wales in 1959.

At the Board meeting of 12 August 1960:

Mr Metcalfe, Director of the School of Librarianship at the University of New South Wales, personally requested the Board to appoint a committee of one or more to inspect the School so that the Board could inform itself on the standard of the School as a teaching agency and be in a position to equate qualifications obtained from the School to its own certificates.

Following an inspection of the School, the Board recommended ‘…that a person who has fulfilled requirements of Regulation 1, and has had three years’ experience and/or training in librarianship to the satisfaction of the Board, and has successfully completed the prescribed course of lectures and practical work in librarianship at the School of Librarianship at the University of New South Wales may be elected to Professional Membership in the Library Association of Australia.’

There was some debate over the process of course recognition, but in general it has been regarded as an important link between students and their chosen profession. Course recognition procedures were regularly assessed by the Board of Education. In 1975, when six courses in librarianship were reviewed, the Board refined the procedure, notably by lengthening the time between recognition visits from five to six years.

---

58 Board of Examination, Certification and Registration, Minutes June 1956, Item 2A
59 Rayward 1989a, p.126.
60 Board of Education Minutes 12 August 1960 Item 11. In response to this request, the Board passed resolution 26/60, to undertake an inspection of the school before the 1961 meeting.
61 This inspection was conducted during 1961, by as many Board members as could attend, following resolution 26/60.
62 BE 14/61. Regulation 1, referred to in this resolution, stated that ‘Each candidate for Examination and Certification in librarianship shall be qualified for matriculation at an Australian university, or be a person admitted upon conditions approved by not less than five members of the Board.’
63 For example, Mackinnon 1985 raises the question of the cost of the course recognition program and whether joint assessments with higher education boards might be feasible. As far as is known, joint assessment was never tried.
seven years. The procedure of provisionally recognising courses before students were accepted was abandoned in 1985. In 2003, the Association agreed to accept documentation prepared more generally to meet the requirements of internal and/or external quality assurance processes as long as this could sufficiently demonstrate how the course met ALIA criteria.

The process of course recognition currently begins with an invitation to ALIA from the tertiary institution to undertake recognition. A recognition panel is formed, consisting of an educator and a practitioner, with an ALIA staff member to provide executive support. The panel reviews the recognition documentation, visits the school and recommends whether to grant or renew recognition. Part of the visit includes interviews with the academic staff, members of the institution’s administration and other important stakeholders: employers, members of course advisory committees, recent graduates and students.

Membership of course recognition panels was originally specified as three or more members or former members of the Board of Education, or eminent professional members of the Association (two panellists) and the Secretary to the Board. Panels generally consisted of an educator and a practitioner, both from a state other than the one in which the institution seeking recognition was located. Throughout the recognition period, an institution is required to supply an annual report for each recognised course it offers. The report enables the Association to monitor both incremental and significant change in the course, in order to make informed decisions about ongoing recognition. Where change within the institution and/or the course is such that the nature of the course becomes radically different, the Association may reassess a course.

The Association has from its establishment occupied a major role in education for the profession and ensuring an appropriate education standard for entry to the profession. ALIA’s role as a standards body was reaffirmed through consultations undertaken in 2002 as part of the Association’s LISEKA project. The Course Recognition Program remains integral to ALIA fulfilling this important role for the profession.

**Benchmarks for other qualifications**

Under the Constitution of the Australian Institute of Librarians of 1937 all persons applying for professional membership were considered individually by General Council, with a decision made based upon their experience in library work. General Council found it difficult to equate overseas qualifications and experience with the

---

64 BE 8/76
65 BE 79/85. For earlier debate on this issue, see BE 45/81, BE 72/84 and BE 73/84. Provisional recognition was abandoned at this point ‘in view of the work of higher education boards in this area, the fact that most schools of librarianship are now well established and an increasing number are self-assessing.’ Board of Education *Minutes* 1 – 2 November 1984, Item 9.
66 In 1991, the Board of Education increased the panel to ‘three members and a support person from National Office’ BE 159/91. Reasons for this are not specified in the Board of Education minutes. In 1992 the resolution was rescinded and replaced by BE 178/92, which states that a panel will consist of ‘a minimum of two people plus National Office support’.
67 Library and Information Science Education for the Knowledge Age
68 See Australian Institute of Librarians 1938, p.2.
benchmark of library experience in Australia. Overseas applicants were told that membership was not available to them.  

The 1949 Constitution stated that ‘persons and bodies with membership in another library association or association of librarians or with qualifications in librarianship certified by another body’ could be recognised as full members or could be directed to undertake further study to gain Associate membership.

For a short period during the transition from professional assessment by examination to course recognition, the examinations a candidate had passed were the benchmark, rather than the course they had successfully graduated from. The regulations of the Board of Examination, Certification and Registration in 1949 allowed a candidate to offer ‘the whole or any part of any other examination in place of the whole or any part’ of the qualifying examination. Theoretically, examinations from other library schools in Australia could be recognised under this clause, but we cannot find evidence that they were. The Certificate of Proficiency awarded by the Library School of the State Library of Victoria (teaching there began in 1948, under Frank Perry), for example, was never recognised by the Association. The Handbook warned that persons who had passed other examinations in librarianship, apart from those recognised by the Library Association of Great Britain, were rarely admitted as professional members.

Informal discussions were taking place as early as the 1940s with other library associations on the subject of reciprocal recognition, and these eventually led to arrangements with the Chartered Institute of Library and Information Professionals (CILIP, formerly The Library Association) and the American Library Association (ALA) which allow holders of qualifications accredited by these bodies to seek Associate membership of ALIA.

In 1984, the Board also decided to accept as eligible for associate membership any person who was admitted to an Australian second award course in librarianship. Those people holding Australian qualifications and experience not formally recognised by the Association could also apply through this process. In 2001, procedures for assessment of individuals with non-recognised qualifications were amended, with most applicants being assessed on documentation alone. Provision remained so that, if required, an applicant could be interviewed.

A process was also introduced to allow holders of other overseas qualifications to seek recognition by ALIA. This widened eligibility is first formally noted in 1991–92.

Applicants were (and still are) required to provide appropriate documentation and,

---

69 See Board of Examiners, Minutes 9 October 1946, p.4 for a case presented by Mr Magna Nand from India.
70 Library Association of Australia Constitution 1949, Section 4.5.
72 For the history of this school, see Hagger 1982.
74 See the contrast between the relevant sections of the Association’s Constitution, for example Handbook 1987–88, Regulation B7 (p.49) and the Handbook 1993–94, Regulation E7(e) (p.103).
75 BE 15/84
where necessary, to submit for interview to demonstrate that the qualifications they hold are equivalent to an ALIA-recognised qualification.

**Conclusion**

The need for professional standards for librarianship has been recognised in Australia since the late 19\(^{th}\) century, when leading librarians aimed to develop a national body that, through education and training, could establish and guard standards for the profession. The formation of the Australian Institute of Librarians in 1937 led to the introduction of a national system of examination and registration that established the professional standard for librarianship in this country.

The work begun by the Australian Institute of Librarians continues today under the banner of the Australian Library and Information Association, the entity into which the Institute has now evolved. Over the years the Association has used a variety of processes to ensure that professional standards are maintained and that the skills and knowledge of library and information sector professionals are properly recognised. The most dramatic change for the Association occurred in the period 1960–1971, during which time it moved from being a body setting standards by administering its own qualifications to a body which assisted educational institutions to establish courses which maintained the professional standards of librarians and library technicians. Overall, this was a positive move, because the establishment of training for librarianship within universities was a primary aim of the Association. The Association has been able to establish itself as the Australian authority on standards in library and information studies and, while there have been some changes, many employers still require eligibility for ALIA associate or library technician membership as a pre-requisite for employment.

**References**


Australian Institute of Librarians 1938 ‘Constitution adopted at a meeting of foundation members of the Institute, Canberra 21 August 1937’, AIL, Sydney.

—— 1944 ‘Third Annual Report for the Year ending June 15th 1940’ in *Australian Institute of Librarians Proceedings 3rd and 4th Annual meetings and conferences and fifth Annual meeting, Canberra, 1944*.

—— 1944 ‘Fourth Annual Report’ in *Australian Institute of Librarians Proceedings 3rd and 4th Annual meetings and conferences and fifth Annual meeting, Canberra, 1944*.

—— ‘Sixth Annual report for the Period September 1942 to September 1943’ in *Australian Institute of Librarians Proceedings 5th Conference Hobart April 1946 and other papers*, AIL, Melbourne.

—— (various years) Board of Examination, Registration and Certification, *Minutes*.

—— 1990 *Western Perspectives: library and information services in Western Australia*, WA Branch, ALIA, Perth.


Green, HM 1944 ‘Presidential address 1943’ in *Australian Institute of Librarians Proceedings* 3rd and 4th Annual meetings and conferences and fifth annual meeting Canberra, 1944.


Layzell Ward, P, Dziggel, C & Clyde, L A 1990 ‘Education for library and information work’ in Western Perspectives: library and information services in Western Australia, WA Branch, ALIA, Perth.


—— (various years) Board of Examination and Certification Reports to General Council.

—— (various years) Handbook, LAA, Sydney.


—— and David J Jones (in press) *Uniting a profession*, ALIA, Canberra.
Appendix 1: Library and information sector: core knowledge, skills and attributes


The core knowledge and skills for library and information professionals include:
Knowledge of the broad context of the information environment, demonstrated by the ability to:
- understand and interpret the contexts in which information is originated, stored, organised, retrieved, disseminated and used;
- comprehend the ethical, legal and policy issues that are relevant to the sector;
- envision future directions and negotiate alliances for library and information sector development aligned with corporate, social and cultural goals and values.

Information seeking, demonstrated by the ability to:
- understand and investigate how information is effectively sought and utilised;
- identify and investigate information needs and information behaviour of individuals, community groups, organizations and businesses.

Information infrastructure, demonstrated by the ability to:
- understand the importance of information architecture to determine the structure, design and flows of information;
- forecast, plan, facilitate and evaluate appropriate resource management to library and information services.

Information organisation, demonstrated by the ability to:
- enable information access and use through systematic and user-centred description, categorisation, storage, preservation and retrieval.

Information access, demonstrated by the ability to:
- provide and promote free and equitable access to information and client services;
- facilitate the acquisition, licensing or creation of information in a range of media and formats.

Information services, sources and products, demonstrated by the ability to:
- design and deliver customised information services and products;
- assess the value and effectiveness of library and information facilities, products and services;
- market library and information services;
- identify and evaluate information services, sources and products to determine their relevance to the information needs of users;
- use research skills to provide appropriate information to clients.
Information literacy education, demonstrated by the ability to:
- understand the need for information skills in the community;
- facilitate the development of information literacy and the ability to critically evaluate information.

Generation of knowledge, demonstrated by the ability to:
- systematically gather and analyse data and disseminate the findings to advance library and information science theory and its application to the provision of information services;
- demonstrate a commitment to the improvement of professional practice through a culture of research and evidence-based information practice.

Generic skills and attributes
The generic skills and attributes for library and information professionals include:
- effective communication skills;
- professional ethical standards and social responsibility;
- project management skills;
- critical, reflective, and creative thinking;
- problem-solving skills;
- business acumen;
- ability to build partnerships and alliances;
- effective team relationship skills;
- self management skills;
- a commitment to life-long learning;
- relevant information and communications technology and technology application skills;
- appropriate information literacy skills.

As all areas of library and information practice will continue to evolve and develop over time, the overall framework of core knowledge, skills and attributes needs to be able to encompass the changing nature of the discipline to ensure a flexible, adaptable and innovative profession.

The authors

Marie Murphy is responsible for ALIA’s education program including its course recognition program. A qualified librarian, she came to the Association in 1995 bringing a breadth of experience of the sector gained from working in government, public and academic libraries.

Karen McVicker joined ALIA in August 2005 as managing editor, after a varied career as an editor which included a period at Cambridge University Press and the Australian National University.
Abstract
The Library Association of the United Kingdom developed its own examinations towards the end of the nineteenth century as a tool for increasing the status and professionalisation of librarianship, and initially offered a correspondence tutorial scheme. The granting of a Royal Charter encouraged some librarians in Australia and South Africa to sit for these examinations, some of whom utilised the correspondence courses. The Library Assistants Association was set up to cater specifically for library assistants, and inaugurated its own cheaper correspondence scheme. Eventually the latter affiliated with the former in 1930, and became the sole organiser of more formalised correspondence courses which continued until the 1960s when library schools were established in tertiary institutions. Migration of British librarians also contributed to the eventual founding of successful associations in Australia and South Africa with examinations on the UK model, following several previous associations which had other agendas.

Introduction
During the centuries several European countries such as France and Germany had contributed notably to the development of a philosophy of library services for the literate minority, but it was in the later nineteenth century that the United States and Britain began to introduce facilities for the vocational education and training of librarians who would serve the needs of an increasingly literate population. Both countries exported their ideas overseas, but Britain's political position as the centre of an empire assisted in the adoption of its facilities and models by its member colonies. In the southern hemisphere the two major Anglophone countries of Australia and South Africa initially looked towards London for vocational qualifications before developing their own schemes.

The provision of a professional service was partly due to size of populations served — the larger the numbers, the greater possibility of library provision. More libraries led to more library workers being employed, and the increase in numbers of library workers resulted in a push from them (rather than from society) for recognition in the form of status and remuneration.

Librarians as professionals
One of the major tools employed by a would-be profession is vocational education, so that the evolution of a scheme of education and training is normally one of the first indications of the professionalisation of an occupation. There are several factors involved in whether and how professional education is made available; for example, how institutions of higher education regard the existing and potential status of the occupation, and whether the ongoing numbers of students would be sufficient to
sustain courses. In nineteenth century Britain the civic universities were bringing in new definitions of what could properly be studied at that level, but this still left many occupations outside the system until the lower status colleges began to expand their offerings into new areas. At the same time during the later nineteenth century, the new professional associations such as those for accountants, engineers and librarians also appreciated the relationship between education (both general and vocational) and status. The provision of education at least in part to improve status was seen as a priority task, and the associations initially attempted to solve the problem by organising their own in-service examinations and tuition facilities whilst working towards their being superseded by pre-service qualifications provided by the higher education institutions.

The density of population in Britain was much higher than in either Australia or South Africa, so that the professionalisation of library workers could occur earlier in the UK. However, ethnic and political links soon permitted library workers in the two southern countries to access the facilities being developed in the north, and especially those in Britain. That this was a minority phenomenon does not detract from the importance of professional enhancement to the individuals concerned, nor from the potential for the development of professional library services as a consequence of such in-service education.

The British solution

Until the late nineteenth century in Britain and its then colonies, there was little attempt at formal schemes of training in librarianship. These were initially in-service and intramural; centred on the individual libraries, they were hardly intended to achieve more than a basic proficiency for the particular institution's needs. General training for employment elsewhere was not the main purpose, although in fact movement to other libraries soon became the means of promotion. Bramley notes that one of the boy apprentices under Bodley's librarian Edward Nicholson ultimately became Chief Librarian of the University of Melbourne — one of several former apprentices to attain top positions. Other notable apprenticeship schemes were operating at the London Library (the well-established subscription institution which also served members elsewhere in the country by the postal service), and the Birmingham Public Library (Bramley, 1981:17). In most other libraries, and especially the smaller ones, in-service training was informal in character, and conformed to the traditional British concept of 'sitting by Nelly' to learn from a more experienced person. Even Tedder declared that 'It is impossible to train librarians except in a large library. No amount of professional lecturing or intimate acquaintance with mere book-lore is, without practical experience, of much value in preparing for the administration of a large library' (Tedder, 1882:163). In 1921, the London University Diploma in Librarianship course was criticised as 'a ton of theory without an ounce of practice', and compared unfavourably with the L.A.'s own examinations for that reason (Fry, 1921:108). As in other modern professions, the remnants of this kind of argument still continue even after a century, during which time intramural in-service training has (from the library's point of view) become extramural pre-service education.
The Library Association of the United Kingdom (LA) was founded in 1877; this was in the year following that of the American Library Association and in response to somewhat similar needs, though the future development differed on important points. In October 1880 the LA appointed a committee on the training of library assistants, following adoption of a motion put to the AGM on Henry Tedder's behalf. This read: 'It is desirable that the Council of the Association should consider how library assistants may best be aided in their training and in the general principles of their profession' (Library Association, 1881:130). It is noteworthy that this proposal was specifically concerned with 'library assistants', so early emphasising the difference between chief librarians and their staffs, which ultimately led to the formation of the Library Assistants Association — later the Association of Assistant Librarians (AAL) and now the Personnel, Training and Education Group.

Following rejection of the first committee's suggestions in 1881, those of the second committee were accepted in 1882. The first examination was held in July 1885 with three candidates sitting the Second Class Certificate (two of whom passed). This was a multi-stage series of qualifications: a first stage (preliminary or elementary); a second stage (second class or intermediate); and a third stage (first class, full, or diploma) which became the model for countries under British professional influence. The part-time and after working hours nature of study for the LA's examinations was recognised in 1891, when its committee appointed in the previous year proposed revision of both the examination and its administration. Henceforth, candidates could generally take one or more papers at a time, and in any order. This concession is also one adopted by colonial library associations in the twentieth century. Justifiable criticism of the examination questions continued, and the revised examination (first set in 1895) still failed to attract many candidates. Seeking to enhance its status in the most important of the ways open to the new professional associations, the LA obtained in 1898 its Royal Charter of Incorporation. Two relevant purposes of the new corporation were listed as (Library Association, 1905:30-31):

(3) To promote whatever may tend to the improvement of the position and the qualifications of Librarians.

(10) To hold examinations in Librarianship and to issue Certificates of efficiency.

In view of the fact that the examinations had been specifically set up for library assistants, it is interesting to note the hierarchical categories of membership as given in the Charter Bye-laws of the LA (Library Association, 1905:36-37):

FELLOWS, MEMBERS AND ASSOCIATES


FELLOWS. — Any member of the "Library Association of the United Kingdom," elected within the first year of its foundation; the Founder of a Library; a member of a Library Board; a [Chief] Librarian; a Member of the Council of the Association, or a person distinguished for bibliographical
attainments — may be elected a fellow.

MEMBERS. — (a) Any person interested in the objects of the Association may be elected a member...

ASSOCIATES. — Library Assistants are eligible for election as associates. They shall enjoy all the privileges of members except that they may not vote or hold office.

Such library assistants paid half the normal annual subscription of the other categories. Their chief librarians paid one guinea entrance fee plus one guinea per year, and were eligible to be elected to fellowship without examination in librarianship — presumably they were thought to be qualified through experience, but there was also the matter of social status within the profession and in the individual libraries. Nevertheless there were some chief librarians who sat the LA examinations — a notable example was W.R.B. Prideaux of the Royal College of Physicians who was already a graduate. In 1906 he became the first LA diplomate, and two years later (having moved to the Reform Club) he began as part-time tutor in cataloguing for the correspondence course.

The grant of the Royal Charter, and a further revision of the examination syllabus, had an important effect on education for librarianship. Although set up as the national association, the LA was also naturally viewed as the major professional body throughout the former British Empire. This feeling was partly engendered by the exportation of British librarians to countries such as Australia and South Africa. In both of these there were too few professional staff for many years to form viable associations of their own, and the large distances between the major cities limited personal and professional contact to some extent. In such circumstances it was natural for the colonies to accept facilities offered by the mother country.

Correspondence tuition

An in-service correspondence course was suggested in Britain in the periodical *The Library* in 1895, but it was not until the Association's new syllabus of 1904 (based on that of the part-time course at London School of Economics) that tuition was actually offered. This was particularly for assistants in country areas who could not attend classes held in the cities; in fact it was not available to Londoners. Starting with one spare-time tutor (James Duff Brown) and two parts of the examination syllabus (Library History and Organisation, and Practical Library Administration), these correspondence courses became the major means of qualifying during the next sixty years. These two subjects are among the three passed by A.R. Anderson in South Africa in the same year, but it is not known whether he was able to take the correspondence courses for them.

The hierarchical nature of the LA led to the formation of the Library Assistants Association (later the AAL) in 1895, which focused largely on the education and status of members. Some regions organised part-time evening and correspondence classes locally, and in 1926 a national scheme was organised to offer correspondence courses towards the LA examinations, which were cheaper than those of the LA itself and facilitated study by overseas members. The AAL affiliated with the LA in 1930,
when it was agreed that the former should control all correspondence education (Library Association Record, 1930:204). In 1936 the use of officially provided exercise books and wrappers was made compulsory (except for overseas students) because: 'Half-pages from old note-books, thin typing paper (and even the backs of old envelopes) are from time to time used for answers in correspondence courses'. A further advantage was that they could be posted at printed paper rate by UK students (Library Assistant, 1935:67-69; Library Association Record, 1936:96).

Even with the problems caused by WW2 when special facilities could not be organised for members of the armed forces (Library Association Record, 1944:102; 1945:72), the AAL correspondence course continued to be a major means by which home and overseas members studied towards LA examinations and qualifications between the 1930s and the early 1960s. The new syllabus of 1946 retained the three-stage examination structure, renamed Entrance, Registration (leading to associateship) and Final (leading to fellowship). At the same time the correspondence courses were finally standardised — formerly each part-time tutor was responsible for the content. The LA syllabus of 1964 was expected to be taught internally by the new library schools established in second-tier colleges as part of the wider expansion of the tertiary educational system in the UK, and the AAL correspondence courses finally ceased to be offered. By this time the professional associations in other countries had long established their own examinations.

The Australian solution

A somewhat different viewpoint concerning professionalisation was expressed in the report of a project undertaken during the late 1960s by Encel and colleagues to investigate librarians in Australia. They saw the 1890s as 'the period when the library profession, as a profession, was born' with the advent of the 'scholarly librarian' in the State and university libraries (Encel, Bullard & Cass, 1972:1-2). In this case a higher though not vocational education was seen as the main criterion, and there was no suggestion that the professionalisation of librarianship extended to the mechanics' institute libraries where staff were generally not 'scholarly'. (Havard-Williams later 'suggested that the library profession was not so much divided by the libraries in which it worked, but by the education which its members had received' (Havard-Williams, 1979:464.)) Whilst devoting a large part of their report to matters relating to female staff, these authors did see the influence which the position of the Australian Institute of Librarians (AIL) as a qualifying association had had on 'the drive for professional status'. At the same time they concluded that the relative decline in male membership of its successor, the Library Association of Australia (LAA), was an indication of the limited success of this quest for status.

Although Australia did not have a political existence before 1901 as a federation of its former colonies, there were country-wide organisations which attempted to draw together interests which extended beyond their borders. Encel was probably following Metcalfe's comment that the 1890s was the 'greatest formative period' of Australian librarianship (Metcalf, 1997:405-408), which included the formation of the Library Association of Australasia in 1896. Although it began fairly enthusiastically, holding meetings in three States and publishing six issues of The Library Record of Australasia, its low membership and great distances led to its demise. Professional tuition was not an objective and there is some evidence that assistants were not
encouraged to join. An attempt to form a national association aired in 1924 eventuated in 1928 as the Australian Library Association; essentially a federation of State associations its first officers were all South Australians, one of whom (Herbert Rutherford) had gained his fellowship of the LA before migrating to Australia. A motion at its 1933 conference urged 'the initiation of training courses in librarianship' (Whyte, 1985:122-123, 127), but this still continued in-house in the major libraries.

Following the demise of the Australian Library Association, a movement born in NSW led to the establishment of the Australian Institute of Librarians (AIL) with its first conference in 1938. Unlike its predecessors it was intended to be a professional body, with particular concern for the status of the profession through the education and training of its members. Its scheme for professional qualifications inaugurated the first national examinations for Australian librarians, and the UK model was largely adopted.

In the meantime the new LA syllabus had been introduced in 1904, but at this date there were no personal members of the LA listed for Australia although the Sydney Free Public Library (now the State Library of New South Wales) had been an institutional member since 1886 (Library Association, 1905:26). In 1901 its self-taught Librarian H.C.L. Anderson held a one-off examination in cataloguing as part of a recruitment drive for graduates (Talbot, 1997:79), but the library did not offer tuition although Anderson had first organised in-house training classes for his staff in 1898 (Balnaves & Biskup, 1975:147). These were later thrown open to staff of other Sydney libraries though they did not continue for many years, and it is not clear whether examinations were actually held and certificates issued. Public service examinations in librarianship for staff of the Public Library were introduced in 1915 on a regular basis. Following the Munn-Pitt Report, at the instigation of John Metcalfe (its Deputy and later Principal Librarian) the same library took over in 1938 the courses for teacher librarians formerly conducted by the Education Department. In the following year a course was added mainly for staff in municipal libraries in Sydney, and when this was strengthened and offered more regularly from 1941 it became de facto Australia's first library school (Balnaves & Biskup, 1975:59, 147-148).

The beginnings of more formal library schools were established by the State Libraries just before WW2; for example, 'in Sydney in March 1939 when sixteen students were given an intensive course of training for eight months'. (This initiative was a function of the independent Library Board of NSW, resulting from the 1938 New South Wales Libraries Act). A further intake was accepted in 1941, whilst in 1942 the nine NSW students were joined by four from interstate who were financed by the Carnegie Corporation. The courses were particularly intended to produce librarians for country towns, and it was suggested that a further academic year's training at Sydney University in adult education would additionally qualify them as community adult education administrators (Bland, 1942:3). The State Treasury quickly dismissed the idea of a double qualification, however, because it would entail a government subsidy of salaries.

At this time John Metcalfe had just taken over from Ifould as Principal Librarian at the Public Library of NSW, and also as a member of the NSW Adult Education Advisory Committee which had supported the concept of dual qualification. He himself had completed the Diploma of the LA in 1936 whilst acting during Ifould's
absence, and consequently was the first to become a Fellow of the LA whilst working in Australia (Jones, 1993:69). His long-distance experience doubtless contributed to his considerable work towards the introduction of professional examinations in Australia.

Unlike national libraries in some other countries (e.g. New Zealand), the National Library of Australia did not pioneer professional education and training but rather followed the pattern of the State Libraries. From 1938 the then Commonwealth National Library in Canberra did offer reasonably systematic in-service courses for its own staff, and in 1946 opened a training school on the premises which prepared for the AIL Registration Examination (Balnaves & Biskup, 1975:148). This examination certainly gained some reputation within the country itself, and some of the persons completing the course attained leading library positions in later years as did some of the lecturing staff in professional education when full-time library schools came into being in tertiary educational institutions.

Belatedly following the UK model of a professional association (rather than that of the US in spite of some increasing American influences following the publication of the Munn-Pitt report in 1935), the AIL set up an examination system in 1944 which passed to the LAA in 1950. Although the terminology was familiar, the conditions were somewhat different. As in the UK the Australian preliminary examination was open to candidates with the matriculation and one year's experience; however, graduates could proceed directly to the qualifying (registration from 1955) examination. The Registration Certificate itself (leading to professional membership) was not awarded until graduates had three years' library experience, and five years for non-graduates. Following at least two more years, a bibliography could be presented for the Association's diploma. Changes were subsequently made, and following the granting of the Royal Charter in 1963 the registration examination entitled to associateship (fellowship being reserved as an honorary distinction). The move to a graduate profession was first effected in 1959 with the establishment of a course at the University of New South Wales (Biskup & Goodman, 1994:399-400). Unlike in the UK, however, no formal tutorial system was organised by the LAA, though private tutoring was offered by members such as John Hirst in New South Wales and Joy Sheehan in Victoria. The former (an Associate of the LA) set up his Correspondence School of Library Studies in Eastwood, Sydney — like other educators eventually running into difficulties with the LAAs often divided and vacillating Board of Education (Whyte, 1993:45; Biskup & Goodman, 1994:401).

