Role perception and the library worker in Australia: the role of library education in defining roles and tasks of librarians and library technicians

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CERTIFICATE OF AUTHORSHIP

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma at Charles Sturt University or any other educational institution, except where due acknowledgment is made in the thesis [or portfolio or dissertation, as appropriate]. Any contribution made to the research by colleagues with whom I have worked at Charles Sturt University or elsewhere during my candidature is fully acknowledged.

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ABSTRACT

The focus of this research is the examination and comparison of the education and training of professional (librarian), and paraprofessional (technician) library workers in Victoria since the introduction of the library technicians’ course in 1970. The impact of education on any overlaps in role perception, skills and task distribution within the work and education environments is considered, as are the historical precedents which have contributed to the educational environment. In particular this research has focussed on why, despite four decades of university-level education for the Australian library professional and paraprofessional, there are still uncertainties about what the core attributes of the two industry groups are, why skills and roles can still not be clearly defined as professional or paraprofessional, what is the appropriate entry level for the profession and the role education has had in defining or blurring these definitions. Inevitably this leads to questions about the divisions which have been imposed on Australian educational structures, the nature of professionalism itself, and what constitutes education versus training. Such questions have required, not only investigation of the contemporary, but also the historical record. This research also provides a new context for the examination of Australian LIS education by placing it against a backdrop of national and international events and the broader educational environments and examines the impact of such outside factors on current concerns.

A number of themes or strands emerged as keys to developing an understanding of these issues. These themes and strands were developed through a study using qualitative, quantitative and historical research which involved a wide reading of the journal literature, comparative analysis of contemporary curriculum documents, statistical analysis and the distribution of a questionnaire to an identified group of LIS participants. These strands are:

- **The historic and social imperatives:** these are the historical and social imperatives which have helped shape the structure and form of the education model as it now stands in Australia and which have contributed to the dilemmas which continue to face this model.

- **The educational imperatives:** those concepts and philosophies about the nature of knowledge, learning and education which have influenced delivery and curriculum both in the Vocational Education and Training (VET) and university sectors in Australia, and the content and nature of that curriculum.
- **The political and cultural imperatives**: the broader agendas, both internally and externally, that have been brought to bear upon the vision an industry has of itself and the parameters which define it.
- **The people**: who undertakes education and training for this industry, and how have they reflected the broader assumptions about the divisions which exist in our education and training models.

This research provides insight into the many factors which have contributed to the continuing tensions between Vocational Education and Training and university education for the Australian LIS industry. It has also provided a new perspective on the development of these two sectors of the LIS industry in Australia. By placing LIS education in a number of contexts (historical, educational, pedagogical and international) it has been demonstrated that while the LIS professional group has had ambitions and aspirations of its own, these ambitions and aspirations have often been compromised or influenced by external agendas. This has resulted in a dichotomy between reality and ambition, and a disjunction between the educational structure favoured by those influential within the industry and those established as a result of these external factors. What this research also presents is the concept that library technicians and their education have provided a foil for the professional group, so that both the workplace and education have been shaped by the role professionals and paraprofessionals perceive each other as playing in relation to each other. The consequence have been that at no time could one sector develop without giving due consideration to the nature of education and the role of the other. In terms of curriculum content questions have been raised, rather than conclusions drawn, about the key issue of pedagogy versus epistemology. To answer such questions fully further research into assessment and classroom practice would need to be undertaken. Issues of access and equity have also been examined in relation to the boundaries placed around the LIS professional group and questioned. This research demonstrated that education has been used as the primary tool to shape the status of the Australian library profession and also to define roles and structures in the workplace.
CHAPTER 1: INTRODUCTION

No amount of study in a library school can fit for successful library service the individual who lacks the fundamental educational equipment. On the other hand, many persons having the necessary education and native fitness and capacity have taken it up with complete success in spite of lack of technical training. It is far easier for an intelligent, well educated person interested in books and people to make success of library work than it is for one having all the technique the library school can give him but lacking in general intellectual and cultural background (Williamson 1921/1971, p.14).

I had thought of it as a kind of alternative southern California, a place of constant sunshine and cheerful vapidity of a beach lifestyle, but with a slight British bent – a sort of *Baywatch* with cricket. I suppose it helped that I had spent half my life in America and half in Britain because Australia was such a comfortable fusion of the two. It had casualness and vivacity – a lack of reserve, comfortableness with strangers – that felt distinctly American, but hung on a British framework (Bryson 2000, p.152).

Education for the library industry in Australia can provide those interested in the historical themes central to post-secondary education in Australia with a unique opportunity to examine in microcosm the complex issues and forces that have both driven and divided the wider Australian educational landscape through much of the last 100 years. Victoria, in particular, presents us with a case where libraries and library education have been aligned with major shifts in educational thought and societal values.

While it is now perhaps difficult to comprehend, libraries were considered for much of the nineteenth century and a large part of the twentieth century to be powerful tools of culture, educational advancement, societal change and political influence. A belief in the power and influence of the written word to shape thoughts and attitudes led many of the cultural and political elite in countries such as the United States (US), the United Kingdom (UK), Australia and Canada to focus on those cultural institutions that enhanced access for the masses to the written word. Books and libraries were seen as essential in the diffusion of knowledge (Learned 1924) and in the maintenance and growth of free and democratic society and had a role to play in the betterment of the under classes and the creation of a civil society.
Kenneth Carpenter described this view of libraries as being:

A means of elevating the lower classes through good reading and by providing sources of information that would help the working man with his trade, of keeping peace between the classes, of inculcating democratic values in immigrants, of promoting civic virtue (1996, p.84).

As a consequence, those who staffed such institutions were seen as central in reflecting and providing access to the dominant cultural ideals of their era and society and, as such, their education drew the attention of many influential citizens and assumed a broader importance beyond the confines of the industry itself. This is exemplified in the overseas context by the early establishment of professional associations for librarians in the UK (1877) and the US (1876).

**History and context**

Within this context Australian libraries and their staff have been considered central to educational innovations through the often inter-dependent nature of libraries and educational communities and the close involvement of influential community figures. They include: Sir Redmond Barry, the force behind such institutions as the State Library of Victoria and University of Melbourne, Victoria, G.C. Remington, pioneer of the Free Library Movement in NSW; Douglas Copland, Professor of Commerce and Dean of the Faculty of Commerce at the University of Melbourne and later founding Vice-Chancellor of the Australian National University; Helen Wessels, Librarian of the U.S Office of War Information Library in Melbourne and later editor of the American Library Journal; and others such as Frank Tate, originally Director of Education in Victoria during the 1920s, later in charge of the newly formed Australian Council for Educational Research (ACER) established with Carnegie Corporation of New York (CYNY) funding in 1930; and his successor Kenneth Cunningham. Australian libraries were central to emerging views of education and played a pivotal role in the pedagogical philosophies underpinning the push for new education by the leading lights in Australian education particularly in Victoria.

Education for the library industry involved debate about the appropriate entry level to such an industry, the definition of the concept of professionalism, and about the skills and attributes required by a professional. Library education in Australia needs to be viewed within a span of history encompassing the 1890s through to the current day, as this period encompasses the development of professional education in the field. Within
this time span there are key periods of special note. These key periods include the period stretching from 1920 to 1945 and the period that takes in the rapid educational expansion and the impact on feminism on the workforce of the 1960s and 1970s. The issues and challenges involved in the global economy and the increased access to technology also make the period from 1990 to the present day key in our evaluation of issues for education for the industry and its future.

Librarianship education has reflected the ebb and flow of government priorities, the quest for recognition by a new profession, the tensions and debates surrounding appropriate entry level to a profession, and the tensions that arise between the professional and paraprofessional sectors of industry groups. These are also pervasive and generic themes in the history of education in Australia. Thus, examining education for the library industry is to see in action the themes shaping broader educational concerns in Australia. This applies to the past, where professional association and education for the industry was driven by interested laymen and funding from bodies such as the Carnegie Corporation of New York (CCNY), leading to a particular cultural perspective of the role of libraries and the requirements for the training of staff for libraries. It equally applies in the 1970s with its rapid expansion of professional level tertiary education in Australia, the development of a binary system of higher education and the concurrent development of paraprofessional education, and to the present day where shifts in workplace practice, changing priorities in tertiary education and the quest for the survival of the profession are leading to a re-evaluation of educational and workplace agendas. As in other semi-professions (to use the term used by Abbott (1998, p.430)), such as nursing, teaching and social work, the quest for professional recognition in librarianship has been made more complex by the continuous need for transformation created by technological and workplace change and by ongoing challenges to professional status.

Historically librarianship was an occupation like many others in which skills were acquired in the workplace through on-the-job training and in-house training schools. As with many other such practical vocations, the latter half of the twentieth century saw the emergence of increased credentialing and academic training for those within these professions. This was often linked with an increased desire for status and recognition within the wider community and was set in the changing global context with the US rising as a global force and the British Empire in decline. This changing global context
led to a changing range of influences on countries such as Australia. Differences emerge early between British and American motivations for librarianship education, largely as a result of differing attitudes to the role of libraries and an uptake of the profession by different social groups in each country. At its inception in each country the function that education for library work was to serve differed. In the UK education for library work was seen to be necessary so that the many poorly educated and poorly paid men entering the profession would be given grounding in and tested for the minimum level of education that the Library Association felt was necessary for the standing of the occupation. This included examinations in subjects as history and English at the most basic level, a reflection of the straits the occupation had found itself in at the end of the nineteenth century. In the US this situation did not exist, as many highly educated single women entered the occupation, as did the less affluent, yet well-educated male. University or college based education was seen as the first step towards establishing the librarian amongst the professions by situating training for librarianship on the same footing as other professions established in the universities, such as law, medicine and dentistry.

There has been a quest throughout history by those employed in the industry for the attainment of clear professional status resembling that of doctors and lawyers, and an acknowledgment of this status in the broader community. This quest has led librarians to pursue the establishment of schools of librarianship or library science at universities throughout Australia as the means by which their professional status could be established, in an effort to mirror the educational expectations of the professional groups they aspire to emulate such as law and medicine. To a large extent this was initially unsuccessful in Australia, and it was not until the 1970s that the industry got its first stake in tertiary education through the institutes of technology and colleges of advanced education. In addition, the profession was embroiled in long debates about such issues as accreditation and examination, graduate and undergraduate entry to the profession, and the role of the professional association in education.

**Debate**

The debate over the divisions in the education and labour market for libraries falls into two main themes, the nature and content of education for library work and the role and tasks performed by the various groups employed in the industry – in essence, *education* and *employment* – and how these are aligned. These two areas of endeavour are mirror
images of each other, yet the sub-themes of the debates that exist indicate how complex and how problematic resolution may be. As Peggy Johnson wrote of the American context:

The role of professionals and paraprofessionals seem clearly differentiated if we use abstract definitions. The problems become apparent when we try and apply these abstractions to the concrete reality of today’s working library (Johnson 1996, p.80).

Despite education for the library professional and paraprofessional at university level being available in Australia for more than four decades, there are still many questions: What are the core attributes of the two industry groups? Why can skills and roles still not be clearly defined as professional or paraprofessional? What is the appropriate entry level for the profession? What role has education had in defining and blurring these definitions? Lines have been drawn between what has been called education for the head and for the hand (Australia. Parliament. Senate. Employment, Workplace Relations and Education Reference Committee 2003, p.161) as the industry continues to attempt to corral certain aspects of education within definable boundaries, limited to degrees of practical and theoretical without questioning the validity or the underpinning educational constructs upon which this practice rests. By using the practical and theoretical divide as the central paradigm, the education sectors are defined by constructs and beliefs about the nature and limits of intelligence, labour divisions, professional territorialism/protectionism, and gender equity and also by the vested interests both of those in industry, and of those educating for it, in maintaining clearly-defined industrial parameters.

One pivotal aspect in all of this has been the existence within the library industry in Australia of a strong, increasingly well-educated, cohesive and competent paraprofessional group within the vocational education and training (VET) sector, from the very inception of undergraduate education for the industry, most particularly in Victoria. This inevitably raises questions about the validity of the divisions imposed on our educational structures, the nature of professionalism itself, how we measure aptitude for entry to higher education, and what constitutes education as opposed to training.

**Key dilemmas**
Undergraduate education for librarianship and training for library technicians were both established at approximately the same time and in the same city, Melbourne, under the same government department and in the same sector, technical education. The parallel
and simultaneous existence of these two groups in Australia meant that definitions, curriculum and professional identity in this country have had to take into account the relationship between these two groups. This has perhaps led both groups to define themselves by what they are not and by what they do not do in relation to each other. Such an approach has had consequences for education and training and raises the question of whether education leads the industry in defining difference by equipping the two groups with different core knowledge bases – defined as equal but different – or, in fact, as Wheelahan (2003, p.34) suggests, the VET sector defines itself not by a different set of skills and knowledge but residually, that is, creating its curriculum from what the university sector decides is not appropriate for delivery in universities.

This leads to one of the key dilemmas for the library industry since the introduction of accredited tertiary education and VET – the degree to which vocational and professional sectors of library workers, both industrially and educationally, converge. That there is convergence was evident even in the early years. As early as 1976, only six years after the establishment in Australia of both the first library technicians course at Box Hill Girls Technical College, Victoria, and the first undergraduate degree course at the Royal Melbourne Institute of Technology (RMIT), also in Victoria, a national workshop was held to clearly delineate the functions, tasks and educational needs of the paraprofessional group as distinct from the professional group, resulting in the publication of the Guidelines for the education of library technicians (Library Course Vocational Standing Committee 1976). This reflected a need for delineation and definition and was to become a recurring theme throughout the history of education in Australia.

In 1981 John Levett wrote “there is a zone of activities in which both the professional and the paraprofessional operate: it is the width of this zone which will be of continuing interest” (Levett 1981, p.48). And indeed it has been of continuing interest, not only in the workplace, but also in the area of education and training. To understand the relationship between these two sectors requires an extensive analysis of both broad and narrow historical developments and contextualisation of these developments within the larger industrial, societal and educational landscape.
RESEARCH DESIGN

Aims of the research
The aims of this research are to:

- examine the themes, both broad and narrow, which have contributed to the complex educational and industrial environment of education for employment in libraries in Australia;
- investigate any overlaps which have occurred in the curriculum for librarians and library technicians, in order to develop an understanding of the degree to which these two groups differ in their knowledge base and core professional concepts; and
- identify the factors which have contributed to continued debate about the educational needs of the industry.

In pursuing these aims, many factors that have had a role in the development of the educational structure for the industry as it currently exists are identified and questions are raised about how the industry educates, why it educates in the way it does and how valid the constructs that underpin the current educational paradigm are.

The focus of this research is an examination and comparison of the education and training of professional (librarian), and paraprofessional (technician) library workers in Victoria since the introduction of the library technicians’ course in 1970. This has involved an examination of the historical context in which this education has occurred. This research examines course content and expected outcomes from the courses to evaluate the degree of content overlap between professional and paraprofessional courses. The impact of any possible overlap on role perception and task distribution within the work environment is considered, as is the impact of education and training on the perception of role blurring and task confusion within the library industry.

The Victorian environment has been central in the history and structure of library education and training in Australia. Victoria has provided the template for other states in the development of education for the field. In addition to being the first state to introduce both undergraduate librarianship education and VET library technician training, Victoria also trains more library technicians than any other state in Australia,
with four VET training departments within technical and further education (TAFE) colleges. In recent years Victoria has also presented the education community with the greatest challenge to the traditional divide between university and TAFE education and training, with the emergence of four of the five dual sector universities in the country. Three of these dual sector universities deliver the TAFE library and information studies training package, while the remaining one delivers an undergraduate degree. This, without doubt, has led to a climate of debate and challenge surrounding the strictures defining the difference between education and training.

Methodology
This is a mixed methodology research study involving qualitative, quantitative and historical research. This study involved:

- An investigation and interpretation of the wider literature associated with historical imperatives of the various education and training providers for the library industry in Victoria. This examined the wider context of the structures for education and training and for the library industry in Australia. Particular focus was given to the driving forces behind the establishment of this educational model to answer questions regarding professionalism, divisions drawn between education and training in Australia and the role and influence of social and political constructs on education and training.

- A comparative analysis of curriculum content for library technicians and librarians. This did not include curriculum for courses designed for teacher-librarianship or general education prior to the introduction of the library technicians’ course into Victoria in 1970.

- A statistical analysis of the composition of the workforce, student population and performance of those who articulate from TAFE to university.

- The distribution of a questionnaire to librarians who were originally library technicians. An initial request for suitable participants who started their working life as library technicians and became librarians was sent out to various professional bodies. Questionnaires were then sent to those who responded and agreed to participate. This questionnaire aimed to gather views of the differences in training and education for these two occupations from a personal perspective, and also the reasons why this group first undertook paraprofessional education in preference to professional education and why they ultimately moved into the professional spectrum. These questionnaires also collected personal accounts
and background data on how those who have practical experience in both sectors see education at each industry level and about any areas of overlap and divergence they perceived. Their perceptions were examined in the light of the comparative curriculum content and the statistical profile of the wider training community.

- Interviews with key historical and discipline-related figures. Interviews centred on the establishment of paraprofessional training and professional education in Victoria to develop an understanding of the impetus and context for the introduction of education and training in this field.

**Framing the research**

The initial focus of this research involved the development of an understanding of the forces that have shaped education for librarianship in Australia to explain the underlying reasons for the continued blurring of both education and employment in the industry. A primary research question and objectives were developed to frame the initial investigation.

The primary research question is:

How different in content and expected outcomes have the library/information management components of paraprofessional training and professional education for the library industry been since the introduction of the library technicians course in Victoria in 1970?

The initial objectives framed to guide this research in its initial phases were:

- To develop an overview of the content of education for the library industry;
- To establish any areas of similarity and difference within professional and paraprofessional course content;
- To present an overview of the difference in expected outcome from professional and paraprofessional courses, and examine these in light of the curriculum content;
- To present an overview of the way in which library work has changed; and
- To establish the way in which education and training for the library industry has reflected the changing tasks being performed by the various sectors of library worker.
To achieve these objectives, specific questions were posed:

1. Historically, how has the library industry viewed the roles of librarians and library technicians?
2. How has library education and training reflected these different views of the roles of the professional and paraprofessional?
3. What similarities and differences occur in course content?
4. What similarities and differences occur in expected outcomes from education and training?
5. Does the curriculum match the role expectation? (Does input match expected outcome?)
6. What industry factors impact on course content, including factors such as the diverse nature of the industry, the huge variance in size of place of employment and the need for both old and new skills in the workplace?
7. Have the tasks being performed by library workers changed, and if so how has this been reflected in education and training?

**Themes and questions**

A number of overarching themes emerged from the literature review, interviews and responses to the questionnaires and were identified as keys to understanding these complex agendas and the continued divided perspectives on education for these two groups. These strands are:

- **The historical and social imperatives:** these are the historical and social imperatives that have helped shape the structure and form of the education model as it now stands in Australia, and which have contributed to the dilemmas which continue to face this model.
- **The educational imperatives:** those concepts and philosophies about the nature of knowledge, learning and education which have influenced delivery and curriculum in both the VET and university sectors in Australia, and the content and nature of that curriculum.
- **The political and cultural imperatives:** the broader agendas, both internally and externally, that have been brought to bear upon the vision an industry has of itself, and the parameters which define it.
- **The people:** those who undertake education and training for this industry, and how they have reflected the broader assumptions about the divisions that exist in the education and training models.
Some key questions about education have also emerged out of the literature, interviews and questionnaire responses. These are:

- Is there really an equal but different structure in our educational and professional paradigm, or as Johnson (1996, p 280) suggested, is it “that roles and responsibilities of professional librarians and support staff are on the same continuum with paraprofessionals moving ever towards the professional side”?
- Is there really a difference in what is being taught in each sector, or is the difference in delivery and assessment, rather than content or core knowledge (pedagogy vs. epistemology)?
- Are there differences in the types of students the two sectors attract, and is this the key to perceived differences in educational and employment status?
- Why do some people choose to do a VET sector course in preference to a university course?
- What articulation arrangements and activity occur between the sectors, and what are the implications for course structure and delivery, particularly in terms of curriculum overlap?
- How much of the difference maintained between the sectors is the result of professional gate-keeping, both by the industry professionals and by those who educate for it in the university sector?
- Why has there been continued debate over nearly eight decades about the correct educational entry point to professional employment in the library sector, and, implicit in this, about the degree to which librarianship is truly a profession?

Answers to these questions provide an insight into commonly held beliefs about the nature of training and education, and the validity of such beliefs within this particular industry. They also provide a perspective on the divisions placed around professional and educational constructs, so that the motivations and imperatives that have led to the development of such divisions can be more clearly identified.

**Contentions**

Out of the initial investigation some broad contentions or preliminary conclusions, which drew from the themes and questions posed by the research, emerged. They are:

- The vision that the professional level of the library industry had of itself and the perception of the broader community have been at odds, leading to a continued
battle for professional acknowledgement and status, and a tenuous foothold in the university education sector.

- Because university level education in the field has never really been accepted by the broader community, it has suffered continual setbacks in continuing as a stand-alone qualification. Despite its best efforts librarianship has had to merge, in many cases, with other groups such as business and IT to maintain its hold in the higher education sector. This has led to a change in the core skills set delivered at the professional education level, rather than a change in the skills and knowledge base required by the industry. There have been a number of consequences, both positive and negative. First, professional librarians have broadened their employment capabilities outside libraries into the field of knowledge and information management; second, this has led to a dilution, generalisation or, at least, change in the core library concepts taught at professional level, based on survival rather than a necessary change in the underpinning knowledge base required by the profession; and third, this in turn has led to a gap in education and employment which may be being filled by paraprofessionals and paraprofessional education.