The South African solution

The political history of South Africa presented a third model, in which the two major immigrant official languages of the majority Afrikaans and the minority English were respectively dominant in various townships and provinces in what became firstly the Union (in 1910) and later the Republic of South Africa (RSA). Some publication in the indigenous languages (such as Tsonga, Xhosa, and Sotho) was undertaken, but neither the quantity of works produced nor the general levels of literacy encouraged the establishing of library services. As far as South Africa was concerned Britain was 'home' to only a small part of the population, yet bilingual Afrikaaner librarians also studied for the LA qualifications because Dutch examination facilities were not so readily accessible to them.
In the same year (1904) that the new LA syllabus was introduced, an examination centre was set up in Port Elizabeth where the Public Library was one of the two in Cape Colony then represented in the Library Association. Port Elizabeth had been elected to institutional membership in 1904, though its librarian (Frederick W. Cooper) was not listed as a personal member (Library Association, 1905:60-61, 80). The candidate was not Mr P. Evans Lewin as surmised by the historian Kennedy (1954:52), but A.R. Anderson who passed in Cataloguing (merit), Library History and Organization (merit), and Practical Library Administration. Anderson was one of seventeen successful candidates, and the only one to sit outside the United Kingdom (Library Association, 1905:60-61). Cooper himself had immigrated in 1902 following experience in at least three public libraries in England, and may have been instrumental in encouraging Anderson to sit for these examinations as well as giving informal tuition.

It appears that Anderson did not follow up his successes, for by 1914 he was still listed as having passed only these three provisional certificates out of the six which comprised the Diploma. This was not exceptional, however, for of the sixteen other candidates successful at the 1904 examinations, only two had completed by that time (in 1908 and 1911 respectively). Four others had gained no further provisional certificates, five had gained one each, four had gained two each, and one had passed a further three papers. By 1914, annual examination centres had been set up in London and twenty-two provincial towns, and it was reported that 'There have also been centres from time to time at Lonedale and Wellington in Cape Colony, at Durban in Natal, at Calcutta [in India], at Sydney [in Australia] and in Holland'. Unfortunately, the complete list of candidates between 1901 and 1913 did not name libraries, but it is possible to identify some overseas staff. From South Africa, P. Evans Lewin (sub-librarian at Port Elizabeth) had passed two papers, Miss E. Ramage (Huguenot College, Wellington) one in 1906, George Rayburn three since 1910, and F. Rooke one in 1912 (Library Association, 1914: 88-102). A small number of candidates continued to present themselves in the period between the two world wars.

The last examinations held in December 1932 by the LA under its old syllabus saw successes in individual subjects by six candidates from Johannesburg and one from the University of Cape Town (South African Libraries, July 1933:7). Although these were not the final students from South Africa to sit for the qualifying examinations, from then on they had a choice whether to take British or South African professional qualifications.

By the middle of 1933 the Administrative Council of the South African Library Association (SALA) was studying a draft scheme of professional examinations which had been prepared for it, and correspondence courses had been prepared by the Witwatersrand and Pretoria Branch. These were open to all SALA members at a small charge, and were organised by Mr R.F. Kennedy (Sub-librarian, Johannesburg Public Library) with the assistance of four honorary tutors (South African Libraries, July 1933:39; July 1934:40). It is unclear whether the correspondence course was geared at this time towards the draft SALA syllabus, or to that of the UK body. The Branch chairman at this time was S.B. Asher (City Librarian, Johannesburg), and both he and Kennedy were Fellows of the Library Association of the UK (South African Libraries, July 1933:7).
At the December 1933 LA examinations, only one candidate each from the University of Witwatersrand Medical Library and the Johannesburg Public Library was successful (South African Libraries, April 1934:114). It is not known how many South African students actually sat, though presumably most such candidates would be those who had commenced before 1933 as new students may have found it more convenient (and patriotic) to have taken the new SALA examinations. Nevertheless, three different candidates from South Africa were named among those successful at the May 1934 Elementary and Intermediate Examinations (South African Libraries, October 1934:63). Despite the inauguration of national examinations, some library staff from South Africa were still entering for the Elementary Examination of the LA for some years afterwards.

Successes in this first examination were recorded for most years between 1933 and 1941, so that it must be assumed that even as late as six years after the introduction of local qualifications, the standing of the British ones was inducing a few South Africans to begin their in-service studies for overseas qualifications (South African Libraries, 1934-1945). Part-time in-service students expected to take many years in order to gain their professional qualifications under this system. Often, individual subjects would be taken year by year, so that it was by no means uncommon to spend ten or even fifteen years in completing the series of papers which made up the Elementary, Intermediate (associateship) and Final (fellowship) Examinations. The LA's eighth vacation school held in Birmingham in conjunction with the City Library and the University took place 16-29 August 1937 during the northern hemisphere's summer vacation period. That a preliminary announcement appeared in South Africa suggests that it was believed that some librarians from there may have been able to attend, possibly combined with a social or holiday visit to 'the Old Country' (South African Libraries, April 1937:192).

The first attempt at an historical survey of professional education in the RSA was made in 1954 by R.F. Kennedy, by then city librarian of Johannesburg (1954:52-59). He was a Fellow and diplomate of the UK Library Association, and both a correspondence course tutor and examiner for SALA from 1933. As such, he had been intimately concerned in the educational activities of SALA from its inception, and was therefore well qualified to write about such matters. His seminal paper briefly surveyed the educational facilities before the establishment of the Association, its examinations and correspondence courses during the first twenty years, and finally noted the library schools at the Universities of Cape Town and Pretoria. Kennedy concluded with a section concerning the difficulties in recruiting sufficient qualified staff for the posts then available, and another on the lesser proportion of males interested in librarianship as a career.

The University of South Africa (UNISA) took over the role of provider of 'correspondence courses' from SALA, which consequently developed further as an accrediting body. The University has restructured the Association's syllabuses to conform with academic usage, so becoming the model for others in the country. At the same time it has transformed correspondence tuition into 'teletuition', or distance education as it became increasingly known throughout the world. There has thus been an opportunity to experiment with various teaching techniques and learning methods, and prejudice against this form of education has been largely overcome (Malan,
Conclusion

The grant of the Royal Charter to the UK Library Association, and a further revision of the examination syllabus, had an important effect on education for librarianship. Although set up as the national association, the LA was naturally viewed as the major professional body throughout the former British Empire. This feeling was partly engendered by the exportation of British librarians to countries such as Australia and South Africa. In both of these there were too few professional staff for many years to form viable associations of their own, and the large distance between the major cities limited personal and professional contact to some extent. In such circumstances it was more natural for the colonies to accept facilities offered by the mother country than is the case today.

Both Australia and the Union of South Africa initially based much of their professional educational systems on the British model, though there has also been subsequent influence from the USA and the Netherlands respectively. In the case of librarianship, it was the British concept of professional associations which influenced the organisation of the occupational bodies in Australia and South Africa, and this is still the dominant model in the two countries. Indeed, the foundation of the respective professional associations owed much to the fact that emigrant British chartered librarians held key positions in Australian and South African libraries, so that the establishment of independent national bodies largely reproduced the features of the 'home' association. However, in neither country has there been an equivalent of the UK Association of Assistant Librarians.

All three countries followed a similar pattern of moving from in-service 'spare-time' vocational education and training introduced by the professional associations, to a pre-service professional education provided by higher education institutions. A more recent development has been the provision of in-service professional qualifications by universities and colleges by means of distance education, and particularly employing online facilities. Despite the international character of library and information work, one criticism of extra-national education is that of irrelevance due to cultural differences. The international availability in the UK of online Master's courses from the USA and Australia has recently been criticised as missing 'a national context and students may thus lack relevant professional insights' (Johnson, 1999:7). The solution is for first level qualifications to be indigenous, followed by higher studies overseas in order to gain an international perspective. Whether these should be in-service or pre-service is still open to debate.
References


Bland, F.A. 'Notes supporting the notice of motion that the status of the Director of Tutorial Classes be raised to Professorial rank and that the occupant of the office be known as Professor in charge of the Department of Adult Education' [unpublished typescript, 12 November 1942], in Sydney University Archives, Group 12, Series 33, Item 4.


Fry, G. 'Presidential address.' Library Assistant, 1921.

Havard-Willi

Johnson, I.M. 'Library and information education and research in Great Britain: some observations on the current situation and speculation on future trends' Personnel Training and Education, 16(3) December 1999.


Library Assistant, 1935.

Library Association Record, 1930-1945.


The author

Edward Reid-Smith arrived in Wagga Wagga in April 1974 as the founding member of the Department of Library & Information Science at Riverina College of Advanced Education, which became the Wagga Campus of Charles Sturt University. He had previously been employed in three public libraries in England, the British Army library in Egypt, the British Council library in Cyprus, the library school in Manchester, and by Unesco in Afghanistan as part of the United Nations Development Programme. His interest in comparative professional education was initiated when he opened dialogue and exchanged visits with the head of the library school at the distance learning University of South Africa in the 1970s and 1980s.
Undergraduate qualifications for librarianship in Australia: traditions and influences

Mary Carroll and Ross Harvey
Victoria University of Technology and Charles Sturt University

Introduction

This article examines the historical context in which Australian undergraduate education for librarianship has developed, and is prompted by recent calls for a Masters qualification as the entry point for professional librarians in Australia. It reviews the traditions of education for librarianship and their influences in Australia to explain the current state.

Education for the ‘professional’ level of librarianship has suffered in Australia and elsewhere because the profession has not been able to establish a clear vision for its future. Professional associations and the education sector have been largely reactionary in their responses to education needs. The library and information studies (LIS) profession in Australia needs to acknowledge and accept a well-balanced view of its traditions if it is to mature. This acceptance must be based on a common set of understandings about the historical, social, and political foundations upon which Australian education is built. In addition, this view must be placed in a much broader context than has existed to date, one which places LIS education in Australia in the middle of a more mainstream debate about the nature and value of education. An understanding and acknowledgement of these traditions, which explain much about the current state of Australian LIS education, will perhaps provide some ways to improve its quality.

In recent years the promotion of Masters level entry to the LIS profession has emerged as one way to raise its status and standards. Many may view Masters level entry to the profession as a shift away from Australian traditions, noting that it has previously failed to take root in Australia. As LIS professionals we must look beyond our own industry to view patterns and acceptable practice amongst other professions with a common historical, social and political base to fully appreciate our own position. We must understand and acknowledge our traditions, because it is in these traditions that we will find a uniquely Australian answer for the needs of these professions.

Regrettably only a small number of members of the profession are engaged in the debate about Australian LIS education. This low level of engagement is far from new in Australia. Decisions about the various roles of library staff, educational entry points and workplace practice have often been implemented without wide debate, a reflection, perhaps, of what Laurie Brown perceived as the oligarchic nature of the Library Association of Australia (LAA) during the crucial period of course development in the 1960s and 1970s (Brown 1976). Currently discussion between the two key interest groups of sectoral educators – professional (university-based) and paraprofessional (TAFE-based) – has almost ceased, even though the two sectors have converged more than at any other time. This has implications for the development of a common educational philosophy and vision, and for the delivery of education.
The groups who are participating in the debate about the structure of LIS education in Australia fall into two main categories. The first category is an elite group of professionals, often high level managers, educators and influential academic librarians who wield influence nationally and internationally and are exposed to international trends in the field. The second can best be described as the rank and file, those with professional qualifications, usually gained in Australia, who staff the many information agencies in Australia. Surprisingly silent are other groups, such as the two-year qualified paraprofessionals and, alongside them, the many unqualified workers in the industry and paraprofessional educators. The loudest voice is, not surprisingly, that of the elite, who may not represent the experience of the majority and whose vision is likely to have been influenced by their experience of practices outside the Australian context. Recent concerns expressed in Victoria about the state of education for the public library sector in that state and about the continuing decline of education for school libraries (Reynolds and Carroll 2001) may indicate an increasing gulf between the perceptions of the elite and the rank and file.

The debate about the relative merits of undergraduate and postgraduate qualifications for entry to professional library work reflects an ongoing, long-standing search for professional status. Issues of poor pay, low status and the encroachment of others into LIS territory are raised in the debate, recalling Sharr’s LAA presidential address over thirty years ago:

For how long have we complained of our relatively inadequate public regard and level of remuneration; for how long have we criticized the poor quality of our professional literature – and done little about it; for how long have some us been secretly ashamed of their own profession; for how long have we cowered in our lairs grumbling at the invasion of our territory by the computer boys (Sharr 1969; 307).

Current discussion about LIS education in Australia reflects the specific vocational and historical imperatives of the profession in Australia. It does not acknowledge the imperatives of the broader educational context. Perhaps we should consider Rochester’s view, that ‘the main path for advancement of any profession is the development of the unique and identifiable knowledge and skills that it professes’ which ‘gives social recognition and prestige to the profession [and] it leads to material rewards’ (Rochester 1997: 1) and pose the question: what unique and identifiable knowledge and skills are professed in the Australian context? In answering this question we shift the focus of LIS education from vocational needs to the educational goals that provide this unique and identifiable knowledge and skills.

For informed debate about the future of LIS education a common set of understandings and a fully rounded consciousness of context and history are required. The debate about education and entry to the profession, and more recently about the nature of the profession, has waxed and waned for decades. Recent statements by Myburgh (‘I am of the view that a post-bachelor Master’s degree should become the basic pre-professional training. The Graduate Diploma is not enough’, Myburgh 2003: 224) and Harvey (‘I am convinced that we have done ourselves another major disservice by not actively and energetically promoting ourselves as a graduate (professional masters) profession’, Harvey 2001: 17) are depressing echoes of the
concerns noted nearly two decades earlier by Boyd Rayward, Professor of Librarianship at the University of NSW at the time of the Dawkins’ reforms, which merged Colleges of Advanced Education (CAEs) and traditional universities into one higher education system (Rayward 1988). It seems that with each shift in emphasis in educational priorities, there is a need to revisit the debate that has haunted Australian librarianship since the inception of an organized profession. One explanation may be that in times of crisis in education for the profession (and we are in one now) issues like these must resurface. Another may be that in universities undergraduate professional qualifications have never been fully accepted. Or again, it may be that at times of professional challenge, the profession’s elite feels the need to redraw the boundaries in order to reassert the professional association’s traditional gate-keeping role. This latter is never mentioned in Australian LIS circles, although it is commonly acknowledged in other professions such as education, medicine and engineering. Peter Rushbrook, an educator and researcher in vocational education and training, suggests that one purpose of professional associations is:

professional protection/gate keeping and this is associated with professional bodies and the power they maintain over curriculum. Professional bodies practice selective exclusion so as to maintain the status of the profession (P. Rushbrook in discussion with M. Carroll 16/07/02)

**Knowing our history**

In Australia, as elsewhere, economic pressures and societal change have contributed to the contraction of clearly identifiable LIS schools into the more generic disciplines of Knowledge or Information Management, and Business and Information Technology, a reflection of what has been called in the United Kingdom a ‘gentle disappearance’ (Muddiman 1996: 21) of the stand-alone LIS school. LIS educators have been accused of educating too narrowly for what Muddiman calls ‘new vocationalism’ rather than broad educational outcomes (1996: 22) and to have sacrificed quality for survival and generic concepts for broadly-based employment skills (Harvey 2001; Muddiman 1996). This generalization of the nature and content of LIS education at university level has led to accusations that there has been a decline in the quality of those who enter the profession and in the educational depth and breadth they bring. These accusations are neither new nor unique to Australia. This has led to a revisiting of the issue of entry level to the LIS profession, which has dogged the profession since its inception in Australia (Radford 1963; Ramsey 1963). The answer promoted to solve the perceived problems of poor quality graduates has been a call once again for Masters level entry as the sole entry point to the profession with the focus on what are seen as inadequacies of the one-year postgraduate diploma. These calls have failed to address the place of undergraduate qualifications or the issue of the strong uptake of undergraduate qualifications by qualified paraprofessionals. We cannot adopt this approach without measuring the broader impact of such a move, considering the unique Australian condition and questioning the validity and basis of these perceptions of failure. Before we can embark on any meaningful discussion we need to understand how education for the LIS industry in Australia took the form it did, and to understand the underlying pressures, conceptual and educational framework and the cultural context of education from the 1930s onwards.
One way to focus the debate over professional entry points is to investigate the broader educational, cultural and political influences which have always driven the LIS agenda but are never fully acknowledged. Many of the educational imperatives that have governed LIS education in Australia have been the product of forces outside the sector, including economic depression, government initiatives, educational agendas, and the dual influences of Britain and America on the Australian cultural and educational landscape, including librarianship. According to Rochester ‘The system of professional education for librarians in Australia which eventually evolved was based on Anglo-American traditions’ (1997: 1). There is evidence within Australia that this dual perspective has created unresolved tension. This tension, which is evident in Australia’s approach to education, has had a lasting impact on the shape and form of LIS education and its precepts.

The dual influences of Britain and America on the Australian cultural and educational landscape result in a cultural tension that is intrinsic to that landscape. Education for all sectors of the LIS industry has largely followed a path defined by the historic forces that have shaped Australian education as a whole. These social, political and historic factors are rarely, if ever, raised in discussion about the direction LIS education in Australia should take. Rather, the LIS educational agenda has been driven by the desire of the profession to improve its status in the eyes of the general community (Fielding 1972; Sharr 1969). It is now, perhaps, time to shift the focus to defining what the essential requirements of the industry are, and to educate to this end. To do this it is essential that an informed debate emerges and recognition is given to the influences that have shaped the industry, and education for it.

**British, American, or hybrid?**

The changes proposed by Myburgh and Harvey to a Masters degree as entry-level qualification to the profession can only arise from a perspective derived from the United States with its long tradition of professional Masters-level programs for all but school libraries. This within the Australian context was called the ‘American Pattern’ (Bryan 1971). This tradition differs from the Australian tradition and cannot be adopted without due consideration of Australian conditions and of the factors which have shaped them, which include Australia’s strong links with Britain and an Australian education system based on what has been described as a ‘British semi-apprentice system’ (Stokes in Radford 1963: 12). These links have influenced not only the education system but also many other aspects of Australian culture, including the role of professional associations as examination rather than accreditation bodies, the value placed on the value of ‘graduate’ entry, and the perceived merit and status of postgraduate degrees from Britain and America. It is quite clear that LIS educators in Australia initially did not place the same value on qualifications from the United States as from Britain (Radford 1963: 12; Broadbent 1988: 50). In the first issue of The Australian Library Journal in 1951 an unnamed author (presumably its editor John Metcalfe) suggested that ‘the appointment of British librarians to senior positions in Australia should do something to dispel the idea that we are Americanised in Australia’ (Librarians Overseas 1951: 21). More recently Rochester noted that ‘in Australia in the 1930s the British tradition was paramount, so in librarianship, as in many other professional areas, models from the United Kingdom were followed’ (Rochester 1997: 7).
British educational traditions are deep rooted in Australia. They arrived with white settlers in the eighteenth century and were maintained and strengthened throughout the nineteenth and much of the twentieth century. This British tradition was, and still is, evident in the delineation we draw between ‘technical’ and ‘professional’ education, the continued presence, particularly in Victoria, of an elite public schools system, our traditions of apprenticeships and trades and their alignment to the trade union movement, and in the perceived role of university education in Australia as providing education for the learned professions (law, medicine and theology) – although here the Australian approach, according to educational historian Barcan, has always been a compromise between the utilitarian and the learned (Barcan 1980: 119). British traditions were so central to the approach taken in Australia to LIS education that Bramley, a British commentator, noted in 1975 that ‘the system of library education which has developed in the United Kingdom is more clearly mirrored in Australia than any other country in the world’ (Bramley 1975: 75).

The strong British tradition in Australian education has, however, been tempered by other influences. From the 1930s a new influence, that of the Carnegie Corporation of New York, was felt among prominent educators, academics, library managers and leaders of cultural institutions. The Corporation provided funding for study tours (almost inevitably including the United States), for resources for Australian libraries, and to establish the Australian Council of Educational Research (ACER) and the Free Library Movement (Horrocks 1971). White, an educational historian, believed these grants ‘threw a cultural lifeline’ to Australia and ‘were fed into strategic points where national ideas and values were shaped’ (White 1997: 1). The influence of the Carnegie Corporation, grafted on to the British tradition, may have led to a Janus-like vision for education in Australia looking behind to Britain and to the U.S.-led future, particularly within those institutions targeted by the Corporation and those benefiting from its funding. Evidence of this duality of outlook and influence can be found in every aspect of education for the LIS sector: in its initial accreditation/examination debates; in the origins of two of the most influential reports into libraries in Australia, the Carnegie Corporation-funded Munn-Pitt Report (which Biskup believes ‘marked the beginning of American influence on Australian librarianship’ (Biskup 1994: 11)) contrasting with the post-war survey of British librarian Lionel McColvin (1946); and in today’s concerns over the appropriate entry-level qualification for the profession and the reconstruction of the professional identity. If we lose sight of this dual cultural influence, there is the risk of oversimplifying the solutions to the complex issues of professional status and education.

In the quest for professional status there has been a denial of the strong vocational traditions that existed prior to and in conjunction with the university tradition in Australia. These vocational traditions reflect a long history of apprentice-type training for various industries based on British models. This vocational tradition is the stock upon which LIS education in Australia has been grafted. Broadbent believed that:

> Australia’s beginning professional course can be seen as quite ‘hybrid’ in their evolution, without the sort of schism between education for librarianship and education for information science evident in some countries. At the same time, the development of course structure and names has drawn on aspects of both British and American traditions.
In this light the educational structures in Australia for LIS is best viewed as a series of expedient grafts to an already existing educational rootstock firmly grounded in the British educational tradition. This tension between the often U.S.-influenced and focused industry elite and the more home-grown, perhaps British-influenced, traditions of the average worker in the industry and the wider community has existed as long as formal education for librarianship has been on the agenda in Australia. At key turning points in our educational and professional history, such as the debate over graduate entry to the profession in the 1960s, there have been ‘clashes of culture’ in the decision making process (Encel, Bullard and Cass 1972).

**Concepts of education**

As already noted, the Australian tradition in education was strongly influenced by the apprentice-master traditions of Britain, and its university tradition is also deeply rooted in British concepts of ‘liberal, non-vocational education, at a relatively advanced level, in the humanities, the arts and the sciences’ (Barcan 1980: 241-242). There is also a tradition of separate education for more vocationally-oriented areas such as teaching and engineering (Rushbrook 1997: 4). In contrast, Bramley describes the American educational tradition thus:

> No attempt was made to separate from each other those vocations which require extensive theoretical instruction, and those which could be best taught by the apprenticeship method of training. In the egalitarian society, not only were all men equal, but the work which they did was also regarded as being of equal importance. As a result, both the professional and vocational schools gradually became attached to the universities (Bramley 1969: 76).

Australia did not, until the Dawkins’ reforms of the late 1980s, subscribe to this American educational tradition. In this country training for many professional sectors has its origins in industry-based training, apprenticeships and colleges of advanced education.

One way to view Australian LIS education over time is to see its ebb and flow as being largely influenced by the prevailing educational culture of the time and the imperatives driving the general educational agenda. The LAA provides an example. In 1961 its General Council adopted the policy statement *Graduate qualifications for librarianship*. This statement emphasised ‘that new entrants to full professional status should be required to be graduates’ (Radford 1969: 409), that is, graduates with three years study in something other than librarianship. In 1968 the LAA redrafted their statement on graduate qualifications to allow CAE and undergraduate qualifications to satisfy the Association’s requirements for Associateship (that is, full professional membership) while also putting in place minimum standards for course recognition. This acceptance of undergraduate qualifications was hurried. It was driven by an outside agenda articulated in the Martin Report (1965) and the Wark report (1966).

The Martin report (Committee on the Future of Tertiary Education in Australia 1965) and the Wark report (Commonwealth Advisory Committee on Advanced Education...
1966) examined the state and directions of tertiary education in Australia, and were intended to address changing educational and industry needs. For the library industry they had the effect of forcing the acceptance of the qualifications described above. Wilma Radford, Professor of Librarianship at the University of New South Wales at the time, believed that the LAA ‘reached this decision rapidly and without due regard to the categories of library workers and their appropriate initial preparation’ (Radford 1969: 408), stating that ‘we have been vitally affected by government policies on tertiary and vocational education – Commonwealth government policies, and funding as well’ (Radford 1969: 410).

The argument about suitable qualifications for professional entry to the profession reached its zenith in the period during and after the adoption of this policy. Letters to the *Australian Library Journal*’s editors condemn the change. For example, a letter to the editor by Agnes Gregory in 1969 states that:

> It was abundantly clear at the recent Annual General meeting of the Association in Adelaide that the membership is by no means unanimous in its acceptance of the decision to water down the graduate qualification for full professional membership of the Association (Gregory 1969: 416).

Harrison Bryan reflected in 1971 that:

> …it would have been reasonable to assume that what it [the LAA] really had in mind was favour of university schools on the (basically) American pattern of education for librarianship (Bryan 1971: 15).

However, external pressures as well as internal politics meant this did not occur. Rochester reflects the tensions of different influences within the industry in her description of Australia’s uptake of external models for LIS education:

> These library schools within the major libraries of Australia followed an American precedent from the late nineteenth and early twentieth centuries, rather than a British tradition. However, they followed a British model once the Australian Institute of Librarians set up its examination system, in preparing students for the examinations of the professional association, rather than following their own syllabus and setting their own examinations. The AIL was acting as a qualifying association on the British Library Association model, unlike the ALA which acted as an accrediting association (Rochester 1997: 21).

The LAA’s 1961 statement on graduate qualification can be considered as a push for an American pattern of education, moving away from the role of the LAA as an examining body to that of an accrediting body. However, this statement was also a request for a first degree in another discipline of at least three years duration plus library qualifications the equivalent of a year, not a request for a Masters degree as the minimum qualification, as was the case in the United States. The hue and cry that followed the 1968 redraft of the statement to allow recognition of undergraduate qualification was a protest against the reduction of entry level to the profession from four years to three. Radford commented that:
We have now moved to a minimum of three years of tertiary education in ‘professional studies’ ... In losing a quarter of the minimum time of tertiary preparation once thought necessary, we have lost at least a third of the time to be devoted to subjects which would not so much reinforce our professional competence, as be an integral part of it (Radford 1969: 409).

**Industrial complexity**

The complexity of the issues surrounding professional entry levels within the Australian context is increased by the existence of three other industry groups, teacher-librarians, library technicians and library technician educators. The role of library technicians, in particular, in testing the boundaries placed around access to the profession requires a clear understanding of the historical and educational development of these groups if we are to fully come to terms with the full complexity of the issues. One man, Wesley Young, played a pivotal and largely unheralded role in the development of the identity, perceived function and education for both library technicians and teacher-librarians. In 1970 Young founded and developed the first educational programs for library technicians, together with others in the Victorian Branch of the LAA, and he influenced the development of undergraduate teacher-librarianship courses in Victoria. His vision and work ultimately shaped and influenced these branches of the industry.

In the 1960s and 1970s, when technical and undergraduate LIS education was established in Australia, the concept of education for ‘good citizenship’ prevailed in educational thinking. There was also a shift in focus within the technical sector. Rushbrook believes this evolved from ‘Britain’s rash of mid-1950s and early 1960s government reports’ and ‘favoured the inclusion of citizenship and social science education for apprentices, technicians and professional technologists’ (1997: 4). In this context it is important to realize the distinction between the Radford–LAA concept of a ‘graduate’ profession, and the model outlined in the same year by American educator Lester Asheim in his vision of education for ‘citizenship’. Asheim, whose model deeply influenced Wesley Young, described American LIS education this way:

> Education for librarianship follows this pattern. The first recognized professional degree is the master’s; admission to most library schools requires the four-year bachelor’s degree, following the twelve years of elementary-secondary education’ (Asheim 1971: 43).