- Concepts of education and training for the industry have been subjected to broader social and political pressures that have often led to major compromise in long-held beliefs and objectives for education in the industry. Such compromise has led to confusion, with the outcome reflected in the state of education and training. Dissatisfaction with the outcome is evident in the industry.

- Historically, the professional group has always been divided about appropriate entry to the profession. This has been caused by, amongst other things, the dual cultural influences upon the form that professional level education should take, divided – as the whole Australian education environment has been – between UK and US concepts of the profession. This has led to Australia adopting both US and UK patterns of education and entry to the profession, and continuously vacillating between the two paradigms.

- The implementation of an undergraduate and a vocational qualification in the same year, 1970, in the same state, Victoria, presented a unique and continuing area of tension which has never been fully resolved. This has been further exacerbated by the nature of the tertiary institutions that emerged to deliver such programmes and by the lack of support for such programmes within the government and the institutions themselves.
• Many of the differences in both curriculum and teaching are the result of contrived and carefully managed differences in pedagogy, not in epistemology. These contrivances have emerged out of broader societal concepts of labour, intellectual capacity and industrial constructs, and have been maintained as a means of enhancing and restricting access to professional status and higher education.

• Library technician students as a cohort are more highly educated upon entry to training courses than other training groups; they also fall into the profile of those who are most successful. Many undertake VET training with the intention of accessing the university sector, which has been denied them because of low initial academic scores at secondary school, cost of university education, cultural and socio-economic differences or difficulties, or because they are career changers. VET training is viewed as a pathway to further educational access, though there is conjecture over the degree to which this is the case. Issues of gender, age and changing opportunities have had an impact on why those who undertake training start at VET level rather than attempt university education. These considerations may make it more likely they will undertake further study in the university sector than other groups.

These preliminary conclusions are used as the basis for the examination of education for the library industry within this thesis. Their validity, impact and relevance to the state of education for the industry are examined to determine the degree to which the research supports these initial conclusions.

CHAPTER SUMMARY

Chapter 1: Introduction
The Introduction outlines the main focus, methodology and issues associated with the research and outline the fundamental issues to be addressed in the remaining chapters. It provides an overview and summation of the aims of the research.

Chapter 2: The broad historical backdrop and context
This chapter gives a broad overview of the history, formation and development of education for librarians and library technicians in Australia. It examines the context and key issues that underpin developments in this field of education, and addresses some of
the underpinning concepts explored in greater detail in other chapters. Areas outlined include: the relationship and argument within library circles about the relative role of vocational and liberal education; the development of the concept of educational institutions; concepts of professionalism and association; and an overview of the development of education in the field, both in universities and the VET sector.

**Chapter 3: Outside influences**
The Australian educational environment has been exposed to influences, models of education and professional practice from overseas. This chapter examines the period prior to, and immediately after, World War Two and investigates two key spheres of influence, the US and the UK. This chapter looks particularly at the role of outside agencies such as the Carnegie Corporation of New York, the influence they have had on the development of the profession of librarianship in Australia, and the aspirations for education articulated by librarians in response to these influences. Motivation, social and cultural contexts and the impact on education for librarianship in Australia are examined.

**Chapter 4: The history and context of library education in Australia**
This chapter considers the unique historical Australian educational context associated with the development of education for librarianship, and examines the pressures and the political, industrial and educational agendas that shaped education in this country. The focus is on what impact these local issues had on librarianship education in this country, and the relationship between the broader Australian community and the development of library and information services (LIS) education. It also examines the role librarians saw education playing in the development of the profession, and investigates how decisions about the shape of education generally reacted with the wishes articulated by the profession for LIS education. The development of library technician education in this context is also explored: how it developed, and what were the common motivations behind its developments.

**Chapter 5: The contemporary educational context: the boundaries between university and TAFE**
The contemporary context for LIS education is a complex web of economic, educational and industrial pressures. This chapter examines the relationships between TAFE and the higher education sector in this context, and the current pedagogy and practice
underpinning these relationships. It also presents an overview of patterns of articulation and success for TAFE sector students, and examines the implications of such research for the educational structures as they stand.

**Chapter 6: The people**

Figures regarding enrolment, previous educational experiences, background, gender and age of library technician students were obtained from the National Council for Educational Research (NCVER) and other sources. Questionnaires were also distributed to volunteers who met the criteria of having completed both library technician and librarianship qualifications. From the responses and the data collected, an overview of the people involved in education and training in Australia, particularly Victoria was developed.

**Chapter 7: The curriculum**

Chapter 7 is an examination of the content of curriculum for education and training by two of the major providers in Victoria of such training and education, RMIT and the TAFE colleges. This examination takes an historical and contemporary perspective, and looks at areas of the curriculum that have caused the greatest difficulty in establishing boundaries around education and training. Use is also made of the perspectives of those from the questionnaire who had experienced both forms of educations. Both historic and current concerns are discussed.

**Chapter 8: Conclusion**

Chapter 8 draws together the various strands of this research and examines the implications of the various themes which have emerged throughout the research in answering the questions associated with the parameters surrounding librarianship and library technician training in Australia.
CHAPTER 2: THE BROAD HISTORICAL BACKDROP AND CONTEXT

For clear thinking on the subject of training for library services it is necessary to understand the different kinds of work which must go on in a library. In this report we recognize two distinct types which, for want of better terms we call “professional” and “clerical”. Each of these types or phases of library work demands general and vocational education of a particular character. The distinction between the two is only vaguely understood and seldom applied in library organization and practice. (Williamson 1923/1971, p.9).

This chapter gives a broad overview of the history, formation and development of education for librarians and library technicians in Australia. It examines the context and key events that underpin developments in this field of education and addresses some of the underpinning concepts which are explored in greater detail in other chapters. Areas outlined include: the relationship and argument within library circles about the relative role of vocational and liberal education; the development of the concept of educational institutions; concepts of professionalism and association; and an overview of the development of education in the field both in universities and the VET sector.

HISTORICAL CONCERNS

Over many decades, librarians have aspired to be regarded as a profession with high status and recognition in the community. This quest for recognition has been an ongoing one and a driving force in the history of the profession in Australia and throughout the world. The history of this quest is essential to the understanding of the LIS industry today. Inextricably linked to these aspirations for professional status was education; the broader history of education in Australia is reflected in the shape of education for the LIS industry. The quest for an appropriate educational model has been central to the development of the concept of professional and paraprofessional in many industries, including LIS. In 1979 Alastair Crombie (1979, pp.438-439) defined the following two paths that could be followed by librarians in the pursuit of professionalism or in defining the professional.

The first path was

- an individual who is trained, informed and competent to practise
• alternatively, a vocation rather than simply a job, literally a profession or statement of belief
• a service orientation, with high ethical standards, deferent to the needs and interests of clients
• a willingness to accept full responsibility for the outcomes of actions; acceptance of public accountability.

The second path was

• self interested commitment to “credentialism” and the monopolization of knowledge and learning
• insistence on autonomous functioning and exploitation of this as a “protection from legitimate public interest (academics and the management of universities? Psychiatrists and the management of mental hospitals?)
• priority given to the pursuit of high status and high income as ends in themselves
• an assumption of superiority vis-à-vis non-professionals which often amounts to arrogance
• a formal, legalistic conception of the limits of professional responsibility
• commitment to a process of ‘etherialization’ whereby professional duties are purged of arduous, unclean and un-challenging elements, which are allocated instead to the ranks of ‘para-professionals’, who then set out professionalizing themselves in order to keep a proper distance from the semi-skilled and unskilled.

These two pathways to professionalism provide a fascinating template against which to measure the actions of the LIS professional groups and the path librarianship has followed in Australia. How education was used in attaining the ends sought by the professional element of the industry tells us much about the LIS industry today and about the role education played in these aspirations. To investigate this we must delve into the history of the profession, of education for it, and the educational context surrounding its development.

**The quest for professional status**

Few people are aware that when they walk into a modern Australian library there is a three-tiered industrial model in place, a model that comprises professional librarians educated in the university sector, paraprofessional technicians trained in the VET sector, and untrained assistants. That the public is unaware of this model reflects an apparent failure by the library industry to establish clear parameters for the various employment and education groups within the sector. This has been a recurrent theme throughout the history of the profession and education for it.
The quest for status and recognition led librarians to pursue the establishment of schools of librarianship or library science at universities and their equivalent throughout Australia as their preferred option. The establishment of university schools of librarianship was mooted throughout the first half of the twentieth century but moves towards this were largely unsuccessful, with a few exceptions, until the 1970s when the industry gained access to the post-secondary sector through the institutes of technology and newly established colleges of advanced education (CAEs). Throughout all of this period the profession was embroiled in long debates about such issues as accreditation versus examination, graduate and undergraduate entry to the profession, and the role of professional association in education. In the 1970s the library industry adopted by default a model for education derived from other industries, such as engineering, which defined tasks and roles in terms of levels of intellectual capacity and competence. What evolved from this educational model was a three-tiered model of employment reflecting this educational and industrial paradigm (explored in greater detail in Chapter 4). This model of education had the CAEs, institutes of technology and universities delivering education for the professional, and the technical colleges, called TAFE colleges, delivering paraprofessional (sometimes called sub-professional) education.

A central premise underpinning this model of education has been that there are two unique occupations and education systems, equal but different, operating within the industry. The imperative to maintain an equal but different model (as the vice-chancellor of one Victorian dual sector university called it in 2004 “equally different” (Harman, 2004)) has provided the impetus from which educators in both the VET and university sector have built their curriculum and designed their delivery methods. An examination of the implementation and validity of the three-tiered model underpinning workplace structures in libraries as well as education is important. It is important to ask whether the concept of equal but different holds up to scrutiny within the LIS industry, or whether it is something more akin to the same knowledge set, but with differing degrees of intellectual and manual/practical emphasis within the delivery of curriculum content. As early as 1976 problems were seen to be emerging with this model, if the comments made by Noel Watkins, the Assistant Director of TAFE in Victoria, at an early library technician educators’ conference are any indication. In his keynote address Watkins felt it necessary to state that he saw “evidence to suggest to me that what I think is the essential nature of middle level education courses is in danger of being lost in a sea of academic drift” (Watkins 1976, p.5), and even more strongly, “There is a
very real danger that the objectives of library technician courses, vis-à-vis the objectives of the professional courses, are going to be confused and intermingled” (Watkins 1976, p.5). This raises questions about the degree of overlap that occurs within the workplace and education for the workplace, how real the parameters of the occupations in terms of education are, what underpins the construction of such parameters, and how and why the industry adopted the educational model it did.

**Current context**

In Australia, as elsewhere over the last decade, economic pressures and societal change have contributed to the contraction of clearly identifiable LIS schools into such generic disciplines as knowledge or information management, and business and information technology. This reflects what has been called in the UK a “gentle disappearance” (Muddiman 1996, p.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, p.22) and of sacrificing quality for survival and generic concepts for broadly based employment skills (Harvey 2001, Muddiman 1996). This generalising of the nature and content of LIS education at university level has led to changes which have opened up the market to those trained in the vocational sector, as they fulfil demand for very specific library-based skills rather than generic information and knowledge management skills. These concerns are neither new nor unique to Australia, and require us to revisit the past to understand the present. The continued debate over many, many decades of such issues as sectoral convergence, workplace role-blurring, and entry to the profession have put at risk the survival, as well as the academic credentials, of such a vocationally-focussed discipline and have also put at risk the future of education for the industry, particularly at the undergraduate level. The reasons for this are many, with key factors reflective of past decisions and debates. To really come to terms with the current environment we need an insight into the past. What, then, are the key historical concerns which have influenced the library industry in Australia, and how does education for the industry reflect and provide insight into these concerns?

**Broader imperatives**

Library education in Australia is inextricably linked both at a national and international level to its social, historical, educational and professional contexts. The development, design and delivery of education at all levels of the industry show that many of the
issues and dilemmas faced by the library industry have broader reference and arise from factors that have had an impact upon education, training and employment in Australian society and the library industry as a whole. What has shaped education for the library industry must be assessed within the context of social, educational and professional history – no small task! Not to do so would be remiss, for, if we are to examine the root causes of many of the areas of contention within training and education for the industry, we must investigate wider historical and political imperatives.

Abbott takes the view that:

Not only does professional work change, and change in many directions, these changes take place within three crucial contexts. One of these I have already mentioned—the context of larger social and cultural forces that sometimes transforms whole areas of professional work as well as the rules of the game by which professions themselves are organized and structured. The second context is the context of other professions. Professional work is usually work contested by other environing professions (1998 para.10)

There is no doubt that these forces have had an impact upon training for the library industry. These wider imperatives matter deeply, because issues, such as changing industrial climates, greater participation of women in the workforce, the funding and political climates, and the presence of influential and interested individuals, play one upon the other to create the complex set of circumstances that make up library education in Australia today. Yet rarely, if at all, are the wider societal and historical imperatives discussed as a backdrop to Australian library education. Could it be, as Pierce claimed, that “we have paid so little attention to our own intellectual history that we may have to reconstruct it – almost from scratch” (Pierce 1992, p.641)? Or is it that, as Encel, Bullard and Cass were to say two decades earlier, “Although librarians have written extensively about the history of libraries, they pay little attention to the development of the library profession itself” (Encel, Bullard and Cass 1972, p.6)? It is important to develop a critical historical perspective if we are to successfully understand key issues and allow for “the injection of historical insight [that] can improve the possibilities for success” (Barker and Holbrook 1997, p.214).

Formal education for librarianship in Australia in an institutional sense is relatively new. Its origins were in the various library training schools which were established in the larger states and public libraries throughout the country from the 1930s onwards. Loosely termed 'apprentice-like' training was provided prior to this, but largely by those who were experienced but not qualified in the formal sense of holding a qualification from a school of librarianship. Formal education and training spans the
period from the early 1920s through to the post-war period and includes particularly the expansion of tertiary education in the 1970s. Throughout this period there has been a continuous debate over education requirements, the boundaries defining different types of library work, and the nature of professionalism within the library industry.

**Key issues**

Many of the key concerns associated with library education are deeply rooted in the ongoing search for an educational model for the industry and are not unique to Australia. Other concerns are anchored in the nature of global change, in the way in which we all work, and in the needs of industry. Still others have come about through unique Australian conditions that impact upon the nature of education in this country, and yet others are to do with how we perceive education and intellect. Wilson and Hermanson, writing about US library education perceived eight persistent and continuing themes in library education:

1. The need or place for a liberal education in library work
2. The quality of students drawn to library work
3. What it means to be professional in the library field
4. The perception that something is wrong with library school
5. The appropriate role of accreditation in library education
6. The ongoing perception of budget constraint
7. The need for distinctions between training and education
8. The role of information science in library education

(1998, para.56)

Extensive reading of the professional literature suggests that to this list we could add:

9. The increasingly blurred distinction about tasks performed by technicians and librarians
10. Increased competition from other professional bodies whose jurisdiction overlaps or extends into the field of library work
11. The nature of appropriate curriculum content for library education
12. The extent of influence on education of the associated professional bodies
13. The nature of library work as a feminized profession
14. Socioeconomic influences on educational choices
15. The implications of a two-tiered system of education.

These are themes that seem to have a universal application, whether in the US, Australia, the UK, or other countries with advanced education and training for library work. Other issues that present themselves through a reading of the Australian professional literature as perhaps key issues locally are:
1. The nature and structure of education and training in Australia
2. The way in which education and training for the library industry in Australia developed
3. The impact of key individuals on library education practice
4. The development of a binary higher education system and its eventual merger into a single system
5. The growth and expansion of the VET sector library training and its claims of uniqueness or of being equal but different
6. The acceptance of undergraduate qualifications as entry level to the profession
7. The view held outside library circles that education for librarianship was not appropriate for university education
8. The twin influences of the UK and US on library education in Australia.

This list forms the basis for understanding the imperatives that have shaped LIS education. No issue stands isolated from the other. Each of these imperatives, entwined as they are in the debate surrounding education for librarianship in Australia, can be examined to provide greater clarity.

An overview of the educational context

While specific educational issues will be dealt with more comprehensively in Chapter 5, the broad historical context for library education in Australia is presented here. Library education is currently being buffeted from many directions, caught in a technological, industrial and social maelstrom, and is fighting to survive in many educational institutions. Winter describes this fight for survival:

Part of the background of the dynamic formation, interaction, and dissolution of disciplines is a broader and perhaps more pervasive social process that particularly affects the knowledge-intensive occupations in the advanced industrial societies and indirectly affects all forms of work. The process is presented as an opposition between the impulse to integrate and consolidate across fields and the impulse to discover and perhaps colonize new knowledge domains in a manner resembling territorial conquest, expansion through annexation, and the resulting claims to exclusive jurisdiction (Winter 1996, p.343).

That there is a battle for survival is not surprising given what will be shown to be the confusion and contradictions underpinning the nature of education for the library industry in Australia. To uncover a single cause is not straightforward because of the complex nature of the influences and factors contributing to education and employment within the industry. To start to unravel some of these influences and factors we must go
back to the very roots of education for the library industry, where we uncover at its very inception the tensions that have dogged the industry ever since. In addition, we need to understand the fundamental underpinning educational pedagogy that acts as a backdrop, for without this we can have no true understanding of the reasons.

Education for the library industry has long been divided by the dilemma of defining its very nature, whether its key function is to educate generally, liberally or vocationally. General education has been described in the US context as

A brief introduction to certain knowledge that the faculty believe all citizens should possess, regardless of what else they know, and intended to develop qualities of mind that the faculty believe citizens should possess as citizens … [designed to] catch all students before 40 to 60 percent of them drop out (One Who Knows 1953, p.180).

“Liberal education is education in culture or toward culture. The finished product of a liberal education is a cultured human being” (Strauss 1959). In contrast, vocational education is directed towards occupational specific skills and knowledge and “aims to serve the needs of society” (Raju 2004, p.77).

The questions for library education have been whether preparation for the industry is vocational or practical and best delivered as an apprenticeship, as was originally favoured by early LIS educators such as Dewey, Metcalf and Munn (Encel, Bullard and Cass 1972, p.59; White 1976, pp.47-48), or whether it is best based on a theoretical knowledge that could be generalized and carried from one context to another. Was library education best suited to a “systematic apprenticeship program on the trades model” (Wilson and Hermanson 1998, p.2) or to a “purely technical course, coming after the general education has been completed” (Wilson and Hermanson 1998, p.5)? Or was it a field of endeavour with enough intellectual depth to provide “conceptual lenses” to “look at a completely new set of problems and suggest ways to deal with them” (Ostler and Dahlin, 1995) and be delivered at the undergraduate level?

Bramley believed two conflicting possibilities for education was a central issue in LIS education

The most contentious factor is whether or not there exists a body of theoretical knowledge upon which the practice of librarianship is based. It has to recognise that librarianship is essentially a practical calling (1975, p.9).
This fundamental debate continues in Australia today, and is the cornerstone upon which all other issues rest. Resolution has not been reached and defining roles, tasks and appropriate education is a task far from complete. What are the implications of this lack of resolution? Why, even in 2001, is it still necessary to say that “The long-standing argument whether education for librarianship is appropriate at the undergraduate level is another part of the problem” (Harvey 2001, p.17)?

As long as there fails to be resolution, defining the appropriate nature and level of education for work in the library industry will be contentious. Assigning the terms *professional* and *paraprofessional* will continue to be mired in a debate over relative suitability and educational appropriateness for work within the industry. Even more difficult will be the establishment of a common understanding and paradigm that will clearly state to the community at large the nature of professional work in the library industry. Nor will the content of courses be easy to define. The debate has not moved far from Roe’s description of the situation in 1964:

> The term “librarian” still has to cover the highly qualified head of a large institution and the young, and not so young lady whose professional expertise consists of a kindly smile and a deft hand with a date stamp (Roe 1964, p.111).

**Technical education**

A key to understanding some of the significant issues outlined previously is the historical development of vocational education particularly in the US and the UK. The development of education for the hand and eye, rather than the head (described less positively as education for the “noble and less noble” (Neave 1980)) requires clear definition because our understanding of the terms *technical* or *vocational* education are coloured by late twentieth-century understandings of these terms. We need to go back further to their original context to understand what these terms meant in the late nineteenth century. It has been suggested that the development of library education is linked to the rise of technical education, firstly in the UK and later in the US (White 1976, p.8). The original impetus for technical education came out of the changing manpower needs of the second half of the nineteenth century and out of the competitive forces which drove production and education during that time. The need for such education came about, according to an early commentator, Charles B. Stetson, because Trades could formerly be learned by the apprentice system, but that system is now become obsolete. The one influence felt by educators who are not wedded to medieval forms or classical models is the demand of the great
masses of the people to be taught the scientific and technical features of their calling (Stetson, in White 1976, p.7).

European models of training which placed apprentices in schools for systematic training on a large scale, were developing. This form of education attempted to train craftsmen in large numbers using a ‘scientific’ approach that broke down the components of a task into smaller elements. These smaller elements were then taught and finally amalgamated into the final ‘product’ or ‘skill’. The necessity to train in this way emerged with the need to meet the huge demand for a skilled workforce. The positive effect of such training was displayed to the world at large, but in the US and the UK in particular, at the series of exhibitions held in places like Paris and London in the nineteenth century. This resulted in a drive to establish similar modes of training and the growth of the technical education movement (White 1976, pp.6-16).

At the same time as industries were addressing the educational needs of trades, the popularity of traditional ‘classical’ education was declining. This education model, based on medieval ecclesiastical and monastic traditions, where “studious men, removed from secular cares, were free to consecrate their time to deep reading” (White 1976, p.3) was the model, not only of the traditional universities in the UK, but also of early US institutions, such as Harvard and Yale where classical languages, logic, philosophy and theology were taught. According to White (1976, p.16) this decline and a crumbling of the apprenticeship system because of the changing industrial climate, left a vacuum in education which technical education filled. The emerging needs of the industrial period, and the more utilitarian requirements of countries such as the US and Australia for qualified practitioners with specific industry skills, created a tension in the purpose and function of education in universities. The decline (or non-existence) of a landed gentry in Australia and the US, for whom Barcan (1980, p.126) believed classical or liberal education catered, meant that universities no longer met the needs of an industrial society. What emerged from this within the universities was more vocationally oriented education, perhaps exemplified by the development of education for specific occupations, such as medicine and engineering, opening the way for and raising the aspirations of other vocational groups, including librarians.

In the last quarter of the nineteenth century we see the emergence of technical education schools and vocationally oriented university courses, responding to the manpower needs of the time and the growing interest in vocationally-specific education. Technical
colleges such as the Massachusetts Institute of Technology (MIT) and RMIT took their place within the educational hierarchy. The concepts of technical or vocational education and professional education become intertwined, and the boundaries that defined professional from tradesman became less distinguishable. White suggests that the technical education movement did not distinguish between the trades and the professions, as he believed, “technical education proved to be a convenient weapon of change” (White 1976, p.28). Technical education was defined, not by the place in which it was taught, but by what it was not. It was not the traditional classical, university education that had preceded it. The terms ‘vocational’ and ‘technical’ could not be applied to indicate distinct educational or career options in terms of profession and trade, hand and head, noble and less noble in the sense we use them today. They indicated, rather, an approach to teaching and learning revolving around the application of scientific and incremental skills development for vocationally-specific education, not a division between the professional and non-professional based either on the place education occurred or the type of information being conveyed. It was essentially a shift in the pedagogical approach to education and a shift in focus of the purpose of education to reflect community needs.

This understanding of the terms technical and vocational was particularly true in the US, where the needs of industry influenced the direction of education more than in Britain with its ancient university system and entrenched class system (Bramley 1969). It was within this context that Melvil Dewey introduced his ‘systematic apprenticeship’ at Columbia University clearly reflecting an educational paradigm modeled on the emerging focus of technical or scientific educational pedagogy. That it emerged at Columbia was, according to Carroll “a mere accident of history and was tolerated only because Dewey was there and not because it was of collegiate character” (Carroll 1975, p.7). US library education emerged not in the traditional university system, but in the newly developed vocational and technical institutes such as the Pratt and Drexel Institutes (Carroll 1975, p.7). These original institutes evolved into more traditional educational institutions.

In the UK during this same period, the Library Association (LA) was pursuing the training of librarians in a different way, opting for an examination process rather than a tertiary education process. Bramley suggests a number of reasons for this, not least the educational levels of those in the profession. He describes the average library assistant
in the 1880s as having “left school at the age of fourteen (in many cases even earlier), and [with] a bare grounding, up to standard seven in reading, writing and arithmetic” and the “financial rewards of librarianship were insufficient to attract recruits with a “sound English education” (Bramley 1969, pp.13,14). Librarianship was so poorly paid that it failed to attract highly educated individuals as trainees, and the LA hoped to address this in its examination syllabus. However, according to Bramley, this failed, and the LA addressed its energies to the tasks associated with library procedure rather than general education. Whereas education in the US generally was moving into the technical institutes, in the UK the LA pursued a part-time apprentice-like scheme for training through which it held sway over all professional qualifications, so that the only way one could sit the necessary examinations was to join the Association. This lasted until the establishment in 1919 of the London University School of Librarianship. Bramley believes it was “inevitable that the Association should have been influenced and guided by the example of other professional bodies and adopted the traditional British apprenticeship method of training” (1969, p.18), particularly given the attitude of the existing universities such as Oxford and Cambridge to professional (vocational) education and the contemporary educational context. Education in the UK, unlike the US, had not adapted as quickly to the changing aspirations of the community, nor had the egalitarian ideals of the US permeated the British education system. There was little hope the ancient universities of Oxford and Cambridge would introduce a school of librarianship, and Bramley noted that “The best prospects for full time schools of librarianship lay in the new universities” which had “their roots in former schools for professional training” (1969, p.18). In addition the LA was reluctant to abrogate its privileged role as examiner and creator of curriculum for the profession (Bramley 1969, p.18).

The blurring of concepts such as technical, vocational and professional, the issues of examination, the role of the professional association and the educational context of the UK and the US were all ultimately reflected in Australia during the twentieth century. The development of Australian technical education mirrored the growth in the US, but the approach to librarianship education developed largely along the lines of the model created by the LA. The Australian education system and the limited access to university education for the majority of the population were very similar to the situation in the UK. However, the aspirations of the community and the industrial and social conditions of Australia during the latter part of the nineteenth century and early twentieth century in
many ways paralleled the experience of the US. This dichotomy established a tension which was to emerge in the years to follow. The effect of this dichotomy can be seen in the shifting patterns of education for librarianship between 1930 and 1970.

The broad educational perspective

As in the UK, those who aspired to raise the status of librarians in Australia through education were caught up in this dichotomy. The educational and industrial context they found themselves in was between the old allegiances to the UK and the new emerging influence of the US, at a time when Barcan believes

Australian education underwent changes in many respects more profound than any previously experienced, for they were part of a deep-seated alteration in the character of Western Civilization (Barcan 1980, p.345).

That education for the library industry was caught up in this maelstrom is evidenced by Balnaves, writing of changes in library education at this period:

These developments are not isolated. They are part of the general pattern of tertiary education in Australia. The role of the colleges in education for librarianship can be understood only in relation to the evolution of the concept of the colleges since the Martin report (Balnaves 1971, p.21).

To this we must add the use of education by a professional organization such as the Library Association of Australia (LAA) (from 1937-1949 Australian Institute of Librarians (AIL), from 1950-1988 LAA, and since 1989 the Australian Library and Information Association (ALIA)), as a tool to legitimize its professional status. As described by Abbott, this use of education can be viewed as a weapon in a “competitive struggle to stake claims to intellectual territory and occupy new niches” and to establish “more fundamental claims of professional jurisdiction, claims which assert the rights of the group to a certain form of social practice and the enjoyment of its reward” (Abbott, in Winter 1996).

In this competitive context the library industry did not stand alone. Such tensions can be seen reflected in other “semi-professions” (Abbott, 1998) who had their past rooted in apprenticeship type training and low status, such as teaching, nursing and social work. Even those professions viewed now as steeped in professional status, such as medicine and law, displayed very little distance from their vocational or apprenticeship roots, particularly in Australia where “society saw little advantage in higher education” (Barcan 1980, p.126) and where there was useful employment for most and no “leisured upper class” (Barcan 1980, p.126). Until 1861 only 26 of the 120 doctors on the South
Australian medical register held a university degree, most having completed apprenticeship type training (Simpson 2000, p.847). The University of Melbourne’s two initial schools, Medicine and Engineering, were established because they closely matched the manpower needs of a society that had little interest in education for education’s sake. Professions such as nursing and journalism are still grappling with many of the same issues faced by those in the library industry. In 2001 a debate emerged about the skills and tasks of ‘super nurses’ or ‘nurse practitioners’, which has strong resonance for the library industry. The professional body of medical practitioners stated “The AMA still argues passionately that medicine and nursing are two entirely different disciplines that cannot be interchanged” Davies 2001, p.30).

This echoes very closely the words Helen Smeaton, library technician educator:

I believe strongly that Library Technicians should be seen in a separate category of library workers, with its own integrity, validity, its own career path, job fulfilment and objectives (Smeaton, in Dawe 1987, p.2).

Librarianship strongly reflects the concern to distinguish between professional and paraprofessional perhaps because of what Dee Garrison (1979) refers to as its “genteel past”, and because education at both the professional level of the industry and the technical level of the industry was established at about the same time within the same education structure.

**THE CONTEXT OF LIBRARIANSHIP EDUCATION**

In the 1950s, 1960s and 1970s a number of events were to have an impact upon the way in which the LAA pursued its quest for education for the industry. These events included a number of shifts in policy and compromises in long-held principles. The LAA’s decisions must also be viewed against the dominant concepts of education and the nature of work and a more egalitarian stance with regard to access to education in Australian society at large. This was also a time of great labour shortage. Reports by bodies such as the Committee on the Future of Tertiary Education in Australia (1964-65) commented on the decline in standards resulting from this labour shortage. The shortage also presented skilled workers with an opportunity to press their claim for improved status.
The quest for professional recognition

Australian librarians from the nineteenth century onwards aspired to raise the status and the standard of librarianship and to establish it as a profession. As early as 1896 calls were made by H.C.L. Anderson, Principal Librarian of the Public Library of New South Wales, for examinations for the profession. Expediency and pragmatism, rather than idealism, were possibly the motivating factors behind the call for examinations, as Maureen Keane suggested

Perhaps awareness of Australian conditions influenced Anderson to recommend that Australian librarians adopted the British model. Anderson knew there were few professionally trained librarians in well-conducted libraries in Australia at the end of the nineteenth century. He would have understood the inter-colonial rivalry, and the effect that this would have had on the standards and quality of education for librarianship. If the Library Association of Australasia had recognized different courses in each colony, then the Association would probably have had to accept courses of varying length and depth (Keane 1985, p.113).

At the same conference that Anderson made his call Edmond Latouche Armstrong, the Public Library of Victoria’s head librarian, outlined in detail the content of a course in librarianship. The dichotomy between an examination system and a formal education system as the preferred option for the professionalisation of librarianship was to remain into the next century. The process of achieving professional recognition was, even at this early stage, to be deeply divisive. The choices for education presented to the profession in the years to follow were threefold:

- a graduate profession based on an US model of generalist study followed by a graduate year or Masters in librarianship conducted in a university
- an undergraduate degree course somewhat similar to that established in UK after the World War 2 and delivered in second-tier colleges of advanced education
- a continuation of the largely apprenticeship and examination model which involved the LAA in examinations and certification to control standards, with education and training institutions in large libraries teaching to these examinations rather than controlling the content of curriculum, also mirrored in the British experience.

The eventual outcome for the profession encompassed all three models, sometimes at the same time, and is perhaps a key reason that resolution of educational issues has not yet been reached.
In the periods immediately before and after World War 2 the issue of education for the industry was particularly focussed on the raising of standards for the profession. This focus was largely driven by the input and example of a number of US initiatives including the injection of funds by the Carnegie Corporation of New York (CCNY), which resulted in the publication of the Munn-Pitt report and the visits by many Australian librarians to institutions overseas. During World War 2 the influence of the US Information Service (USIS) was felt through the establishment of libraries staffed by pro-active US librarians such as Helen Wessells in Melbourne, who promoted the concept of graduate librarianship education and free public libraries. The Australian Institute of Librarians (AIL), followed the recommendations of the Munn-Pitt report (Munn and Pitt 1935) to conduct examinations for the profession and to establish training schools to teach to these exams. This established the AIL and, later the LAA, as a certification and examination body much like the Library Association in the UK. This situation remained in effect from 1944 until 1980. However, it soon became evident that the LAA executive increasingly favoured a move away from being an examining body to becoming an accreditation body and turned their attention to the establishment of schools of librarianship following the US model. This bore fruit with the establishment of a Graduate Diploma of Librarianship at the University of New South Wales (UNSW) in 1960. This initiative contrasted quite markedly with what had gone before. What was the impetus of this initiative? Roy Stokes saw it as a worldwide trend, noting that “There has been a noticeable drift towards the American pattern throughout the world” (Stokes, in Radford 1963, p.12).

This trend does not seem to have emanated from the UK where the role of library schools based at the polytechnic colleges prepared the graduates for the Library Association examinations, a situation unchanged until 1966. One explanation for the shift in Australian preference could have been the increased exposure of influential individuals in the Australian library community to the US education model. If this is correct, how closely did the industry ‘elite’ (a concept examined in detail by Dee Garrison (1979), also referred to by Australian Ida Vincent (1980, p.9) as a “reformist elite” and by Edward Flowers (1963, p.4) as “the professional elite”) reflect the experience of their colleagues? Or was it a pragmatic attempt to ration access to the professional level of an industry in order to create status and improvement in pay? Bramley (1975, p.29) believed that pressures in the UK context for a graduate profession came not from working librarians but from the schools of librarianship.
particularly those in the polytechnics so as to increase their status and research capacity. Because of this Bramley believed decline in non-graduate courses would occur due to “events totally unrelated to the staffing needs of libraries”. Much of the UK experience was reflected in events in Australia.

Some insight into the possible dissonance between the ‘elite’ members of the profession and the ordinary worker may be gained by looking at figures dealing with membership of the LAA. Access to education and expectations of acquiring a university education were vastly different in the UK and Australia, compared to the US. In Australia the calls for matriculation as an entry point and for graduate education to the LIS profession were equally divisive if one takes into account the fact that publicly funded secondary education in Australia did not really emerge until the early twentieth century, and then only to a very limited degree. The path to university was largely confined to the graduates of the expensive private denominational schools; universal secondary education was still a distant prospect. Given this context, the education level of many prominent members of the LAA was atypical of what one would have found in the general population and also amongst average workers within the industry. In a similar fashion, in the US context, Garrison’s examination of public librarians showed that the library leaders came from a very limited pool, largely from upper to middle class East Coast professional families, even though both secondary and university education was much more accessible in the US. This meant that the ranks of library assistants were often filled with university-educated personnel, often women, which was not the case in the UK and Australia. In the UK the library leaders were of a similar ilk to their US counterparts, but their assistants were poorly educated and, according to Bramley (1969 pp.12-13), often barely literate. This meant that education for these assistants needed to make up for the deficiencies in their general education before preparing them for the specific skills required for librarianship.

The only truly comprehensive examination for the profession in Australia did not occur until 1969. By then views had moved closer to the concept of a graduate profession, the introduction of the graduate course at the UNSW having raised awareness of the issues associated with points of entry to the profession. Community access to education was also changing, but the prospect of universal access to post-secondary education was not yet a reality. *Librarians: A Survey* (Encel, Bullard and Cass 1972) provides insight into the make-up of the library population in New South Wales, which was at this time the
only state with a university-based course in librarianship. It showed that between 1960 and 1969 the percentage of male members of the LAA who held a degree fell from 63% to 59%, and the percentage of female members holding a degree fell from 65% to 42%.

A clearer picture emerges when we view the figures for professional membership of the LAA; in 1960 19% of professional male members held a degree but by 1969 only 10% did. Females holding a degree made up a much higher proportion of professional membership – 46% in 1960 and 35% in 1969. These figures, of course, only reflect the qualifications of LAA members, but they provide some insight into the educational background of those in the profession. We can also examine the figures associated with preferred educational model for the profession at this time, presented in Table 2.1.

Table 2.1: Preferred Method of Education by LAA Membership Status 1972

<table>
<thead>
<tr>
<th>Method of Education</th>
<th>Members of LAA</th>
<th>Non-members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-graduate training</td>
<td>31</td>
<td>17</td>
</tr>
<tr>
<td>Training at library school attached to a large library</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Undergraduate Arts degree with librarianship as one subject</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Part-time diploma at Tech or CAE</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Full-time diploma at Tech or CAE</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

(Encel, Bullard and Cass 1972, p.92)

Two things are evident in this table. One is that there was a difference in preferred educational model between members and non-members, with 31 members preferring a post-graduate model and only 17 non-members having this preference. This was perhaps reflective of the type of education/training of those who responded and may also reflect where such education and training was conducted. The post-graduate model was the favoured model with members and non-members, but the difference between the two groups is marked. One limitation to our understanding is that there is no indication of the nature of this model; was it an independent curriculum devised within a university or a course focussed on the content of the LAA examinations? Perhaps this lack of clarity was evidence of a de facto agreement between educational authorities, the professions and skilled labor elites to protect skill and consequent labour market advantage through the restriction and channeling of access to educational pathways characterized as secondary-university-professional (Rushbrook 1997, p.4).
By implication, pursuit of a graduate profession may be viewed as an attempt to exclude large numbers of the existing workforce from elite status. While this was not stated explicitly, there is no doubt that the profession perceived itself as moving towards an elite, professional model. Implicit in this model was the creation of a second tier of employee, the sub-professional who would release the professional from routine and non-professional tasks.

**Higher education**

The introduction of the post-graduate degree course at UNSW in 1960 placed stress on the role of the professional organization as examiner, though this was not unprecedented, as the Public Library of New South Wales training school had long conducted its own curriculum and exams and accommodation with LAA requirements had been reached as early as 1944. The UNSW course also clearly established the move in Australian education toward the ‘American Pattern’. It took another year for this course to be recognised by the LAA as meeting their professional requirements.

Harrison Bryan considered the LAA’s recognition of the University’s post-graduate Diploma in Librarianship as conferring eligibility for exemptions to be an unappreciated watershed in the role of the LAA with regard to professional status:

> Nevertheless there was not, as far as I can judge or remember, any complete or immediate understanding, or at least widespread appreciation, that the Association had moved significantly on, in this way from examining candidates themselves to accrediting educational institutions (Bryan 1972, p.14).

It provided, however, a significant impetus for the Association to pursue its long-held ambition to establish library schools in universities.

While the establishment of such a course was obviously significant in the development of library education, it was not as simple as often portrayed, when we examine the antecedents of the UNSW, and the motivation behind its establishment and also the establishment of a post-graduate librarianship school at Monash University. The initial establishment of these two universities was seen as an attempt to “raise technical education to a level with university” (Hyams and Bessant 1972, p.179). The UNSW was a university built on firm technical and vocational foundations, having more in common with an institute of technology such as the RMIT than with a university such as the University of Melbourne. The New South Wales University of Technology (NSWUT), the predecessor of the UNSW, was, state Hyams and Bessant (1972, p.179),
“established in 1948 with the aim of reaching the standards of some of the more prestigious technological institutions of England and Europe”, while Monash University in Victoria was envisaged as “an institute of technology or a university concentrating on technical studies” (Hyams and Bessant 1972, p.179).

The NSWUT was established as a training ground for the Public Service Board of New South Wales. There were close ties between the Public Service Board of New South Wales and New South Wales libraries, as one of the most prominent leaders in the early library industry, H.C.L. Anderson, had been a teacher, examiner and department head in the public service before taking over the reins of the Sydney Free Public Library (soon to become the Public Library of New South Wales) in 1893. The Public Service Board, perhaps under Anderson’s influence, as early as 1901, demanded examinations in cataloguing for employment at the Public Library of New South Wales (later the State Library of New South Wales) and in 1916 the Board conducted a Higher Grade Examination for Librarians. The NSWUT core curriculum was based on 20 diploma courses transferred from the New South Wales Department of Technical Education colleges, which were very soon after upgraded to degrees. So, while the establishment of the UNSW course in 1960 was certainly significant, it should not be forgotten that it was established within a vocational university that saw itself as a “service-station university, anxious to serve the needs of industry and the State” (Barcan 1980, p.330). It had much more in common, in fact, with the colleges of advanced education of the 1970s than with traditional universities. Goozee saw the precedent established by UNSW as a pattern where:

- technical education in NSW in particular, is one where the top levels of technical education are continually creamed off by higher education institutions and subsequently upgraded to degrees, usually at the request of the relevant professional body (Goozee 1993, p.7).

It is against this backdrop that the quest for another university school of librarianship was set.

**The Library Association of Australia**

From the 1930s until the 1960s there is no doubt that the professional body, the LAA, was in “favour of university schools on the (basically) American pattern of education for librarianship” (Bryan 1972, p.57). In 1960 the LAA established a committee, chaired by J. Metcalfe, to attempt to persuade other universities to follow the lead of the UNSW. There was considerable optimism in this area, as can be seen in Metcalfe’s
words: "There is likely to be a university school in Melbourne as well as in Sydney and I think there is an immediate need for another in Canberra as well" (Metcalfe 1963, p.98).

The most likely location for such a school appeared to be the University of Melbourne, and the committee pursued this option over a number of years with some hope of success, backed by the promise of a Myer Foundation-funded chair of librarianship and the acceptance in 1959, at least in principle, of the establishment of such a school. Within this context the LAA Board of Education stated in 1962 that it considers that unless the Association, within the not too distant future, requires all new entrants to full professional standing to be not only qualified in librarianship but also, graduates, society at large will not accord them professional status (Library Association of Australia. Board of Examination 1962, p. 65)

It was this standard and structure that was the basis upon which educational debate was to be conducted.

There was debate. Margery Ramsey claimed:

It does not say that students who wish to attain full professional standing must undertake training in a university school of librarianship. Nor does it say they must hold a degree before they embark on their training in librarianship (1963, p.15).

This interpretation cannot have helped in clarifying the issues. However, if we read others such as Flowers, who wrote “Now that the qualification for full membership is to be a degree plus full professional qualification” (1963, p.5), her view appears to be an understood alternative position. Flowers also discussed the needs for training for a second sub-professional group:

There are then, two groups to be trained for library service. The problem of training is, then, twofold. Is the Association to be concerned with the training of this mass, this sub-professional group? Not a university problem certainly (Flowers 1963, p.4).