It is also important to remember the influence of educators such as John Dewey on American models of education. While Australia was clearly hoping to emulate many aspects of American education, British influence was still strong, particularly in higher education. The concept of general rather than vocationally oriented undergraduate education prevalent in the U.S. was outlined by Asheim as ‘the emphasis is on general education rather than specialized education…. Concentrated professional education is not pursued until postgraduate work at the master’s level and beyond’ (1971: 43). This is not a pattern generally adhered to in the Australian context. Elements of this generalist education, as well as newly emerging British models, began to influence the shape and form of education in Australia.
The publication in 1974 of the Kangan report, *TAFE in Australia* (Australian Committee on Technical and Further Education 1974), which led to a greater focus on holistic, individual development of graduates in vocational programs, was in many ways to change the face of technical education in Australia. The value of a general education as part of a technical LIS qualification was acknowledged in the requirements for generalist subjects such as literature and history in the TAFE LIS curriculum from 1969 until a national curriculum for library technicians was introduced in 1995. With the introduction of the national curriculum subjects such as children’s literature, Australian history and Australian literature were formally removed from the curriculum. This view was perhaps also influenced by the general mood of the Australian educational community of the time, although Young anticipated it, influenced as he was by Asheim. Young’s perspective came from a philosophical view of the role of education in making individuals employable as well as good ‘citizens’. It was:

An educational philosophy which recognizes that the ultimate economic stability of the nation will not be realized from a narrow attachment to training for a trade whose usefulness has a limited term but is more likely to derive from young people educated to possess moral, social and aesthetic values, historical perspectives and the capacity to relate effectively to others (Young 1979: 445).

This philosophy drove much of the TAFE agenda in the 1970s and 1980s. It represented what Batrouney (1985 in Rushbrook 1997) saw as one of the powerful traditions of TAFE, its purpose being ‘the amelioration of disadvantage, eclectic curricula, nation building, citizenship, utilitarian outcomes’ (Rushbrook 1997). It began to decline with the advent of economic rationalism and high unemployment in the 1980s. Rushbrook views the phase following the release of the Kangan report in 1974 as one which championed such things as citizenship and social science education for apprentices and professional technologists. He identified these as borrowing heavily from British government reports (Rushbrook 1997: 4), although within library circles the American influence is also evident.

**Sectoral convergence**

The proper place and form of education for LIS has always been contentious and university based education for the sector has not always been supported by community consensus. This has been exacerbated by the presence of a large technical sector and compounded by the previously mentioned generalization of university based courses in recent years. The historically hybrid nature of Australian LIS education and pressure to survive in an increasingly austere academic environment has added impetus to these factors. A current concern in Australian education is sectoral convergence - that is the blurring of the roles of TAFE colleges and universities in delivering education - not just in the LIS field but in many vocationally oriented professions. This is an issue discussed widely in the broader educational community, though rarely, if ever, in LIS circles, but it may be a catalyst in the call for Masters level entry to the profession. LIS education has always struggled with sectoral convergence and has relied on pedagogical differences, rather than
epistemological difference to distinguish the sectors educationally.

Education for LIS paraprofessionals in Australia exemplifies the complex and hybrid influences driving the industry. The technicians’ course emerged during a pivotal period in the development of LIS education. Library technician education in Australia was introduced in 1970 and was based to some extent on an American model of paraprofessional education as outlined in a 1967 report to the ALA (Radford 1977: 146-147). As noted above, the LIS industry was at the time divided about minimum entry requirements for the profession and, despite many setbacks, had a vision of university schools of librarianship. In developing Australia’s first technician-level LIS course, Wesley Young and the Victorian Branch of the LAA followed ‘Lester Asheim’s recommendations on emphasizing the vocational aspects in technician courses’ (Rochester 1997: 52) but also incorporating American concepts of general education.

There is no doubt that much of the educational activity at this time reflects the growing influence of American culture on the Australian educational landscape. Yet much of the traditional trade model persisted. The first library technicians’ course was still clearly situated in a long tradition of vocational education in Australia. Library technician training owed much to the changes occurring in trade education at the time, including the development of technical tasks, job segmentation and a need for specialists because of increased technology which ‘tended to fall outside the province or sphere of concern of the tradesman or the professional engineer’ (Barker and Holbrook 1997: 219).

The impetus for technician education came out of an increasing need for training in growing areas of employment that fell outside traditional trade and university parameters. This new training allowed for ‘vocational starting points for individuals who frequently did not have a trade background’ (Barker and Holbrook 1997: 219). Those who were enrolled in the first course for library technicians in Australia in 1970 were required to be employed in a library, as was required of traditional apprentices in trades. The establishment of the course at Box Hill Girls Technical College is evidence of its location in the technical (or trade) school system. This paradigm saw paraprofessional education as being finite and complementary to higher education at universities and at the emerging CAEs. Young was a strong advocate of general education, calling in 1979 for at least fifty per cent of the course to be general rather than vocational. He believed that broad-based general education should be maintained as long as possible and envisaged training as a means of providing a flexible and attractive alternative education option within the vocational framework for library technicians (Young 1979: 444-447).

At the time of the establishment of this course, many industries had defined boundaries and created professional constructs. These were based on Taylorism or the theories of scientific management which created an incremental education ladder that can be defined ‘as secondary-university-professional or junior technical school-technical college trade/middle level/applied professional’ (Rushbrook 1997: 4). In this context ‘each task over time was split into several segments, each performed by people with different sets of skills and knowledge’ (Barker and Holbrook 1997: 218). These concepts were widespread in industry in Australia and Britain and were the foundation principles underpinning new educational structures after World War 2.
In Australia at this time there was increasing scrutiny of the higher education sector. The establishment of non-research institutions, the CAEs and TAFE colleges, reflect the Taylorist labour model. LIS education largely emerged at these non-research CAEs, with library technician education based in the TAFE colleges. The LIS profession, still focused on an American model, struggled to accommodate these educational paradigms in its quest to gain a foothold on the tertiary education ladder. There is no doubt that many in the profession still aspired to university-based schools, as the literature of the time indicates, but eventually the profession succumbed to community and government pressure to establish professional schools in the CAEs. There appears little doubt that such decisions were made without any professional consensus about future directions.

The reasons for the LAA’s changed position about entry to the profession during the 1960s and 1970s, and the rank and file’s acceptance of the change are complex. They are linked to the education reports mentioned previously, as well as to broader issues such as migration and the wider educational community’s perception of the place of training for the LIS industry. The advent of library technician training had no influence on the decisions that were made. As has been pointed out above, library technician training was the result of broader educational patterns emerging in the Australian community at the time, aimed at addressing particular labour force issues and needs, such as the emergence of women in the workforce and a shortage of labour.

In establishing library technician training Young adapted a concept of education for citizenship and merged it with the existing Australian/British industrial model to create a unique and continuing tradition of paraprofessional education for librarianship in Australia. The significance of the emergence of library technician education may lie in the vision for a bipartite future in professional education for the LIS industry. In retrospect it is surprising that a professional group would establish a paraprofessional education model when its foothold in higher education for its professional members was so tenuous. Perhaps in doing so the profession hoped to establish with more authority the professional nature of their work.

Where to from here?

Recent calls for a Masters level LIS professional education model in Australia raise again the question of the role of undergraduate education. Does the profession in Australia believe that LIS education is best delivered outside the now long-standing undergraduate tradition? If this is the case, why? Is this really about the background and education of those entering the profession from paraprofessional ranks and the issues associated with a blurring of educational rather than professional boundaries? And how does this sit with the historical, cultural and social factors which have led to us to this point? Change may occur, but it is essential that change is based on clear analysis and understanding of historical context and educational consequences, and that it takes into account the views of the wider profession. Perhaps twentieth-century industrial influences on educational pathways will give way to more fluid and creative approaches in the twenty-first century. Appreciating the historical context suggests that any new approach must consider several issues: a need to separate the educational and professional branches of the LIS industry more clearly; an acknowledgment of the
changing nature of university education and the pathways between the university and
the TAFE sectors; a recognition of the hybrid and expedient nature of education for
the industry; and a recognition of the strong vocational traditions underpinning
university level education for the industry. Until the real educational questions are
deated the profession and professional education cannot grow and thrive, and will
not develop a uniquely Australian form from its hybrid past. Our hybrid tradition has
not developed into something strong and unique, but has become dissipated and
generalised. Many of the recent calls for change have focused once again on the desire
to emulate ‘the American model’. The Australian industry seems to want to validate
Wilma Radford’s 1963 comment that:

   It sometimes seems to me that in our comparatively late library
development in Australia we do not profit from what has happened
elsewhere. It is almost as though we say, there are a few British and
American mistakes we haven’t made yet; let’s make them, it would be a
pity to miss any (Radford 1963: 12).

The global nature of the current environment may make it impossible for the
Australian LIS industry to do anything but bow to outside forces. It is nonetheless
important to understand the historical context, because ‘the injection of historical
insight can improve the possibilities for success’ (Barker and Holbrook 1997: 214).

References

Asheim, L 1971, Education for librarianship in the United States: some problems and
challenges, Proceedings 15th Biennial Conference, Adelaide, 1969, Sydney,
Library Association of Australia, pp 43-49.

Australian Committee on Technical and Further Education 1974, TAFE in Australia:
report on needs in technical and further education. (Kangan report)

Barcan, A 1980, A History of Australian education, Melbourne, OUP.

Barker, R and Holbrook, A 1997, Meeting the demand for vocational courses,

Biskup, P 1994, Libraries in Australia, Wagga Wagga, Centre for Information
Studies.


Broadbent, M 1988, After the beginning: post-initial library and information
management education in Australia, Education for Librarianship: Australia vol
5 no 2, pp 49-58.

Brown, L 1976, At least it worked: requiem for an oligarchy, Australian Library
Journal vol 25 no 3, pp 364-366

Bryan, H, 1971, A decade of change: the Library Association of Australia and
education for librarianship 1961-71, Australian Library Journal, vol 20 no 1,
pp14-20.

Commonwealth Advisory Committee on Advanced Education (Australia) 1966, *First report of the Commonwealth Advisory Committee on Advanced Education. Canberra.* (Wark Report)


Reynolds, S and Carroll, M 2001, Where have all the teacher librarians gone?, *Access*, vol 15 no 2, pp 30-34.


Rushbrook, P 2002, Interview with M. Carroll, Wagga Wagga, 16/7/02.


---

**The authors**

**Mary Carroll** is a teacher in the Library and Cultural Studies Unit at Victoria University of Technology in Melbourne and a doctoral candidate in the School of Information Studies at Charles Sturt University.

**Ross Harvey** is Professor of Library and Information Management at Charles Sturt University. He has taught at universities in Australia, Singapore and New Zealand, and published widely in the fields of preservation of library and archival material, library education, and bibliographic organization.

The authors thank Rachel Salmond and the referees of this paper for their valuable comments.
Fifty years of library and information science education in Iceland

Jóhanna Gunnlaugsdóttir
University of Iceland

Abstract

Instruction in library and information science (LIS) at the University of Iceland began in 1956 making the year 2006 the 50th anniversary. A new chapter in the history of the LIS Department began when a formal Master of Library and Information Science (MLIS) program was launched in 2004 under the leadership of Prof. Anne Clyde. Dr Clyde came to the department 15 years ago. She brought with her from Australia new disciplines and a new outlook regarding the utility of the Internet as ‘a library without walls’. She was instrumental in designing the master’s program.

Methods in LIS have changed drastically in conjunction with rapid developments in information technology. These changes are reflected in the courses being offered. More emphasis is now placed on ties with the outside world, the profession and with industry. The objective is to meet demands for knowledge and skills in industry without reducing academic requirements.

By the end of 2005 a total of 448 students had graduated in LIS from the University of Iceland with a BA degree. Two students have so far finished their MLIS degree.

Introduction

The beginning of instruction in library and information sciences (LIS) at the University of Iceland dates back to 1956 and LIS instruction has therefore continued without interruption for half a century. A major step forward was taken in 2004 with the formalization of the Master of Library and Information Sciences program (MLIS) in the Department of Library and Information Sciences in the Faculty of Social Sciences. The beginning of this article briefly traces the history and development of the course of study from its inception at the University of Iceland until the present. Following this introduction the article discusses the quality assessment that was carried out, improvements and future outlook, increased emphasis on research, and the relation of the course to the wider world. The article continues with an account of the changed emphases in the course and the work of librarians, and presents the policy and main objective of the Department of Library and Information Sciences. The concluding section covers the course of study as it is today, especially the MLIS program, and new course directions in the Department of Library and Information Sciences.
The first steps in the Faculty of Philosophy

Instruction in library science began in 1956 in the Faculty of Philosophy at the University of Iceland. The university librarian at the time, Bjorn Sigfusson, was the first to direct instruction. The students who first studied library science were especially those who had studied Icelandic or history. In the beginning the main emphasis was on teaching subject classification and cataloguing of works, bibliography and reading manuscripts. Emphasis was also placed on in-service training and practice, and the course was intended as supplementary to a university degree in another field of study.

In 1957 the first two students completed the first stage in library science at the University of Iceland, or the equivalent of one academic year (two semesters) in the subject. In subsequent years a few more students attended and when instruction for the BA degree in library science began in 1963-1964 a total of 13 students had completed one to two stages of the study. In 1964 the first student was granted a BA in library science, thus leading to the recognition of the course as an independent field of study at the University of Iceland (Olgeirsson, 2004) which is usually completed in three academic years.

To begin with, the study of library science existed under difficult conditions and all courses were taught only by part time instructors. The field had no permanently appointed staff until Sigrun K. Hannesdottir was appointed assistant professor in 1975.

What especially influenced development and improvement of the discipline was the establishment of Association of Professional Librarians in 1973. One of the association’s goals was to strengthen education in the subject. The association urged the requirement that the course in library science at the University of Iceland be reviewed. As a result, two foreign specialists, Dr G. Edward Evans from Denver, Colorado, and Douglas J. Foskett from Great Britain, were invited to produce proposals for the future organization of the course of study in 1974. The Association of Professional Librarians also appointed a committee to present proposals concerning the organization of the course. Although the proposals from these various parties differed in many respects, they were in agreement on the need for a tenured instructor in library science (Hannesdottir, 1996).

Library Science remained within the Faculty of Philosophy until the Faculty of Social Sciences was established at the University of Iceland at the beginning of the last quarter of the twentieth century. At that point the course of study was transferred to the new faculty, where it has grown and flourished, taking into account the myriad changes that have taken place in the field’s working environment.

Transfer to the Faculty of Social Sciences

The Faculty of Social Sciences at the University of Iceland was established in September, 1976. The new faculty was comprised of sociology, political science, anthropology, library science, psychology and child development and education (Sigfusdottir, 1997).
Within the Faculty of Social Sciences the Library Science flourished and in 1977 a second lecturer was hired. For most of the time, continuing until the present, three permanent instructors have taught at the department at the same time. In addition to permanent staff a considerable number of part time instructors have taught LIS over the years. In recent years three permanent staff members have taught in the department: Dr L. Anne Clyde, professor; Agusta Palsdottir, assistant professor, appointed in 1997; and Jóhanna Gunnaugsdóttir, assistant professor, appointed in 1999. After the untimely death of Dr Clyde on the 18th of September, 2005, the department now has only two assistant professors, in addition to Kristin Osk Hlynsdottir, who was appointed adjunct (permanent part time teacher) to take over the courses that Dr Clyde had taught. At the same time ten people are registered as part time teachers in the department. The department has been fortunate in having been able to enjoy the assistance of foreign guest lecturers from Australia, the US and Great Britain.

Dr L. Anne Clyde worked as a guest lecturer in the Department of Library and Information Sciences during the academic year of 1990 - 1991. On the 1st of January, 1993, she became associate professor in the department, and on the 1st of April, 1996, she was appointed professor. Dr Clyde’s contribution to the department and therefore to the field of LIS in Iceland was considerable, and her contribution covered the teaching, research and management aspects of the field. Dr Clyde was a trailblazer in the development of teaching in the department during the last decade, especially regarding instruction on the use of the Internet and searching through databases. In this respect she introduced a new academic area into the course work and her expertise ensured that the courses met international criteria for excellence. Dr Clyde’s courses were popular and attended not only by students in LIS but also those in other subjects, both Icelanders and foreign students.

Furthermore, Dr Clyde carried out important research in her field. She wrote books and authored a large number of scientific papers that were published in international journals. She played a large part in the field of LIS internationally and was the representative of the University of Iceland at the Nordic Research School in Library and Information Science, NORS LIS.

During her last years Dr Clyde was especially active in the development and creation of new course directions in the Department of Library and Information Sciences, not least her unselfish work to organize the new master’s level program leading to the MLIS degree. Ten years before Dr Clyde had, however, pushed for an assessment of the instruction in the Department of Library and Information Sciences with the objective of better organizing the course of study.

**Quality assessment and improvements**

In June 1995 a report by the external review team was made public. The report was part of a European project that presented the results of a quality assessment of the teaching in library science in the Faculty of Social Sciences at the University of Iceland. The results of the report were in many respects positive for the field of library science. The assessment found that the department had good teachers, that the teaching facilities were good, that the students were pleased with the teaching and that
their job prospects after graduating were good. Relations with other countries were considered the department’s main strength. The teaching staff had all been educated abroad and had maintained connections with those universities and countries where they had received their education. In addition, it was considered that the ties with foreign professional associations and organizations were rather strong.

The conclusions of the report presented several aspects that could be improved. The report pointed out that there was a shortage of office personnel and other assistants to support the operation of the department. This shortage meant that the time invested by the teaching staff was not sufficiently well utilized for research and that as regards research studies the department was rather weak. Further collaboration with the National and University Library of Iceland was recommended. Furthermore, it was felt that the department’s policy formulation should be more clearly stated (Library and Information Science Programme at the Faculty of Social Sciences, University of Iceland: Report of the external review team, 1995).

Unfortunately financing has not been available for the department to appoint more permanent teaching staff. Efforts continue unabated within the department to obtain more financing in order to hire more teachers and to increase course offerings. There is considerable optimism concerning financing as the MLIS program has been formally approved and the outlook is that a considerable number of students will be graduated in coming semesters. The agreement between the Ministry of Education and the University of Iceland on research specifies that the division of funds between the department and the faculties shall, among other things, take into account the number of graduating master’s and doctoral candidates. The department in question will therefore be granted a considerable sum of money for each student who completes a master’s or doctorate in the discipline (Agreement between the Ministry of Education and the University of Iceland on research…, 2003).

It is important to strengthen research activity within the Department of Library and Information Sciences where the permanent instructors devote a considerable number of hours on research in the various fields of information science. Examples of the topics of research conducted include:

- the use of information from the Internet and other electronic media;
- Icelanders’ everyday life information behaviour in regard to health and lifestyle;
- the implementation and use of electronic records management systems in Icelandic organizations;
- knowledge management (KM) systems;
- tracking information in Icelandic companies that have received accreditation according to ISO 9000 quality standards; and
- school libraries.

Students in the department’s new MLIS program carry out research, in the fields of information literacy, KM, RIM and in libraries, to give a few examples.

The department’s instructors have also participated in conferences in the social sciences that are generally held annually at the University of Iceland. Furthermore, they present the results of their research at Icelandic, multinational and international
conferences, write papers published in accredited journals or books in the field of LIS, RIM, total quality management (TQM) and KM.

The Research Centre in Library and Information Sciences was established in 1986 and was an active research base for more than a decade. Unfortunately the centre was discontinued due to the shortage of funds. The main role of the centre was to strengthen theoretical and practical research in the area of LIS and to support the publication of works such as manuals and bibliographies (Hannesdottir, 1997). Should the department’s financial prospects brighten it would be a worthwhile project to re-establish the operation of the centre with the intent of increasing research activities, both in the department and in the discipline.

The report of the external team urged more collaboration with the National and University Library of Iceland and much has been done accordingly to strengthen relations and increase co-operation with the library. In August 2004 a contract of co-operation was signed by the University of Iceland and the National and University Library of Iceland which specifies four main objectives. One of the objectives is ‘to strengthen the library with a research institute in the area of bibliography and LIS, among other things, in collaboration with the Department of Library and Information Sciences in the Faculty of Social Sciences at the University of Iceland’. The contract specifies a Committee of Collaboration to carry out the terms of the contract, with one of the committee’s main roles being ‘to see to executing the terms of the contract and related subcontracts and setting plans for carrying out the terms specified’ (Contract of collaboration between the University of Iceland and the National and University Library…, 2004).

Collaboration has been established with other libraries and information centres: The National Archives of Iceland, The Reykjavik Municipal Archives, and the archives of various institutions and companies, including the archives of the Government Offices (the ministries). Furthermore, liaisons have been established with several companies, chiefly software firms. Collaboration with these entities must be further strengthened, and the department also needs to establish collaboration with other types of libraries. It is necessary to strengthen relations with foreign university faculties that offer courses in the discipline and with schools of LIS. The objective of such ties is to become acquainted with their courses and directions of development and the teaching and research that comparable universities teach and carry out. There is also interest in strengthening ties and increasing collaboration with domestic, foreign and international professional societies and associations in the fields of LIS, RIM and KM.

In response to the suggestions made by the authors of the 1995 report, work on stating the policy and objectives of the Department of Library and Information Sciences has been carried out and it is necessary that this work will be continued. Such work should of course be constantly reviewed. At the same time it is necessary to constantly keep up with changes in the field and, on this basis, to assess the quality and teaching of the courses offered.
Changed emphases in the course of study and the profession

Projects and methods in the field of LIS have undergone rapid changes in conjunction with the development of information technology (IT). In 1986 the name of the course of study was changed from library science to library and information sciences (LIS) to better reflect teaching in the field.

The course of study in LIS has undergone large changes in recent years. Emphasis has been placed on the relations with the national economy and adapting the field to the objectives and needs of the economy, while not reducing the academic requirements of the discipline. In response to the constant increase in the volume of information in electronic form, added weight has been applied to teaching about organizing and searching for information in databases and on the Internet. In recent decades there has been a steadily increasing need for systematic RIM in organizations because of the constantly increasing volume of information in various forms. The Department of Library and Information Sciences at the University of Iceland teaches a course in RIM, as is widely done in similar departments in universities in other countries. The department also offers courses in KM and TQM. These management methods are closely related to RIM and stress the importance of efficient record keeping, tracking and the correct use of information.

Nowadays LIS specialists in Iceland hold different types of jobs. They work as LIS specialists and directors of a large variety of types of libraries and collections and as record managers, web managers, quality managers and knowledge managers in companies and institutions, to name a few examples. Graduates in LIS have also established counselling firms and counselled companies and other organizations regarding the handling of information.

There has been good attendance at the courses of study offered by the Department of Library and Information Sciences, with 40 to 50 new students enrolling every year. At the end of 2005 there were 132 students enrolled in the department, of which 36 were registered for the MLIS program, according to information in December 2005 from the Student Registry of the University of Iceland.

The policy of the Department of Library and Information Sciences is to provide individuals with skills to enable them to perform effectively in their work careers and in the fields of research and teaching. In order to implement this policy the department offers courses that include all the necessary aspects of the discipline and related fields. Effort is made to continually reassess the course of study as a whole, course directions and specific courses within the department. Teaching in the Department of Library and Information Sciences is based on five main objectives:

- to graduate students who have the necessary knowledge and skills to work effectively in their field, both for public authorities and companies as well as private organizations;
- to encourage students to keep abreast of the rapid changes that are continually taking place in the field, and to keep up with the changes by participating in continuing education at the end of their university studies;
to support students so that they are able to make use of their knowledge, after graduating, e.g., by giving courses and lectures at their workplace or other venues;

to encourage students to carry out research and to realize that LIS and related disciplines constitute a relatively unploughed field as far as research is concerned; and

to encourage students to enrol in further education and to give them a good background and understanding so that they are prepared to continue their studies.

In order to achieve the above objectives it is necessary always to offer a wide enough selection of courses and course directions. However, being able to do so is of course dependent in each case on financing and the availability of instructors capable able to implement the objectives (Gunnlaugsdóttir, 2005).

Course directions

In 1979 training to become a school librarian was first offered. In the same year teaching began in records management (RM) and in 1994 training as a specialist in RM was offered (University of Iceland, 1979; Kristinsson, 1994). By the end of 2005 a total of 448 students had graduated as LIS specialists from the University of Iceland (Association of Professional Librarians, 1998; University of Iceland, 2005), as can be seen in figure 1.

![Figure 1 – Graduates in library and information sciences, University of Iceland, 1964-2005; total 448.](image)

With enactment of the Law on the Profession of Librarians no. 97/1984 it was clear that those who had graduated in another field but had taken at least 60 credits in library science, the equivalent of two years of study, could call themselves specialists in library science. At that time a course of study was established to convey the right to work in the field of library science intended for those who had graduated in another field. In 2005 about 50 students had graduated with the right to work in this field.
In 1996 the first student to have completed the MA degree in the course at the University of Iceland graduated, and by now a total of three have graduated. In the autumn semester of 2004 instruction began in the MLIS program in the department and two students have completed this degree.

Students in the field can now go abroad to foreign universities for part of their studies and Icelandic students have enrolled in courses in universities under the aegis of NORDPLUS and ERASMUS. In addition, foreign students have studied LIS at the University of Iceland.

Students may also enrol in foreign universities with which the University of Iceland has signed an agreement. In this connection, the University of Iceland is a participant in NORSILS (Nordic Research School in Library and Information Science). The organization was established in 2004 in order to strengthen research study in LIS, especially at the doctoral level, in the Nordic and Baltic countries. NORSILS took over from NordIS-NET (Nordic Information Studies Research Education NETwork), which was established in 1996 and was a co-operating network performing a role similar to that of NORSILS.

More on course directions

In the basic course selection in LIS it is possible to choose between several different tracks. These lead to the BA degree and it is also possible to choose a specialty in two areas, school librarian and RIM.

As mentioned above a course has also been offered in LIS to lead to the right to work in the LIS field for those students who have completed the requirements for a university degree in another field. The new MLIS program will in the future replace this instruction for the right to work as LIS specialists.

In the Department of Library and Information Sciences it is possible to take an individualized, research-oriented MA degree which is intended for students who have completed the requirements for a BA in the field. Students must organize their course of study in consultation with their instructor and a special examination committee (Kristinsson, 2005).

It has still not become possible to establish a formal MA program for people with a BA in LIS. Hopefully it will be possible in the future to offer such graduates formalized advanced study, e.g., specialization in a defined field of information theory and related subjects. On the other hand, it should be realized that there are various possibilities for advanced study for this group, such as the MPA (Master of Public Administration) program in the Department of Political Science at the University of Iceland and the MBA (Master of Business Administration) program which is offered by the Faculty of Business Administration and Economics at the University of Iceland and at other universities. In addition, several universities offer courses leading to a diploma and LIS specialists have taken this type of course in management and company administration and in computer science, to name a few examples.
conclusion it should be recognized that increasingly people with a BA degree in LIS have sought advanced study in other countries. In addition, students have specialized in other fields and at the same time have become acquainted with LIS coursework and teaching abroad in regular classes or via distance learning.

A great many consider it a good option for LIS specialists to concentrate on the subject knowledge of at least one area outside of the field of LIS, which in turn makes their work more meaningful and creates job opportunities for them (Gunnlaugsdóttir, 2004; Hjørland, 2002). It would therefore be sensible for LIS specialists with a BA degree in the field to acquire advanced study in another field and to make use of the increased possibilities that are now available in advanced study courses. By the same token, it is of considerable value for people who have graduated from university with a degree in another field to enrol in advanced study in LIS.

**MLIS program**

The academic year of 2004-2005 began with the teaching of a new graduate course in LIS, the MLIS program (Master of Library and Information Sciences). The MLIS program is intended for those who have completed their university training in a field other than LIS, for instance, students who have a BA in one of the various humanities or social sciences, a BEd degree in education or a BS degree in a natural science. The MLIS program will provide those who have specialized in another subject increased possibilities for interesting work, allowing them among other things, to work as LIS specialists, or as records managers, quality managers, knowledge managers and web editors. Completion of the MLIS program can thus give an initial university degree a considerably increased value (New and exciting course directions, 2004).

As explained, the MLIS program is intended to take the place of the BA level course leading to the right to work as a librarian, which has been offered in the Department of Library and Information Sciences for some years. Students who have completed this course, therefore, already have at least 150 credits in the basic course. It is disadvantageous for these students, in respect of appointment to a position and the possible salary, to have only a BA degree in comparison with those who have a university degree in a field other than LIS from the University of Iceland and who then go for an MLIS degree elsewhere, for example to the US or to Britain.

In recent years there has been an increase in the number of students with a degree in another subject who have enrolled in LIS. The program appropriately meets, on the one hand, the requirements of these university graduates and on the other the requirements of the university community and of the economy where work-related master’s degrees are increasingly offered.

The MLIS program at the university of Iceland has been developed, taking into account international associations in the area of LIS and based on the *Standards for Library Schools Update: Report 1999* of the International Federation of Library Associations and Institutions, the *Standards for Accreditation of Masters Programs in Library and Information Studies 1992* of the American Library Association, and the *Competencies for Special Librarians of the 21st Century* of the Special Libraries Association. Furthermore, the MLIS program is based on graduate study in other departments in the Faculty of Social Sciences at the University of Iceland, including
the MPA (Master of Public Administration) program in the Department of Political Sciences and the MSW (Master of Social Work) program in the Department of Social Counselling (Clyde, 2004).

A proposal for the construction of the MLIS program was put together in the autumn of 2003 subsequent to a detailed discussion of the permanent staff of the department. A great deal of work was put into processing and shaping the proposal and this work was for the most part in the hands of Dr L. Anne Clyde who was the department chair for that semester. The proposal was agreed by the Research Committee of the Faculty of Social Sciences and by the Faculty Council in December 2003 and at the meeting of the Faculty of Social Sciences in January 2004 (Clyde, 2004). The proposal was agreed without changes and unanimously at all levels. In the autumn semester of 2004 students were admitted to the MLIS program for the first time.

The MLIS program has now been instituted at the University of Iceland. Effort was made to set up the project as best possible, but it is clear that many things could be done better. In order to utilize in the best way possible the appropriation that the department has been granted for the MLIS, some courses have been combined in part with teaching at the BA level. This method is, in fact, used widely in teaching other subjects at the University of Iceland, but the policy is to keep all teaching at different levels completely separated in the future. The program will, of course, be constantly assessed, both as to the structure of the teaching and the courses offered. An important way to further develop the program in an effective way is to turn to professionals in the field and within the field’s professional associations. Departmental strategy must include collaborating with professionals with the intent of increasing the quality and the effectiveness of the program.

**Course of study**

The course of study in LIS is varied and covers differing areas, including:

- management and operation of various types of libraries
- organization of information in whatever form, such as classification, indexing, and cataloguing of library holdings and sources
- information sources
- information services and assessment of information
- information search and dissemination
- the Internet and computer use, web solutions and metadata
- databases, design and construction of databases
- RIM
- TQM
- KM
- shaping and dissemination of newer knowledge in library and information sciences and related subjects
- research in library and information sciences and related fields
- practical training in the various types of libraries.

In addition, courses are taught in methodology and procedures in the social sciences in other departments in the Faculty of Social Sciences which the students in the Department of Library and Information Sciences are expected to take. Instruction in
the courses is given in the form of lectures, individual and group projects where the students present their projects to other students and to teachers, practice in the computer centre, visit libraries, archives and records collections, and undertake field work under the guidance of LIS specialists.

Various faculties and departments at the University of Iceland offer courses that fit well with study in Department of Library and Information Sciences and students in the basic course have had courses taken in other faculties accredited for their studies in LIS. Furthermore, graduate courses in other subjects are very suitable for graduate students in the department. Such courses include service assessment in the Department of Child Development and Education, courses on management of cultural institutions in the Department of Political Science, courses on KM and management of human resources (HRM) in the Faculty of Business Administration and Economics, courses on TQM in the Faculty of Engineering, courses on copyrights, protection of personal rights and information technology in the Faculty of Law, as well as courses in research methods and methodology.

From this it can be seen that it is possible to choose among different paths in order to increase the variety of courses offered students in LIS. The field of LIS has also interesting courses and solutions to offer those in other fields. The fact is that a multidisciplinary approach to professional fields has greatly increased in recent years. Dr Irwin Feller, specialist in the assessment of university operations, considers, for example, that the walls between university faculties in international research universities are rapidly breaking down. Scientists in very different faculties are increasingly working together and are thus achieving new and unexpected results. Feller holds that ‘future development consists, among other things, of having university faculties mix their disciplines’ and that ‘they need to combine their solutions in order to see the whole picture’ (Role priorities of the University, 2004). In this connection the students at the University of Iceland should be in a strong position because of the variety of courses offered.

**Conclusion**

This article has given an account of the Department of Library and Information Sciences at the University of Iceland, the development of the course of study, its present standing, policy and objectives, and future plans. It is clear that much has been accomplished and that the discipline has developed in keeping with local requirements and the external environment. But more can be done. The course of study must be competitive in our modern competitive society. The report on the quality assessment of the status of the department produced ten years ago listed one of the most critical needs as hiring an additional fully qualified staff member. This is still a necessity, the more so after the untimely death of Dr L. Anne Clyde. If the objectives and the future of the department are to be realized the most burning issue is to hire more permanent instructors. This must be accomplished in the near future.
References


postgraduate studies]. Received 8 December, 2005 from http://ugla.hi.is/kennsluskra.


The author

Jóhanna Gunnaugsdóttir has been an Assistant Professor at the University of Iceland since 1999. Her main fields of teaching and research are records and information management, knowledge management and total quality management. She received a BA in History and Library and Information Science from the University of Iceland in 1985, and an MSc (Econ) from the University of Wales, Aberystwyth in 1998. Gunnaugsdóttir is presently working on her PhD thesis on the implementation and use of ERMS in Icelandic organizations at the University of Tampere, Finland. Since 1985, she has consulted for more than 100 organisations in the area of records and information management. Gunnaugsdóttir was one of the founders of the Icelandic Records Management Association (IRMA) in 1988, and also of the Icelandic Knowledge Management Association (IKMA) in 2005.
Teacher librarianship at CSU: then and now

James Henri and Ashley Freeman
University of Hong Kong and Charles Sturt University

Introduction

It is fitting to provide a chapter about education for teacher librarianship at CSU for this festschrift celebrating 30 years of education for library and information science at Charles Sturt University. Education in teacher librarianship at CSU commenced in 1982 largely because of the existing librarianship courses. It was the Department of Library and Information Science at Riverina College of Advanced Education which in 1981 submitted a formal proposal to the New South Wales Higher Education Board to offer a Graduate Diploma in School Librarianship. Two of the nine librarianship teaching staff named in that proposal, Joan Joyce and Noreen Nesbitt, had some experience in teacher librarianship. While the course was to be largely taught by existing librarianship and education staff the proposal supported the appointment of two lecturers with ‘specific expertise in the area of school librarianship’ (A Proposal by Riverina College of Advanced Education to offer a Graduate Diploma in School Librarianship, 1981).

Then

In 1982 Riverina College of Advanced Education (RCAE), which was later to become part of Charles Sturt University, commenced offering the Graduate Diploma in School Librarianship. Approximately 35 teachers enrolled in the first intake. The Graduate Diploma in School Librarianship was unique in a number of respects. At that time, new College of Advanced Education courses had to be accredited by the New South Wales Board of Higher Education. In most cases the process from inspiration to offering took about five years but the impetus for the Graduate Diploma in School Librarianship course came in 1980, a little over a year before it was first offered (Henri, 2000).

In the early 1980s the two major employers of teacher librarians in New South Wales, the New South Wales (NSW) Department of Education and the NSW Catholic Education Office, were concerned that the demand for qualified teacher librarians far outweighed the supply. The majority of practicing teacher librarians were former class teachers who had simply swapped, or been moved, to the teacher librarianship role. Some of these had undertaken in-service training in teacher librarianship of a few weeks duration, or even less. A small proportion had undertaken the registration process offered by external study by the Library Association of Australia. The employers perceived that one of the issues limiting the supply of qualified teacher librarians was that the teacher librarianship courses on offer in New South Wales were located in Sydney and Canberra and were offered in the traditional on campus, by face to face, mode. The employers wanted a flexible course that would be offered by distance education and which would be available to teachers throughout NSW. The expectation was that such a course would attract applicants from incumbent teacher librarians (without a specialist qualification) and class teachers wishing to become teacher librarians. It was anticipated that a distance course would be attractive to
teachers across the State of NSW and would thereby provide an effective alternative to the existing face to face offerings (Henri, 1987).

Representatives from the New South Wales (NSW) Department of Education and the NSW Catholic Education Office consequently approached RCAE, the leading distance provider of library studies, to investigate the possibility of it mounting a course in school librarianship. It was this support that convinced the College and the accrediting authorities to fast track an offering. The Graduate Diploma in School Librarianship course was not only fast tracked it was the first such course to be offered fully by distance education, not only in NSW, but also in the world! (Henri, 2000).

The RCAE brief was to 'sell' schools a robust and dynamic vision for library services and the pivotal role of the teacher librarian in resourcing learning. The expectation was that such a course in teacher librarianship readily available by distance education would motivate unqualified teacher librarians to seek to gain an appropriate credential of service. A secondary consideration was the desire to provide a qualification for class teachers who were considering an appointment as teacher librarian. The early cohorts of students proved largely to be class teachers, with it generally proving difficult to attract incumbent teacher librarians.

The Graduate Diploma of School Librarianship offered in 1982 was a mix of specially created ‘school librarianship’ subjects and existing librarianship and education subjects. Subjects such as ‘Audio-Visual materials for School Libraries’ reflected the current state and use of technology. Curriculum strategies, reading education and children’s literature were studied through education. Areas of librarianship such as ‘Resource processing’ and ‘Resource management’ were taught through a mix of librarianship and specialist teacher librarianship subjects (Riverina CAE Handbook, 1982). There were a number of compulsory residential schools which students had to travel to Wagga Wagga to attend. There was only one dedicated teacher librarianship lecturer at commencement, James Henri, though he was soon joined by Anne Clyde. The active involvement of librarianship and education staff was integral to the early development and teaching of the school librarianship course.

In 1982 teaching by distance education entailed the creation and posting out of 'mail packages' which consisted of large volumes of paper, typically divided into a subject outline, notes, and readings. These print materials were sometimes 'enhanced' by the addition of audiovisual materials such as slides, audio-tapes and videocassettes (Henri, 2000). Assignments were submitted and returned by post. Borrowing library resources was a major undertaking with students generally having no access to the catalogue, except at residential schools, and relying on lists of recommended works. Loans were requested via the phone or mail. Contact with lecturers was normally by telephone (long distance calls were expensive and lecturers shared phone lines) and letter. Face to face teaching, and the opportunity to interact with other students, was provided through the compulsory residential schools.

…and Now

In the almost quarter of a century since 1982 there have been a great many changes in teacher librarianship education through CSU. The initial Graduate Diploma in School
Librarianship has been drastically re-crafted over the years to the existing situation where the offerings comprise a Master of Education (Teacher Librarianship) (MEdTL), a Master of Applied Science (Teacher Librarianship) (MASTL), a Graduate Diploma in Education (Teacher Librarianship) (GDETL) and a Graduate Certificate in Teacher Librarianship (GCTL). Details of these courses can be found from a search for teacher librarianship at http://www.csu.edu.au/courses/. The first three of these courses are fully accredited by The Australian Library and Information Association (ALIA) as professional qualifications while the fourth has been specifically created for the New South Wales Department of Education and Training (NSW DET).

The student cohort has increased more than tenfold since 1982. Currently there are over 400 students studying teacher librarianship through CSU, 293 in the MEdTL program, 69 in the MASTL/GDETL program (the GDETL is early exit point from the MASTL) and 57 in the GCTL. While many still come from New South Wales, students now come from all Australian states and from overseas. Teacher librarianship courses at CSU have attained a strong national and international profile.

There are now five teacher librarianship lecturers at CSU. Of the current teacher librarianship lecturers, two have come to CSU from overseas, from North America and the United Kingdom, with international reputations in teacher librarianship. The remaining three have backgrounds as Australian teacher librarians and have developed significant reputations in the field of teacher librarianship education in their own right. This group comprises one of the largest groupings of teacher librarianship lecturers in the world. The synergies that a group of this size have made possible include the establishment of the Centre for Studies in Teacher Librarianship (CSTL) which developed and provides OZTL_NET, the principal listserv for Australian teacher librarians with over 2000 members, and a bi-annual Australian and international conference exploring and promoting research in the field of teacher librarianship. Over the past twenty five years there have been several lecturers in teacher librarianship at CSU. All who have come and gone have made a contribution. Particularly noteworthy is James Henri’s contribution over almost twenty years, as leader of the teacher librarianship discipline, and as a principal architect in the development of the teacher librarianship courses at Charles Sturt University.

Almost all subjects in the teacher librarianship courses are teacher librarianship subjects. These subjects draw on the knowledge bases of librarianship and education as well on specialist teacher librarianship resources, approaches and knowledge. They are tailored to the educational needs of teacher librarians and taught by teacher librarianship lecturers. The exceptions are an educational research methodologies subject taught from the Faculty of Education in the MEdTL program and the availability of some librarianship subjects as electives in the second stage of the MASTL program. Because information technology plays a major and ever increasing part in the teacher librarian’s role, information technology has become an integral aspect of all teacher librarianship subjects. No longer is it feasible to examine technology in isolation as was done in 1982. Teacher librarians must now not only proficient users of information technology but also leaders in its use in education.

Advances in information technology have been a key factor in changes that have occurred in the provision of teacher librarianship education by distance. Print 'mail
packages’ continue to be dispatched to students but teaching and learning is principally conducted and resourced online. Online interaction among students and teaching staff is frequent and means that students must have reliable and extensive Internet access. (Teacher librarianship courses were among the first to make access to the Internet a compulsory prerequisite of enrolment.) Assignments are normally submitted electronically and a growing proportion of library resources are available to students online. Compulsory residential schools ceased to be offered in the 1990s partly because of equity of opportunity concerns and partly because advances in information technology had made possible activities that could previously only be effectively conducted at residential schools, such as group work. Despite this, optional residential schools are still offered in three subjects in response to student demand. These face to face teaching and learning opportunities are conducted in Sydney which is more accessible for most students than Wagga Wagga.

The quality and reputation of the CSU teacher librarianship programs is such that other institutions enter into partnership arrangements of varying complexity to draw on CSU expertise. The NSW DET has over time been the most consistent partner in a variety of arrangements including sponsoring students into CSU teacher librarianship courses and contracting CSU teacher librarianship staff to run the Departments own ‘in-house’ teacher librarianship education course. In 2003 CSU and the NSW DET jointly developed the Graduate Certificate in Teacher Librarianship program to provide an initial qualification for untrained teacher librarians working in NSW government schools. In 2004, twenty five untrained teacher librarians were sponsored into the GCTL program. In 2005 CSU won a competitive tender to continue to provide initial training for untrained teacher librarians in NSW government schools to Graduate Certificate level until 2008. In 2006 fifty students were sponsored into the program with the possibility of an additional midyear intake. This program reflects an issue that the Graduate Diploma of School Librarianship was set in place to tackle in 1982, the shortage of qualified teacher librarians. Regrettably this situation is still with us. There are suggestions that the situation could further deteriorate as growing numbers of ‘baby boomer’ qualified teachers librarians reach retirement age.

Partnerships have not been confined to New South Wales. In the 1990s, CSU in partnership with the Northern Territory Education Department and the then Northern Territory University, now Charles Darwin University, set in place a postgraduate program to train teacher librarians for Northern Territory government schools. The program was taught principally by distance education by CSU teacher librarianship staff using CSU teacher librarianship subject materials supplemented by compulsory residential schools in Darwin. The program was for five years but successfully ran for six years until the shortage of qualified teacher librarians in Northern Territory Government schools was overcome. Even further afield, CSU successfully entered into an arrangement with the University of Alberta in Canada to supply teacher librarianship distance teaching materials to assist the University of Alberta in establishing a distance education program in teacher librarianship in the 1990s (Freeman and Oberg, 1995).

The existence of specialist programs in teacher librarianship is sometimes questioned. Harvey (2001) makes the statement: ‘This leads me to wonder whether there is a need for a separate teacher librarianship discipline. By insisting that there is, are teacher librarians in effect shutting themselves outside the wider discipline, becoming less
and less powerful, eventually to wither and die?’ The perception sometimes arises within universities that if teacher librarians and aspiring teacher librarians did a general librarianship course this should meet their needs, particularly if they did one or two specialist teacher librarianship subjects within that general librarianship course. The argument is made that such an approach can lead to a ‘useful’ rationalization of subjects and courses. Such an approach has been taken in a number of Australian universities. The informal feedback is that such changes are unpopular, with many teacher librarians and aspiring teacher librarians leaving, or not selecting, those courses. Charles Sturt University has developed and maintained its separate teacher librarianship and librarianship courses and both areas have continued to grow in strength and numbers. Despite this ‘separateness’ there is positive cooperation between librarianship and teacher librarianship at CSU. Some of this cooperation is on an informal basis fostered by working within the same school. The principle area of formal co-operation in teaching is in the provision of field experiences, principally study visits and placements in libraries or other information agencies, where cooperation provides economies of scale and enables the employment of a professional experience officer. There are also growing areas of cooperation in research.

**Conclusion**

Some twenty five years ago there was a significant shortage of qualified teacher librarians in New South Wales. One of the responses of the key stakeholders was to prompt RCAE to mount a distance education course in ‘school librarianship’ building on the firm foundation of the existing distance education courses in librarianship. This proved to be the foundation stone of the strong and enduring teacher education programs which exist at CSU today. Over the past twenty four years many teachers and teacher librarians have graduated from a range of teacher librarianship courses at CSU. It is evident that many have a significant impact on teaching and learning within their schools. Some are also actively contributing, to the furthering of the teacher librarianship profession through their research or their involvement and leadership in professional associations. Despite the progress made there is still not a qualified teacher librarian for every school. Indeed the dearth of qualified teacher librarians is again a concern. The teacher librarianship discipline at CSU continue to strive to meet this and other challenges by providing specialist teacher librarianship courses focusing on the needs of schools.

**References**


---

**The authors**

**James Henri** is Associate Professor, Faculty of Education, University of Hong Kong. From 1981-2001 he was responsible for developing teacher librarianship and information literacy programs at what is now Charles Sturt University.

**Ashley Freeman** is a lecturer in teacher librarianship at Charles Sturt University.
Knowledge management education in Australia

Stuart Ferguson and Philip Hider
Charles Sturt University

Introduction

Knowledge Management (KM) has been with us now for over a decade. Since the publication of Marianne Broadbent’s much-cited paper in *Australian Library Journal* (1997) it has been a hot topic in library and information services (LIS) literature and at LIS conferences, with repeated calls for the profession to engage more with KM and by anecdotal evidence that significant numbers of LIS professionals have moved into the KM domain. Occasionally one still hears or reads the comment that KM is a passing management fad (for example, see Loughridge 1999) but it is more common to come across the view that KM is very much here to stay. This was one of the conclusions of KPMG’s *European Knowledge Management Survey 2002/2003*: ‘The 2002/2003 survey shows that knowledge management is approaching a higher maturity level. The majority of respondents indicate knowledge as a strategic asset.’ It is fair to say that KM is not going away in the foreseeable future. There is no shortage of KM conferences and workshops, typically charging fees that are beyond most LIS professionals; there are active KM forums in ACT, New South Wales, Victoria and Queensland; KM courses are offered by no less than nine Australian universities; and in October 2005 Standards Australia went so far as to publish a KM Standard (AS 5037–2005).

This paper surveys the formal KM courses currently offered in Australia. It is a part of a wider project by Charles Sturt University’s Community of Scholars, ‘Matching Users with Information’, which seeks to establish the state of knowledge of KM among LIS professionals, the extent to which they are finding positions in the KM sector, the extent to which they are practising identifiable KM processes in their work in the LIS sector and whether they are receiving the educational preparation and/or professional development opportunities required to practise KM. Here the focus is the content of KM courses in Australia and the extent to which the understanding and skills developed by students of these programs overlap with those which the Australian Library and Information Association (ALIA) requires as core knowledge and skills for the LIS sector. The paper also reviews other attempts to identify the core skills and understanding required in the KM field, including the recent Australian standard.

LIS professionals and KM

The myth of the LIS professional as the ultimate Knowledge Manager has dogged some of the LIS literature and conference discourse for several years. Librarians are ideally placed to take on such a role of knowledge manager, it is suggested, because they have been managing knowledge from time immemorial (Butler 2000, p.40; Corrall 1999; Townley 2001, p.53). As recently as the 2005 Information Online conference, one of the keynote speakers, a non-librarian (Andrews 2005), exhorted librarians to take their information management skills and move into the knowledge management domain, while the introductory paper in IFLA’s 2004 collection,
Knowledge Management: Libraries and Librarians Taking up the Challenge, claims that KM is one of those concepts that librarians take time to assimilate, only to reflect ultimately ‘on why other communities try to colonise our domains’ (Hobohm 2004, p.7). In the same book, Michael Koenig, a keen KM proponent, claims that the ‘obvious’ solution to the failure of so many knowledge management systems to match up to companies’ expectations is to import librarians to provide user education and training (2004, p.140).

Behind the rhetoric of knowledge management as ‘souped-up’ librarianship, however, there has been a constant theme, namely that KM requires a multi-disciplinary approach. In a paper in Australian Library Journal, Cathie Koina questions whether librarians are really ‘the ultimate knowledge managers’ and points out that what librarians have done for many years is Information Management, which, contrary to what many librarians believe, is not the same as Knowledge Management (2003, p.270); a point taken up in the 2004 ALIA Biennial Conference (Ferguson 2004). Patricia Milne embraces the hyperbole in her reference to librarians (2000, p.149) as the ‘ultimate knowledge workers’, but also talks about LIS professionals forging partnerships with others in the KM ‘domain’. Similarly Ross Todd and Gray Southon, who have written widely on the subject, go so far as to stress the distinction between KM, ‘which involves the co-ordination of a broad range of professionals and disciplines, led by a professional of very high-level skills, and the enriched role of the information professional within a broader knowledge management program’, stressing the need for the latter to ‘develop their role in co-operation with other professionals’ such as their IT, HR, strategic management and customer relations colleagues (2001, p.322). More recently, Suliman Al-Hawamdeh (2004, p.605) refers to the expansion of the roles of information professionals ‘to include other forms of knowledge activities—tacit and implicit knowledge in the form of skills and competencies’, but adds the qualifying statement: ‘Such skills and competencies require a multidisciplinary approach and cannot be catered for by one single discipline.’

Here it is worth noting that the term KM appears to have several distinct meanings, which vary according to the disciplinary tradition and practice from which they derive. Indeed, a 2002 review by Hlupik et al, identified eighteen distinct definitions of Knowledge Management (Bouthillier & Shearer 2002). Many in the LIS community are familiar with Tom Wilson’s views on the misuse, as he sees it, of the term ‘tacit knowledge’ by leading proponents of KM and his suggestion that KM is typically repackaged Information Management (Wilson 2002). The widespread view in the LIS sector that librarians have been practicing KM for a long time, to which reference was made earlier, stems from the profession’s emphasis on documentary forms of knowledge. In the information systems area, however, the focus is the facilitating technologies and systems while, for the human resources people, it is people. A glance at the long list of KM ‘enablers’ in the new Australian Standard, drawn as they are from IM (in its various guises), HR, and Information Systems and Technology, demonstrates the inter-disciplinary nature of KM (a point taken up in the following section).

The profession’s enthusiasm for KM can be attributed in part to Broadbent’s equation of KM with Information Management (IM) plus organisational learning, which may have led some to see KM as an at least partial ‘resurrection’ of familiar LIS processes and procedures (Rehman & Chaudry 2005). Even were the LIS profession to be the
main player in the IM domain (which it is not), however, the latter part of Broadbent’s equation is a field that is unfamiliar to all but the most senior of LIS professionals. Here we are very much in the realm of HR, a point made by Michael Middleton a few years ago, when he described KM as ‘a combination of information management (IM) for managing the documentary form, and HRM for managing the expression of knowledge’ (1999, p.2). As Karen Bishop points out (2002, p.13), ‘Information professionals have the “core” information management skills required to manage knowledge once it becomes “explicit” (i.e. to identify, catalogue and maximise the visibility and availability of the products in which knowledge is stored)’ however, ‘the great challenge’ is to manage the ‘tacit’ – in other words, the embodied knowledge that is drawn from the social, experiential and embodied experience of practitioners in the practice of work and which cannot be adequately captured or represented in ways that are considered meaningful to knowledge intensive organizations (Ferguson et al. 2005).

The sheer scale of the tasks associated with KM makes it unlikely that the LIS professional could be expected to play a leading role in any KM initiative. We would suggest that the intellectual capital that knowledge managers are meant to be leveraging (or giving value to) goes far beyond the documentary forms to which the LIS profession has been accustomed.

**KM skills and attributes**

One of the most influential studies of KM skills and attributes to be undertaken in the LIS sector, ‘Underpinning Skills for Knowledge Management’ (initiated by the UK’s Library and Information Commission in 1998 and awarded to TFPL), found, among other things, ‘significant overlap between recognized management competencies and those required for successful knowledge practitioners’. What is more, Angela Abell, Project Director of the TFPL study, points out (2000, p.35):

> KM skills are essentially those most often associated with change and project management. The ability to influence attitudes, to work in complex organisations, cross boundaries, and navigate political waters is characteristic of KM players. Teams and communities are also common in KM approaches, making team-building skills, consensus development, and community understanding increasingly important.

Clearly this requires a degree of corporate involvement that has not in the past been typical of the LIS profession – although many special librarians, who pride themselves on keeping in touch with their organisations, might contest that view. Nonetheless, Abell’s list of ‘KM enabling skills and competencies’ (taken from Figure 1, 2000, p.36) does suggest that KM activities go well beyond many library and information services:

- Business process identification and analysis
- Understanding the knowledge process within the business process
- Understanding the value, context, and dynamics of knowledge and information
- Knowledge mapping and flows
- Change management
- Leveraging ICT to create KM enablers
• An understanding of support and facilitation of communities and teams
• Project management
• Information structuring and architecture
• Document and information management and work flows
• An understanding of information management principles
• An understanding of information technology opportunities.