In this period the Association had a clear commitment to a general undergraduate degree followed by a post-graduate qualification in librarianship as the entry-level qualification. Still remaining to be discussed was the nature and role of the support staff (the sub-professionals) and the role that LAA would play in such training.
CHANGING EDUCATIONAL AND INDUSTRIAL ENVIRONMENTS

On the cusp of change in the 1960s “the library workforce consisted of clerical level staff, trainee librarians, registration librarians, graduates without library qualification and graduate librarians” (Ennever 1989, p.167). The LAA’s preferred official option was a post-graduate qualified professional. Yet by 1965 the LAA had accepted RMIT’s Associateship Diploma (a two year post-matriculation course) with exemption from some its registration exams. What had occurred to alter this strongly stated view of the needs of education for the profession? Initial optimism, perhaps, should have been tempered by the reality that the first university school of librarianship in Australia was clearly based at an institution whose focus was vocational rather that academic, and that the profession fitted more closely an emerging industrial educational model, that of the vocationally oriented second-tier colleges. It is also worth noting that Metcalfe headed the UNSW school while he continued to be the University Librarian, a fact that closely aligns the school with its industry face and with the training school model already established in large libraries, so the UNSW school did not represent a complete break from the apprenticeship tradition. In addition to this, the pursuit of a second university school foundered in the face of what Bryan called the “general uninterest on the part of the universities” and “the distressing apathy shown by the University of Melbourne” (Bryan 1972, p.15) and its reluctance to take up the funding of a Chair of Librarianship on offer from the Myer Foundation. This was undoubtedly a great setback for the profession, so that by 1964 efforts in this direction had all but ceased. If that was not enough, education for the library profession came to the attention of the Committee on the Future of Tertiary Education in Australia (Martin Committee) and its 1964/65 report. To understand the Martin report and its legacy fully an insight into the educational and social concepts that underpin it is needed.

Pedagogical frameworks
Rushbrook (1997) believes that during the formative period of vocationally oriented tertiary education there arose a particular worldview that was to have consequences in the way education and work was structured. It saw industry adopt the concepts of scientific management (or Taylorism) into the workplace.

Scientific management had the effect of fragmenting further the division of labour, with each fragment labelled and prioritised according to skill and
required training. The separation of product conception from product execution…

Present in the discourse were functional assumptions that individuals possessed different but finite measures of “natural” talent which could be scientifically matched to specific levels of training within the division of labour (Rushbrook 1997, p.4).

Implicit in this model of education was a view that not all students are academic…that suggests that some people have different brains that have been wired in a certain way and not another. It promotes the view that practice and theory are not in unity, and for some, practice and theory are separated by a “Berlin Wall” and can never meet (Hooley 2002, p.4).

Also reflected in this idea was the Menzian view that education at university was for a select few and that different classes of people require different types of education (Laming 2001, p.243).

Some reflection of this perspective was to be seen in Australian education with the report of the Committee on the Future of Tertiary Education in Australia (1964-65) and, *Colleges of Advanced Education: A First Report of the Commonwealth Advisory Committee on Advanced Education* (1968) known as the Wark Report. These resulted in the establishment of second-tier tertiary education in the form of the colleges of advanced education (CAEs), developed from the former senior technical colleges, which had particular relevance to library education. These reports had a monumental impact on the path library education followed and were instrumental in the introduction of undergraduate librarianship education. Post-secondary education and its developments in the 1960s and 1970s in Australia parallel the UK experience almost exactly. Bramley noted of developments in library education in the UK at this time:

For historical and educational reasons, the library schools which were founded at the end of the Second World War were established in colleges of further education. These colleges were part of the second tier of the British higher education structure (1975, p.24).

Library educator Jean Whyte describes the climate surrounding the Australian reports in LIS circles thus:
the Colleges had arrived, and librarianship which had seemed to be settled as a post-graduate diploma course in universities (I know it was only UNSW and RMIT but some of us regarded RMIT as more of a university), suddenly became, after reports from educators, an undergraduate college course (Whyte 1985, p.18).

These Australian reports were also important in laying the foundations for the establishment and acceptance of library technician courses. They set up the system and view of education and the workforce which underpinned library education structures for the next three decades. Subsequent attempts by the LAA to describe and label tasks appropriate for various industry levels reflected this perspective and have continued into the twenty-first century with the adoption of competency-based training. This post-war industrial model has been the lynchpin of all moves in education for the industry and the model upon which employment in the industry is based. Work level guidelines, task and role descriptions and competency standards have been driven by this view of education and training, and have led to the divisions of labour that the industry still subscribes to. Taylorism caused of industries to attempt to categorise and label their labour force and then make it fit a particular educational level. This led to an “explosion of middle-level technician training while maintaining rigid separation of professional from non-professional courses” (Rushbrook 1997, p.4)

**Government reports and their impact on LIS education**

The CAEs that evolved following the Martin report and the Wark report emerged largely from existing technical colleges already delivering degree courses. The Martin report emphasised the appropriateness of this new type of tertiary institution for library education. The Martin vision for the CAEs was a model focussed on teaching, not research, for those who perhaps did not have the ability or desire to attend a university and was most definitely second level, just as the UK polytechnics had been. The Wark report created a more acceptable face through the concept of “equal but different”. Jean Whyte comments on the impact from inside librarianship circles:

The debate was fierce and bitter within the Association with such respected people as Wilma Radford insisting that graduate should continue to mean “in a field outside librarianship” and the Board of Examiners with one eye on the political climate agreeing to recognize holders of 3-year undergraduate degrees in librarianship as graduates and qualified as professional members (Whyte 1985, p.18).

Australia adopted two different models of education reflecting two completely different traditions. On the one hand there was a tradition based on ‘liberal’ principles, emulating
or hoping to emulate the professional status of its European and US counterparts, exemplified by professions such as medicine and law, and with a view of education as a way of broadening life views. On the other there was a pragmatic, vocational impetus steeped in a rich trade tradition, developed at a time of labour shortage and driven by government attempts to meet these needs in a society that had always held a pragmatic view of the role of education, exemplified by professions such as engineering and teaching and the continuing system of trade education. The result was a hybrid form with blurred boundaries that collapsed under the administration of when John Dawkins was federal Minister of Education in the late 1980s and early 1990s. This dual tradition and its impact on Australian librarianship education is discussed in detail in Chapter 4.

**Impact of pedagogy on the library profession**

The library profession found itself caught at the very centre of educational and cultural change and making decisions of lasting impact. The decades-long rhetoric of the LAA was clearly one that saw the profession pursuing the traditional road to professional status, aspiring to emulate professions such as law and closely linked to the vision of a graduate profession for the library industry. The concept of graduate was, however, contentious as noted in the previous section. The 1965 Martin Report largely put paid to this ambition as it clearly relegated education for librarianship to the proposed institutes of technology or CAEs, even suggesting that the diploma syllabus as already taught at the UNSW would be more appropriately directed at preparing students for the Association’s examination. It also stated that an undergraduate university course in librarianship could be arranged, but it is doubtful whether study of the subject at this level is appropriate for a first degree (Committee on the Future of Tertiary Education in Australia 1964-65, p.89).

With one stroke the ambitions of the LAA executive for independent library schools within universities, accreditation of university courses as entry level to the profession, the cessation of LAA examinations and the development of university-based undergraduate schools were dealt a stunning blow. The proposed pedagogy clearly leaned towards that already in existence in the UK, and not the American pattern, which had emerged as the dominant pedagogy amongst the industry elite.

Some had precognizance of this. John Metcalf, writing two years prior to the Martin report, put a strong case for the validity of non-university based degree courses:
The remaining possible teaching institution seems to be the technical college or institute of technology, which may be regarded as little better than a trade or technical school and yet can be a semi-university and even a degree conferring institutions (Metcalf 1963, p.99).

Metcalf further noted

Technical is a humanist smear word, and there seem to be misunderstandings that technical college teaching in any field, in electrical engineering as well as electrical wiring, must be at a trade or sub-professional level, and that even if it were above this level the accreditation or acceptance which the Association is giving to university teaching and examinations could not be given to those of technical colleges. But diplomas of metropolitan and some other colleges in Australia are accepted by professions with standards at least as high as those of librarianship and status higher (Metcalf 1963, p.99)

FIRST MOVES TOWARD PROFESSIONAL EDUCATION

In 1963 Jean Hagger at the RMIT proposed an institute diploma in librarianship. This met with difficulties, as the Institute’s policy of accepting the Leaving Technical Certificate (current Year 11 or Form 5) as its entry requirement clashed with the LAA’s matriculation entry-level policy. This took a further two years to resolve. This issue of matriculation as entry to the profession was a vexing one. Placed in the context of the times, matriculation was not an educational outcome that would be expected from most students, and was, in fact, a very effective gate-keeping strategy for the LAA prior to the introduction of the concept of a graduate profession. Both matriculation and university attendance were very limited options in the era prior to Gough Whitlam’s reformist Labor government in 1972 and the introduction of free universal tertiary education. The imposition of these criteria for entry into the profession limited the pool from which the profession was drawn and acted as a barrier to many social groups. As early as 1955 Victorian students had appealed against this requirement of the LAA. It is difficult now to realize how stringent a measure matriculation was. The school leaving age was not raised to fifteen until the 1940s, and throughout most of the 1940s primary students sat exams for entry to the very limited number of secondary schools available to them. Completion of the first three years of secondary education was unusual, and there was certainly no expectation that all children would have access to high schools, which were seen as “elitist, academic institutions” (Hyams and Bessant 1972, p.172). In 1948 only 49.73% of the limited number of people who entered high school remained
for a third year. If we take Victoria as an example, Table 2.2 demonstrates the degree to which this limited the intake into the library profession as late as 1969.

Table 2.2: Intake into Victorian Public Schools

<table>
<thead>
<tr>
<th>1963 form 1 intake</th>
<th>Number</th>
<th>% of total intake</th>
<th>Number</th>
<th>% of form 6</th>
<th>% of form 1 intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>30,715</td>
<td>8567</td>
<td>27.9</td>
<td>1046</td>
<td>12.2</td>
<td>3.4</td>
</tr>
</tbody>
</table>

(Anderson and Veroorn 1983, p 93)

Some indication of the likely make-up of university graduates can be garnered from the retention rates for all school types in Australia for the same year (Table 2.3). From Table 2.3 in 1968 we can see the large majority of students being retained were those from the non-government public schools with their implications of wealth and privilege, particularly in Victoria.

Table 2.3: Retention Rates According to School Type 1968 (expressed as a percentage)

<table>
<thead>
<tr>
<th>Retention rate to year 12 of Australian secondary schools 1968</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>20.4</td>
</tr>
</tbody>
</table>

(Anderson and Veroorn 1983, p 93)

That the LAA required matriculation as an entry point as early as 1939 provides a perspective on the attempts to raise the status of the profession, and also an insight into the group that was driving that vision. Whereas in the US school retention and access to secondary education was increasingly the norm, Australia followed the British pattern more where secondary schooling was not compulsory before the Second World War (Skilbeck et al 1994, p.194) and where the library profession did not attract highly educated men and women to the same degree. The associated issues of socioeconomic status and access to occupational groups and the implications of this for an industry have been largely ignored with regard to the library industry and education for it. We can assume that the broader concerns of education during this period are reflected within education for the industry and that the division of education for the industry reflected the social divisions present in education at that time. The quest for university-
based education in the late 1960s can be viewed as an attempt to sustain the precedent of a high entry standard as higher school retention rates and increased access to higher education emerged. Traditional gate-keeping strategies for the profession may have been breaking down, requiring the bar to be raised to sustain what the industry elite viewed as necessary to limit access to the profession and therefore retain status.

In July 1965, one year after the University of Melbourne ceased to be a real option, and in the same year as the Martin report, the RMIT’s two-year Associateship Diploma was accepted by the LAA. The impact of the Martin report’s recommendations and the frustrations and disappointments associated with the pursuit of long-held goals for university-based education in Victoria meant that the Association was faced with an impasse. Wilma Radford had said in 1963:

> We are faced with an educational crisis, a crisis in training, especially formal training. And we should consider whether this is a turning-point only, (because a turning point it undoubtedly is); or that and a moment of danger as well (Radford 1963 p.11).

It was at this ‘moment of danger’ that the RMIT course was established. At this point the university system seemed closed to the library profession yet options were opening for it in the new CAEs hungry for disciplines but vocational in history, motivation and focus. These institutions presented librarianship with an opportunity but also meant that the US educational model pursued by many for so long needed to be compromised, or at least put on hold, though, it was never truly abandoned.

Once again the Australian library community found itself in the uncomfortable situation of confronting its vocational beginnings, clearly aligning itself with an education system that reflected its technical or vocational roots. This must have been an enormous blow for those who envisaged a highly educated librarian steeped in a liberal tradition and equipped with high-level managerial skills; and for those who believed “the qualification of librarian cannot be too high or too catholic” (Jones in Flowers 1963 p.4) as the way of the future. Pragmatism and compromise were needed in abundance.

“The librarian”
Almost impossible to separate from the debate about the form education should take was the debate about the characteristics a librarian needed to fulfil his or her role. Did the librarian need to have a sound liberal or classical education before undertaking practical studies in librarianship, or could the undergraduate course deliver education...
that would equip a person for the profession, or did a librarian need to be a graduate at all? In the US, Canada, the UK and Australia these issues were examined and contested from the earliest days.

The argument that divided the library profession was not unique: professional groups such as medicine and law also had this same discussion in their early years, so decisions about education and entry to a profession can be viewed as being not just about the role of a profession, but also about the nature of a society and what it views as necessary in a professional. In Australia and the UK in the middle to late nineteenth century the embryonic courses in medicine and engineering were based on the belief that a professional needed a broad classical education as it “provided a valuable form of mental training” (Barcan 1980, p.127). It was not until “1874 that medical students in Melbourne were exempted from the classics” (Barcan 1980, p.125). This conception of the ‘renaissance man’ or liberal education seems to have survived much longer within the library industry, and is reflected in the nature of the arguments surrounding the concept of undergraduate and post-graduate education and the move to acceptance of first degree courses in librarianship based in these CAEs. During this period of great change and growth, many in the industry continued to seek this classical ideal with its concept of liberal education “which encourages contemplation, the seeking of truth, appreciating the best that is known and thought in the world” (Pearce in Morrison and O'Mahony 2002, para.7)

The feeling that pervades the LIS professional literature about education between the 1950s and 1970s is that of a group who saw themselves not as technician, but as scholar, academic, administrator and bookman (Flowers 1963, p.4), and perhaps even, as Miles Harvey (2001, pp.113-114) called them, “heroic guardians at war with the forces of oblivion”. This group was, however, faced with an educational environment that saw the decline of ideology, bringing with it a fear of generalization, an aversion to general theory and interpretation. Detailed scrutiny of narrow areas tended to replace the broad sweep and the overall survey (Barcan 1980, p.336).

Such a mood in the broader educational environment placed librarians and their aspirations at odds with the prevailing educational context. That context emphasized education and training to meet growing industrial and manpower needs. Librarians’ ambitions and view of themselves flew in the face of a decline in the value placed on classical or liberal education and the idea of librarian as bookman and scholar. The
ambitions and perceptions of the elite librarians were at odds with the prevailing educational climate. Library education was placed in a context that encouraged the segmentation of the labour force, of increasing vocationalism in the universities, in an academic environment that was tending towards an increasingly scientific approach and increased specialization, and in the wider community’s rejection of the validity of librarianship as an academic discipline. Society and the educational community, through its rejection of university-based courses for librarianship, had, in fact, rejected the librarians’ image of themselves.

To pursue the long-held ambitions for high status and university schools of librarianship involved the profession in a shift in stance. It was really a situation of little choice – either maintain the status quo, or compromise and adjust the vision, perhaps biding time until the climate was more amenable to the preferred option. It is in this compromise position, of accepting second best while continuing to favour the original ideal, that we can see the kernel of the confusions that followed. The clearest sign of the Association’s bowing to the fates was the amendment of its original Graduate Qualifications for Librarianship statement in 1966 and 1968 to include graduates and holders of a similar award secured at a CAE (Hagger 1969, p.413). This also opened the way for the opportunity for undergraduate education to become the dominant educational paradigm.

**Access to the profession**

Muddying the waters surrounding these concepts of professionalism further was uncertainty about what was meant by vocational training and about the best point at which specific vocational training or education should occur. Under a apprentice-type system of training it was presumed that a university-educated young man would acquire the technical skills needed for the profession in the workplace under a mentor or at an in-house training school, and that his general or liberal university education would equip this professional with the foundation skills to enable learning of the technical skills. This concept was at the root of calls for the continuation of a graduate model of education. A shift to a graduate, university-based model maintained this traditional structure but moved the location of training for vocational skills to the university. It maintained the concept of vocationally-specific education at the graduate or post-initial degree level, reflecting the US pattern of vocational education that emerged in the nineteenth century. Such education was defined as
that specific training and teaching required to fit a person for any trade, profession, or other calling in life over and above that general education which every person ought to possess according to age, sex, and other circumstances. Hence it is needed as much by lawyer and doctor, housemaid, ploughman, soldier, gardener, and cook, as by carpenter, bricklayer, bookbinder, or tailor. (*Nineteenth Century Magazine* in White 1976, p.9)

This reflected the educational model developed by John Dewey in the US which promoted generalist education as a precursor to occupation specific education. Such a model also acted as a barrier, either consciously or unconsciously, to the non-university educated and ensured a continuation of many of the social and economic barriers that had existed previously in a climate where increasing numbers were attending secondary school. It did this by placing an additional hurdle between the individual and the acquisition of professional education through the imposition of a longer time period and increased costs associated with obtaining such qualifications. Support for this model was articulated under the guise of increasing the professional status of librarians. However, given the limited educational opportunities available to many, it inevitably led to the exclusion of large elements of the community, both on socioeconomic and gender grounds. Ellen Lagemann felt that the construct upon which this model was built served a particular function. It was based on the seminal 1923 study, *Training for Library Service*, commissioned by the Carnegie Corporation of New York (CCNY) and written by the economist Charles C. Williamson. She believed that the study proposed “that a new grade of librarian – male college graduates, with postgraduate librarianship training – be recruited to the field” and that its purpose was to “foster a bifurcation not different from that which existed between (male) school administrators and (female) teachers, and between (male) doctors and (female) nurses” (Lagemann 1989, p.113).

Lagemann (1989) and Garrison (1979) suggest that the development of a two-tiered education model was to increase the status of librarianship as a profession by “defeminizing” the upper sector through education. This view was expressed in the UK, where McColvin, in a lengthy discussion of women and education in librarianship in his book *Library Staffs*, stated:

> Here again differentiation of professional and non-professional would help. We fear that we may be criticized as anti-feminist, but it does seem that, while leaving room for the capable professional woman, it would be a good thing if librarianship were to become predominantly a profession for men and an occupation for women…let us, therefore, as a general practice recruit women for non-professional work and men for professional work (McColvin 1939, p.114).
Some reflection of these attitudes can also be found in the approach to library appointments in Australia. An extended examination of this is outlined in *Librarians: A Survey* (Encel, Bullard and Cass 1972, pp.23-29). W.H Ifould was Anderson's successor at the Public Library of New South Wales, appointed in 1912 and holding that position for thirty years. There is some debate about the extent to which Ifould was opposed to the appointment of women in senior positions. Following Anderson’s example, Ifould viewed women as filling clerical and mechanical roles. A quote from the *Library Record of Australasia* illustrates this perception:

> If ladies occupy the intermediate steps, how can we hope too procure properly trained officers in the higher positions that can only be filled by males? (Ifould, in Encel, Bullard and Cass 1972, p.24)

In the 1964 report *Report of the Board of Inquiry Appointed by His Excellency the Governor to Inquire into and Report Upon the Library Services of Victoria* (the Jungwirth report), the need for ‘sub-professional’ training was considered to arise from the fact that

> Library staff are predominantly female and this contributes to the high turnover of staff. Many recruits to library service do not make a career of librarianship and consequently are not interested in studying for the Registration Certificate of the Library Association of Australia … This sub-professional staff requires basic library training. (Victoria. Board of Inquiry to inquire into and report upon the library services of Victoria 1964, pp.75-76)

These attitudes perhaps lead to the establishment of the original library technicians’ course in 1970, as illustrated by its founder Wesley Young. When questioned on the industry’s response to the new technicians course, he replied, “A crucial factor was the desire of so many women to get back in the workforce, or for those who were already there, for some form of upward mobility” (personal communication 23/07/01).

This comment illustrates the changing situation for women during the 1960s and 1970s, and the perceived need for an educational pathway for them. It is, however, simplistic to view the issue purely on gender grounds, because access to tertiary education in Australia was largely reserved for graduates of elite secondary institutions, as noted earlier in this chapter. These post-compulsory schooling programmes, such as the programmes for technicians provided those who did not have access to university courses with an educational pathway otherwise denied them. The extension of the
secondary education system in the 1960s and the election of the Whitlam Labor Government in 1972 opened up educational pathways, particularly in vocational fields.