Are LIS students graduating with these skills and competencies? Despite cautionary words from others (Abell 2000; Milne 2000; Todd & Southon 2001; Al-Hawamdeh 2004), Charlotte Breen et al. (2002) conclude from their research that they do. Using the TPFL findings as their basis for skills requirements, Breen and her colleagues conducted surveys of LIS schools in Britain and Ireland, ten LIS graduates in Ireland and twenty companies, in order to establish ‘whether graduates with LIS training are perceived as having the requisite skills and personalities to perform as knowledge managers and information managers in the private sector’ (2002, p.127). Their conclusion is that ‘LIS graduates are being equipped with the requisite skills to organise online information and manage knowledge’, adding, however, that what stands in the way of LIS graduates and the KM sector is ‘the stereotypical view of the “librarian” … Graduates with LIS skills need to market themselves more effectively’ (2002, p.131).

Here perhaps one should distinguish between managing knowledge and being a knowledge manager because it seems to us that the latter, judging by the TPFL findings and Angela Abell’s comments, is a developmental role, which goes way beyond mere management of knowledge (however that is defined) and involves bringing about significant changes in organisational culture. It is worth pointing out that the TPFL study, which was based on interviews and consultations with five hundred international organisations, found that there was very little evidence of involvement of information professionals in KM implementation at a strategic level, that they ‘lacked business understanding, breadth of required experience, and the needed mindset’ and that they ‘were more concerned with external information and to some extent the management of records and documents’ (Rehman & Chaudhry 2005).

To what extent this has changed is yet to be established, but it is worth recalling that, as recently as the 2004 ALIA biennial conference, Biddy Fisher, on ‘Workforce skills development’, listed five areas requiring significant activity, according to the research – KM was up there with project management and project skills, user focus and support, leadership and management, and strategic thinking.

In Britain, the Department of Information Science at Loughborough University followed up the TPFL case studies with a survey of job advertisements and follow-up surveys of employers and recruitment agencies. Experience and skills required included the following ranked list: 1. Relevant industrial experience; 2. Interpersonal skills; 3. Highly developed oral/written communication skills; 4. Project management skills; 5. Team player; 6. Change management; 7. Analytical skills; 8. Ability to work to strict deadlines/prioritisation skills; 9. People management; 10. Training skills; 11. Negotiating skills (Morris 2004, p.120). Other skills, competencies and experience identified covered the categories: educational requirements (which included significant interest in degrees in information or library related subjects); personal attributes; knowledge management skills; LIS/IM skills/experience; and IT skills. It is
worth noting that ‘many of the job advertisements expressed the need for candidates to have practical experience in knowledge management or awareness of the importance of knowledge to the development of an organisation’, supporting the TPFL findings, and that ‘Experience of using KM development tools was also considered to be important.’ Nonetheless, ‘Many of the skills listed in the advertisements were LIS related’ (2004, p.121).

In Australia, Edith Cowan University’s School of Computer and Information Science went through a similar process of market research and consultation, in which it investigated the contribution that the LIS discipline could make to KM. The researchers concluded that there was strong support for ‘Knowledge Computing’, especially Internet Technologies, Knowledge-Based Systems, Groupware and Workflow, Intranets/Extranets, Web Development, Electronic Document Management and Recordkeeping, and for KM Foundations, such as Knowledge Taxonomies, Knowledge Maps, Intellectual Capital and KM Roles. There was also strong support for management orientated subjects (described as ‘Knowledge Management in Practice’), for instance, Organisational Behaviour, Change Management, Project Management, Teams, while Information Science respondents were ambivalent towards Information Organisation and Information Retrieval. The sample consulted (librarians, IT professionals, records managers) was ‘positively disposed toward KM’, the majority (two-thirds) believing ‘their career would benefit from KM study’. These findings helped inform ECU’s model for post-graduate study, which drew subjects from its School of Computer and Information Science, Communications and Multimedia and its School of Management Information Systems (Brogan, Hingston & Wilson 2001).

In the academic year 2000-2001, Nanyang Technological University, Singapore, undertook a survey of existing KM courses offered by universities in Australia (four were included), Canada, Singapore, UK and USA. Some findings were not unexpected, with most courses being offered at graduate level and emphasis in course content reflecting the discipline of the institution offering the program: for instance, technology orientation in computing departments, greater focus on topics such as intellectual capital, measurement and business cases in departments of business studies, and an emphasis on knowledge repositories and development and management of content in schools of information studies (Chaudhry & Higgins 2004, pp.131, 133). Since initially reporting their findings in 2001, Chaudhry and Higgins note little change in the orientation of courses, and in their 2004 paper (p.132) they reproduce their listing of topics, organised under five broad headings: Foundations (such as Knowledge Workers, Intellectual Capital and Sources of Knowledge), Technology (which includes, for instance, KM Architecture and data analysis tools such as Business Intelligence), Process or codification (including Knowledge Audit, and Search and Retrieval), Applications (which include case studies and implementation) and Strategies (for instance, steps for sustaining KM work and measurement of knowledge assets).

Finally, before considering our own survey, it is worth noting the recent publication (October 2005) of a KM standard by Standards Australia. While other standards bodies, notably the British Standards Institute and the European Committee for Standardization (CEN), have published guides to KM practice, the Australian standard is believed to be the first standard as such (NSW KM Forum 2005), certainly
in the English-speaking world. There are two main parts to the Standard: a guide on how to develop knowledge initiatives, divided into three main phases (Mapping, Building and ‘Operationalising’), and a section on the ‘tools, techniques and activities’ used to implement such programs—referred to as ‘Enablers’. It is the latter section that is of particular interest, for the benefit of this paper, since the enablers, which are largely drawn from other disciplines, represent what the authors of the Standard see as key components of KM, and therefore areas in which knowledge managers might be expected to have understanding and skills.

Almost half of the thirty-four enablers listed are drawn from the field of Management, which is hardly surprising, given KM’s focus on leveraging intellectual assets throughout an organisation, fostering innovation and change, and developing organisational culture. Some, such as content management, document management, environmental scanning, information auditing, leveraging information repositories, and taxonomies and thesauri, for instance, come straight from the information manager’s set of ‘tools, techniques and activities’, while the systems and technologies that feature as enablers include ‘integrative technologies’ (such as portals and extranets), technologies for communication and knowledge sharing (for instance, email, chatrooms, wikis and blogs), technologies for discovery and creation (such as search engines and data mining) and technologies for managing repositories (for instance, databases and analytical processing tools) (Standards Australia 2005, pp.35-3). Interestingly, very few of the enablers might be regarded as distinctly KM activities. These include Knowledge Auditing, Knowledge Literacy and Knowledge Mapping, and even these could be regarded as standard Information Management (IM) activities. More important, however, the enablers identified in the Standard support the view that KM requires a multi-disciplinary approach and provide a clear vision of (what its authors see as) the KM domain.

**Formal KM education in Australia**

The foregoing suggests that there may be a degree of overlap between LIS and KM practice, and between what are perceived to be LIS and KM core competencies, but that such overlap is not developing into any kind of synonymity just yet. If this is the case, then it would follow that the content of courses in Knowledge Management would not be quite the same as the content of LIS courses. At those universities in Australia (Curtin, QUT, South Australia, UTS) which offer both types of course, this can be safely predicted. However, it is still worth analysing the extent to which KM and LIS courses differ—if the overlap is considerable, it may be that their respective curricula can be re-examined, perhaps with a view to establishing a common core that might form the basis of a future merger of LIS and KM professions.

Before comparing KM and LIS courses, however, we will assess the extent to which KM courses overlap with each other. Whereas the content of just about all LIS courses in Australia is directly influenced by ALIA, there would appear to be much more freedom for KM courses to be defined according to local interpretations and expertise. The study reported below does not claim to be a highly accurate measure of covariation between courses, and uses summary data, namely the abstracts of subjects listed on the webpages for the courses. However, it is hoped that this data is representative enough to allow for a reasonable approximation.
KM courses at nine Australian universities were identified for this study, where the award is specifically a qualification in ‘Knowledge Management’, and are listed in Table 1 below. (Where a university offers multiple awards, all are noted, separated by obliques.) For some reason, yet to be established, Edith Cowan University’s course (discussed earlier) is not listed on the Web for 2006.

Table 1 – KM courses in Australia

<table>
<thead>
<tr>
<th>University</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMIT</td>
<td>Bachelor of Business – Information and Knowledge Management</td>
</tr>
<tr>
<td>Curtin</td>
<td>Graduate Certificate in Knowledge Management</td>
</tr>
<tr>
<td>QUT</td>
<td>Graduate Certificate in Information Management (Knowledge Management)</td>
</tr>
<tr>
<td>Murdoch</td>
<td>Graduate/Postgraduate Certificate/Diploma – Knowledge Management</td>
</tr>
<tr>
<td>Canberra</td>
<td>Master of Knowledge Management</td>
</tr>
<tr>
<td>CQU</td>
<td>Master of Knowledge Management</td>
</tr>
<tr>
<td>Melbourne</td>
<td>Postgraduate Certificate/Diploma/Master of Knowledge Management</td>
</tr>
<tr>
<td>South Australia</td>
<td>Graduate Certificate/Diploma/Master of Arts (Knowledge Management)</td>
</tr>
<tr>
<td>UTS</td>
<td>Graduate Diploma/Master of Arts in Information and Knowledge Management (Knowledge Management stream)</td>
</tr>
</tbody>
</table>

Of the nine courses (or sets of courses), RMIT’s is anomalous in two respects. It is the only undergraduate course, and it does not distinguish, in terms of award, between information management and knowledge management. For these reasons, it was excluded from the analyses below.

Overlap amongst KM course curricula

When comparing the content of courses, it is necessary to identify first the level of course, as courses at different levels (e.g. Graduate Certificate versus Masters) should have different subject coverage. The courses listed above represent three postgraduate levels – Certificate, Diploma and Masters. We shall assume in this analysis that these levels are commensurate across the universities. We thus have two groups for inter-curriculum comparison: a group consisting of two Certificate courses, and a group of five Masters courses. For the purposes of the following analysis, we shall omit the course(s) provided by Murdoch University, which falls into neither group.

Of course, it is unlikely that courses at two different universities would comprise exactly the same subjects, in terms of content. Even if the overall content in the courses were the same (very unlikely), the content could well be divided into subjects in different ways. It is also likely that abstracts differ in the level of detail they provide – a more detailed abstract does not necessarily reflect more content in the subject. When we attempt to ‘match’ subjects in different courses, therefore, we should not be surprised to find a fair amount of mismatch. However, we shall assume that despite varying specificity and exhaustivity in the abstracts, and varying subject divisions, there should be some subject equivalency across courses, if the course
content is to overlap significantly, and particularly if subject equivalency is defined in terms of approximation, rather than perfect symmetry. In this analysis, a subject is to be considered equivalent if it is considered that a student would be deemed eligible for recognition of prior learning had he or she passed it.

When determining subject equivalency, it is important to distinguish between core (i.e. compulsory) subjects and electives. Indeed, we have chosen to examine core subject and elective subject equivalency separately. The extent to which elective subjects overlap is interesting, but more important is the extent to which core subjects do, since this is where one would expect greater overlap if the courses treat KM in similar ways.

Table 2 shows core subject equivalency – or lack of it – between the two Certificate courses at Curtin and QUT (the former has no elective subjects). Table 3 shows core subject equivalency amongst the five Masters courses; Table 4 shows elective subject equivalency amongst the four Masters courses with specified electives. Each number in the table represents a particular subject, corresponding to the list of subjects in the Appendix.

No subject equivalency was found between the two Certificate courses, but given the small number of subjects, this is probably not too significant. Comparison of the Masters courses proved more interesting. On average, a core subject in a Masters course was equivalent to 0.4 of the other four courses – a 10% ‘overlap’ (0.4/4). However, depth in a particular subject area is not particularly indicative of a different definition of KM, and is likely to be related, at least in part, to abstracting, course structures, and learning expectations on the part of course providers. Therefore, the core subject equivalency amongst the Masters courses can be legitimately collapsed, as per Table 5, with broader and narrower subjects grouped together into subject areas. This produces an overlap of just under 50% (1.87/4). Bearing in mind that courses at different universities are never likely to be totally equivalent in terms of subject (particularly when based on abstracts), we believe this represents a reasonable level of overlap amongst the KM Masters courses.

Certain of the Masters courses have distinctly fewer common subjects, particularly the University of South Australia’s. Nevertheless, most courses have core subjects in the following areas: KM principles/theory, KM technologies, KM processes, KM in organisations, information organisation/content management.
Table 2 – Certificate courses, core subjects (numbers as per Appendix)

<table>
<thead>
<tr>
<th></th>
<th>Curtin</th>
<th>QUT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4</td>
<td>5 6</td>
</tr>
</tbody>
</table>

Table 3 – Masters courses, core subjects (numbers as per Appendix)

<table>
<thead>
<tr>
<th></th>
<th>Canberra</th>
<th>CQU</th>
<th>Melbourne</th>
<th>South Australia</th>
<th>UTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 8 9 10</td>
<td>11 12 13 14 15 16</td>
<td>17 18 19</td>
<td>20 21 22 23 24 25</td>
<td>26</td>
</tr>
</tbody>
</table>

Table 4 – Masters courses, elective subjects (numbers as per Appendix)

<table>
<thead>
<tr>
<th></th>
<th>Canberra</th>
<th>Melbourne</th>
<th>South Australia</th>
<th>UTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35 36 37 38</td>
<td>39 40</td>
<td>41 42 43 44 45 46 47 48 49 50 51 52 53 54 55</td>
<td>56 57 58</td>
</tr>
</tbody>
</table>

Table 5 – Masters courses, collapsed core subjects (numbers as per Appendix)

<table>
<thead>
<tr>
<th></th>
<th>Canberra</th>
<th>CQU</th>
<th>Melbourne</th>
<th>South Australia</th>
<th>UTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 8 9 10</td>
<td>11 11/16 11 11 12 13 14 15</td>
<td>24 17/22 18/23 19</td>
<td>20 21 25</td>
<td>26</td>
</tr>
</tbody>
</table>
Nature of KM courses
From the subjects featured in these Masters courses, we can discern several KM subject types:

- organisation and management;
- technological applications;
- information organisation and retrieval;
- business (especially e-business);
- sociology of knowledge and learning.

These categories are fairly similar to the five broad areas identified by Chaudhry and Higgins (2004), discussed above. We shall thus attempt to assign each of the core subjects in the Masters courses into the Chaudhry and Higgins categories – see Table 6.

Table 6 – Masters core subjects by category

<table>
<thead>
<tr>
<th>Curriculum area</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1. Foundations  | • Business fundamentals for knowledge managers  
|                 | • Contextualising knowledge management  
|                 | • Information research and data analysis  
|                 | • Knowledge management  
|                 | • Knowledge management and the organisation  
|                 | • Knowledge management principles  
|                 | • People, information and knowledge  
|                 | • People, work and organisations  
|                 | • Theories and concepts in knowledge management  
| 2. Technology   | • Connected technologies in organisations  
|                 | • Electronic document management  
|                 | • Information pathways  
|                 | • Knowledge management enabling technologies  
|                 | • Knowledge management systems  
|                 | • Scholarly information sources  
|                 | • Systems management overview  
| 3. Process (Codification) | • Data mining  
|                 | • Knowledge management processes  
|                 | • Knowledge representation  
| 4. Applications | • Applying knowledge management  
|                 | • Knowledge management implementation  
|                 | • Knowledge management practice  
| 5. Strategies   | • Creating knowledge cultures  
|                 | • Developing knowledge in the systematic enterprise  
|                 | • Knowledge management leadership  
|                 | • Knowledge management strategies  
|                 | • Leading change in education and training  
|                 | • Strategic information management  

Clearly, some of these subjects could belong in more than one category, but the listing here is a ‘best-fit’ one, based on the available subject abstracts. Many of the subjects
appear similar to the ones listed by Chaudhry and Higgins. The only substantial difference from the larger, international survey is the relative absence amongst the core subjects listed above of specific technologies and processes, such as intranets, portals, knowledge mapping and knowledge repositories. Greater specificity is found amongst elective subjects, however, and there is no indication in the Chaudhry and Higgins paper whether elective subjects were excluded.

**Overlap between KM course curricula and ALIA’s core knowledge and skills**

There has been some discussion about the extent to which LIS courses of education might cover KM components, or be developed to do so; similarly, we might wish to investigate the extent that KM courses might cover core knowledge and skills demanded of LIS professionals, or might be adapted thus. The very fact that at present we find distinctly KM courses (with the exception of UTS), as opposed to LIS courses, suggests that any overlap in coverage needs to be extended before we might start to see LIS professionals graduate from KM courses, and vice-versa. The question is, to what degree is there scope for such an extension? If there is in fact currently little overlap, then educators may find it difficult to unify these two types of course, and students may be better served by two distinctive sets of course offerings.

In the following study, we took the nineteen core knowledge and skill attributes listed by ALIA in its statement, ‘The library and information sector: core knowledge, skills and attributes’ (http://www.alia.org.au/policies/core.knowledge.html), and compared them with the content of the six KM courses listed above, which offered a qualification at Graduate Diploma or Masters level. It is indicated by ALIA (http://www.alia.org.au/policies/education.role.html) that these attributes should be covered in LIS courses offering a first professional qualification (which would be a Graduate Diploma or Masters).

ALIA formulates its core attributes in terms of ‘information,’ whereas the KM courses, naturally enough, use the term ‘knowledge’ much more frequently. In this analysis, in order to facilitate possible matching, we made no distinction between ‘information’ and ‘knowledge.’ We examined each of the ALIA attributes and then read through both the core and elective subjects described in the webpages for each course (that is, the higher/est course where there was more than one as part of a set), and identified any subject, or combination of subjects, which appeared to reasonably cover the attribute. The nineteen attributes were thus mapped against the six courses, where coverage was ascribed in dichotomous terms – either reasonably well covered, or not. We also mapped the attributes against an Australian ‘LIS’ Masters course, namely the ‘Information and Library Studies’ stream of the Master of Information Management course at Curtin, as a ‘control’. The results are shown in Table 7 – a ‘1’ indicates that an attribute is covered by the course abstracts; a ‘0’ indicates that it is not.
Table 7 – Masters core subjects against ALIA’s core knowledge and skills

<table>
<thead>
<tr>
<th>Core knowledge and skills</th>
<th>UC</th>
<th>CQU</th>
<th>UTS</th>
<th>SA</th>
<th>UM</th>
<th>MU</th>
<th>total</th>
<th>Curtin</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand and interpret the contexts in which information is originated, stored, organised, retrieved, disseminated and used;</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>comprehend the ethical, legal and policy issues that are relevant to the sector;</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>envision future directions and negotiate alliances for library and information sector development aligned with corporate, social and cultural goals and values.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>understand and investigate how information is effectively sought and utilised;</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>identify and investigate information needs and information behaviour of individuals, community groups, organizations and businesses.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>understand the importance of information architecture to determine the structure, design and flows of information;</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>forecast, plan, facilitate and evaluate appropriate resource management to library and information services.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>enable information access and use through systematic and user-centred description, categorisation, storage, preservation and retrieval.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>provide and promote free and equitable access to information and client services;</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>facilitate the acquisition, licensing or creation of information in a range of media and formats.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>design and deliver customised information services and products;</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>assess the value and effectiveness of library and information facilities, products and services;</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>market library and information services;</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>identify and evaluate information services, sources and products to determine their relevance to the information needs of users;</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>use research skills to provide appropriate information to clients.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>understand the need for information skills in the community:</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>facilitate the development of information literacy and the ability to critically evaluate information.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>systemically gather and analyse data and disseminate the findings to advance library and information science theory and its application to the provision of information services;</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>demonstrate a commitment to the improvement of professional practice through a culture of research and evidence-based information practice.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total** | 7  | 0   | 11  | 6  | 5  | 2  | 29    | 14     |
From the evidence presented in Table 7, we must conclude that there is presently, in general, only a limited amount of overlap between what are considered (by ALIA) to be the core LIS professional attributes and the curricula of the KM courses offered by Australian universities. Indeed, one KM course (that offered by CQU) appears to have very little in common with the LIS profession. It is probably no coincidence that this course, and the two others offered by universities with no ‘library school’ (Melbourne and Murdoch), represent the three least accommodating of ALIA’s attributes; those courses at universities with library schools may share subjects with the LIS courses, or the courses may be connected in other ways (e.g. common staff). Moreover, given the range of definitions of KM to which we alluded earlier, one would expect courses such as the Melbourne and Murdoch ones to reflect a different working definition of KM from the one that informs most LIS programs. Of the three most ‘LIS-friendly’ courses, however, two covered only a minority of ALIA’s attributes, and one only a slim majority, whereas the ‘LIS’ course at Curtin scored a significantly higher fourteen out of nineteen (as we would have hoped).

These results do not appear to bode particularly well for a future unification of KM and LIS courses, although it is worth noting that the course exhibiting the most overlap with the ALIA attributes, is the KM stream of a program at UTS, which does indeed attempt to combine KM and LIS education.

Conclusions

The literature appears divided on the issue of overlap between the two disciplines (if indeed they are seen as separate disciplines), with some writers suggesting that LIS professionals by and large have the skills to enter the KM domain, and lack only the right attitude and image. On the whole, however, the weight of opinion and evidence, not least the ‘enablers’ listed by the Australian KM Standard, suggests that the required KM understanding and skills go far beyond ‘traditional’ LIS education, and conversely, that LIS education requires the development of attributes which go beyond the scope of KM education. Our survey of KM courses in Australia found a reasonable amount of equivalency amongst the courses, which resemble in essentials those surveyed by Chaudhry and Higgins five years earlier, but failed to find a high degree of overlap between the curricula of these courses and core LIS professional attributes, as defined by ALIA. Rather, it appears that there are separate KM and LIS courses for good reason: the graduates of these courses are entering two distinct, if related, professions. Although this still leaves open the theoretical possibility of a course which prepares graduates for either a KM or an LIS career, it would appear that Australian universities have not yet found a way of squeezing sufficient coverage of both disciplines into a single postgraduate course. In their attempt to prepare graduates for an increasingly diverse and technology-orientated information environment, they must be careful not to end up offering courses caught between two stalls.
References


Bishop, K 2002, New roles, skills and capabilities for the knowledge-focused organisation, Standards Australia, Sydney.


Appendix

Subjects offered in KM courses

1. Knowledge management principles
2. Knowledge auditing
3. Electronic document management
4. Internet content management
5. Knowledge management
6. Adult and workplace education
7. Knowledge management enabling technologies
8. Knowledge management leadership
9. Knowledge management processes
10. Knowledge management principles
11. Knowledge management
12. Leading change in education and training
13. Systems management overview
14. Scholarly information sources
15. Data mining
16. People, work and organisations
17. Creating knowledge cultures
18. Applying knowledge management
19. Principles of knowledge management
20. Business fundamentals for knowledge managers
21. Knowledge management in practice
22. Contextualising knowledge management
23. Developing knowledge in the systematic enterprise
24. Knowledge management systems
25. Connected technologies in organisations
26. Theories and concepts of knowledge management
27. Information pathways
28. Strategic information management
29. Knowledge representation
30. Knowledge management and the organisation
31. People, information and knowledge
32. Knowledge management strategies
33. Enabling information access
34. Information research and data analysis
35. Knowledge management for e business
36. Information retrieval
37. Information analysis and retrieval
38. Issues in online management
39. Strategic management
40. Managing in information societies
41. The learning organisation
42. Organisation structure, culture and the knowledge worker
43. Information and systems for competitive advantage
44. Information economics
45. Competitive intelligence
46. Information discourse ethics
47. Organisation of knowledge
48. Information architecture and design
49. Human information behaviour
50. Electronic records and document management
51. Digital publishing
52. Programming in Java 1
53. Programming in Java 2
54. Network technology
55. User interfaces
56. Business information and intelligence
57. Information organisation
58. Information architecture and design
59. Social informatics
60. Legal and health information
61. Managing information
62. Virtual information collections, resources and services

The authors

Stuart Ferguson is a Senior Lecturer at Charles Sturt University, Information Management and Librarianship. Principal teaching areas are information management, information technology and the online information environment. Research interests include information ethics, information and knowledge management, information society issues, and literary theory and history.

Philip Hider is a Senior Lecturer in the School of Information Studies at Charles Sturt University. He holds a Master of Librarianship degree from the University of Wales, Aberystwyth, and a PhD from City University, London. Dr Hider worked at the British Library from 1995-1997, and in Singapore from 1997-2003.
Distance education and the use of on-line discussion forums in education for librarianship

Bob Pymm
Charles Sturt University

Abstract

The use of on-line discussion forums to encourage active participation from distance education students has become a feature of many courses delivered in this mode. At Charles Sturt University, both undergraduate and postgraduate course in librarianship use on-line forums to engage students further in the learning process. This paper analyses the role of the forum in six librarianship subjects, finding that generally, a minority of students use the forum in any meaningful way and that there is little difference between undergraduate or postgraduate participation. Overall, students supported the idea of the forum even if though they may not have used it a great deal. Lecturers had mixed views over the usefulness of the forum and associated activities, finding that it added substantially to workloads while at the same time not fulfilling its promise of creating the virtual classroom. Suggested approaches for improving the nature of forum participation were suggested.

Introduction

With the advent of email and the web, with its possibilities of delivering distance education materials online, there has been a rapid move in the provision of distance learning from a reliance on purely print product to generally, a hybrid position, where a mix of both print and online approaches are being used. Mills, Eyre and Harvey (2005, p44) describe this evolution at Charles Sturt University (CSU) in Australia, where distance education programs are now either fully online or offered as a combination of print and online materials.

In many countries, this move to online has coincided with more fundamental changes in higher education policy with the introduction of fees, the move towards life long education and the growth in numbers of mature age, working students. In addition, this period has also seen an attitudinal change, described by Tait and Mills (2003, p1) as a move from the student as passive receiver to an adult playing an equal role to faculty in their own educational development. Hanlula and Pawlowicz (2004, p153) talk about this transformation of roles, facilitated by the new technologies, where students are given high levels of autonomy and independence, sharing information and supporting each other, with teachers acting as guides and coaches. They go on to note that this increased autonomy and responsibility calls for an increase in critical thinking and analysis abilities in students, in order to properly assess contributions from peers and elsewhere, given these have not gone through the normal academic process of review and evaluation.

Thus the use of asynchronous discussion forums, listservs or bulletin boards has in recent years become a popular means for engaging distance education students in creating the ‘online classroom’, (note that throughout this paper, online refers to the
use of ICT to access materials, listservs and forums and does not imply real time interactivity or discussion). This has allowed the establishment of structures that should enable and encourage this information sharing, peer support and opportunities for analysis and reflection. Burnett et al (2003, p40) report that in a study comparing the level and nature of class interaction in a face-to-face subject with that of an online subject, students studying online asked more questions and that these tended to be more substantive than those asked in class. However, there has been limited research in this area and the literature on the success or otherwise of online discussion encouraging increased interaction suggests that while discussion forums have been widely adopted they are seen as still in their infancy, with strategies, processes and procedures evolving as experience in what works and what does not accumulates. McFann (2004, p280) in a recent project examining faculty views on the usefulness of listservs noted that while virtually all staff saw these as a potentially powerful and potent tool, most academics felt they had fallen short of expectations.

This somewhat ambivalent view of the benefits of online discussion forums is widely held by teaching staff (Ellison describes it as technology getting ahead of instructional design (2005, p36)) and accurately describes the view held by myself and a number of my colleagues at Charles Sturt University (CSU). Despite this, Mills, Eyre and Harvey (2005, p44) note that at CSU there are online discussion forums available for all distance courses with students strongly encouraged to make use of them. Given this promotion of online discussion forums within CSU and more widely throughout the tertiary education sector, together with the reported and anecdotal evidence that suggests varying levels of success, it was decided to conduct a detailed analysis of a number of discussion forums used by undergraduate and postgraduate library and information studies (LIS) students at CSU during the 2005 academic year in order to try and identify what actually comprises a ‘successful’ forum and the factors involved.