**Undergraduate professionals**

Undergraduate education differs from vocational training in that it incorporates vocational or technical skills into the knowledge base of the student, turning it into a discipline in its own right, worthy of study and encapsulating the ‘scientific’ or learning constructs of a discipline. Bramley called this the “corpus of theoretical knowledge upon which professional practice can be based” (1975, p.8). It also allows for greater access to professional education for a wider sector of society, combining vocationalism and a shorter route to professional recognition. The LAA maintained its belief in “Academic depth in a subject field other than librarianship, by requiring the study of a subject other than librarianship as a three year major” (Whyte 1985, p.20). Convincing others outside the industry of the validity of librarianship as a discipline, rather than being only technical or vocational was difficult and has continued to be so. Convincing those within the sector elite of the desirability of undergraduate education was also divisive and contentious, and has also continued to be so. The location of library schools in Australia in technical institutes and CAEs reflected this battle to establish the field as a discipline in its own right, rather than as a vocational adjunct to a traditional university discipline.

The introduction of a three-year undergraduate course at the RMIT in 1971 allowed for non-university based, undergraduate qualifications in librarianship to provide entry to the profession. The speed at which this occurred is perhaps a measure of the profession’s desperation in the period from 1940 to 1960 to establish itself legitimately within the tertiary sector. Despite the rapid capitulation, it is hard to imagine that those ambitions held for so long for the profession were abandoned. This is perhaps best reflected in the pursuit of a second-level of sub-professional education. Throughout the 1960s there was continual discussion with regard to a second-level in the industry (Flowers 1963, Ramsey 1963, Brown 1970). In its first incarnation there appeared to be a suggestion that first-degree courses in librarianship would satisfy this category (Richardson 1971). As the likelihood of first-degree courses increased, and with the acceptance in 1968 of first degrees by the Association as fulfilling its professional requirements, there was a shift of focus away from the concept of first-level librarians doing basic work to that of the need for the sub-professional or technician (Flowers,
1963, Ramsey 1963). Educational historian Peter Rushbrook viewed what happened to the engineering profession during the 1950s and 1960s as laying the groundwork for other professional groups in this regard (Rushbrook 1995). The model for library education that the LAA adopted was heavily based on the premise of a highly qualified graduate group who would carry out the professional tasks, leaving the technical tasks to the new sub-professional group. This flew in the face of the emerging reality of undergraduate qualifications at the new CAEs and persisted in the literature, culminating in the establishment of the first course for library technicians at Box Hill Girls’ Technical College in 1970. This was prior to the establishment, in 1971, of the first three-year undergraduate course at the RMIT.

THE ADVENT OF THE LIBRARY TECHNICIAN

Technical education in the form it assumed in Australia developed in the late 1850s in the UK as an offshoot of the change in the industrial climate which required increases in skilled production and labour and reflected the change in the manpower needs of the newly emerging industrial society. John Scott Russell wrote of this education as being “that special training which renders the talents of the educated man directly useful to that society in which its useful member is destined to pass his life” (Russell, in White 1976, p.8). According to Francis Wayland, President of Brown University in the US:

All that was needed, in order to develop its resource, was well-directed labor. But labor can only be skillfully directed by science; and the sciences now coming into notice were precisely those, which the condition of such a country rendered indispensable to success. That such a people could be satisfied by the teaching of Greek, Latin, and the elements of Mathematics, was plainly impossible (Wayland, in White 1976, p.5).

Library technician education in Australia emerged as a concept in the early discussions about the entry point for professional association. Discussion began in the early 1960s but the reality of it did not emerge until after Lester Asheim (director of the American Library Association (ALA) International Relations Office and director of the ALA Office for Library Education) visited Australia in 1969. The timeline associated with the establishment of the library technician course was closely linked to a number of events at this time, including the University of Melbourne’s decision in 1967 to postpone indefinitely the possibility of a post-graduate School of Librarianship (Lodewycks 1982) and the establishment of a one-year post-graduate Associate Diploma of Librarianship at RMIT in Melbourne. Asheim was a proponent of the three-tiered model.
of librarianship and advocated the development of library technicians to support Masters-qualified librarians, freeing librarians from technical and routine tasks.

According to Wesley Young, the original meeting to establish the course content did not occur until September or October 1969:

The Deputy Director of the Technical Division, Len Watts enthusiastically endorsed their approach and late in 1969 I was recruited and the course was up and running in a matter of months. With no prior preparation or fanfare of trumpets (I arrived at Box Hill late January 1970 and was teaching by the first week in March) (personal communication 23/07/01).

With regard to curriculum development Young noted:

Not one of those high-powered professionals present had ever been involved in the development of a librarianship course (apart from their own in-house in-service). And they loved it. Heady and exciting days they were! (personal communication 23/07/01).

The introduction of training for paraprofessionals for the library industry in Australia must be seen both in the light of broader industrial changes occurring in the Australian workforce at the time of its introduction in 1970, and as a reflection, or symptom, of the events buffeting the quest for professional recognition and access to higher education at this time. The distinction drawn between technical education and professional education for library workers had always been tenuous, based on distinctions drawn between graduates from various fields working as educated amateurs in libraries, qualified librarians, and unqualified clerical and administrative assistants. The tensions which were evident between the often highly-educated, but not technically-trained, amateurs and the technically adept, but not always university-educated, apprentice-type librarians had continuing implications for the shape of education and training both in Australia and elsewhere because it posed the fundamental question of what type of knowledge is required to be a librarian. To clarify these distinctions within the Australian context it was felt that the introduction of a post-graduate model would serve, but the political climate was not receptive. In the light of the aspirations of the post-graduate model “the appearance of library technician programmes is a logical development where the basic professional qualification is a masters degree” (Bramley 1975, p70). But this is not what eventuated.

The technicians course emerged during a pivotal period in the development of Australian LIS education. Library technician education in Australia was introduced in
1970 and was based to some extent on a US model of paraprofessional education, as outlined in a 1967 report to the ALA (Radford 1977, p.146-147). As noted above, at the time the LIS industry was still divided about minimum entry requirement 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, p.52), but also incorporated concepts of general or liberal education. Also prevalent in educational thinking in the 1960s and 1970s in Australia, was the concept of education for “good citizenship”. There was a shift in focus within the technical sector. Rushbrook believes this evolved out of “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, p. 4).

It is important to realize the distinction between Radford’s and the LAA’s concept of a graduate profession, and the model outlined in the same year by Lester Asheim in his vision of education for citizenship, which strongly influenced Wesley Young. During his visit to Australia in 1969, Asheim described the US education system in 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, p.43).

Vocational education along British lines was influential in the trades, but the publication of the Kangan report, *TAFE in Australia* (Australian Committee on Technical and Further Education 1974) led to a change in direction for the VET sector. The Kangan report saw the development of a greater concentration on holistic, individual development as desirable outcomes for vocational graduates.

The concept of general education in technician courses, including areas such as literature and history, continued until the introduction of a national curriculum for library technicians in 1995. Their inclusion was propagated by Young, perhaps under Asheim’s influence but also reflecting his own views on education (Young 1979, p.444). These views reflected the general mood of the educational community of the time, although Young seems to have anticipated them slightly. They came from an educational philosophy concerning the nature of education and its role for the individual in making people employable and good citizens,
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, p.445).

This philosophy began to drive much of the TAFE sector of the time. It is a reflection of what Batrouney saw as one of the three powerful traditions of TAFE – that it should lead to “the amelioration of disadvantage, eclectic curricula, nation building, citizenship, utilitarian outcomes” (Batrouney, in Rushbrook 1997, p.2) – which only began to decline with the advent of economic rationalism and high unemployment in the 1980s. Rushbrook views the phase following the release of the watershed Kangan report in 1974 as one which saw the inclusion of such concepts as citizenship and social science education for apprentices and professional technologists, borrowing heavily from British government reports and from wider industrial forces prominent at the time (Rushbrook 1997, p.4). He claimed

it should be remembered that Kangan’s particular application of recurrent education and lifelong learning was drawn from the International Labour Organization (ILO) and the Organization for Economic Cooperation and Development (OECD) which saw them as part of a strategy for closely connecting educational systems in a way that contributed to a more efficient and productive capitalism (Duke, in Rushbrook and McKinnon 1998, p.453)

The curriculum for the new technician course emerged out of this model, combining both general and technical components to educate and train for industry and citizenship. Given that both undergraduate and technical education were emerging at virtually the same time in Australia, that they were overseen by the same group of people, and the previous preference for the post-graduate model upon which the technician concept hinged, it is not surprising that some difficulties arose in the development of the new course.

EDUCATION FOR SCHOOL LIBRARY STAFF

At this point the history of education for school libraries requires mention because, in Australia, all formal institutional education and training for libraries originated in the provision of training for school library staff. Rochester noted:

Once again it is the educational preparation of staff to meet the demands for school libraries that led the way in new developments in education for librarianship (1997, p.61).
The precedent set by this sector of the profession for an educational model was important in terms of educational concepts and structures for librarianship. If viewed as a precursor, rather than as an adjunct, to mainstream librarianship, a different light is cast on the influence that education for school libraries may have had on the educational models for librarianship that developed in Australia.

The first formal training for librarians was held by the Public Library of New South Wales in January 1938. It was aimed specifically at school libraries and attended by forty teachers who were given training in the fundamentals of library work. In January 1939 a summer school was held for teachers at the Public Library of Victoria and was also attended by children’s librarians from public libraries. (Keane 1982a, pp.12-23, Keane 1982b, pp.16-24, Rochester 1997, pp.17-36). These initial forays into training teachers opened up the prospect of training schools in a classroom setting, rather than the on-the-job training, which had been the norm. These institutions, which initially delivered this training specifically for teachers, soon began to deliver generalist library training. This pattern also emerged in South Australia (Keane 1996, pp.75-87).

In Victoria, the Melbourne Teachers College (MTC) was pivotal to developments in library education. The reasons for this stem in part from the innovative approach to education being promoted between 1900 and the late 1930s by this institution and its sister institution the University of Melbourne Department of Education, and the nature of the leadership at the college during this period. Principals and lecturers included such influential figures as Frank Tate and Kenneth Cunningham (later of the ACER and honorary fellows of the LAA) and George Stephenson Browne who was also MTC Principal (1934-1938) and Professor of Education at the University of Melbourne. There was a continuous and strong interdependence between the MTC and the University of Melbourne’s education school as traditionally the principal of the College was also the professor of education at the University. These influential figures were leading advocates of reformist education emphasizing individualised learning programmes and a liberal curriculum, rather than rote learning involving the use of textbooks. They were also reformist in their thinking about the use of libraries as teaching tools and strongly promoted public and school libraries as part of their educational agenda and reforms.

The educational philosophy of Cunningham was formed during his time at Columbia University, New York, under the tuition of leading US educationalist John Dewey.
Browne was a leading proponent of the Dalton Plan, an educational philosophy based on Dewey’s ideas. Tate, Cunningham and Browne were also proponents of the British New Education Movement, which culminated in the 1937 New Education Fellowship Conference, organized by Cunningham and funded by the Carnegie Corporation of New York, at which the Australian Institute of Librarians (AIL) was formed. Into this mix was added the employment of librarian/trainer Warwick Eunson, who had come directly under the influence of Browne during his studies. Tate and Eunson were also influential in the Free Library Movement.

Many were also leading figures in the Free Library Movement in Victoria and in the development of school libraries as well as in new education models for teacher training, but their reformist approach both to education and libraries was not necessarily popular with the community. It was perceived as faddish and lacking in the traditional three R’s approach to education, promoting libraries where there was little popular enthusiasm (Biskup 1994, p.87). Ida Vincent viewed their approach to libraries as remote from popular aspirations of the time:

> The supporters of the Free Library Movement belonged, on the whole, to those cultural reformers of the 1930s who saw their models in England and their aspirations in the high culture of Europe…The libraries these people had in mind would educate and improve people, promote economic development and political stability, and conform with the cultural and educational assumptions of an elite which is oriented more towards the cultural traditions of England and Europe than to life in the Australian back blocks or growing suburbia (Vincent 1980, p.87).

Vincent’s view is, however, simplistic and fails to take into account the strong educational influence derived by Tate, Browne and Cunningham from study tours to influential institutions in the US, which formed some of their educational thinking. Each of these figures must have influenced one another in their attitudes to education and libraries. Frank Tate was Director of Education in Victoria and later ACER president, overlapping with Browne’s period as principal of MTC and Professor of Education at the University of Melbourne. Both Tate and Cunningham were on the staff of the MTC in the 1920s while Browne was vice-principal, and Cunningham was in charge of the psychological laboratory at the College and lectured in experimental education and educational psychology. Cunningham was to devise intelligence testing techniques that would eventually feed into the objectives of ACER and his employment as its founding director alongside Tate as president. All of this laid the foundations for the development of a new approach to education which incorporated the concept of the library within the
school and the community, and not surprisingly this emerged in a tertiary setting at the MTC through the efforts of one of Browne’s students.

According to Rochester, “The first course for librarians in a post-secondary educational institution started in 1955 as a one-year course at the Melbourne Teacher’s College, later named the Melbourne State College” (1997, p.61). There had been a small-scale correspondence course prior to this which had its first graduate in 1950. The students of the 1955 course were continuing students from the primary teaching course. A year later practising teachers were admitted. Like the UNSW librarianship course five years later, the library staff of the college was responsible for the delivery of training to the students (Rochester 1997, pp.61-64). This course was heavily influenced by the Chief Librarian at the time, Warwick Eunson, a teacher who completed librarianship training at the Public Library of New South Wales in 1946. Eunson was a member of many boards associated with the development of libraries, including of the Free Library Service Board at its foundation, and was the first president of the School Library Association of Victoria (SLAV). He was influential in education circles and was to hold the position of principal of the Frankston Teachers College and of the MTC, placing him in a position of some influence in the development of tertiary studies in librarianship. In 1949 Eunson initiated a groundbreaking education program at the University of Melbourne’s Department of Education when he was appointed lecturer in Method of Library Practice for all students in the department (Rooke 1978). He continued to lecture in this field at the University until 1958. Despite these achievements and the establishment of a library at the Melbourne Teachers College in 1971 which rivaled all but three of the country’s universities in ratio of books to students (Biskup 1994, p.241), Eunson rates little mention in Australian library literature such as Who’s Who in Australian Libraries or Biskup’s Libraries in Australia (1994). He was, however, the author of all materials dealing with teacher librarians and their training in the definitive history of education in Victoria, Vision and Realisation (Education Department Victoria 1973).

In 1965, the same year as the establishment of the RMIT Associateship Diploma, candidates were admitted to the Teachers College course from the Secondary Teachers College. In 1968 an innovative undergraduate course for Melbourne secondary and technical teachers paved the way for future developments in librarianship education with a joint venture. This was a four-year undergraduate course in librarianship and education with the education component delivered by the MTC and the librarianship
component by the RMIT – in essence the first undergraduate degree course in librarianship in Australia (Rochester 1997). The course ceased with the proposed introduction of the three-year undergraduate degree in librarianship at RMIT in 1971, a move that caused long-running tensions between the staff of the two institutions, and in 1970 a new four-year course for teacher-librarians at the MTC was established. By 1970 there were three undergraduate courses in teacher librarianship in Australia, in South Australia, Victoria and Western Australia. Given these precedents, it is not surprising that the first undergraduate course for librarians was developed in Victoria, nor is surprising that education for library technicians also developed there, as in its initial stages it was designed to train assistants from Melbourne secondary schools where there was already a long history of tertiary-educated library staff. The initial technicians’ course was then extended to cater for the wider library community.

Education for school libraries seems to have paved the way for acceptance of undergraduate courses in librarianship as well as training for library technicians. It also made available formal training for the profession and introduced librarianship as a discipline into the tertiary sector. Librarianship ultimately found its place in the new CAEs many of which emerged out of the former teacher training colleges.

**COLLEGES OF ADVANCED EDUCATION**

Following the release the *Tertiary Education in Australia* (Committee on the Future of Tertiary Education in Australia 1964-65) (known as the Martin report) the CAEs in Australia emerged, largely out of the former institutes of technology. The Commonwealth decided to adopt a system that in many ways reflected the binary higher education system of England and Wales (Bramley 1975). The remaining junior technical colleges would continue to focus on trade and specific vocational education. Sir Leslie Martin, chairman of the committee that produced the report, had a clear view that these new CAEs would deliver vocationally-focussed programmes leaving the universities to pure research. Initially the teachers colleges in Australia were not part of this system and did not become so until 1973 when, under the Whitlam Labor government, all responsibility for tertiary education become the responsibility of the Commonwealth. Librarianship also experienced rapid expansion after the publication of the 1965 Martin Report, finding a home in many of these newly constituted CAEs. By 1970 every state but Queensland had established some form of tertiary education for
librarianship, with new courses emerging rapidly. Library technician courses also emerged in every state, with three being established in Victoria.

The new CAEs provided a foothold for the LIS industry in tertiary education and over the next two decades this foothold was to provide a place for librarianship at the professional level in the university sector. While, as previously, many in the industry had a preference for university-based LIS schools, these ambitions were largely thwarted by the educational and political mood of the day and, as a result, LIS schools found their place in this newly emerging sector. This rapid expansion is outlined in Table 2.4.

Table 2.4: Courses in Librarianship May 1971

<table>
<thead>
<tr>
<th>State</th>
<th>Institution</th>
<th>Qualification</th>
<th>Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>Canberra CAE</td>
<td>Diploma in Librarianship</td>
<td>1970</td>
</tr>
<tr>
<td>NSW</td>
<td>University of NSW</td>
<td>Diploma of Librarianship</td>
<td>1960</td>
</tr>
<tr>
<td></td>
<td>Sydney Technical College</td>
<td>Master of Librarianship</td>
<td>1964</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Certificate in Librarianship</td>
<td>1965</td>
</tr>
<tr>
<td>QLD</td>
<td>-</td>
<td>-</td>
<td>1971</td>
</tr>
<tr>
<td>SA</td>
<td>South Australian Institute of Technology</td>
<td>Diploma in Technology in Library Studies</td>
<td>1971</td>
</tr>
<tr>
<td>Vic</td>
<td>Melbourne Teachers College</td>
<td>Trained Teacher-Librarians Certificate</td>
<td>1955</td>
</tr>
<tr>
<td></td>
<td>Secondary Teachers College</td>
<td>Higher Diploma of Teaching (Teacher librarian Secondary)</td>
<td>1965</td>
</tr>
<tr>
<td></td>
<td>RMIT</td>
<td>Associateship Diploma in Librarianship Course A</td>
<td>1970</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Associateship Diploma in Librarianship Course B</td>
<td>1968</td>
</tr>
<tr>
<td></td>
<td>Box Hill Girls’ Technical School</td>
<td>Library Technician Certificate</td>
<td>1970</td>
</tr>
<tr>
<td>WA</td>
<td>Secondary Teachers College, Nedlands</td>
<td>Teachers Certificate /Diploma in School Librarianship</td>
<td>1968</td>
</tr>
<tr>
<td></td>
<td>Western Australian Institute of Technology</td>
<td>Associateship in Library Studies</td>
<td>1971</td>
</tr>
</tbody>
</table>
Proposed courses
RMIT: proposal before the Institute and Victorian Institute of Colleges to introduce a degree programme.
Canberra CAE: proposal before the Minister of Education for a degree programmes in librarianship and teacher-librarianship.
(Adapted from Maguire 1971, pp.24-26)

Growth and contraction in library education
Change was rapid, with consolidation and mergers becoming a theme throughout the late 1970s and 1980s. In 1981 the Commonwealth government implemented a programme of voluntary and forced mergers of CAEs with the aim of reducing their numbers from 68 to 30, with a request that the 30 teachers colleges merge or lose all Commonwealth funding. One of the key issues that emerged from the binary system was the inability of the two types of institutions (university and CAE) to clearly differentiate their roles:

Thus, institutional ambition and systematic differentiation worked against each other, so that in both Australia and the UK, the binary system collapsed mostly under the weight of the campaign by non-university institutions to gain funding parity and equal status with the campaign by non-university institutions to gain funding parity and equal status with universities (Roche 2003, p.12).

This lack of clarity, with other factors, ultimately led to the introduction in 1988 by Federal Minister of Education, John Dawkins, of the Unified National System (UNS) of education, which ended the binary system in Australia for the foreseeable future.

The implications for LIS education have been both positive and negative. With the former CAEs and institutes of technology acquiring university status, the profession finally found its way into the university and research sector it had aspired to. Yet this was a double-edged sword, as economic and labour pressures and societal change meant that small schools within the university system had to fight increasingly for survival or merge with larger schools. Willard, Wilson and Pawley take the view that

LIS schools being in the main small schools by university standards (i.e. the number of student and staff) may have felt the pressures and been more frequently involved in amalgamations and mergers than schools of some other disciplines (2001, p.297).

This was the situation that many of the librarianship courses found themselves in, particularly after the Dawkins’ reforms. This quest for survival has been ongoing and the number of stand-alone library schools has reduced markedly since the emergence of the UNS. Added to this has been, in Victoria particularly, the rise of the dual sector
university incorporating both TAFE and degree programmes in the one institution. These institutions have led the way in questioning the validity of the current constructs underpinning the divisions present in the Australian education system. This has occurred at a time when there has been continual change in the qualifications deemed adequate for employment. As Roche noted,

The current dilemma for higher education seems to be the same one that led to the appointment of the Martin Committee over thirty years ago: credentialism and labour market changes and the expense of mass higher education. In the last two decades, the labour market value of the Year 12 as a credential has fundamentally changed. Once an important credential in its own right, it now has little standing, except as a pre-apprenticeship qualification in some occupations. A degree and, often, a post-graduate qualification as well, are now deemed essential credentials for gainful employment as a “knowledge worker” in an increasingly competitive and segmented labour market (Roche 2003, p.195).

This change in environment, with other factors, has led to generalization of qualifications in librarianship into broader disciplines such as information technology and management and across broader employment contexts outside the traditional library. This in turn has opened up the way for a questioning of the paradigms and structures underpinning the division between the various educational sectors in the LIS industry. The changes have led once again to calls to develop a master’s degree as the primary qualification for entry to the profession, bringing full circle the search for a place in the academic universe.

CONCLUSION

This historical overview reveals indecision and confusion about the exact nature of the education needed for professional status within libraries, and ambiguity about the best place for this education to occur. Had one of the established universities seen fit to establish a school of librarianship, the picture would be different. What we have instead are two emerging education sectors and occupational strata within the one industry, developing alongside each other in institutions with strong vocational and industry ties. Only time and the prevailing political and educational agenda would establish some as university courses and others within the VET sector. The VET courses that were established were within the emergent CAEs and the older institutes of technology, both of which had strong vocational, rather than liberal educational roots. Undergraduate courses in librarianship in Australia also had their beginnings in the technical colleges and CAEs, which have only become part of the university sector by default through the
removal of the binary tertiary education system under John Dawkins in the 1980s. It can be suggested that the issue of professionalism has never truly been laid to rest in the Australian context because of the close alignment of the establishment of the librarianship and library technician courses in Australia and the two conflicting visions for the future education of the profession this represents. Commonality of the educational institutions’ mission must also have been influential. The impact of this on a profession which was still grappling with its preferred professional education model and was indecisive about the acceptance of institutions other than universities as places to deliver its education must also be contributing factors in any blurring of educational and industrial roles. The role of outside pressures, both local and international, on the perception of professionalism and the form professional association and education should take are also important consideration in understanding the eventual shape of education for the sector in Australia. Chapters 3 and 4 examine the international and national pressures that have shaped Australian library education and establish the social, political and educational milieu that influenced thinking within the profession about issues such as appropriate roles and tasks, division of labour, education and curriculum. Chapter 3 looks particularly at the influence of overseas bodies on the development of the profession and attitudes to education, while Chapter 4 examines contemporaneous educational paradigms and uniquely Australian conditions that influenced LIS education.
CHAPTER 3: “LIBRARIANS OVERSEAS AND FROM OVERSEAS”

This is a beginning. We hope to fill gaps among these books as time passes and as we learn more about what you want to know of us; for we want to lay our cards on the table unafraid. We want you to know us as we are and as we would like to be. We want you to know us as human beings. You have met our young men and women in uniform. We want you to see us at home, organized for life, in drawing room and in overalls, in Hollywood, in apartment houses and on a farm.

And so I take pleasure in presenting to you, through these books, America. And I take great pride in presenting to you these women of America who will preside over this collection and introduce us to you. We are proud of them as products of our life and our country (Nelson T. Johnston, US Minister to Australia at the opening of the US Information Library in Sydney in 1944, in Williams 1944, p.170).

The title of this chapter is derived from an article in the Australian Library Journal (Librarians overseas and from overseas 1951, p.20) by an unnamed author, presumably the editor, written to describe the many Australian librarians working overseas, and those overseas librarians at work in Australia. Its purpose was, to some extent, to allay fears that librarianship in Australia had become too “Americanised” (p.21). This reflects the extent to which the Australian environment has been exposed to influences, models of education and professional practice from overseas. This chapter looks in particular at the periods prior to and immediately after World War Two and examines two key spheres of influence, that of the US and the UK. While Chapter 2 examined broadly the development of LIS education in Australia, this chapter looks particularly at the role of outside agencies, such as the Carnegie Corporation of New York, the influence they had on the development of the profession of librarianship in Australia, and the aspirations for education articulated by librarians in response to these influences. In particular, motivation, social and cultural contexts and the impact of overseas agendas on education for librarianship in Australia are examined.
Australia has long been exposed to various cultural pressures from beyond its own shores. The ‘clash of cultures’ is a common theme in Australian history, but its impact on the development of Australian education has a particular resonance when we examine the development of education for the library professional in Australia in the era preceding and immediately following World War Two. While many internal factors associated with education in this country have influenced specific occupational fields such as LIS, these factors have often been drawn from a broader international context, sometimes social and at other times, political. Hence understanding the development of education for the library industry in Australia involves knowledge of the broad sweep of cultural, political and social interactions in the international arena to fully grasp the pressures and motivations of those who participated in the development of Australian LIS education. These pressures and motivations are indicative of how the clash of cultures had an impact on the form education took in Australia. The involvement of some overseas individuals and organizations in the affairs of Australian education and more specifically, Australian library education, often appears to be far from benign.

Histories of education for librarianship have been largely uncritical in their examination of the motivations and influences of the key players in the establishment of LIS courses, and have not placed them in a social and political context to examine social and political realities influencing them. These key players include those closely aligned to the development of Australian libraries and librarianship more generally, such as Barry, Tate, Cunningham, Balnaves, Ifould, Anderson, Metcalfe, Munn, Pitt, Keppel and Russell. Concepts, such as the role of libraries in supporting democratic ideals, disseminating common social mores, or deflecting views deemed to be adverse to maintaining the social status quo, are rarely explored in the Australian context, yet are important in understanding the emphasis placed on the development of libraries and librarians particularly between 1920 and 1940.

The period encompassing the history of education for librarianship in Australia takes us from the Victorian era through to the 1920s, the Depression of the 1930s, a world war, through the Menzies era and, eventually, into the Whitlam years with its radical reformist agenda. Yet these events and their impact on how Australians viewed the world, and in particular work and education, have not been documented fully in relation
to the professional and educational life of the library industry. Appendix 1 provides a chronology of key educational events tracked alongside events in Australian LIS education and key international LIS events and demonstrates how closely aligned the internal social and educational decisions are with the development of librarianship. To this dimension can be added the broad international social and historical context in which these key events occurred. This broader context gives us access to a richer “climate of feeling” (Craven 2007), making the pressures and motivations a little more transparent from a historical distance.

Part of this climate is the importance placed on libraries as vehicles of social and educational change, control and power. While libraries were viewed as tools of such change, their administrator-librarians were viewed not just as keepers of the books, but also as agents of change, perhaps gatekeepers for the provision of the tools needed for a “good society”. While this theme has a long history in librarianship, in the tumultuous post-World War One era, with the rise in conflicting ideologies such as communism and fascism, education and libraries became central to the battle for minds. In 1959 the University of Sydney Librarian noted in a speech to the university community:

At no time in the history of civilization have the purposes and importance of libraries been as clearly defined as at present. You can see precisely what I mean when you analyse the proposition that the current arms race is, at bottom, a race for supremacy in research, and libraries are basic to research (Osborn, in Cope 2002, para. 3)

In such an environment the education of teachers and librarians became a matter of some concern to the broader international community and particularly to those who wielded power in it.

Educational historians such as Rushbrook (1997), White (1997), Laming (2001) and Barcan (1980) provide us with their views of how education was influenced by the social and political climate. Rochester (1997) provides some insight into the development of LIS education in Australia but does not dwell on broader social or political contexts. Yet Australian librarianship does not stand apart from this broader context. A key question is whether the evolution of librarianship in Australia was not only a product of the general Australian internal social and political agenda, but also a reflection of international forces in Australian society at large and of the exposure and acceptance of overseas agendas by key industry figures. In relation to the public library as an institution Ida Vincent believed that
The establishment of public libraries seems to be one example of a phenomenon fairly common in the 1930s, namely the imposition of an overseas-inspired cultural institution by a reformist elite (1980 p.9).

If this was generally true of library development in Australia what then was the impact on the development of library education?

**Cultural influences**

According to some historians, from the late nineteenth century Australian society played out a divided vision and attitude, often along class lines, towards Britain and to their own cultural identity (Serle 1973). All areas of education and the arts in Australia have been portrayed by commentators such as White (1997) and Austin (2000) as subjected to forms of cultural colonialism or imperialism. In the early years of European settlement until the crisis of World War Two, and even beyond, Australia looked to the UK and Empire for inspiration for their social, cultural and institutional structures. Cultural institutions in Australia were traditionally driven by those who hoped to emulate the social vision and structures of the UK. Many Australians saw themselves as British and it was not until 1949, in the aftermath of War, that one could be called an Australian citizen. Until then, Australians were considered subjects of the British Empire.

The population of Australia in the first third of the twentieth century was small. In 1918 the population was only five million, while at the end of World War Two it was still only seven million. It was essentially a monocultural or at best bicultural population of British and Irish origin, with one tenth of the population being of other European origin and 1.5 million of Irish descent. At the outbreak of World War Two the non-indigenous non-European population numbered only 20,000, the majority of whom were Chinese. Restrictive immigration practices and feelings of isolation and fear underpinned much of the immigration policy throughout this time. It was only after the insecurities and sense of abandonment by the UK as a result of the events in the Pacific in World War Two were felt, that the policy on immigration from non-British countries began to relax. By the end of the 1960s the population had grown by four million, of which 1.7 million were immigrants and a further 600,000 the children of these immigrants. The majority of these still came from the UK, New Zealand and Canada (681,000), but the next largest group came from Southern European countries such as Italy and Greece (463,500) (Price 1968, pp.94-112). There was a difference in the skills base of these migrants, as many more of the first group were professionals or semi-professionals than
the second. The impact of this post-war growth had a lasting effect on the provision of education in Australia and, arguably, on the direction library education took.

In the first two decades of the twentieth century there was conflict between Australia and the US as a result of the Versailles conference following World War One, including clashes over former German colonies in the Pacific and a resentment of the increasing influence of American material culture on Australia (White 1997, p.3). After World War One Australia lost much of what Serle called the “idealistic, utopian strand of its consciousness” (1973, p.22) but still remained firmly focussed on the UK for inspiration, alliance and leadership. The 1920s and 1930s saw the increased influence of American culture worldwide, including the spread of popular culture (including film and popular fiction), the increased engagement of leading Australian educators and reformers with their US counterparts, and the presence of US philanthropic bodies in Australia. These changes culminated in Australia’s change of alliance from the British Empire to the US during World War Two. During the 1920s American influence on Australian society was mostly of the material kind – “music, films, advertising techniques and household gadgetry” (Serle 1973, p.227) – and Australian society began to enter a period of slowed cultural growth in the period between wars. Serle stated:

It is difficult to discern any coherent cultural developments or much achievement in the first third of the century … It was curiously a disappointing period of delayed development, false starts, and unfulfilled talents (Serle 1973, p.90).

Yet forces were at work which heralded a new vision for Australia and a change in traditional allegiances. Many factors contributed to change in Australian society, including:

- the input of US philanthropic organizations.
- the impact of the Depression of the 1930s
- the sense of betrayal felt by Australians during World War Two and the subsequent shift in alliance from the UK to the US
- the arrival of post-war migrants
- the ‘Cold War’ and the fears and perceived dangers it represented
- the political and social upheavals which occurred during the 1960s and 1970s
- the advent of global media such as television, film and radio
The complex environments and motivations created by these factors had an impact on many aspects of daily life, and their influence of them can be seen reflected in education and education for librarianship in Australia.

**EDUCATION FOR LIBRARIANSHIP**

Many of the outcomes for LIS education in Australia have been externally driven, derived from a divided social and cultural vision and driven by people equally divided in the source of their vision for the future. This is particularly true with regard to the influence of two countries, the US and the UK. Other former colonies of the British Empire and countries exposed to various forms of colonialism mirror some of Australia’s struggles with identity. Of Canada, an Australian library observer wrote in 1959:

> Canadian libraries have one basic problem which has become dominant not only in her cultural life and effort, but in almost every field of endeavour. This is the overwhelming domination of the United States of America, her friendly, sometimes too friendly neighbour … The result of this feeling has been the tendency to introduce more British culture (Crittenden 1959, p.115).

How did Australia and Australian librarianship react to a similar cultural tension? In countries such as India, South Africa, Canada, New Zealand and Australia, there emerged a pattern of education shifting from the British model to the American model, and occasionally back again, over time, that also showed evidence of influences such as the level of financial input of philanthropic organizations and government agencies into the library sector. The fluctuating political will of the US and the UK to exert influence over what was to be seen as an important agency of education and cultural propaganda, the library, is equally critical. Differing perspectives between these powers are also important. While in the UK libraries were viewed, to some extent, as vehicles of social and educational advancement, it was in the US that the vision of them as tools for aiding a meritocratic and democratic society and as a tool for maintaining social order was strongest. This perspective led organizations such as the American Library Association (ALA) to promote their vision for the profession more proactively beyond the US. What emerges in countries such as Australia, subjected to vacillating degrees of interest, attention and priority on the part of these powers, is a diffused amalgamation of the competing interests and influences, resulting in what appears to be a hybrid
educational model. The initial development of these tensions occurred in the first part of the twentieth century.

**The new empire**

There is no doubt that in the formative years of the profession of librarianship in Australia in the 1920s and 1930s the loyalties and traditions of the old empire, the UK, held sway in the hearts and minds of most Australians. Yet Australian librarians, educators and educational institutions at this critical point in post-Federation Australia were to become largely dependent upon a new empire, the philanthropic organization the Carnegie Corporation of New York (CCNY), through the auspices of Frank Tate and his colleague Kenneth Cunningham. Of this period Rochester commented

> Australians and New Zealanders were said to be more British than the British, and there existed a strong British cultural imperialism. Ideas known to have come from America would not be welcome. C. Collins from Canterbury University College recalls that ‘we all wanted to go to England to find precedents’ (1990, p.7).

Into this cultural context arrived the money, influence and connections of the CCNY with its strong associations with the ALA, leading US educators and the US government. At the same time a strong allegiance to the UK and its institutions still existed, even amongst those who courted the Corporation. We should remember that many of the leading educators and librarians of the time had served as soldiers during World War One, and were products of both the allegiance to old Empire and the new nationalistic pride associated with their war service. This complex and somewhat paradoxical perspective seems to have been reflected in the views of many educational leaders. Frank Tate, while looking to America for sources of funding and ideas, still felt deeply attached to the British ideal as a model for Australian education. R.J.W. Selleck quotes Tate on his return from a CCNY-funded visit to Toronto: “it is good to find one’s self again under the Union Jack” (1982, p.273); he further describes Tate’s dismissal of the American political system and many aspects of their education system (1982, p.274). Tate and Cunningham, however, were to be at the forefront of introducing US perspectives, methodologies and systems into Australian education. The dichotomy created by such a situation for Australian education and the concept of self and nationhood was clearly reflected in the models of education that were to be presented to the library profession.
Educational influences and structures

In the period following World War One much of the emerging nationalism preceding it was lost. In terms of educational development White believes education bureaucracies “lost the reformist edge of pre-war years” and, consequently,

In education and culture, Australia was also conservative. The state education systems were bureaucratic, centralised and monolithic, ruled by aging directors and in the thrall of English ideas … The nation, even at the state level, retreated into a cocoon of parochialism accentuated by the White Australia policy (White 1997, p.3).

Australian librarianship did not fare well during this period with the foundering of the Australasian Library Association and the Library Association of Victoria. Libraries in Australia declined and much of the vigour and growth of the 1880s was lost. The fate of the State Library of Victoria is a case in point. “Nothing better illustrates, perhaps, the stagnation of intellectual life in the first third of the century than the decline of the State Library of Victoria from its nineteenth century grandeur” (Serle 1973, p.154). The fate of libraries and librarianship can be seen as a metaphor for the cultural life of Australia during this period. We must ask what triggered the growth and reinvigoration of the Australian library scene in the 1930s, and what motivated those involved in this resurgence? Changing patterns of migration must have had some impact in later years, but what was the trigger in these early years of the third decade?

SHIFTING LOYALTIES

Library historians have often attributed this revitalized interest in Australian libraries and librarianship to the impact of the Munn-Pitt report, Australian Libraries (Munn and Pitt 1935) and the subsequent emergence of the Free Library Movement. Yet change in the library field and elsewhere had occurred earlier than this. It was not libraries alone that saw the spark of new life in the 1930s:

There had indeed been a change in the scale of cultural creativeness and participation in the 30s and early 40s and over the same period both a resurgence of national aspiration and a new openness to international influences (Serle 1973, p.178).

In terms of library development and the influence of the Munn-Pitt report, Biskup made similar claims:

Rather than being the cause of ‘library renaissance’ in Australia, the report was in fact a symptom of the social and cultural resurgence and renewal in
Australia during the 1930s, which has been well documented by historians (1994, p.11).

Biskup’s view of the Munn-Pitt report as “a symptom rather than a cause of socio-cultural change” (1994, p.11) begs the question: What was the cause?

This period saw a resurgence, not only in interest in libraries, but in all cultural pursuits. Serle calls the advent of such cultural giants as Kenneth Slessor, William Dobell and Russell Drysdale and the influence of Frank Tate on both the education and library scene in the 1930s and 1940s as Australia “turning a corner and coming of age”; he attributes much of the resurgence in culture and nationalism to the settlement in Sydney and Melbourne of those fleeing Europe in the late 1930s and the development of a strand of anti-imperialism in the intellectual life of these two cities (Serle 1973, p.178). Australia’s libraries were part of this resurgence of national aspiration and the growth in libraries, education for libraries and the professional association reflected the general increase in interest in Australian cultural life and changes in education. Similar growth and development can be seen in other cultural institutions such as museums and galleries and in the growth and professionalisation of other groups, such as accountants and engineers.

The 1930s saw the reintroduction of a more indigenous cultural form that had first emerged during the late nineteenth century. Growing numbers of migrants entering the Australian literary, artistic and social scene brought with them ideas outside the narrow British paradigm that had previously dominated. In addition, the growth of US popular culture was beginning to make inroads into Australian life. In this changing milieu we see the impact of the CCNY on the intellectual life of Australia, at first through grants for books and adult education, and later through travelling fellowships and funding for library education, cultural institutions and visits by influential cultural figures.

Rochester believed that:

> Australia was a conservative and provincial place in the 1930s, looking to the UK for protection and advice. Into this isolated library community in the 1930s came the Carnegie Corporation of New York, bringing new and mostly American conceptions of librarianship (1997, p.10).

We need to examine both the impact of this change on librarianship education and the motivations surrounding the increased presence of US government agencies. This increased presence grew rapidly with the events in the Pacific during World War Two,
and it meant that, at the end of the War, libraries and librarians became part of the wider political and cultural agenda of the emerging superpowers in a new world order. The education of librarians became part of a broader battlefield for the democratic ideal and the spread of ideologies.

**Carnegie Corporation grants**

The Carnegie Corporation came to in Australia with a clear agenda for change in an environment viewed as “centralized and monolithic, ruled by aging directors, and in the thrall of English ideas” (Russell, in White 1997, p.3). James Russell, the first Carnegie visitor to Australia in 1928, saw Australia as “clouded by anti-American sentiment…which he attributed to ignorance, isolation and worship of everything British” (White 1997, p.4). With what appears missionary zeal, Russell believed that Australia and New Zealand were the “experiment stations for all English speaking peoples” (White 1997, p.4). He brought to his reports a fear of the Australian Labor Party and a desire to expand the Australian education community beyond the confines of its British tradition. The Corporation began a program of book selection for Australian teachers colleges and education departments and travel grants to allow Australian educators, university administrators and cultural leaders, including librarians, to travel, to the US and also on occasion to the UK to expand their horizons. In addition the Corporation donated $25,000 in 1927 for the establishment of ACER, to be led by Frank Tate with the assistance of Kenneth Cunningham and Percival Cole, both perceived to be well-disposed to American ideas. Cunningham and Cole were both graduates of Columbia University, New York where James Russell was the former Dean of Education. Cunningham had also come under the influence of prominent American educator John Dewey.

According to White, Russell believed that Australia should widen its outlook from British institutions toward the US experience. It is worth noting that Russell was also President of the American Association for Adult Education and was seen to be close to the ALA leadership (White 1997, p.7) and that Tate was to become a leading proponent of the Munn-Pitt report, was instrumental in the Free Library Movement in Australia and was an honorary member of the Australian Institute of Librarians (AIL). The education agenda being pursued by the Corporation and Australian educators, such as Tate, was clearly a reformist one, in which cultural institutions such as libraries were viewed as
integral. As E. Salter Davies said at the New Education Fellowship conference of 1948, “Libraries are an essential part of any education system” (Davies 1948, p.476).