**Background**

Charles Sturt University is an experienced provider of distance education in many fields. It has offered library and information studies (LIS) programs in this mode since the 1970s to local (Australian) students and to a growing number based overseas in countries such as Hong Kong and Mauritius. Enrolments in undergraduate and postgraduate programs total around 1400. The mode of delivery has evolved over time to the point where the usual package today comprises print material, online readings and web references, an online discussion forum mediated by the lecturer and, for some subjects, a CDRom with additional material. Usually there is no face-to-face component. The online discussion forum and the interactive dialogue it aims to develop has been described by Mills, Eyre and Harvey (2005, p44) as a ‘key to effective learning’ and is a feature of all LIS subjects with potential students advised that a prerequisite to enrolling in the course is access to the Internet and familiarity with the basics of online interaction. For most local students this now poses few problems with rural and remote users gaining access via satellite and upgraded telecommunications systems. For some overseas students however, there are still issues of easy availability, line speeds and confidence in the use of the Web.
Methodology

For the academic year 2005, a total of six forums were studied. Four of these were for postgraduate LIS subjects, two for undergraduate. Total enrolments in each of these subjects varied from 20 to 98. Each subject had only one related forum. The forums all followed the same format with students accessing them via their University log in, separate from their normal email inbox. Students could post directly to the forum and respond to any other student’s posting. There was no facility for private responses or for anonymous postings or for a synchronous chat room approach. The majority of students (75%+) are mature aged and have experience of working within the library or similar environment. Very few, six or less per class, were from outside Australia.

Four of the subjects had a compulsory assessable (in all cases worth 10%) assignment piece with the answer to be placed online. This assessment piece was posted to a separate sub-forum and has not been considered in any of the discussions below. Five of the six subjects had ‘discussion points’ built into the printed study guide which urged students to respond with their thoughts, experiences etc to the online forum – although this participation was not assessable with none of the subjects giving a mark for forum participation alone.

The total number of postings on each subject forum was tallied and postings linked to students and their final results. A level of content analysis was undertaken on all of the forum postings. Thus a posting was placed into one of four categories as detailed below. This was a fairly subjective measure and no effort was made to differentiate postings of substance to those of the “me too” type. If a posting related to an issue under discussion it went into that category regardless of the depth of its content. Postings from the lecturer responsible for the forum were counted and analysed separately into different categories.

The categories comprised:

- Greetings, introductions. Thus the initial introductory messages containing personal information, comments and social discussions. Examples were straightforward personal data, offers of help and assistance with locating material, calls to form local study groups to chatty comments on the course.

- Directional postings. From the lecturer or the University relating to issues such as library access, lodgement of assignments, how to withdraw etc.

- Discussion. This was the category of substance which included postings from students on the coursework, responses to discussion points called for in the printed study guide and related issues raised by their reading. Some of the postings in this category were quite in-depth, others more cursory, but all had some relationship with the subject.

- Assessment. Any questions or concerns about the various assignment tasks and/or the marks received.

For the lecturers’ postings, only two categories were used:

- Responses. Basic replies to student postings and general introduction.
• Stimulus. Postings aimed at encouraging discussion, directing students to additional resources and promoting activity on the forum.

Finally, a short survey (see Appendix A) was distributed to the teaching staff in the School of Information Studies seeking their views on the advantages and disadvantages of using the online forums.

Results

The raw numbers and percentages (in brackets) of student forum activity and the categories of posting are shown for each of the subjects A-F in Table 1, while lecturers’ responses on each subject forum are quantified in Table 2. Posting activity relative to the final grade awarded a student was correlated as in Table 3 (the mean number of postings per student was calculated against the total of that grade awarded for the subject and is shown in the columns; note that the Failed/Withdrawn column also includes students who enrolled but never undertook any of the work).

The figures in all three tables apply to the entire class, including any overseas students. The numbers of overseas students included were generally quite small, the maximum number being six out of a total of 81 enrolled in subject D. Due to the small numbers involved, it was felt that little in the way of meaningful information could be gathered regarding the use of forums by overseas students and thus they have not been differentiated in any of the analysis, but included in the total student cohort. However, this is a factor that has been discussed elsewhere (e.g. Mills, Eyre and Harvey, 2005) and it does appear there may be differences in the use and approach by overseas students to online forums. It is an area that requires further investigation.

In addition to this basic information on forum activity, an informal survey was conducted among the six LIS staff involved in managing the forums. The survey questionnaire is shown at Appendix A. This survey aimed to gather anecdotal information as to how individual lecturers view forum use, the amount of time they commit to it and the advantages and disadvantages they feel accrue for both students and staff. This was a simplified version based upon a more detailed survey instrument used by McFann (2004) in a study of US educators and their use of online forums.

Finally, as part of their evaluation for all subjects, students were asked about the usefulness of the online forums to their study. The responses received (typically from 30-50% of those enrolled) have also been evaluated relative to these six subjects.
### Table 1 – Student activity by subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class size</th>
<th>Total no. class posts</th>
<th>No. of class posts (%)</th>
<th>Max no. posts from one student</th>
<th>Mean no. all stud’s</th>
<th>Posting categories raw numbers (percentages)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hiya</td>
</tr>
<tr>
<td>A. Mgt (PG)</td>
<td>68</td>
<td>196</td>
<td>38 (57)</td>
<td>25</td>
<td>2.9</td>
<td>49 (26.3)</td>
</tr>
<tr>
<td>B. Mgt (UG)</td>
<td>20</td>
<td>62</td>
<td>13 (65)</td>
<td>19</td>
<td>3.0</td>
<td>7 (11.3)</td>
</tr>
<tr>
<td>C. Colln Mgt (UG)</td>
<td>98</td>
<td>379</td>
<td>61 (62)</td>
<td>23</td>
<td>3.9</td>
<td>41 (10.8)</td>
</tr>
<tr>
<td>D. Colln Mgt (PG)</td>
<td>81</td>
<td>346</td>
<td>59 (73)</td>
<td>20</td>
<td>4.3</td>
<td>1 (0.3)</td>
</tr>
<tr>
<td>E. IT (UG)</td>
<td>92</td>
<td>327</td>
<td>52 (57)</td>
<td>22</td>
<td>3.6</td>
<td>25 (7.6)</td>
</tr>
<tr>
<td>F. IT (PG)</td>
<td>30</td>
<td>118</td>
<td>25 (83)</td>
<td>17</td>
<td>3.9</td>
<td>19 (16.1)</td>
</tr>
</tbody>
</table>

### Table 2 – Lecturers’ responses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total no. lecturers’ posts (% of all postings)</th>
<th>Response raw nos. (%)</th>
<th>Stimulus raw nos. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mgt (PG)</td>
<td>63 (25)</td>
<td>56 (88.9)</td>
<td>7 (11.1)</td>
</tr>
<tr>
<td>B. Mgt (UG)</td>
<td>45 (42)</td>
<td>33 (73.3)</td>
<td>12 (26.7)</td>
</tr>
<tr>
<td>C. Colln Mgt (UG)</td>
<td>152 (29)</td>
<td>126 (82.9)</td>
<td>26 (17.1)</td>
</tr>
<tr>
<td>D. Colln Mgt (PG)</td>
<td>194 (36)</td>
<td>156 (80.4)</td>
<td>38 (19.6)</td>
</tr>
<tr>
<td>E. IT (UG)</td>
<td>98 (23)</td>
<td>80 (81.6)</td>
<td>18 (18.4)</td>
</tr>
<tr>
<td>F. IT (PG)</td>
<td>50 (30)</td>
<td>37 (74.0)</td>
<td>13 (26.0)</td>
</tr>
</tbody>
</table>
Table 3 – Student activity relative to final grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
<th>Fail or Withdrawal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mgt (PG)</td>
<td>1.1</td>
<td>3.2</td>
<td>4.2</td>
<td>N/A</td>
<td>1.0</td>
</tr>
<tr>
<td>B. Mgt (UG)</td>
<td>1.0</td>
<td>2.0</td>
<td>7.8</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>C. Colln Mgt (UG)</td>
<td>1.8</td>
<td>4.5</td>
<td>5.2</td>
<td>5.6</td>
<td>1.1</td>
</tr>
<tr>
<td>D. Colln Mgt (PG)</td>
<td>1.0</td>
<td>4.7</td>
<td>5.2</td>
<td>8.5</td>
<td>1.6</td>
</tr>
<tr>
<td>E. IT (UG)</td>
<td>2.6</td>
<td>3.6</td>
<td>3.9</td>
<td>8.0</td>
<td>1.4</td>
</tr>
<tr>
<td>F. IT (PG)</td>
<td>3.6</td>
<td>1.8</td>
<td>3.5</td>
<td>5.0</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Discussion

The figures suggest there is little difference between the posting activity and the nature of the discussions of undergraduate or postgraduate students. Overall, for all postgraduate students, the mean number of postings per student was 3.52; for undergraduates 3.75. This does not show a high level of activity and interaction by the vast majority of students and indicates that for most, forum activity is a very tangential part of their overall learning experience. The percentage of students posting anything at all ranged from 57% (both undergraduate and postgraduate) to a high of 83% for postgraduate, 62% for undergraduate, suggesting that postgraduate students may be less shy about entering a forum and making at least one comment. With the small number of courses studied, this finding is indicative only.

These results show that anywhere between 20 and 45% of students take no active part at all with their subject forum, despite entreaties in both their written material and in online discussions that this forms an important part of their learning process. They may be ‘lurking’ in the background reading, but not commenting, and the relatively low level of ‘greetings’ type postings suggests that for many students, just identifying themselves online is something they do not wish to do. Whether this is a problem or not is debatable with Carey and Gregory (2003, p287) noting that the distance education literature is equivocal over the link between levels of student achievement and levels of interaction. However, what it does point to is that one of the main aims of the forum, promoting discussion in a collegiate like environment is, generally, not being attained.

The level of anonymity afforded by subject forums for students who have no face-to-face classes at all has been thought to provide a supportive environment for the quieter, less confident students that may mean they contribute more through this approach than in a traditional classroom tutorial (McFann for instance reports this as one of the benefits cited by the academics she surveyed (2005, p270)). However, this
needs to be looked at further and may prove to be chimerical – the quiet ones in class remain quiet in the online environment. While there may be many other reasons why students do not actively participate in the online discussions – limited access to the technology is an obvious one – gaining a clearer understanding as to the reluctance of many to get involved may help in the design of forums and improve interaction rates.

From the student feedback received for these subjects, opinion is generally positive towards the role of the forum overall. Thus for the 26 students who completed an evaluation for subject D, the postgraduate collection management topic, 23 either agreed, strongly agreed or very strongly agreed that the forum helped in their learning. Two disagreed and one very strongly disagreed. Free text comments generally supported this positive view although feedback ranged from “the forum was a valuable learning and motivational tool” to “forum chaotic”. This feedback balance followed similar lines for all of the subjects. Other student comments, taken directly from the forums, also show the range of attitudes that students bring to this side of their studies. Thus a student described his/her view “Personally, I’m not too keen on this forum thing and the idea of forum postings as tutorial, it always seems like a whole bunch of people talking and not saying very much and no one really listens to anyone else anyway”. This posting provoked a number of more positive responses where other students offered up suggestions and practical strategies for getting the most from the forum, thus providing valuable feedback to the instructor as well as to the student themselves.

One clear finding, common to many of the subjects, is a major concern regarding assignments and related assessment requirements. For the two IT subjects in particular, between 40 and 60% of all forum activity related to assignments. For the management subjects as well, a high degree of forum traffic referred to the assessment. For both management and IT, major components of the assessment required of students related to case studies where they were asked to apply their learning to a fictional case study supposed to reflect a ‘real world’ situation. It is likely such a form of assessment always raises more discussion and query than more straightforward assignment tasks. This is reflected by the relatively low level of concern (illustrated by low levels of forum discussion) on the assessment for the collection management subjects where the assignments do not include case studies and require what may be considered more straightforward academic research and evaluation.

While the use of the case study approach may be part of the answer, these findings also suggest that there is a need to revisit the assessment requirements for the management and IT subjects in order to clarify the tasks required of students. If the assignments are well articulated in the printed study guide received by students and fit comfortably with the subject coursework, there is less likely to be such a high level of concern and thus forum traffic, regarding what is required.

If one of the aims of the online forum is to create a virtual classroom where a broader understanding of the topic and related areas can be gained through open discussion, then the level of student interaction related to such discussion is important in assessing how successful the forum is in achieving this aim. For the six subject forums under review, this level of discussion varied considerably. Posting activity classified as “Discussion” comprised anything between 24 and 85% of total student
activity. In four of the six subjects, queries regarding assignments outnumbered discussion postings. Again, there appears to be no difference between undergraduate and postgraduate responses and no link between the level of stimulus provided by the lecturer and the level of discussion response. Thus the two subjects with the highest percentage of lecturer “Stimulus” postings (B and E – management and IT) had a low percentage of discussion postings relative to the total (both just over 30%). Subjects C and D, the undergraduate and postgraduate collection management subjects had very high levels of discussion postings, possibly reflecting student’s greater ease with the subject and willingness to put their own experience and understanding up for public comment. The printed study guide that accompanies these subjects also exhorts students to post to the forum with each of the 17 sections having a clearly identified “forum posting topic” asking students a direct question with response to be posted online. This compares with the printed study guide for subjects B and E where there are also exercises calling on students to consider a particular situation but only two occasions in subject B and none in E where there are direct instructions for students to post their considerations to the forum. It would appear that a clearly identified task, spelt out in the print study guide, is a more effective way of promoting thoughtful participation on the forum than online promotion by the lecturer. But again, the general low level of participation in active discussion is disappointing given the clear and expressed expectation by staff that this will benefit students in their learning process.

Table 3 was created by sorting students by their final grades, noting the number of postings (of any sort) each made and then averaging these out for each grade. For some subjects the total student enrolment was relatively small and thus the numbers within each grade even smaller, which made the resultant means of interest but not in any way significant. For others, the numbers involved were reasonable (although still too small to make effective use of significance testing) but sufficient to be indicative of any trends. This was the case, with overall, a clear trend that suggested those receiving higher grades had been more active on the online forum for their subject than had those with bare passes. While there will be many variables contributing to a student’s participation in the forums and in achieving their final grades, this indication of a possible connection between the two is one that supports the belief that active participation on the forum has a positive impact on learning outcomes. However, Carey and Gregory make the valid point that even if higher levels of active participation appear to be linked to higher achievement it is difficult to draw any conclusions from this given the variable nature and often low level of student interaction (2003, p287). This is an area for further investigation.

The load taken on by the lecturer in maintaining the forum is illustrated in Table 2 where the level of activity in responding to student queries and responses or promoting discussion is evident. Lecturer’s contributions ranged from 25% to 42% of the total activity with the vast majority of these being responses to student queries or concerns. Their role in stimulating discussion was a smaller one, ranging from 11% to 26% of their total activity. This level of activity and subsequent time commitment is a concern for the lecturers involved. The survey conducted amongst a number of the LIS teaching staff at CSU reported that the time estimated for forum involvement each day during semester ranged from 20 minutes to up to two hours. This time commitment and the pressures that it inevitably brings have been reported elsewhere.
as one of the issues to be addressed as more teaching moves to a substantially online mode (Smith 2004, p27; McFann 2004, p272).

All lecturers considered that one of the strengths of the forum was in providing the ability to disseminate information and clarify issues. They noted the relative efficiency of using forums in this way to target all students. This view has also been reported in other surveys where academics reported they “overwhelmingly used the listserv as a means of communication…and a means of disseminating information” (McFann 2004, p268). Some lecturers felt the forums did help generate a sense of community amongst students, with opportunities to ‘value add’ to the learning experience and foster broader discussions which would otherwise not occur. They also noted the potential for building social networks and helping students overcome the feelings caused by isolation, distance etc. Again, McFann (2004, p269) reports similar findings but notes that “most of the instructors interviewed did not feel as successful with the level of discussion as they would like”.

Disadvantages of the online discussion forums were seen as its very nature – providing feedback in anything other than a much abbreviated form was just too time consuming and did not substitute for verbal feedback. There were concerns over the potential of students to mislead others and also for disgruntled students to air grievances in public without first discussing the issue with their lecturer. Clear guidelines on the purpose of the forums and how they should be used were strongly supported. The time and effort needed to make the forum successful were also noted as an issue that was not fully recognized in assessing workloads. This complements McFann’s findings where many of her respondents reported time pressures as the major disadvantage of working with listservs (2004, p272).

Interestingly, there was a strong divergence of opinion amongst lecturers on the usefulness or otherwise of designing an assessment piece that required students to post their responses online (and to comment on other student’s postings). Traditionally, at CSU, some subjects have required this although at a very low level – usually worth only 10% of the total subject assessment. Comments ranged from “useless, useless, useless …” through concerns over the academics use of the forum for this purpose to “… a valuable exercise”. Obviously this is an area that requires further consideration and debate within the School.

Overall, academics were happy with the use of forums for information dissemination; concerned over the time and effort required to maintain an effective forum; unsure as to their success or otherwise in developing debate and building reflective communities of students and split over the usefulness of online assessment activities.

**Outcomes**

The use of some form of asynchronous online discussion forum has grown rapidly in many distance education programs. For the LIS program offered by Charles Sturt University, virtually all subjects have had such a forum since 2000. Yet the literature is ambivalent about their relative usefulness given the significant investment in time and effort required to establish and maintain each subject forum.
This small study looked at activity on six subject forums in use during 2005 and considered the attitudes of staff and students to the effectiveness of the forums. The findings and possible actions can be broken into broad themes:

**Student use of the forum**
- The majority of students actively participate in the forum but in a minor way.
- Postgraduate students show a slightly higher level of active participation.
- Despite this modest use, student feedback is strongly supportive of the presence of forums and their usefulness.
- Promoting broader discussion as a form of ‘virtual classroom’ is more difficult. Placing a clear request to “post your comments on the forum” in the printed study guide seems to be more effective than online exhortations.

These findings suggest that the forums do play a useful role, even if they have not reached the goal of building the level of dialogue, reflection, vigorous debate and student engagement in the educational outcomes that has been considered possible. Students generally like them with, just as in the class situation, some eager contributors but many quieter ones. Engaging a larger percentage of the non-engagers needs to be a goal for staff consciously trying to develop the forum to something beyond a simple notice board. One approach would be to use the printed study guides or other media distributed to students in hard copy to clearly emphasise the role of the online forum, what is expected of students, provide examples of online discussions and positive quotes from student feedback. It should be very clearly stated where students are expected to post comments to the forum. This needs to be kept at a practical level, say three or four times in a subject and possibly divided so that half the students are asked to respond to the first two, half to the second batch. Even if only partially successful this would create a significant level of forum traffic. In an example from the CSU LIS course, an existing subject contains 37 places in its printed study guide where students are called upon to post their comments to the forum. With a regular enrolment exceeding 100, this would quickly become impractical even if only a fraction of students respond. Better to focus on a very small number of instances and try to get a high percentage of students involved.

**Assessment tasks**
- For most subjects, questions and concerns regarding the assessment tasks constitutes a majority of the traffic on the forums.
- Online assessment pieces requiring the posting of a commentary to the forum were not seen as useful by the majority of staff.
- Across all subjects there was a trend for students with higher levels of forum participation (of any kind) to end up with higher overall grades.

If the assessment tasks can be expressed as clearly as possible it should reduce the percentage of online discussion devoted to queries and concerns re assignments. This may then leave more time for debate and discussion around the subject as a whole, rather than focusing on the assessment. This is supported by the finding that in the collection management subjects, C and D, the level of concern over assessment resulted in 35-60 queries (10-15% of forum traffic), with up to 295 postings (85% of the total) relating to the broader topic discussion. This compares to the IT subjects, E and F, where concern over the assessment tasks was very high (40-60% of forum traffic).
traffic) resulting in smaller numbers and percentages of the total postings relating to the broader discussion.

Lecturers’ uncertainty regarding the usefulness or otherwise of online assessment pieces needs further investigation, particularly of students views on the value of this, in order to determine an appropriate approach.

The possible link between overall grade and forum participation can at best only be suggestive. The large numbers of variables involved such as brighter students naturally using the forum more; or the impact of one or two major users and the relatively small class sizes for most subjects skewing figures, make these findings problematic. However, a clear trend was evident for five of the six subjects. This could prove a useful finding to publicise to students as evidence of forum participation being one of the variables having a very practical impact upon learning outcomes and student attainment.

**Lecturer concerns**
- All lecturers felt the forums were very good vehicles for disseminating information.
- There were mixed views as to the forum’s usefulness in building a virtual classroom.
- The role of the lecturer in responding to queries and other postings was time consuming and constituted a significant percentage of all forum activity. The lower level of lecturer activity relative to promoting discussion or debate appeared to have limited impact in most subjects.
- Lecturers expressed concern over potential or actual misuse of the forum by students.

Lecturers see the forum as a primary method for getting information out to students. This needs to be made very clear to all those enrolled in a subject so that, even if a student avoids active participation, they regularly check and read forum postings (hopefully more than just the lecturers’). Again, an emphasis can be placed on the usefulness of the forum for clarifying assessment tasks – a major area of concern for all students.

Developing the forum into a lively online classroom appears to have had limited success. It may be that a live, chat room approach, scheduled for a specific time and promoted as the equivalent of a classroom tutorial, would be more successful. The nature of online communication means that detailed and complex postings take significant time and effort to create. Both lecturers and students face time pressures so that creating detailed forum postings or responding in detail to another’s postings, especially if there are a number of views being expressed and opinions voiced, requires a significant effort. In addition threads get discontinued or overridden by a new strand starting or by new concerns arising as assignment times draw near. It may be that specific topic, live chat rooms or webcasts, held regularly with attendance being compulsory, is a better way of establishing a true learning environment with high levels of student involvement and debate. Programmed in as part of the course work, students (and lecturers) may see this approach as another exercise or requirement rather than a voluntary extra imposition which will only be addressed if there are a spare few minutes. An alternative approach may be to design group
assessment tasks where sub forums are established for designated subsets of students who are required to develop, through online discussion, a response to a case study or other assessment task. Grading would be based on the level of interaction, the breadth of discussion and individual input.

The amount of time and effort put into maintaining forums needs to be properly acknowledged by faculty administrators. The forum should not be seen as just an added extra but aim to be an integral part of any student’s experience of their online learning. To achieve this takes time, effort and appraisal as to what works, what does not. Lecturer’s involvement in this needs to be acknowledged and resourced with development and training provided to ensure that course forums across a discipline have a level of consistency and approach. Students should expect each subject forum to run in a similar fashion and place equivalent demands on their time and abilities to maintain debate and discussion at an appropriate level. With growing experience and familiarity with the forums, students may be encouraged to more actively participate as they become aware of the requirements and expectations that are common to all the subject forums with which they are involved.

With a consistent approach to forum design and use, students should fully understand the role of the forum and appropriate forum behaviours. If these are reinforced in a similar manner for each subject, there may be less likelihood of students behaving in an inappropriate manner. Again, consistency of approach across lecturers in their identifying what constitutes inappropriate forum behaviour and their reaction to it is an important factor in reducing such behaviours and making it clear to students what will result from their actions.

Conclusion

It has been commonly acknowledged that asynchronous online communication provides a limited form of communication, lacking the richness of face-to-face discussion, which makes it a poor medium for the delivery of complex messages (Clyde & Klobas 2000, p274). Yet for most distance education students, it has become an integral component of their learning package with participants reporting that they strongly valued the online interaction with staff and other students (Frey et al. 2004, p90). This strong student support for online interaction was confirmed by the findings of this study where the majority of students reported high levels of satisfaction with the functioning of the online forums. This contrasts to the views of lecturing staff who generally feel that online forums have been a mixed blessing, with a lack of debate and student involvement, other than in matters of process. This has been reported elsewhere with “very few learners taking the advantage of this opportunity by contributing to discussions” (O’Rourke 2003, p149).

Given the positive view of most students it would seem that the online discussion forum for distance education subjects is an important factor in student’s overall satisfaction with their course. It is therefore worth the effort to try and improve the role and functioning of the forum so that it comes closer to the vision of academic staff of a virtual classroom as well as meeting student needs. This requires a modest amount of effort to move the forums away from being an ‘optional extra’ to becoming integrated into the educational strategy. Improvements related to consistency of approach, promotion to students, realistic expectations on participation and the place
of synchronous chat rooms as virtual tutorials would all help develop the forum into an integrated pedagogical model that provides the best possible course delivery to distance education students. Achieving this will then help ensure that the changing nature of the instructor/student relationship noted in the Introduction, and the benefits anticipated arising from this change, will actually occur.

References


Appendix A

Management of student forums

The aim of this brief survey is to gather data regarding your experience of using online forums in the teaching of LIS subjects at CSU. No comments will be attributed to individuals.

1. What year did you first start using online discussion forums?

2. Do you have an online forum for all subjects you teach?

3. Give an approximate time in minutes (e.g. 30 mins) for the average time you spend per work day on a forum during term time?

4. Note what you feel are the advantages of using forums.

5. Note what you see as disadvantages.

6. Comment on the usefulness or otherwise of forcing students to use the forum through having set assessment pieces requiring them to respond online.

7. Has the online forum changed your approach to teaching the subject?

The author

Bob Pymm is a lecturer at Charles Sturt University and has taught previously at the University of Canberra and Canberra Institute of Technology. He worked at the Australian War Memorial and from 1993-2005, at the National Film and Sound Archive in Canberra. He has a PhD from the University of New South Wales and research interests in collection development, digital preservation, audio-visual materials and libraries and popular culture.
Creating and sharing opportunities for lifelong learning

Suzanne Lewis
Central Coast Health Service Library

Distance education, which is necessarily self-directed and involves creating and maintaining one’s own professional support network, prepares library professionals for lifelong learning. This paper describes a range of professional development activities carried out at the Central Coast Health Service (CCHS) Library, part of Northern Sydney Central Coast Health, in 2005 and identifies the distance education experience as valuable in preparing library and information science graduates to create and maintain their own learning environments.

Distance education for librarianship and information science is a core educational strategy of the Charles Sturt University School of Information Studies. At the Central Coast Health Service (CCHS) Library – the majority of staff are either graduates or current students of the School. The Library has branches at Gosford and Wyong Hospitals and serves the information needs of staff at public hospitals and community health centres in the Central Coast sector of Northern Sydney Central Coast Health in NSW. The library also provides information resources and services to University of Newcastle students based at the Gosford Hospital campus.

Distance education, which is necessarily self-directed and involves creating and maintaining one’s own professional support network, prepares library professionals for lifelong learning. The experience of the CCHS Library staff who have undertaken distance learning in librarianship is that they are equipped not only with the skills required to practise the profession, but also the ability to identify and fill their learning needs throughout their careers in practical and innovative ways.

Much of the literature on distance education emphasises the importance of creating and supporting an online learning community among students. Haythornthwaite et al. (2000) cite many studies of online environments which demonstrate that it is possible to ‘create community and sustain strong ties through electronic media’. Their own research involving interviews conducted over 12 months with 17 distance learners shows that when students return home from an initial intensive, on-campus introduction, ‘they reinvent this physical proximity as virtual proximity, appropriating technology and the opportunities afforded them by class and program structures to socialize and work with people they met on-campus’ (Haythornthwaite et al. 2000).

However, often the virtual learning community disbands when its members graduate and move into the workforce. The new librarian may be fortunate to work in a large academic library with an active continuing professional education program. However many librarians work in small or one-person libraries where professional development opportunities are limited.