Lester (1934, pp.22-25) gives an insight into the extent to which key educational and cultural figures were targeted by the Corporation's funding. Table 3.1 lists those who received fellowships to the US and elsewhere from 1929 to 1939. It is clear from Table 3.1 that the focus was on educational reform and that key educational figures were targeted, but part of this reform was, as has been discussed in Chapter 2, a movement towards the concept of individual learners and adult education. Vital to these propositions was the introduction of resources to facilitate such programmes, with the library playing a key role in creating the appropriate environment. Coupled with them were perhaps other agendas, which require further examination.
<table>
<thead>
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<th>Year</th>
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<th>Role</th>
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<th>Study focus</th>
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<td>1929</td>
<td>Harkness, B.C.</td>
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<td>Melbourne Teachers College</td>
<td>Curriculum revision</td>
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<td>Lushey, H.M.</td>
<td>Senior Lecturer</td>
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<td>1932</td>
<td>Tate, Frank</td>
<td>President</td>
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<td>Cunningham, K.S.</td>
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<td>Educational research</td>
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<td>1932</td>
<td>McCrae, C.R.</td>
<td>Lecturer in psychology</td>
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<td>1933</td>
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<td>Director</td>
<td>Board of Social Studies and Training, Sydney</td>
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<td>1933</td>
<td>Parker, H.</td>
<td>Psychologist</td>
<td>Tasmanian Department of Education</td>
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<td>1933</td>
<td>Wyndham, H.S.</td>
<td>Research worker</td>
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<td>Education for gifted children</td>
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<td>1933-</td>
<td>Cameron, R.G.</td>
<td>Professor of Education</td>
<td>University of Western Australia</td>
<td>Educational testing</td>
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<td>1934</td>
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<td>Hicks, A.W.</td>
<td>Assistant Under-Secretary of</td>
<td>NSW</td>
<td>Relationship of education to industry</td>
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<td>Lovell, H.T.</td>
<td>Professor of Psychology</td>
<td>University of Sydney</td>
<td>Social work</td>
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<td>1934</td>
<td>Binns, Kenneth</td>
<td>Librarian</td>
<td>Commonwealth Parliamentary Library</td>
<td>Library development</td>
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<td>1934</td>
<td>Waterhouse, E.G.</td>
<td>Professor of German</td>
<td>University of Sydney</td>
<td>Modern language teaching, Landscape gardening on campuses</td>
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<td>Name</td>
<td>Role</td>
<td>Institution</td>
<td>Study focus</td>
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<tr>
<td>1934</td>
<td>Metcalfe, A.</td>
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<td>Public Library of NSW</td>
<td>Library administration</td>
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<tr>
<td>1934</td>
<td>Molesworth, B.H.</td>
<td>Director of workers' tutorial classes</td>
<td>University of Queensland</td>
<td>Adult education</td>
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<td>Mackie, J.W.</td>
<td>Treasurer</td>
<td>ACER</td>
<td>Research administration and methods</td>
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<td>1935</td>
<td>Edwards, L.D.</td>
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<td>Queensland Education Department</td>
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<td>Stewart, J.M.</td>
<td>Professor of Philosophy</td>
<td>University of Adelaide</td>
<td>Relationship between formal and informal</td>
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<td>Ifould, W.N.</td>
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<td>Public Library of NSW</td>
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<td>1939</td>
<td>White, H.</td>
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<td>1939</td>
<td>Hilton, A.R.</td>
<td>Headmaster</td>
<td>Murray Bridge High School</td>
<td>Agricultural high school education</td>
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<tr>
<td>Date not known</td>
<td>Wrigley, L.J.</td>
<td>Principal</td>
<td>Melbourne Teachers College</td>
<td>Teacher training</td>
</tr>
</tbody>
</table>

(adapted from Lester 1934 pp.22-33 and White 1997)
Later recipients of these fellowships in the library arena were:

F.L.S. Bell  (Sydney Municipal Library 1941)
R. Hendy  (Municipal library, Sydney date not known)
W. Radford  (Public Library of NSW lecturer 1948)

In addition a number of grants went to key figures in the area of museums and galleries.

As well as grants for Australians to travel overseas, a number of key grants were given to important and influential educators, librarians and administrators to visit Australia and New Zealand. These included:

Lotus D Coffman  (President of the University of Minnesota)
James E. Russell  (Dean Emeritus, Teachers College, Columbia University)
Ralph Munn  (Carnegie Library of Pittsburgh)

To this list can be added funding for establishing ACER in 1930 under Tate as its president, funding of small educational projects, conferences and visiting professorship and other acts of philanthropy largely associated with books, education or libraries. The CCNY also funded the seminal New Education Conference in 1937, a hybrid of a British concept, New Education, funded by US philanthropy, at which the AIL was formed. Jean Whyte said of the AIL that “The Institute could be regarded as the child of the ACER and the Carnegie Corporation” (1987, p.197). Also formed at this time were many key strategic alliances that were to be important to libraries and librarians in the aftermath of the Munn-Pitt report. This New Education Conference is considered in education circles as a harbinger of change in education and has important implications for the school library community.

This did not mean that the influences of the UK had ceased. Frank Tate and John Wallace Metcalfe visited the UK as well as the US. Allegiance to the UK was also strong, as attested to by Frank Tate’s comments quoted earlier, and by Metcalfe, who is quoted as saying during his CCNY visit to the US “I want to see if I can strike something of a balance between British and American Librarianship” (Metcalfe, in Rayward 1996, p.138).

Many historians viewed the changing cultural climate of the 1930s as a watershed period for Australia. Selleck comments on the impact of philanthropic funding on the broad Australian educational environment, through the influence of Tate and his colleague Kenneth Cunningham and through the foundation of the ACER:
the foundation of the ACER was an indication of significant cultural change. Australian educationalists were beginning to seek inspiration in the United States rather than Britain. Influenced by his studies in the Teachers College, Columbia, Cunningham had formed a belief that a science of education was possible and from his first days the problem which the ACER chose to study and the techniques used to study them were more influenced by American than British examples (Selleck 1982, p.272).

The intertwined relationship between education and librarianship cannot be underestimated, but it is often unrecognised. As early as 1898 the Library Association of Australasia was promoting the view that “the public library was an essential part of the Australian educational system” (Bundy 1998, p.2), in line with Andrew Carnegie’s views on the role of free libraries in free education. It is no coincidence that the drivers for this vision in Australia were funding from Carnegie’s organization and the leadership of its agents, including Tate and Cunningham. This interdependent relationship is reflected in the honorary AIL membership of Tate and Cunningham, their involvement in the Free Library Movement and educational reform and their close relationship with CCNY personnel.

**Education from outside**

Changes in educational practice emanating from the US were occurring at a time when those interested in library education worldwide were increasingly influenced by the US and by those who had traveled there, often funded by the CCNY. Kenneth Cunningham, when studying in America in 1926, was the first Australian to discuss library funding with the Carnegie Corporation; Tate and Cunningham, while on a visit to New York, finalised plans for a survey of Australian libraries. Tate laid the groundwork for this survey with the library community at the 1933 Australian Library Conference and with the various state education departments, so that by November 1933 he was able to apply to the Corporation formally for funding for the a survey reported in the Munn-Pitt report. Amey went so far as to call Tate the “King Arthur” of the Munn-Pitt report (2001, p.231) This was a changing landscape where we see two cultural influences meeting head on, and may explain to some extent the divisions that eventually emerged in Australian education.

The impact of the Corporation on the education scene in Australia during the 1920s and 1930s is seen as significant in education and LIS circles (Horrocks 1971, Rochester 1995, White 1997). The depth of its impact, however, has not been examined fully in
the context of education for librarianship, with the exception of the impact of the Munn-Pitt report in 1935. The context and parameters of the Corporation’s involvement in libraries and training in Australia must be seen against the broader sweep of its perspective of the educational landscape in Australia and its view on libraries. Few in library circles have placed the Corporation’s agenda in the area of cultural imperialism or as “a form of cultural domination” (White 1997, p.2), yet within the educational literature this is a discussion that is widely held. What cannot be overlooked is the profound impact that Corporation funding had on the development of libraries, library training and professional development. The impact of such arrangements as study grants, industry training and overseas work experience and training on the views held by Australia’s library elite must also be considered.

THE CARNEGIE CORPORATION OF NEW YORK AND AUSTRALIAN LIBRARIANSHIP

The Carnegie Corporation’s pivotal role in the development of librarians and librarianship in Australia is widely acknowledged though some have questioned its pre-eminence in library history. Jean Whyte noted of the Munn-Pitt report in particular that:

> It is the custom for Australian librarians to begin the story of their professional association with the Munn-Pitt report, and thus to see the year 1935 as the beginning of the modern era of librarianship. I have no intention of denying the importance of that Report but it is a little simplistic to see events as:
>  
> Australian librarianship was plunged in night.
>  
> Tate said ‘Let Munn-Pitt be!’ and all was light.
>  
> What Munn and Pitt said about the proposed national association bore very little resemblance to the one that emerges (1997, p.195).

As Whyte states, such a view of events surrounding the report is simplistic and we must look to events prior to the Munn-Pitt Report’s publication and outside the narrow confines of librarianship to fully understand the influence of the Corporation on Australian education. The key period of this influence was from about 1927 until the end of World War Two. This timing is vital for our assessment of motivation, as it coincides with a time of particular social and political upheaval throughout the world. There was also a crossover period when both the Corporation and US government agencies played a role in the library field in Australia. The Carnegie Corporation financed many programmes both within the US and other countries such as Australia,
New Zealand and South Africa, funding nearly $6 million worth of library programmes in the British Commonwealth between 1911 and 1961 (Rochester 1996, p.343). Much of the focus on the British dominions occurred in the period immediately before World War Two through its British Dominions and Colonies fund. These CCNY initiatives, as has been stated, saw in Australia the establishment of the ACER, the funding of the Munn-Pitt survey of Australian libraries, the funding of the pivotal New Education Fellowship Conference at which the AIL was established, and the distribution of travel grants to influential educators, librarians and curators. While some debate surrounds the extent of CCNY’s impact on libraries, few go so far as to dismiss it. The history of the role of the CCNY, the men who instigated CCNY’s involvement in Australia and CCNY’s contribution to the development of education and cultural institutions in Australia are the basis from which modern histories of libraries and librarianship in Australia are often built.

The nature of the Corporation’s contribution has been well documented, for example by Horrocks (1971), Biskup (1994) and Rochester (1997), but histories of libraries or librarianship education in Australia rarely raise the questions of motivation, diplomacy, politics and global relationships which drove many of the philanthropic and cultural programmes in Australia from the 1930s onward. The role played by philanthropic organizations such as the CCNY in implementing the US government’s desire to expand its influence into the Asia-Pacific region in the 1920s and 1930s, to counteract growing Japanese imperialism in the region and to promote US ideals and policy should be acknowledged. It is also important to understand the extent to which the ALA influenced government policy and the CCNY, and how they viewed their role in the international library community.

The US government was the last of the major powers to initiate a formal, state-run programme of cultural diplomacy. However, Kraske believed that prior to the establishment in 1942 of the US Office of War Information (OWI) and its overseas branch, the US Information Service (USIS) “the US had long relied on philanthropic foundations, business firms, religious missions, private societies and individuals” (Kraske 1985, p.3). Among these non-government organizations were the ALA and the CCNY. Jessica Gienow-Hecht claims that case studies on the efforts of various private groups, such as the philanthropic foundations, the American Library profession, and the press corp, demonstrate that not policymakers or businessmen but non-
governmental US organizations were often the most active (and voluntary) promoters of American culture and values abroad (2000, p.480).

In 1923 Frederick Keppel became president of the CCNY. Keppel had been the Assistant Secretary of War in the US and his appointment, according to White, coincided with growing US foreign affairs involvement in the Pacific region…Japanese imperial designs on the former German colonies inevitably meant that Australia and New Zealand, though not immediately, would become of some interest to the State Department (1997 p.4).

The CCNY therefore seems to have fed into the national interest by initiating contact in those British Commonwealth countries with a strategic interest for the US government, including South Africa, New Zealand and Australia.

‘Missionaries of the Book’

The first visit to CCNY-funded visit to Australia was that of James Russell in 1928. The vision that Keppel and Russell held of the Corporation’s role, particularly in the Australian library field, reflected the vision held by the US government. It also reflected the ambitions of the ALA to become the “Leading exponent for books and libraries, along with modern librarianship, in government and philanthropic circles in the US and in many foreign countries” (Kraske 1985, p.4).

The ALA began to move away from a period when foreign relations were conducted by a small group of internationally minded librarians in a gracious and leisurely fashion to an ideological and missionary spirit (Kraske 1985, pp.5-6).

This reflected Melvil Dewey’s early call for American librarians to be “missionaries of the book” (Kraske 1985, p.5). Given James Russell’s close association with the ALA leadership, it is not surprising that he should write to Keppel:

The time is ripe for closer contacts and the safest way is through educational agencies. From this time I am a missionary…. The rest of the world may be worth cultivating but this part needs intensive tillage and irrigation’ (Russell, in White 1997, p.5).

Under Keppel’s presidency the CCNY was influenced by the ALA, particularly by its leaders. According to Rochester “in the library field Keppel turned to the ALA, dominated by well-educated men and a few women, for advice and assistance” (1995, p.344). This is not surprising given Keppel’s close relationship with Carl Miram, ALA Executive Secretary, who represented the profession on the General Advisory Committee formed to guide education and cultural policy for the US State Department.
The ALA leadership was in turn influential in the establishment and policy of the US government’s emerging focus on cultural diplomacy. Kraske believed the ALA’s influence stemmed from its initiatives in World War One, when it joined with the War Department and major charities to provide reading material to the armed forces (1985, p.5). In the post-World War Two period the State Department was of the opinion that the ALA was an “educational force of the greatest significance in hemispheric relations” (Kraske 1985, p.7). Given Keppel’s close relationship to the American war effort, Russell’s association with the ALA, and the ALA’s influence and presence in the emerging US focus on cultural diplomacy and partnership in endeavors with private agencies, it seems inevitable that some of this would be brought to bear in the Australian context.

**CULTURAL DIPLOMACY**

Cultural diplomacy emerged during the 1930s and 1940s in the US as a means of developing relationships and promoting US interests throughout the world. Mary Niles Maack defined such diplomacy as

> the aspect of diplomacy that involves a government's efforts to transmit its national culture to foreign publics with the goal of bringing about an understanding for national ideals and institutions as part of a larger attempt to build support for political and economic goals. (2001 p.59)

Cultural diplomacy (in its negative manifestation, cultural imperialism) found increased credibility in efforts to counteract the expansion of ideologies such as communism and fascism during the 1920s and 1930s. As Gienow-Hecht indicates,

> U.S policymakers and scholars believed that the promotion abroad of an enterprise-based culture would spread more democracy around the world and contain fascism, communism, and other unpalatable foreign ideologies. (Gienow-Hecht 2000, p.467)

Organizations like the CCNY and the ALA were viewed as means of counteracting the spread of ideologies running counter to US belief in free trade and democracy. Their programmes have been viewed as “Trojan horses” guided “in their conception and development by imperialistic objectives”, and “were more concerned with building an elite professional stratum to carry out cultural and technological transformation” (Berman, in Gienow-Hecht 2000, pp.475-476).

Rochester believes that

> the programmes of the British Dominions and Colonies Fund in Canada, South Africa, New Zealand and Australia during the time of Keppel’s
presidency followed the pattern of those within the United States, with an emphasis on cultural diplomacy (1996, p.346)

That governments set out to establish a hold on various communities’ consciousness through the use of art, movies, literature and libraries is clearly evident in relation to Africa and South America (Austin 2000, Kraske 1985, Henderson 1969). The role of non-government agencies, particularly philanthropic organizations, in consciously or unconsciously aiding such programmes of cultural diplomacy is less evident. There is evidence to suggest that such agencies played a pivotal role in either implementing or laying the groundwork for such efforts. John Henderson, a Foreign Service Officer with the USIS, stated that “In some countries, and the US is no exception, certain projects are carried on abroad by government and private agencies in co-operation” (1969, p.14). White believed that

Before the State Department became formally involved, with an exchange of commissioners with Australia in 1940, Carnegie played a small but influential role in at least three directions: the dissemination of knowledge about Australia and New Zealand in the United States; the promotion of knowledge about America in the Antipodes; and the development of Asian-Pacific studies with links to American institutions involved in the field. (1997, p.17)

Between 1920 and 1950 the role of libraries and books as tools of US government political agendas became more overt with the establishment of the OWI. It moved, as did its precedents, the British Council and the Alliance Française, into key areas of the world that might become ideological battlegrounds. South Africa, India, Latin America, New Zealand, Australia, The Philippines and other strategic points in the globe were the focus of what became known as cultural diplomacy over the next decades. During the 1920s it was believed that France was spending about 500,000 pounds annually on books to foreign institutions, Germany 300,000 pounds and Italy a similar amount (Maack 2001, Coombs 1988). Pressure built in the UK and the US to match these efforts to counteract their influence. While the US was somewhat coy in labeling such efforts as tools of cultural propaganda, the British Council felt no such reticence. A memorandum to British missions in 1934 detailing the establishment of the British Council was entitled simply “Cultural Propaganda” (Coombs 1988, p.1) This term was somewhat tempered later by the replacement of the word ‘propaganda’ with ‘diplomacy’.

80
US efforts involved the establishment of libraries, cultural including exhibitions, displays, and other artistic events such as the *Art of Australia* exhibition held in New York in 1941 at the Museum of Modern Art. The purpose of such events was to present to the guest communities a perspective of the culture presented which would counteract negative images and promote a concept of common good. While other agencies, such as the British Council and Alliance Française, fulfilled many of these cultural imperatives, they stood outside mainstream government influence, working largely as autonomous bodies within a broader government agenda and not attached to specific propaganda programmes. The USIS, however, served a very particular function in the spread of US propaganda, as well as acting as a counterpoint to negative images spread by other powers. While there was some disagreement over time about the degree of “balanced” information, as opposed to propaganda, the USIS was described by members of the US Government as a “powerful, effective and respected weapon of the Free World” (Maack 2001, p.68). In the words of President Roosevelt, writing in 1942 to W.W. Norton, Chairman of the Council on Books in Wartime,

> In our country’s first year of war, we have seen the growing power of books as weapons. Through books we have appraised our enemies and discovered our allies…

> I hope that all who write and publish and sell and administer books will, on the occasion of your meeting, rededicate themselves to the single task of arming the mind and spirit of the American people with the strongest and most enduring weapons (Roosevelt, in Larson 1951, p.433).

**The American Library Association and the diffusion of knowledge**

While there is little evidence to suggest an overt relationship between the CCNY and the US Government, the same cannot be said of the ALA. In addition, the missionary zeal of both Russell and the ALA revolved around the promotion of a US-centered view of the future of libraries and librarianship. CCNY’s targeting of key players in the educational, cultural and academic arena was deliberate in the promotion of US concepts of education and democracy. “Elite” professional librarians and other cultural and educational leaders were particularly targeted to implement concepts of “modern” librarianship, professional association and education. The motivation, as noted, was to use books and libraries, as well as other cultural institutions, as vital tools for cultural and political enlightenment, intrinsic to the understanding and promotion of the ideals of a particular community. An example of this is the resolution passed in 1942 of the US Association of Art Museum Directors which put forward the view that
Our museums and art galleries are important to the community, in time of war they are doubly valuable...art is the imperishable and dynamic expression of these (our) aims. It is, and always has been, the visible evidence of the activity of our free mind...that art as an expression of the higher values of life is an undeniable factor in a free people’s resistance (quoted in Ryan 2004, p.11)

Equally, it was believed, access to the written word allowed the spread of the cultural values of a nation and the key to this spread was a professional community of librarians imbued with the appropriate values and modeling a democratic and “free” approach to information. The blueprints for the programmes that were to drive allocation of funding by the Corporation can be found in two studies commissioned by the CCNY and available to Keppel when he became its President The American Public Library and the Diffusion of Knowledge (Learned 1924) and Training for Library Service (Williamson 1971/1923). These two reports note the function of the library in society as a force for good and for the diffusion knowledge, and are a guide to the type of education required for library staff to fulfill their role in this task. In these reports we find the library and the librarian as mediators in the public’s pursuit of knowledge, attempting to check the expansions of popular culture at the expense of high culture, as defined by the authors and supported by the Carnegie trustees. Although these were not political objectives in themselves the trustees were, according to critics, “a wealthy, East Coast, Ivy League coterie of America’s elite sharing a culture far removed from the common people” who were:

channeled into a cultural vision of the world through university and research experience...that would preserve their dominant position in the social order, and perpetuate the capitalist organization of economic life...
Where assistance to former colonial nations were concerned, this involved imposing the dominant imperial/colonial ideologies (White 1997, p.2).

The presence of such values alongside the foreign policy objectives at play at this time and the leadership ambitions of the ALA in world library affairs make a strong argument for the inevitable presence of these imperatives within the Australian experience. Such a perspective is also essential in understanding the importance placed on the library profession by governments in their approach to ideological struggles. An example of the relationship between library association and government strategic objectives is the establishment of libraries and models of librarianship in Latin America in 1941.

The idea of modernizing Latin American countries using American culture was promoted as part of the Good Neighbor policy by the US government
and American non-government organizations US ideological and political efforts to stop fascist propaganda were foundations of this model...the American Library Association and the US government shared a common interest in promoting democratic ideals as part of an ideological battle in Latin America during the 1940’s (Maymi-Sugranes 2002, p.307)

The ALA was intimately involved in the establishment of libraries in Latin America, working closely with the US Government and philanthropic organizations such as the Rockefeller Foundation. This was a reflection of what Kraske sees as the “three way partnership in the national interest among the organized library profession, the federal government and the great, private charitable trusts” (1985, p.3) particularly from 1938 to 1949. As well as assisting the government in the establishing libraries, the ALA also became involved in the establishment of schools of librarianship to assist in the promotion of US ideas and in the promotion of exchanges of library personnel. The importance of the “American Pattern” of education was considered to lie in the fact that: The development of library practices was fundamental to the pursuit of a ‘modern’ society. In fighting fascist propaganda, the United States has portrayed itself, at least since World War II as a ‘modern’ model whose prosperity and economic growth were important achievements but only achievable in a democratic society (Maymi-Sugranes 2002, p.307).