This paper describes a learning community built among librarians working in different, generally small libraries which are fairly close geographically. The four libraries are Gosford Hospital Library; Wyong Hospital Library, a satellite, one-person library managed as part of the CCHS Library Service; the library of...
Staff from each of these libraries developed an interest in the emerging field of evidence-based librarianship (EBL) during informal networking occasions. This interest was focused when four librarians at the CCHS Library undertook usability testing of their intranet site and had a paper on their research accepted for the 3rd International Evidence Based Librarianship Conference in Brisbane, Australia in October 2005. A further two staff from the same library had a poster accepted for presentation at the same conference on a project they had undertaken to investigate the adequacy of the library’s resources on stroke. The CCHS Library has a strong culture of active participation in conferences in recent years, and all presentations are available for interested colleagues to view at http://www.newcastle.edu.au/service/library/gosford/pubs/.

In mid-2005, the CCHS library staff decided to host a series of self-directed evidence-based librarianship (EBL) workshops for librarians in the local area. The aim of the workshops was to improve understanding of EBL, identify ways to implement the EBL process in practice, and ‘skill up’ before attending and presenting at the EBL conference in Brisbane later in the year. Each library staff member involved in either the usability testing or the stroke collection project at the CCHS Library undertook to present a session on one stage of the EBL process. There were six sessions in all, held fortnightly, attended by all CCHS Library staff plus the librarians from Wyong Hospital Library, the WorkCover NSW Library, and the Ourimbah campus library of the University of Newcastle. Topics covered were: overview and history of EBL; formulating answerable questions; identifying and searching sources of evidence; appraising the evidence; applying the evidence; and evaluation and dissemination of the findings. In an additional session, the librarian from the Ourimbah campus library (University of Newcastle) gave a workshop on conference presentation skills just before three CCHS Library staff attended the EBL conference in October.

Outcomes of the workshop series have been positive and synergistic. Both the paper and the poster were presented at the 3rd International Evidence-Based Librarianship Conference, with the paper being highly commended and the poster winning the Best Poster Award. Papers based on both projects have been published in the new e-journal Evidence Based Library and Information Practice (http://ejournals.library.ualberta.ca/index.php/EBLIP). In addition, one of the CCHS librarians has been accepted as a contributor of evidence summaries for the new journal. Presenters of the workshops have been invited to re-run the series for more staff from the University of Newcastle Library in 2006.

The strong continuing professional development focus in the CCHS Library can be attributed to active support from management, an organisation-wide emphasis on lifelong learning, and highly motivated library staff. In particular, those staff who have studied, or are currently studying, by distance education are well equipped with skills to meet their own learning needs as a result of the distance education experience.

Distance education in library and information science encourages students to participate in an online community which enhances their learning experience.
Librarians in the workforce should not only join online communities of practitioners, but also actively seek out physically proximate communities among their colleagues and nearby libraries.

The CCHS Library workshop series demonstrated that the differences between an academic library, two health libraries and a special library (WorkCover NSW) were less important than a shared interest in a new development in the profession – evidence-based librarianship. Most of the workshop participants had been following developments in EBL via postings to listservs. However, their understanding of EBL was greatly enhanced by attending, and in some cases preparing, workshops. As former or current distance education students, used to a self-directed mode of learning, they had the confidence to create their own continuing professional development opportunity. This is perhaps the greatest benefit this group of practitioners derived from their experience of distance education with the Charles Sturt University School of Information Studies.

Reference

The author
Suzanne Lewis completed a PhD in English Literature at the University of Sydney in 1992, and graduated from the Charles Sturt University’s School of Information Studies with a Diploma of Arts (Library & Information Science) in 1998. While a student at Charles Sturt University she was Assistant Editor of the Australian Library Review, published by the School of Information Studies. She undertook the Professional Experience component of her course at Gosford Hospital Library in 1997 and secured a permanent position as librarian there in 1998. She was appointed Manager of Library Services for Central Coast Health (now part of Northern Sydney Central Coast Health) in 2004. She is passionate about encouraging and promoting professional development opportunities for library staff.
Mind the gap: cataloguing training needs in Australia

Philip Hider
Charles Sturt University

Abstract

Reports on a questionnaire survey of Australian libraries’ cataloguing training needs and the extent to which a gap between demand for and supply of external cataloguing training exists. Results show that there is still a significant demand for training in many of the traditional cataloguing and classification areas, and that the current level of provision does not quite meet this demand. About half of responding libraries did not provide in-house training, and three-quarters were interested in sending staff to external short courses. However, the data also suggests that many library managers are unwilling to commit a large amount of funds or staff time to cataloguing training. There would thus appear to be more demand for basic courses, but fuller professional development programs might be developed if more library managers were to recognise their value, and if such programs offered flexible modes of learning.

Introduction

It has been observed by Harvey and Reynolds (2006) that coverage of cataloguing and classification in the curricula of professional librarianship courses in Australia has been reduced in recent years, or at least transformed into a broader treatment of metadata creation and management. Most of the university-level library schools in Australia are thus now teaching the application of conventional library cataloguing standards in elective rather than compulsory subjects, if at all. This trend is similar to that observed in other countries, such as the United States and Canada (see for example Hsieh-Lee 2004; Hill 2002).

In contrast, Australian libraries show few signs of switching to new metadata standards, and continue to make heavy use of conventional cataloguing in their library management systems. Over the past four years, use of the National Library of Australia’s National Bibliographic Database (based on MARC, AACR2, etc.) has increased by just about any measure – for instance, in terms of holdings (which would approximate to downloading activity) from 33 million to 39 million (National Library of Australia 2005).

The continued utilisation of conventional catalogue records in Australia (as elsewhere) suggests that demand for cataloguing knowledge and skills on the part of Australian libraries has not necessarily lessened; indeed, it is quite possible that it has increased. The question arises, therefore, as to whether the reduction in coverage of traditional ‘cat & class’ in university-level LIS curricula, as identified by Harvey and Reynolds (2006), has left a gap between demand and supply, or whether any gap that might have opened up has been effectively plugged by alternative training provision.

There are several forms of alternative training provision which might have come to the rescue. First, the amount of in-house training might have increased, though there seems little reason for this to be the case. Second, library technician courses in TAFE,
which do still emphasise basic library cataloguing, may have plugged the gap as libraries have devolved more of their cataloguing activities to paraprofessional staff. Third, both professionals and paraprofessionals may also have been developing their cataloguing skills through attendance of short courses offered by external parties.

The survey summarised in this paper sets out to identify the nature of Australian libraries’ cataloguing training needs, in so far as they were not being met by TAFE or university-level courses of formal education, and to determine the extent to which a gap between demand for and supply of external cataloguing training exists.

Method

An online questionnaire survey was constructed, containing twenty, mostly closed, questions – see Appendix. Postings were placed on eleven Australia-based e-lists in November 2005, inviting list members to complete the questionnaire on behalf of their library, or forward the invitation to the relevant colleague. All but one of the e-lists are managed by the Australian Library and Information Association (ALIA). General as well as specifically cataloguing e-lists were targeted, as the most appropriate respondents, answering on behalf of their libraries, would not necessarily be cataloguers – but rather the manager who controlled the training budget, or that part which covered cataloguing (if any). The e-lists were: aliaACTive, aliaCATLIBS, aliaCPD, aliaNATSPEC, aliaNSW, aliaQLD, aliaRIVERINA, aliaSA, aliaVIC, aliaWEST, and catlibs.

A total of 165 responses were recorded during the period 15 November to 1 December 2005, forming the basis of the following analysis.

Results

Nature of the sample

Seventy-five of the 165 questionnaire responses provided the library’s name. The libraries represented ranged from large state and university libraries, to small special and school libraries. The special libraries also represented a wide range of sectors, including medical, government, legal, voluntary, scientific, theological, etc. It appeared (from the list of names provided) that most of the libraries are publicly funded, with a small number funded through donations, and an even smaller number operating as part of a commercial enterprise.

The responses to the second and fourth questions also confirmed that a broad range of libraries was represented in the sample, both in terms of sector and size. Table 1 below shows the types of library; Table 2 the number of staff in each library involved in cataloguing (of any form). Special, academic and public libraries are all reasonably well represented in the sample; there are also some school libraries, though these are probably under-represented in relation to the total population. It could well be that school libraries are under-represented on the e-lists themselves, so we should not necessarily draw any conclusion that the smaller number of school libraries indicates any lack of interest in cataloguing training on their part. The mean number of staff involved in cataloguing is 4.7, and the median is 3.
Table 1 – Responding libraries by type

<table>
<thead>
<tr>
<th>Type</th>
<th>Number of libraries</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>33</td>
<td>20.0</td>
</tr>
<tr>
<td>Academic</td>
<td>42</td>
<td>25.5</td>
</tr>
<tr>
<td>School</td>
<td>14</td>
<td>8.5</td>
</tr>
<tr>
<td>Special</td>
<td>69</td>
<td>41.8</td>
</tr>
<tr>
<td>Not a library</td>
<td>7</td>
<td>4.2</td>
</tr>
</tbody>
</table>

Table 2 – Number of staff involved in cataloguing

<table>
<thead>
<tr>
<th>Number of staff</th>
<th>Number of libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>11-20</td>
<td>9</td>
</tr>
<tr>
<td>&gt;20</td>
<td>4</td>
</tr>
</tbody>
</table>

The responses hailed from across Australia, with the exception of Tasmania, as indicated in Table 3. The most populous states provided the greatest number of responses. Some of the libraries’ names, as well as certain responses to the open questions, indicated that some of the libraries were situated in rural and regional Australia. The sample was thus considered to be reasonably representative of Australian libraries geographically.

**In-house training**

A little over half of the libraries (56.7%) provided in-house training in cataloguing. Of course, the amount and quality of this in-house training is likely to vary considerably. As might be expected, proportionately more of the public and academic libraries provided in-house training – many of the special and school libraries would likely be too small to provide it.
Table 3 – Responding libraries by state

<table>
<thead>
<tr>
<th>State</th>
<th>Number of libraries</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>13</td>
<td>7.9</td>
</tr>
<tr>
<td>NSW</td>
<td>40</td>
<td>24.2</td>
</tr>
<tr>
<td>NT</td>
<td>1</td>
<td>0.6</td>
</tr>
<tr>
<td>QLD</td>
<td>34</td>
<td>20.6</td>
</tr>
<tr>
<td>SA</td>
<td>25</td>
<td>15.2</td>
</tr>
<tr>
<td>TAS</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>VIC</td>
<td>34</td>
<td>20.6</td>
</tr>
<tr>
<td>WA</td>
<td>18</td>
<td>10.9</td>
</tr>
</tbody>
</table>

 Attendance of short courses
About two-thirds (65.5%) of libraries had not sent staff to a short course in cataloguing during the past year. Significantly more academic libraries had sent staff to short courses, in proportion, than had other libraries, despite the fact that more of them also provided in-house training.

 Interest in short courses
About three-quarters (76.3%) of libraries expressed an interest in sending staff to short courses in the forthcoming year. This, however, left a significant proportion (23.7%) of libraries apparently not interested in doing so. Their lack of interest might be due to budgetary parameters, or because they do not consider their staff need any external training, or perhaps because they do not consider short courses to be an effective mode of training.

 Areas of interest for short courses
Those respondents who indicated that their library would be interested in sending staff to short courses over the coming year, were then asked which areas of cataloguing they would like to see covered. Table 4 shows the responses. Significant numbers of libraries (at least 10%) were interested in each area suggested, though no single area stood out with a large majority of the respondents’ vote (the most popular area was ‘Internet cataloguing’ with 66.4%).

 Several additional areas were specified by respondents, including cataloguing of archival material, forthcoming changes to the Anglo-American Cataloguing Rules, foreign language materials, cataloguing tools available on the Internet, local subject headings, Medical Subject Headings (MeSH), SCIS standards, and, not surprisingly, ‘metadata.’ (Two other classification schemes were specified: Moys and UDC.)

 Preferred length of course
Respondents were then asked to which length of course their libraries would prefer to send staff. Most of the votes (84.8%) were cast for half-day and one-day courses.
Table 4 – Areas of interest

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of libraries</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet cataloguing</td>
<td>85</td>
<td>66.4</td>
</tr>
<tr>
<td>Descriptive cataloguing</td>
<td>76</td>
<td>59.4</td>
</tr>
<tr>
<td>AACR2</td>
<td>70</td>
<td>54.7</td>
</tr>
<tr>
<td>Authority control</td>
<td>68</td>
<td>53.1</td>
</tr>
<tr>
<td>Audiovisual cataloguing</td>
<td>60</td>
<td>46.9</td>
</tr>
<tr>
<td>MARC</td>
<td>59</td>
<td>46.1</td>
</tr>
<tr>
<td>Dewey Decimal Classification</td>
<td>58</td>
<td>45.3</td>
</tr>
<tr>
<td>Copy cataloguing</td>
<td>55</td>
<td>43.0</td>
</tr>
<tr>
<td>Serials cataloguing</td>
<td>52</td>
<td>40.6</td>
</tr>
<tr>
<td>Library of Congress Subject Heads</td>
<td>52</td>
<td>40.6</td>
</tr>
<tr>
<td>Subject indexing</td>
<td>48</td>
<td>37.5</td>
</tr>
<tr>
<td>Cataloguing of other item types</td>
<td>47</td>
<td>36.7</td>
</tr>
<tr>
<td>Library of Congress Classification</td>
<td>23</td>
<td>18.0</td>
</tr>
<tr>
<td>Other classification scheme</td>
<td>15</td>
<td>11.7</td>
</tr>
</tbody>
</table>

Online courses

Over two-thirds (68.7%) of respondents indicated that their library would be interested in subscribing to online courses. One respondent commented at the end of the survey that their library’s regional location made online courses an attractive proposition; on the other hand, another respondent commented that ‘live classes’ was what were needed, rather than ‘distance education.’

It may be worth noting that those libraries which were prepared to release some (or at least one) of their staff for more than a day a year to attend short courses, and those prepared to spend over $300 for a staff member’s original cataloguing courses, were also particularly interested in online courses.

Time allocation for short courses

The following four questions were designed to gauge the amount of time a library might allocate to a single member of staff to attend short courses, provided externally, on copy cataloguing and original cataloguing. The responses are summarised in Table 5.

Table 5 – Time release allocations

<table>
<thead>
<tr>
<th>Days</th>
<th>Current allocation</th>
<th>Possible allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Copy</td>
<td>Original</td>
</tr>
<tr>
<td>0-1</td>
<td>110</td>
<td>103</td>
</tr>
<tr>
<td>2-5</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>6-10</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11-15</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>&gt;15</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
From the table, we note that few libraries are willing or able to allocate large amounts of staff time for short courses in cataloguing. This, of course, may be for various reasons, such as a lack of perceived need for extensive training in this area, or competing training needs, or simply a lack of time that can be devoted to training of any kind, in the face of heavy workloads.

One might also account for a low amount of time currently allocated to cataloguing because of a low number of (quality) training opportunities on offer, but allocations do not dramatically increase when respondents consider the maximum possible allocation, given optimal training provision. As might be expected, the allocation for copy cataloguers is lower than it is for original cataloguers. Only a quarter (24.4%) of libraries responding were prepared to release any of their copy cataloguers for more than one day a year; about half (49.2%) the libraries were prepared to release a member of staff more than one day a year for courses on original cataloguing. Only a small number of libraries (six) were prepared to release any member of staff for more than five days a year. Special libraries, on the whole, were a little more generous than other libraries with possible time allocation for original cataloguing courses, as were Victorian libraries.

The relatively small amounts of time do not necessarily mean that libraries are not interested in their staff developing, or maintaining, expertise in cataloguing. It may well be that some of the libraries (probably the larger ones) offer extensive in-house training and supervision. In other cases, however, libraries may not perform enough original cataloguing (some may outsource it) for such development to be a priority. In any case, it is quite likely that most libraries would welcome their staff developing cataloguing expertise in their own time.

**Funding allocation for short courses**

Responses to the next two questions are summarised in Table 6 – they indicate the amount of money libraries might spend on sending their staff to cataloguing short courses (this should include incidental costs such as travel, as well as the course fees themselves). For both copy and original cataloguing, the modal allocation was between $100 and $300 per year per staff member. However, for original cataloguing, the estimated mean was $292, whereas for copy cataloguing, it was just $226. Of course, some respondents might have understated their figures in the hope that this would have a favourable effect on future fee levels, but the responses tied in fairly well with the specified time allocations outlined above.

<table>
<thead>
<tr>
<th>Funding ($)</th>
<th>Copy</th>
<th>Original</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;100</td>
<td>33</td>
<td>16</td>
</tr>
<tr>
<td>100-300</td>
<td>57</td>
<td>52</td>
</tr>
<tr>
<td>300-500</td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>500-1000</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>1000-2000</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2000-3000</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3000-4000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4000-5000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&gt;5000</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Public libraries’ funding was particularly conservative (probably because they do not have vast sums of money). Not surprisingly, those libraries prepared to send a staff member to more than a day’s external training a year, were also prepared to spend more on short courses (at least for a single staff member).

**Current level of provision**
Over two-thirds (69.4%) of respondents considered the current level of short course provision inadequate to meet their library’s needs. This might not be a particularly surprising proportion, given the diverse cataloguing situations the libraries represent, and the likely bias against current provision amongst the sample (responding out of choice to the questionnaire). The fact that 30.7% of the sample (for this question) considered the current level sufficient, would indicate that the short courses presently on offer are filling at least some of the gap between demand and supply. Academic libraries were more satisfied with current provision, in proportion, than were other libraries.

**Gaps in short course provision**
The last two questions asked respondents about the nature of any gap that might exist between provision and need – in what areas of cataloguing would their libraries like to see more short courses. Table 7 summarises responses to suggested areas. Results were similar to those reported above which identified areas of interest (whether or not these areas were well provided for). Again, there were no runaway favourites, but ‘Internet cataloguing’ was popular with at least half the libraries, and all areas received at least 10% of the vote.

Table 7 – Areas for more courses

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of libraries</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet cataloguing</td>
<td>83</td>
<td>50.3</td>
</tr>
<tr>
<td>Descriptive cataloguing</td>
<td>66</td>
<td>40.0</td>
</tr>
<tr>
<td>Authority control</td>
<td>62</td>
<td>37.6</td>
</tr>
<tr>
<td>AACR2</td>
<td>61</td>
<td>37.0</td>
</tr>
<tr>
<td>Dewey Decimal Classification</td>
<td>56</td>
<td>33.9</td>
</tr>
<tr>
<td>Audiovisual cataloguing</td>
<td>52</td>
<td>31.5</td>
</tr>
<tr>
<td>Library of Congress Subject Headings</td>
<td>51</td>
<td>30.9</td>
</tr>
<tr>
<td>Subject indexing</td>
<td>48</td>
<td>29.1</td>
</tr>
<tr>
<td>MARC</td>
<td>46</td>
<td>27.9</td>
</tr>
<tr>
<td>Serials cataloguing</td>
<td>45</td>
<td>27.3</td>
</tr>
<tr>
<td>Copy cataloguing</td>
<td>43</td>
<td>26.1</td>
</tr>
<tr>
<td>Cataloguing of other item types</td>
<td>40</td>
<td>24.2</td>
</tr>
<tr>
<td>Library of Congress Classification</td>
<td>22</td>
<td>13.3</td>
</tr>
<tr>
<td>Other classification scheme</td>
<td>18</td>
<td>10.9</td>
</tr>
</tbody>
</table>

Other areas not fully covered by current provision were noted in responses to the last question of the survey, including content for a ‘refresher’ course (several votes), access points (as per AACR2), RDA (AACR3), cataloguing archival materials, updates for advanced cataloguers, Kinetica software, MeSH, music, management and performance evaluation of cataloguing, SCIS standards, thesaurus development, and,
the ubiquitous, ‘metadata.’ (Again, two other classification schemes were specified: Moys and UDC.)

**Home state as a factor on cataloguing training**

Not many differences in responses were identified according to respondents’ state (Question 3). Relatively fewer libraries sent staff to short courses in Western Australia, and more libraries were dissatisfied with current provision there – but not by a large margin in either case.

**Conclusions and discussion**

While the demand for training in new areas of metadata creation and management may well have increased dramatically over the past decade, the results of the survey suggest that demand for training in traditional ‘cat & class’ has not ceased, and that the current level of training provision in Australia does not quite meet this demand. It is very possible, although not proven by this survey, that the gap between demand and supply has emerged, or at least has widened, as a result of the university library schools reducing their coverage of cataloguing and classification. Whether or not this is the case, the gap, in so far as it exists, still needs to be addressed.

In-house training is provided by about half the libraries in the sample. This leaves a very large number of libraries across Australia unable or unwilling to ‘do it themselves.’ With increasing numbers of librarians having graduated from library school with minimal cataloguing education, and a lower proportion of the profession involved in cataloguing, the number of libraries reliant in external training providers is likely to increase – assuming that these libraries continue to perform some cataloguing.

Whereas two-thirds of libraries in the sample had not sent staff to a short course over the past year, three-quarters of libraries expressed an interest in doing so over the forthcoming year. Again, we may conclude that not enough short courses are being offered to libraries across the whole of Australia; but when we examine some of the other results of the survey, another possible explanation for this contrast between attendance and interest presents itself. It may well be that many libraries are aware of short courses to which they would be interested in sending their staff, but that they do not wish, or are unable, to meet the expense – in terms of either staff time or money, or both. Of course, libraries located in rural and regional Australia would need to spend additional funds to send their staff to the capital cities, where most of the short courses are held. However, cataloguing courses do not appear even to be a priority for many libraries more favourably situated, if the responses in this survey are anything to go by – Australian libraries’ financial and temporal commitment to them is generally low. Some of the free-text responses also indicated that little money was available for training, and that, especially for one-person libraries, there was little time as well.

Even for original cataloguing, the maximum many libraries in the sample would be prepared to spend on a member of staff’s development is less than $300 a year. The going rate for a one-day short course is approaching $500. For example, CAVAL’s full-day cataloguing courses in 2006 are $473.00 (full fee) or $354.75 (discount fee). Likewise, the average library would be willing to release a member of staff for only
one or two days a year. It is no wonder, then, that the libraries much preferred half-
day and one-day courses over more extensive ones.

The causes of such limited support for the short course mode of cataloguers’
professional (and paraprofessional) development need further investigation. It is likely
that many libraries’ budgets are inadequate in this regard. However, it would appear
that even if budgets were adequate, many libraries would still be unwilling to release
staff for substantial amounts of training. This may be because they are extraordinarily
busy, or because they entertain unrealistic expectations of a one-day course, or
because they have low expectations of their cataloguing activities. Alternatively, it
may be that library managers consider cataloguing a skill that can be self-taught or
acquired through means other than short courses.

Two-thirds of libraries in the sample considered the current level of short course
provision inadequate to meet their needs. However, the foregoing would suggest that
many of these libraries are not so interested in extensive courses of training, but in
some ‘basic’ courses that will enable them to get by, or else a magical one-day course
that will turn the beginner into expert. The fact that the libraries wanted more across
the full range of cataloguing areas also suggests a desire for a bit, or a lot, of
everything – so long as it does not take too long.

The magical one-day, all-inclusive course may be a non-starter, but training providers
can certainly offer more ‘basic’ half-day and one-day courses for beginners and those
feeling in need of a ‘refresher.’ Perhaps as important as such courses, however, would
be greater efforts in the education of librarians about what it takes to train a fully-
fledged cataloguer, as well as the need for fully-fledged cataloguers (even in special
and public libraries). Such education may encourage more libraries to spend more
time and money on cataloguing training. One respondent commented: ‘It is an area
that is given little consideration because the management does not see a problem,
therefore no money spent.’

We speculated that some library managers might not be willing to spend much time
and money on short courses because they consider cataloguing a skill that can be self-
taught or acquired through other means. Certainly, cataloguing can be self-taught, but
very few expert cataloguers are totally so. If staff have already graduated from library
school, and in-house training is not an option, then what alternatives to external short
courses are there? What other ways may there be of plugging the gap?

Hider (2006) lists eight modes of professional development for the cataloguer:
professional reading, presentations and papers, work-based research projects,
publications, personal study projects, tertiary courses, secondments and short courses.
The first four of these build on basic knowledge and skills – they are not likely to plug
the gap. A very determined personal study project might produce a self-taught
cataloguer, but this is not a realistic outcome in most cases, and secondments are hard
to come by. This leaves tertiary courses and short courses.

We will return to tertiary courses shortly, but first let us consider a ninth mode,
namely the online or distance course (not all distance courses are solely or even
partially online, but we will use ‘online’ here as shorthand). Few online courses in
cataloguing currently exist (the commercial package, Catskill, is an exception), but
this may well change. In a sense, the online course is a new kind of short course, except that it can often be as long or as short as the trainee wishes. In the sample, over two-thirds of libraries indicated an interest in subscribing to online courses on behalf of their staff. There are obvious benefits for libraries in rural and regional areas; indeed, all libraries may save some staff time (no travel costs, etc.). Online courses can also accommodate varying work schedules; on the other hand, the technical nature of cataloguing makes online and distance learning particularly challenging. These courses would not necessarily be what the library managers had in mind as an alternative to classroom-based short courses, but they are worth considering in some situations and for some needs.

Apart from online courses and classroom-based short courses, it seems there are few options for many libraries wishing to develop in-house cataloguing expertise. It is probably unrealistic to hope that the university library schools can be persuaded to increase the coverage of cataloguing in their professional qualification courses. It may well be more realistic to call for more cataloguing training to supplement what is being taught in the library schools. This can be provided by a wide range of parties. One of the leading providers of library CPD courses in Australia, CAVAL Collaborative Solutions (based in Victoria), already offers several courses in the cataloguing and metadata area, and may be able to offer more. There are also several established providers of cataloguing training based outside of Australia who might be able to export their courses.

One other possible way to plug the gap is for a library school to offer a combination of education and training. That is, while there may not be enough room in the curriculum of the modern, generalist LIS degree to increase the coverage of cataloguing, it may nevertheless be possible to integrate a series of short courses into a course of formal education that represents an advanced LIS qualification, that is, a specialist qualification in bibliographic organisation. Such a course, with a range of subject levels and the possibility of exemptions based on existing expertise, might attract both beginners and more advanced cataloguers. It could be offered in mixed mode – both in the classroom and online. It could also allow for enrolments in individual modules, instead of the whole course. Further, such a course would allow for study in both the employer’s and student’s time – it would appear from the survey results that some form of compromise would often be needed, such that the library might allocate some work time for professional development, but would also expect the employee, as a professional, to set aside some of their own time.

Given the wide range of needs and expectations indicated in the survey, whatever the mode of training provided, one of the keys to success for cataloguing trainers and educators must surely be to allow for flexible learning.

References


Appendix A

Questionnaire

1. Your library’s name (optional)
2. Your library’s type
3. Your library’s location
4. How many staff in your library are involved in any form of cataloguing?
5. Does your library provide any in-house training in cataloguing to its staff?
6. In the past year, has any of your library’s staff attended a short course in cataloguing provided by an external party?
7. Over the next year, would your library be interested in sending any of its staff to short courses in cataloguing? (If No, please go to question 18.)
8. Which of the following areas would your library be keen to see covered in short courses? (You may select one or more.)
9. Please state any other areas, apart from those in the above list, which your library would like to see covered in short courses.
10. What length of course would your library prefer to send staff to? (You may select one or more.)
11. Would your library be interested in subscribing to online cataloguing courses for its staff?
12. For a year, what is the maximum amount of time your library currently allocates to a single employee’s attendance of short courses on copy cataloguing?
13. For a year, what is the maximum amount of time your library currently allocates to a single employee’s attendance of short courses on original cataloguing?
14. In a year, what would be the maximum amount of time your library would be prepared to allocate to a single employee’s attendance of short courses on copy cataloguing?
15. In a year, what would be the maximum amount of time your library would be prepared to allocate to a single employee’s attendance of short courses on original cataloguing?
16. In a year, what would be the maximum amount of money your library would be prepared to allocate to a single employee’s attendance of short courses on copy cataloguing?
17. In a year, what would be the maximum amount of money your library would be prepared to allocate to a single employee’s attendance of short courses on original cataloguing?
18. Does the current level of provision of short courses meet your library’s needs?
19. In which of the following areas (if any) would your library like to see more short courses than are currently offered? (You may select one or more.)
20. Please state any other areas, apart from those in the above list, in which your library would like to see more short courses than are currently offered.
The author

Philip Hider is a Senior Lecturer in the School of Information Studies at Charles Sturt University. He holds a Master of Librarianship degree from the University of Wales, Aberystwyth, and a PhD from City University, London. Dr Hider worked at the British Library from 1995-1997, and in Singapore from 1997-2003.
Does doctoral-level research in library and information management address professional needs?

Ross Harvey and Jake Wallis  
Charles Sturt University

Abstract

The introduction in 2005 of a professional doctorate program in library and information management (LIM) at Charles Sturt University, Australia has prompted reflection about the relevance of doctoral-level research to professional practice. Australia and other British-influenced countries have traditionally offered only the Doctor of Philosophy program, which has no coursework component and is generally considered to be largely interested in theoretical concerns. Professional doctorates include a coursework component and are more clearly identified with workplace practice, and it is argued that this equips professionals to better undertake research that is relevant to professional practice, and that the research produced from professional doctorates will be of greater relevance to professional practice.

This research explores the contention that Doctor of Philosophy programs in LIM in Australia have not produced research that addresses professional needs. It does this by analysing the research carried out in PhD programs in LIM, using publicly available information from universities in Australia, New Zealand, and Singapore.

Doctoral programs and professional needs

Before we go any further, we need to define what we mean in this paper by research that meets professional needs. Harvey has noted elsewhere that:

The most obvious uses of research in ... information environments are for problem solving, for development, evaluation and improvement of services and systems, and to provide information before introducing new systems or services (perhaps through the assessment of user needs) (Harvey, in Williamson, 2002, p.xiii).

Similarly, two other Australian authors, Haddow and Klobas (2004), suggest that ‘practice should benefit from research findings (particularly where those findings go towards improving the product or service provided by practitioners) and raise more questions for research’. By research that meets professional needs, we mean applied research, that which is pragmatic, with an emphasis on providing information that is immediately usable to resolve actual problems; the usual distinction is made between applied research and pure research, that which is principally concerned with developing theories, and which is often thought to be of little immediate practical application.

We also need to explain that in this paper we are using an inclusive definition of library and information management (LIM). For instance information science,
sometimes considered a separate discipline, is encompassed. (Haythornthwaite, Bowker and Rayward 1999 provide a helpful discussion of the definitional issues.)

So, are doctorates relevant to the LIM profession? Do they facilitate applied research of benefit to practice? Many words have been spent on these questions, and we extract some of the reasons they give: the doctorate

- is an essential pre-requisite for employment as an LIM educator at university level, or as an academic (Macauley 2004)
- can be a professional development activity (Freeman 1995)
- is a contribution to the formation of the professional discipline by formulating models and principles (Middleton 2005)
- may influence the evolution of future development through contributing to strategic planning or through public policy development in information areas (Middleton 2005)
- confers significant benefits for the individual undertaking the doctorate, such as ‘the opportunity to gain professional contacts, improved promotion prospects, and increasing academic responsibility’, and on occasion financial benefits (Santos, Willett & Wood 1998, p53-54)
- provides mastery of high-level transferable skills and develops high-level information literacy skills (Macauley 204, p.5)

This list can be extended. Some case studies of Australian librarians who completed doctorates, which include discussion of the benefits to these individuals, can be read in the August 1998 issue of the journal *Education for Library and Information Sciences: Australia* (ELIS:A) (e.g. Bruce 1998).

Doctorates in LIM can be divided, broadly speaking, into two traditions, labelled here for convenience the British and the North American traditions. Typically, British-influenced countries (including Australia, New Zealand and Singapore) have as the norm the Doctor of Philosophy program which has no subject coursework requirements: the expectation is that the candidate comes to doctoral study with knowledge of research methodology, a research topic or area, and discipline knowledge already well developed. This is demonstrated by the candidate holding a good (I or II(1)) honours degree, or equivalence being demonstrated through research publications or similar. Doctoral programs in North American countries require coursework, typically between one third and one half of the course, that provide in-depth research methodology knowledge and skills and high-level discipline knowledge.

Macauley points out the relatively short history of doctorates in Australia, the first Australian PhD being awarded in 1948 (Macauley 2004, p.2). In LIM the history is even more recent, the first doctorates in LIM in Australia being awarded in 1985 (Maguire 1998, p.42). Estimates of the number of PhDs in LIM completed in Australian universities to date are very difficult to make, for reasons which include that many of these doctorates were completed in departments other than LIM. Maguire (1998) surveyed Australian universities to determine more about research degree programs in LIM. Although the data was incomplete, she ascertained that by 1998 there had been more than 230 graduates from Australian LIS research degree programs since the first research Masters was awarded in 1967 and the first PhDs in
1985. Of this total, more than 40 were doctorates. Maguire suggests that these totals are 'a serious under-estimate' of Australian LIS students’ research activity (Maguire 1998, p.43). As noted later in this paper, in late 2005 almost 60 doctorates in LIM either completed or currently enrolled in were identified, although like Maguire’s survey this data is also incomplete.

**CSU’s professional doctorate in LIM**

Charles Sturt University (CSU) offered a professional doctorate in Library and Information Management (LIM), the Doctor of Information Management, in 2005. This professional doctorate is intended to be of interest to professionals working in the discipline of LIM and in related professional areas, and is specifically designed to offer candidates the opportunity to investigate industry and/or professional issues. (Research in LIM is defined as investigating the use and management of information resources, usually but not necessarily within the context of libraries or other information services, and increasingly applying information and communication technologies to support its activities.) Graduates from the Doctor of Information Management are expected to make a significant contribution to their professions by advancing knowledge and professional practice.

A professional doctorate was considered to be a useful complementary offering to the Doctor of Philosophy for two principal reasons: because of its structure, which includes coursework to assist candidates to gain necessary background knowledge and skills, clearly identify a research topic, and define a research plan; and because it is more practically oriented than the Doctor of Philosophy, which is usually considered to be more theoretical in its focus. There is mounting evidence that professionals from the disciplines which contribute to LIM, although unable or unwilling to commit themselves to the three years full-time study required for a Doctor of Philosophy degree, will welcome a professional doctorate which provides, through its coursework and structure, a more supportive, more flexible and more professionally oriented opportunity. Until CSU’s Doctor of Information Management was available, there was no professional doctorate in librarianship and/or information management or related areas (such as records management or archives management) offered in Australia. Indeed, there is evidence to suggest that some candidates are enrolling in professional doctorates in other disciplines (such as business or education) because a professional doctorate in their discipline does not exist.

The link with practice is emphasised through the entry requirements for the Doctor of Information Management. Candidates admitted to the course, in addition to holding either a good honours degree or a Masters degree (attained at credit average) relevant to their intended field of study, are expected to have at least five years of full-time (or equivalent) professional practice, a significant amount of which is at middle- and/or senior-management level, and some of which must be current. They will be required to certify that they have access to an appropriate organisation during the period of enrolment to carry out their empirical research work, and to provide written commitment from senior management of that organisation. The course’s aims and objectives emphasise professional practice. Its aim is 'to provide the opportunity for advanced, critical reflection on professional practice in library and information management’, and its objectives are to:
extend the candidate’s knowledge of the disciplines which underpin library and information management

develop the attributes required of the candidate to successfully identify, investigate and resolve problems confronting library and information management

guide the candidate in a program of research into a current problem confronting library and information management, and in the presentation of the findings of the research in a thesis or portfolio

provide graduates with a competitive advantage in achieving high-level success in their profession.

The delivery mode and structure of the Doctor of Information Management are designed to be attractive to LIM professionals, who typically need to continue in employment while studying. The course is offered in distance mode with a full-time equivalent of three years of studies. Through this mode of delivery, it meets the educational needs of LIM professionals who aspire to the highest levels within their field. Such candidates typically have limited access to full-time further education because of workplace commitments. This professional doctorate allows candidates to continue their education and direct it towards addressing industry and professional issues. The need is both national and international. One example at the national level is recent interest by the Australian Library and Information Association (ALIA) in the role of research in improving professional practice in the discipline of librarianship, suggesting that a professional doctorate is timely.

The course requires candidates to complete four subjects (totalling one third of course requirements) and a dissertation (two thirds of the course requirements). The coursework in the Doctor of Information Management is intended to extend the candidate’s knowledge of the disciplines which underpin his or her profession, and provide the knowledge and skills necessary for the candidate to successfully research a current problem confronting the profession. The specified subjects completed in sequence enable the candidate to develop a research/investigation question, carry out and reflect on preliminary reading related to that investigation, develop a research strategy and design the research, and complete and submit a formal research proposal and (if relevant) an ethics approval application. The coursework therefore positions the candidate well to be successful in the following stages of their research. The research, presented in a thesis or portfolio, is assessed according to the University’s regulations relating to progress, supervision and assessment for theses and other examinable research works. This assessment is based on external peer review and contributes to the objectives of the program by exposing the candidate’s work and abilities to high-level scrutiny from the profession.

Do PhDs address professional needs?

The distinction usually made between PhDs and professional doctorates is that the PhD is more theoretical in its focus, principally concerned with developing theories (and by implication considered of little immediate practical application so therefore not directly addressing professional needs), whereas the professional doctorate is principally concerned with applied research, being more practically oriented (and therefore considerably more concerned with professional needs). The Doctor of Information Management was introduced at CSU in the belief that Doctor of
Philosophy programs in LIM in Australia have not produced research that addresses professional needs. To explore this contention, a small piece of research was undertaken at the end of 2005. It asks the question: Have PhD programs in LIM in Australia, New Zealand and Singapore produced applied (rather than theoretical) research that addresses professional needs? New Zealand and Singapore were included in this research because they both have schools that offer doctoral-level programs in LIM, and being – like Australia – former British colonies, are based on a common tradition of doctoral programs, the Doctor of Philosophy.

**Methodology**

Given this context of commonality in doctoral level education, initial investigation established which universities in Australia, New Zealand and Singapore offer programs of study in LIM. The web sites of the professional associations in each country were helpful in this context. The Australian Library and Information Association (ALIA) provides a full listing of educational institutions which offer ALIA-recognised librarianship qualifications (ALIA, 2006). The Library and Information Association of New Zealand Aotearoa (LIANZA, n. d.) and the Library Association of Singapore (LAS, n. d.) both provide similar resources.

Further investigation produced data on doctoral theses in the LIM subject area, which are in progress or have been completed. Data was collected from various sources: through searches of the Australian Digital Theses Program (ADT, 2006), the relevant university web sites and library catalogues, through direct communication with School research higher degree officers, and contact with the doctoral students themselves. In total, data relating to 58 completed or ongoing LIM doctoral theses was discovered.

It is not possible to guarantee that the information obtained is comprehensive due to several constraining factors. The Australian Digital Theses Program has only been available to all Australian universities since 2000. There are limitations on the availability of catalogued records of theses: for example, at Charles Sturt University the cataloguing of PhD theses has only been common practice since 1994. There are data protection restrictions on information relating to current PhD candidates, which required the students to volunteer information where it was not publicly available.

Furthermore, the nature of much research in LIM is such that it often overlaps with other disciplines such as computing science, psychology, sociology, management, business studies, education, and philosophy. This can lead to overlaps or gaps in the subject area assigned to doctoral-level research, which may obscure the research from catalogue keyword searching such as that undertaken to retrieve data for this study.

In most cases the data retrieved included thesis title, or title and abstract, and the authors have made judgements on research areas from these. This is a limitation on the study, (although hopefully an understandable one, given the time that would have been required to read all 58 theses!). Nevertheless, the authors feel confident that the data obtained does provides a sufficient overview of doctoral research in LIM over the past 16 years, from which to draw some conclusions as to the nature of that research, its relevance to practice, and the value of doctoral research to LIM practitioners and the LIM profession.

*Education for library and information services* 143
Findings

Once collated, the data was organised into a consolidated listing, by university, of the student name, thesis title and research area. Research area categories were assigned following an analysis of the title and abstract or description of each thesis (Table 1).

Table 1 – Doctoral theses by principal research area

<table>
<thead>
<tr>
<th>Research area</th>
<th>Nos of doctoral theses (completed and ongoing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information-seeking behaviour</td>
<td>10</td>
</tr>
<tr>
<td>LIM education</td>
<td>7</td>
</tr>
<tr>
<td>Information retrieval</td>
<td>5</td>
</tr>
<tr>
<td>Information literacy</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge/information management</td>
<td>4</td>
</tr>
<tr>
<td>Online learning/education</td>
<td>3</td>
</tr>
<tr>
<td>Information use</td>
<td>3</td>
</tr>
<tr>
<td>Library history</td>
<td>3</td>
</tr>
<tr>
<td>Public libraries</td>
<td>3</td>
</tr>
<tr>
<td>Information policy</td>
<td>2</td>
</tr>
<tr>
<td>Records management</td>
<td>2</td>
</tr>
<tr>
<td>Online communities</td>
<td>2</td>
</tr>
<tr>
<td>Scholarly communication</td>
<td>2</td>
</tr>
<tr>
<td>Information behaviour</td>
<td>1</td>
</tr>
<tr>
<td>Business information use</td>
<td>1</td>
</tr>
<tr>
<td>Preservation</td>
<td>1</td>
</tr>
<tr>
<td>Marketing of cultural heritage institutions</td>
<td>1</td>
</tr>
<tr>
<td>Online privacy</td>
<td>1</td>
</tr>
<tr>
<td>IFLA/organisational politics</td>
<td>1</td>
</tr>
<tr>
<td>Evaluation of information services</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>58</strong></td>
</tr>
</tbody>
</table>

The data has some consistency with the previous study of Maguire (1998), with the continuing dominance of information seeking behaviour as the primary research area of the discipline. The level of research (7 theses) into LIM education itself is a striking feature of the data, perhaps indicating a period of introspection and reappraisal within both the discipline and the profession as to their nature, core concerns and societal role. Comparatively high numbers of theses in the areas of knowledge management and information literacy indicate a realignment of disciplinary focus (away from information storage towards organisational and personal information access and management). Another area of significant research output, illustrating the growth of topics of interest to the discipline, is communication in the networked environment. Several theses investigate online communication, communities and learning.

It is also of note that within the traditionally theoretical Doctor of Philosophy framework the LIM discipline has produced doctoral theses which overwhelmingly
deal with practical and applied professional concerns rather than abstract dialectics. For every Formation of subject literature collections for bibliometric analysis: a case study using the literature of Fuzzy Set Theory, there is at least one Knowledge transfer (creating, sharing and use) in a learning community: a case study and one Innovation and change in professional practice: a case study.

This content analysis allows us to consider where LIM doctoral research has been focused in Australia, New Zealand and Singapore since 1989. From the data analysis, in combination with a review of the literature, we can draw conclusions as to the relationship between LIM research and LIM practice, and the value of different approaches to doctorate level study. As we have noted, the nature of this relationship has been discussed before (Maguire, 1998; Macauley, 2001; Seadle, 2004), its importance is emphasised by Haddow and Klobas (2004):

Research should inform practice and contribute to the development of theory. Practice should benefit from research findings (particularly where those findings go towards improving the product or service provided by practitioners) and raise more questions for research. Effective interaction between research and practice will produce a strong theoretical framework within which a practitioner community can develop and thrive.

Conclusion

The conventional distinction between PhD and professional doctorates – theoretical versus applied – appears not to be especially valid. Is there, then, a need for the professional doctorate in LIM? If only its content – the topics investigated – is considered, then the answer to this question is that we don’t. Our content analysis suggests that the research topics selected for PhD’s have significant practical, rather than theoretical focus. But this response loses sight of another characteristic of the professional doctorate: its structure, which provides a structured, supportive coursework environment to doctoral candidates who lack the conventional good honours degree pre-requisite for entry to PhD programs. This is decidedly not the norm for applications for doctoral programs in LIM in Australia.

If we widen the scope of the question a little, to ‘Is there a need for the doctorate in LIM?’, then the answer becomes a very definite yes. One reason is that there is a shortage of library educators, whose base level qualification for universities is a doctorate. The age profile of academic educators in Australia is such that within the next decade there will a large number of retirements, and internationally the same phenomenon is readily observed (as a search of the JESSE listserv archives will readily verify for the US).

The importance of the effective management of constant streams of information is perhaps the defining social phenomenon of our time. As networked communication and access to online information resources facilitate disintermediation, new theoretical frameworks and modes of practice are required if the LIM profession is to remain relevant. This relevance must be developed from the ground up by practitioners able to learn from a reflective approach to practice, and one way to achieve this is to through the empowerment that the skills provided by doctoral level study in LIM can provide.
References


The authors

Ross Harvey is Professor of Library and Information Management at Charles Sturt University. He has taught at universities in Australia, Singapore and New Zealand, and published widely in the fields of preservation of library and archival material, library education, and bibliographic organization.

Jake Wallis is a lecturer in Library and Information Management at Charles Sturt University. He has worked at both Glasgow and Strathclyde universities, most recently as a researcher at the Centre for Digital Library Research. Jake’s previous publications are on digital libraries, electronic publishing and information literacy.
CSU Handbook 2005 extracts

The following extracts describe the main undergraduate and postgraduate LIM courses offered at Charles Sturt University in 2005. Note that revisions have been made to both these courses for 2006, including the name of the undergraduate award, now Bachelor of Applied Science (Library and Information Management).

Bachelor of Arts (Library and Information Science)
BA(Lib&InfoSc)

Students who enrolled in this course prior to 1998 should refer to previous Handbooks for relevant course information. The course details below are relevant for students who commence the course in 1998 or later.

This course is intended to produce graduates who will be able to operate as information professionals in any library or other information agency. The course aims to develop in graduates the ability to:

- synthesise experiences so as to generate ideas
- think creatively
- communicate effectively
- reason logically
- provide information services which are able to meet the perceived and unperceived needs of individuals, organisations and communities
- create, maintain and assess appropriate information environments
- operate within, develop, maintain and manage teams
- be proactive in ensuring their own professional development
- become reflective practitioners.

These broad aims will be achieved through the development of professional, educational, administrative and technical knowledge, skills, values and attitudes that will enable the graduate to fulfill the role of librarian and information professional. These will include, but will not be limited to, the following:

1. A knowledge of the philosophy, trends, ethics, values and major issues of the information profession.
2. An understanding of the role of the information professional within a rapidly changing technological society.
3. A knowledge of, and the ability to apply, the theories, principles and best practices of the key professional areas of:
   - generation, flow and utilisation of information;
   - information users and their needs;
   - sources of information and their characteristics;
   - provision and management of information services;
   - acquisition and organisation of information resources;
   - information control and retrieval;
   - information dissemination.
Enrolment through
Wagga Wagga Campus

Study mode
Distance education

Normal course duration
Part-time 6 years (12 sessions)

Admission criteria
Applicants should have a basic knowledge and understanding of using personal computers. Assumed knowledge is NSW HSC or equivalent 2 unit English and 2 unit Mathematics.

Successful applicants must have access to the Internet during the period they are enrolled in the course in order to complete course requirements.

Credit
Credit packages available:
- NSW TAFE Diploma of Library and Information Studies and equivalent;
- New Zealand Library Studies Certificate.

Graduation requirements
To graduate, students must satisfactorily complete 192 points as follows: a core of 11 library and information science subjects (88 points), three practicum subjects (equivalent to 8 points), four library and information science elective subjects (32 points), and a non-library academic major of eight subjects (64 points).

Professional recognition
Graduates of this course may be admitted to Associate (professional) Membership of the Australian Library and Information Association (ALIA) without further examination.

Course structure
Compulsory subjects (11 subjects (88 points) plus residential school)
INF100 Library & Information Services
INF101 Information Seeking
INF102 Organising Information
INF109 Library Science Residential School
INF115 Information Technology in Libraries
INF200 Library Supervision & Management
INF202 Information Sources & Services
INF210 Provision of Information Resources
INF301 Contemporary Library Management
INF302 Information Management in Organisations
INF303 Information Society Issues
INF304 Performance Evaluation for Libraries

Library electives (four subjects (32 points))
Four subjects from the following:
ETL401 Introduction to Teacher Librarianship
ETL412 Information Literacy
INF116 Describing & Analysing Information Resources
INF204  Publishing & Distribution
INF205  Trends in Literature for Children
INF310  Topics in Library Management
INF311  Preservation of Information Resources
INF314  Advanced Information Retrieval
INF421  Database Management Systems
ITC125  The Information Superhighway
LSC321  Research and Evaluation

Non-Library Academic Major (eight subjects (64 points))
Students undertake an eight-subject non-library academic major. Any major may be undertaken subject to the approval of the Course Coordinator and the other Discipline Coordinator. Currently students in this course are undertaking majors in the following areas: agriculture; art history; environmental analysis; gerontology; history; human resource management; information technology (computing); justice studies; law; literature; management; management and information technology; philosophy; psychology; public administration; social welfare; sociology; theology; vocational education and training.

Practicums (three subjects (8 points))
INF108  Professional Study Visit (2 points)
INF208  Professional Placement (4 points)
INF307  Professional Activities (2 points)

Enrolment pattern
Session 1 (Autumn)
INF100  Library & Information Services
INF101  Information Seeking
INF109  Library Science Residential School (0 points)

Session 2 (Spring)
INF102  Organising Information
INF115  Information Technology in Libraries

Session 3 (Autumn)
INF200  Library Supervision & Management
INF210  Provision of Information Resources

Session 4 (Spring)
INF202  Information Sources & Services
INF301  Contemporary Library Management

Session 5 (Autumn)
INF108  Professional Study Visit (2 points)
INF302  Information Management in Organisations
INF303  Information Society Issues
Session 6 (Spring)
INF304 Performance Evaluation for Libraries
[ ] Non-Library Major 1

Session 7 (Autumn)
INF208 Professional Placement (4 points)
[ ] Library Elective
[ ] Non-Library Major 2

Session 8 (Spring)
[ ] Library Elective
[ ] Non-Library Major 3

Session 9 (Autumn)
[ ] Library Elective
[ ] Non-Library Major 4

Session 10 (Spring)
[ ] Library Elective
[ ] Non-Library Major 5

Session 11 (Autumn)
[ ] Non-Library Major 6
[ ] Non-Library Major 7

Session 12 (Spring)
[ ] Professional Activities
[ ] Non-Library Major 8

Residential schools
There is a compulsory four-day residential school scheduled at the beginning of the first session of the course. Normally no exemptions will be permitted.

There are residential schools attached to some non-library academic subjects. Attendance at these schools may be required unless the Subject Coordinator permits students to satisfy subject requirements through alternative methods.

Field work
There is one professional study visit (four days); a three-week professional placement; and a professional activity subject which requires students to attend and report on a minimum of 30 hours of professional activities (such as conference sessions, seminars, workshops) of value to the development of library and information services professionals.
Master of Applied Science (Library and Information Management)
MAppSc(Lib&InfoMgt)

Students who were admitted to this course prior to 2005 should consult their Course Coordinator about the program.

Students enrolling in this program will obtain an in-depth knowledge of the current status of developments in library science and information management, and will develop analytical skills germane to their own professional needs and career aspirations. The skills and aptitudes developed in graduates of the program will increase their attractiveness to academic, government and industrial sector employers, improve the performance and productivity of the relevant employers through the application of their subject specialisation and management skills, and improve their own career prospects.

The course will allow students to pursue their personal development while remaining in employment. Employers will benefit from this mode of presentation in that professionally committed and essential staff will not have to resign or take leave to undertake further study.

Places additional to those offered under the Higher Education Contribution Scheme (HECS) are available on a full fee paying basis.

Students may elect to exit the course following the completion of Stage 1 (64 points), normally after four sessions of study, and graduate with the award Graduate Diploma of Applied Science (Library and Information Management).

Enrolment through
Wagga Wagga Campus

Study mode
Distance education and offshore

Normal course duration
Part-time 3 years (6 sessions)
Part-time 2 years (4 sessions) for Stage 1 only

Admission criteria
The minimum entry requirement is an undergraduate degree or equivalent in any discipline. Applicants should also have a basic knowledge and understanding of using personal computers.

Successful applicants must have substantial access to the internet and a computer during the period they are enrolled in the course in order to complete course requirements.

Articulation
The Graduate Diploma is an exit point only course within the Master degree.

Credit
Applicants who have a Graduate Diploma in the field of library science and information management may be eligible for a maximum credit of 64 points (equivalent to Stage 1).
**Graduation requirements**
To graduate, students must satisfactorily complete 96 points (Stages 1 and 2).

**Professional recognition**
Graduates of the Master degree and/or Graduate Diploma may be admitted to Associate (professional) Membership of the Australian Library and Information Association (ALIA) without further examination.

**Course structure**
The Master of Applied Science (Library and Information Management) consists of two stages. At the completion of Stage 1 (64 points), students will have developed broad professional knowledge. Students extend this knowledge in Stage 2 (32 points).

**Enrolment pattern - Stage 1**

**Session 1 (Autumn)**
- INF410 Information Seeking in Context
- INF429 Introduction to the Information Society
- INF437 Professional Study Visit (MLIM) (2 points) *(commenced)*

**Session 2 (Spring)**
- INF425 Describing & Analysing Information Resources
- INF435 Provision of Information Resources
- INF437 Professional Study Visit (MLIM) *(completed)*

**Session 3 (Autumn)**
- INF415 Managing Information Agencies
- INF438 Professional Experience (MLIM) *(2 points) (commenced)*
- [ ] Elective

**Session 4 (Spring)**
- INF439 The Online Information Environment *(4 points)*
- INF438 Professional Experience (MLIM) *(completed)*
- [ ] Elective

*Students may elect to exit at this point and graduate with the award Graduate Diploma of Applied Science (Library and Information Management) GradDipAppSc(Lib&InfoMgt).*

**Stage 1 restricted electives**

**Usually available Autumn Session**
- ETL412 Information Literacy
- INF411 Organising Information
- INF417 Research Evaluation for Librarians
- INF421 Database Management Systems
- ITC125 The Information Superhighway

**Usually available Spring Session**
- INF412 Information Sources & Services
- INF413 Information Technology in Libraries
- INF420 Current Topics in Effective Library Management
- INF422 Publishing & Distribution
Enrolment pattern - Stage 2
Following successful completion of Stage 1, students move on to Stage 2. Students must complete INF501 Readings in Information Studies and three restricted electives.

Session 5
[ ] Elective
[ ] Elective

Session 6
INF501 Readings in Information Studies
[ ] Elective

Stage 2 restricted electives
Students choose their restricted electives from the following list, which may be amended from time to time in accordance with developments in the information profession and evolving academic requirements. In some circumstances it may be appropriate for students to elect other 500 level subjects; this may be done only in consultation with the Course Coordinator.

Usually available Autumn Session
INF417 Research Evaluation for Librarians
ITC501 Strategic Information Management
LSC505 Information Personnel Management
LSC508 Information Services to Business & Industry

Usually available Spring Session
INF428 Performance Evaluation
INF511 Advanced Information Retrieval
INF512 Trends in Literature for Children and Young Adults
ITC540 Telecommunications Management PG