PROMOTING A SYSTEM OF EDUCATION AND CULTURE

Given the interrelationships of key personalities, influences at work within the ALA during the 1930s and the increased interest of the US in the Asia-Pacific region around the World War Two period, it is not far-fetched to assume some degree of conscious promotion of US perspectives, beliefs and ideals as a motivating factor for CCNY funding in Australia in the 1920s and 1930s. Lagemann believes the involvement of the CCNY in the British dominions and colonies was “vitally important to the development in countries abroad, to the transfer overseas of American patterns of social organization, and to international politics” (1989, p.11) Given the global political context at the time of Carnegie interest and funding in Australia, and the personal values of its leaders, it is naive to suggest that the Corporation had no wider agenda, particularly in relation to libraries. Whether this was political or somewhat more benign still remains unclear. What is clear is that the CCNY did have a close relationship with the US Federal government. Lagemann states that:

The Federal government often invited the corporation to participate in policy-making or implemented the recommendations of the Carnegie-
supported groups. What is more, in any number of situations, although there was no direct communication or even awareness of a supportive, reciprocal relationship, reciprocity resulted from a shared climate of opinion on social conditions, public problems, and ameliorative actions (1989, p.10).

**War libraries**

The interests of the US in the Pacific region and in promoting its worldview were exemplified by the establishment of USIS offices in Melbourne and Sydney in the 1940s. This programme of establishing libraries in many countries throughout the world had a clear, cultural and political objective: for the libraries to become “an accepted community institution as well as present a prominent US presence and showcase” (Henderson 1969, p.153) in which

the library is expected to draw attention to topics on current USIS themes by encouraging the reading of important books, by preparing special book lists in connection with the program themes, by highlighting pertinent articles, by preparing window displays of books that emphasize current themes, and by providing space for USIS exhibits related to special projects (Henderson 1969, p.154).

That Australia warranted inclusion in such a programme that was largely focused on those countries vulnerable to ideological influence suggests a continued desire to assist in shaping the nature of cultural, educational and political thought in Australia at this time.

**Model librarians**

US librarians including those of the 1930s and 1940s, saw themselves as having a missionary role, particularly in the establishment of free public libraries, held to be an achievement of some merit, which they hoped to promote to the world as part of the advancement of democratic culture. This active promotion of the free library concept was to make itself felt in Australia with the publication of the Munn-Pitt report and the establishment of the Free Library Movement. Library education was equally considered as a vehicle for the promotion of the American ideological framework.

British Commonwealth countries and other strategically important Pacific countries were not exposed to such direct ALA intervention in their libraries or training, as had been the case in Latin America, but the establishment of US government libraries in these countries, particularly under the direction of high profile and influential librarians and so soon after Carnegie grant initiatives such as the Munn-Pitt survey and report, had a
lasting influence on the opinions and imperatives driving the educational and professional agenda in these countries. The arrival of the USIS libraries in Sydney and Melbourne and Pacific Rim countries provided a model for librarianship in Australia and elsewhere that was in contrast to preceding models. Their arrival, as much as the Carnegie reports which preceded them, was to mark the commencement of the tensions between old and new.

Library academic Pamela Spence Richards believed:

The OWI librarians sent to Australia, New Zealand, and South Africa arrived in those countries at critical periods in their library development, since all three nations were in the process of reevaluating their library services in the recent critical Carnegie commission reports. By offering strong models of modern information service and by energetically supporting emerging local movements for tax-supported public libraries, three OWI librarians in particular made contributions to library development in Australia, New Zealand, and South Africa that endure to this day (1982, p.325).

Richards also felt that countries such as Australia were particularly influenced by the advent of American information management techniques (1982, p.331).

The USIS libraries established in Melbourne and Sydney in 1944 were part of a broader information effort by the US government, mirroring the US effort in Latin America. This information effort involved news services, films and intelligence gathering, as well as library service. The calibre of librarians brought over to staff Australian libraries and the library in Auckland, New Zealand was such that it would be impossible to imagine them not having an impact on the local, often embryonic, library scene. All had formal library training, unlike their local counterparts, and, not surprisingly, most were educated at Columbia University, former home of James Russell and alma mater of Kenneth Cunningham and Percival Cole.

In New Zealand the influence was to be acknowledged and ongoing, as Mary Parsons, the USIS librarian sent to Auckland was to become vice-president of the New Zealand Library Association and founder and first director of the New Zealand Library School. Richards claimed, somewhat inaccurately, that largely because of her influence, library school education in New Zealand has, from its inception been exclusively on a university graduate basis with a curriculum close to North American models (Richards 1982, p.338).

In fact New Zealand demonstrated clearly the parallel influences of the UK and the US with both a post-graduate diploma (Diploma of the New Zealand Library School) and a
post-secondary, part-time certificate (New Zealand Library Association Certificate) being established in the mid-1940s. The former was a full-time New Zealand Library School programme, while the latter was an “apprenticeship” programme over three years, with distance delivery and study while working in a library and three four-week block courses (LIANZA 2007) The post-graduate model of librarianship that emerged in New Zealand was to follow the U.S model at an earlier date than in other targeted countries, perhaps because of this very direct influence.

In Australia the impact on education was less obvious, although there are many indications that such influence was widespread, if not formalized. Two American observers outlined this influence as follows:

  Although it is not the purpose of the libraries to promote American librarianship as such, it was inevitable that not only would the libraries themselves but the librarians would be called upon to discuss and demonstrate American methods, activities, techniques, and professional training (Burin and Baumgarten, in James 1953, p.97).

Helen Wessells was appointed to the USIS library in Melbourne and was “held up as a model for local librarians” (Richards 1982, p.337). She became active in the AIL and Richards believes it was with her “vociferous support” (1982, p.336) that the Victorian Library Services Act was passed in 1946. In addition, Wessells met with local librarians, held information sessions and provided advice on various issues to individual librarians, so that her influence was felt far and wide. This influence was part of a broader manifestation of the role these US libraries and librarians saw for themselves in promoting a particular worldview. Richards believed that

  What gives their work a larger significance in the history of librarianship is its effective demonstration that the management and, above all, the delivery of information is as vital a component of a strong democracy as free access to the information itself (1982, p.345)

Hence the broader Australian library community, after many years of exposure to British models of practice, was for a period directly exposed to the US model and the products of its education system. This, combined with the influence of the CCNY and the senior librarians and educators who traveled to and from the US, meant that a strong alternative vision was to hold sway in the imagination of the Australian profession.
The role of libraries in maintaining the status quo
It is difficult to assess the question of how deliberately political the CCNY’s philanthropic efforts in Australia. Lagemann (1989) and Rochester (2002) do not believe there were clear and structured political motivations underpinning the Corporation’s philanthropic efforts. Funding, according to Rochester was “directed more by hunch, coincidence, opportunity, friendship, and a wish to help that clear, specific, consistently applied ‘scientific’ goals of principles” (2002, p.2).

Table 3.1 demonstrates that the funding was within a fairly narrow band of expertise, targeting education and those who had a reformist agenda aligned to the US worldview. Given the social and political climate at this time, the emerging desire of the US to counter the growth of perceived negative ideologies, the desire of the ALA to promote itself and its visions for librarianship through the world, the political climate in Australia, the complex personal relationships between CCNY, ALA and the US government, and the personal views of both Russell and Keppel, it is difficult to believe that there were not forces at work to establish a US inspired perspective and vision in the Australian library and education landscape.

By targeting current and future leaders in key areas and by funding influential institutions, it seems unlikely that promoting and fostering a US worldview centered on concepts of American democracy was not at least one element of the CCNY agenda, given the US fraternities’ promotion of libraries for this purpose at home. This worldview included concepts about libraries and librarians that placed them as central to maintaining democratic principles and promoting a social agenda. Harris believed that librarians in the US, led by great philanthropists like Andrew Carnegie, fulfilled the role of civilising and stabilising society. The dominant view of the role of US public libraries was that “libraries could and should be one of the great civilizing forces in American life” (Harris 1973, p.2511), with leading social figures focusing “their attention on the design of institutions which might serve as a means of channeling the restless and disruptive elements in American society into constructive channels” (Harris and Spiegler 1974, p.256). In this view, libraries and their agents, the librarians, played an important role in creating order and preventing revolution, as captured in Andrew Carnegie’s words “the result of knowledge (gleaned from libraries) is to make men not violent revolutionists, not destroyers, but careful improvers” (Carnegie, in Harris 1973,
p.2513). This perspective on books, libraries and librarians was to continue and transmute into a global vision with the advent and aftermath of World War Two.

THE AUSTRALIAN CONTEXT

Russell, in correspondence with Keppel during his Australian visit, outlined some of his concerns and beliefs about Australia. Of particular note was his belief in Australia and New Zealand as being “experiment stations for all English speaking countries” (Russell, in White 1997, p.4). They were perceived in very political terms as being a “blood brother”, as being always a “White man’s country”, and being “an integral part of the ring around the Pacific beginning with Canada and our West Coast and running on to Hawaii, New Zealand, Australia and the Philippines” (Russell, in White 1997, p.5). This is strong, politically motivated language pointing to distinct underlying political concerns that contrast sharply with concepts of benign philanthropy.

What is also clear are the social values of the likes of Russell and Keppel as reflections of these dominant social values and their attitudes to the ideologies of the time. One educational philosopher goes so far as to call such philanthropy one aspect of social control in an effort to produce “obedient labour” (Gatto 2003, para. 14) It should be remembered that, during the 1920s and 1930s, movements like communism and fascism were on the rise in Australia, as well as elsewhere. During the relevant period action and counteraction by both radical left and right groups were part of the fabric of the time. Concerns about the rise of radical unionism and associated communism were very real concerns of governments in Australia. In his communications with Keppel, Russell made his feelings clear about what side of the social spectrum he was on:

It looks just now as if a split may come between the conservatives and the radicals in most labor union groups. If so much good could follow. If the radicals win out something desperate is sure to follow. The whole social system is as nicely calculated to meet their ends as any other and the change could be made within a few months. As it is the thoughtful group is in control but cautious. What might happen if the Communists get control can only be imagined by what is going on in Russia (Keppel, in White 1997, p.5).
Later US government involvement in Australia, particularly in the library field after War Two, also suggests a considered political agenda extending from, and continuing, the Carnegie programmes, to the extent that some more radical theorists believe

Not only had the Carnegie Corporation's philanthropic establishment of the Australian Council for Educational Research (ACER) in 1928 opened a permanent conduit for corporate US education ideology to Australian Schools. Increasingly it permitted the articulation of the powerful business interests represented by US philanthropy with the discourse of compatible forms of systemic education (Austin 2000, p.88).

Writing about libraries and librarianship is littered with titles reflecting the approach of interested American librarians to the field, for example, *Arsenals of Democratic Culture* (Ditzion 1947) and *Books as Ammunition* (Warde 1943). This theme is much stronger in US librarianship than in British librarianship, which favoured an approach more aligned with self-education and betterment rather than the support of a specific approach to society.

ACER was the first and most influential body established with Carnegie funding in Australia. ACER’s role was a national one, ultimately managing Carnegie funding in Australia and publishing key reports which, according to White, were “heavily edited” and “publicized US progressive developments as a challenge to Australian policy and practice” (1997, p.7). This is in line with the “missionary” concepts which seemed to be driving the ALA and the CCNY then and in the decades to follow, the objective being to use cultural institutions to “spread the word” and provide cultural modeling and leadership using private and public cultural organizations throughout the world. Speaking about the Latin American activities, Kraske outlines the mission thus “The ALA not only helped introduce an entire generation of future leaders from other countries to the best of democratic American librarianship, but it laid the foundations for modern library education in Latin America” (1985, p.10). Its influence between 1930 and 1960 was largely assisted through its close relationship with the CCNY and the US State Department. The impact of the CCNY and the USIS wartime librarians on Australian librarianship was not felt immediately, but was seen in the emerging views and debates about the role of professional association in education and in future debates on the form and place of education for the profession. It was to be some years before the full impact of these decades was felt. The story of competing influences and interests in Australian librarianship does not finish with the end of World War Two and the departure of these ‘model librarians’ or the decline in funding of the CCNY. Post-war
immigration saw a re-emergence of British influence on the profession, which was to have lasting repercussions.

In the post-war era the direct influence of US librarians in Australia declined while the cultural influence of US in the broader community increased. What was left were some highly influential individuals who had traveled, worked or had been educated in the US and a library community that had been exposed to some exemplary professional librarians. Alongside this group were many “homegrown” librarians and many librarians who migrated to Australia from war-ravaged Europe. Key amongst these for education for librarianship were the British librarians, whose presence set the scene for a complex and divided vision for librarianship in the decades that followed.

**The British librarian**

During the post-World War Two era there were many changes in Australia and in Australian librarianship. The issues of qualifications, training and funding of libraries provided tension, as they had done even in the 1920s. The debates surrounding the demise of the original Australian Library Association, founded in 1928, may be an example of a battle of emerging cultural forces, or it may be just two different philosophical perspectives. Lynravn ascribes the decline of the Association to the latter:

> The fact was that from its very foundation the Association was composed of two irreconcilable schools of thought. One school stood for subsidized subscription libraries with their management in the hands of untrained secretary-librarians. The other school believed in free libraries, and in the scientific training and appointment of professional librarians (1948, p.20)

It would be surprising if the emergence of American funding and the travel of fellowship grant recipients did not in some way contribute to the debate over appropriate qualifications for the profession.

In the post-war period a number of prominent visitors arrived on Australian shores, not least the well-known British librarian, Lionel McColvin, who in 1947 was commissioned in controversial circumstances to follow up progress on the conditions of public libraries in Australia since the Munn-Pitt report. McColvin was a prominent advocate of public libraries and education in the UK, and it is interesting to reflect upon his 1939 view of librarians in his book, *Library Staffs*, in which he states: “Librarian, as librarian, has no religion, no politics, no class sense and no morals” and that “Physical abnormality is also highly undesirable” because “Defects of any kind will militate
against both personal success and good service” (1939, p.26). With regard to librarianship education, McColvin’s view was that the future of the profession lay in a profession divided into non-professionals and professionals. To achieve this he had advocated in the UK

a) Three of four full-time professional schools
b) A number of training centres for non-professionals and for intermediate students (and to function in the place of the full-time schools until these were operating)
c) One school where teachers of librarianship were trained
d) Facilities for advanced work and;
e) Provisions, during the transitional period, for those who were unable to attend schools or training centres (McColvin 1939, p.60).

He saw movement between the two groups as desirable and advocated integrated education programmes involving both general and vocational education. He saw American librarianship as an opportunity for “useful guidance” but “not of a character to completely meet our needs” (1939, p.60) and promoted a system for Australia closely aligned to the UK model. This preference had much to do with differing expectations and educational outcomes in the UK and Australia, compared to the US. American expectations of access to education were much higher than in Australia and the UK, as were retention rates and access to tertiary studies. Perceptions of the degree of influence of his Australian report vary, but what McColvin does represent is the presentation of another view of LIS education to the Australian landscape.

There was evidence in the post-war period that Australian librarians, or at least those with influence, were moving towards an education model loosely based on the American one demonstrated and promoted to them prior to and during the war. This emulation of the American model is reflected in the setting up of library schools in places like the State Libraries of NSW and Victoria; but by contrast the AIL and, from 1949, the LAA was setting and administering examinations and acting as a qualifying body following the British model. Rochester says

British precedents were being altered from the beginning to meet Australian conditions, and some of these changes were adapted form American precedents. The Australians were open to models from the UK and USA, adopting aspects from both (1997, p.31).

Encel, Bullard and Cass believed Australia’s educational dichotomy was a direct result of the pressures brought to bear on the LAA by a large influx of “British librarians who came to Australia with the post 1945 War wave of migrants”. They maintained that these largely non-graduate librarians were “strongly opposed to the concept of a
graduate profession, and their influence has been strongly felt in the affairs of the
profession” (1972, p.59).

If true, this was in direct contrast to the views of their US counterparts and the
emerging opinions of the many prominent librarians and educators who had traveled on
CCNY fellowships or had studied in the US supported by CCNY funding. Perhaps
Encel, Bullard and Cass’s contention about the influence of the influx of British
librarians (stated without figures supporting the claim) may only be significant when
juxtaposed against what preceded it. They felt the British librarians’ influence was
largely responsible for the change in policy between 1966 and 1968, seen in LAA
statements on graduate qualifications for the profession, that indicated a shift towards
the acceptance of first degrees in librarianship and non-graduate qualifications as
adequate for professional membership. There is no doubt that the LAA retreated from
its original statement on graduate qualifications, but this appears at least in part to be
the result of internal pressures, rather than external pressures such as the Martin Report.
This change in policy perhaps reflects the original influence of a powerful group of
librarians of the 1930s and 1940s, who had their sights set on such a model,
succumbing not only to internal pressure, but also to a “changing of the guard” in the
membership of the LAA.

British librarians were also influential in the emerging education system for the
profession in the post-war years in Australia (Metcalfe 1951, Radford 1977). It is
difficult to establish fully what happened to librarianship as a result of post war
immigration, but, as stated previously, immigration in the post-war years had a
profound impact on the nature of Australian society in general, and undoubtedly some
of this impact would be felt in a group such as librarians. There are some signs that
change was occurring in the Association during these years as indicated by the growth
of membership (see Table 3.2).
Table 3.2: LAA Membership 1954-1972

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional membership numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1954</td>
<td>305</td>
</tr>
<tr>
<td>1960</td>
<td>475</td>
</tr>
<tr>
<td>1966</td>
<td>1032</td>
</tr>
<tr>
<td>1971</td>
<td>2063</td>
</tr>
<tr>
<td>1972</td>
<td>2475</td>
</tr>
</tbody>
</table>

(Radford 1977, p.501)

During the period noted in the Encel, Bullard and Cass survey (1972), membership doubled. What is unclear is whether this growth was due to growing professional membership amongst locally trained librarians, a result of the influx of migrants from the UK and Europe, or a combination of both. With Australia’s population growing by some four million during this period one, can assume that some of the increase in LAA membership was a result of this migration, as at this time the LAA also became increasingly interested in recognition of overseas qualifications; the LAA’s Expert Committee on Overseas Professional Qualifications met for the first time in 1970. Radford (1977) conducted a survey in 1973 of 32 national, state, university and government libraries, from which came some basic statistics about overseas qualifications of the staff in these libraries, although no indication was given of their LAA membership status. The results are given in Table 3.3.

Table 3: 3 Findings of the 1973 Radford Survey of the Source of Qualifications

<table>
<thead>
<tr>
<th>Australian Qualifications</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA</td>
<td>625</td>
</tr>
<tr>
<td>UNSW</td>
<td>304</td>
</tr>
<tr>
<td>RMIT</td>
<td>55</td>
</tr>
<tr>
<td>Sydney Technical College</td>
<td>26</td>
</tr>
<tr>
<td>Canberra CAE</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>1,029</td>
</tr>
</tbody>
</table>
These figures indicate the presence of some overseas influence, but not an overwhelming one. Perhaps the influence lay more in the status that some of these librarians had in the industry, either within the Association or within the library sector itself. However, if we consider membership of the Board of Examiners (given in Table 3.4), it is more likely the influential group would consist of homegrown librarians than those who had experience and/or qualifications from outside Australia. It is also more likely that those who were leaders within the profession (the professional elite) would have traveled, studied and worked in the UK and the US and would, therefore, be more influenced by overseas patterns of education. It is interesting to view this area of twin influences in the make-up of the Board of Examiners in this decade and note their place of training.

Table 3.4 lists the members of the LAA Board of Examiners from 1959 to 1966 and gives their qualifications and membership status. They were not all members at the same time. Examination of the members of these Boards provides a fascinating insight into some key aspects of librarianship. Firstly, of the 13 Board members six were female, a large number given the period. It is not surprising that all of the six women were single. Secondly, the group’s education levels were extraordinarily high, given the low levels of university participation in Australia at the time. In terms of nationality three, Balnaves, Sharr and Borchardt, came to Australia in the 1950s, Balnaves and Sharr from the UK and Borchardt from New Zealand. The remaining nine members were all Australian by birth or had resided in Australia since childhood; five of these nine had traveled to the US and studied and/or worked there. This meant that eight of the twelve members had qualifications from outside Australia. Of the rest, Metcalfe had
traveled with CCNY funding to the US and UK, Sharman was primarily an archivist and Elizabeth Doubleday had no librarianship qualifications and, according to Biskup, “came to librarianship rather late in life, joining the CSIRO after almost two decades with the Orient Line” (1994, p.297). Many of them were also passionate commentators on education; Metcalfe, Radford, Ramsey and Whyte were to become educators. It is unlikely that a survey of the total membership would turn up a mix of quite this complexity, and certainly not with this degree of academic expertise and experience of the US system of education for librarianship. Membership of the LAA was small during this period and those in it, including the Board of Examiners’ members, may not have been representative of the total occupational group. The decisions they made are unlikely to have reflected the attitudes and views of the total industry group. The Board of Examiners’ membership does give us insight into how the leadership of the industry and those concerned with education during a key period were clearly the product of divided experiences brought about by the impact of CCNY and by post-war immigration.

Table 3.4: Members of the LAA Boards of Examiners 1959-1966

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest qualification and place conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan, H.</td>
<td>BA, MA. Uni. of Queensland, LAA Diploma FLAA</td>
</tr>
<tr>
<td>Conochie, J. (F)</td>
<td>B.Sc, Uni. of WA, LAA Reg. Exam. FLAA</td>
</tr>
<tr>
<td>Doubleday, E. (F)</td>
<td>BA.</td>
</tr>
<tr>
<td>Hagger, J. (F)</td>
<td>TPTC Melb. Teachers College, BA. Uni. of Melbourne, LAA Reg. Exam, MS, Uni. of Illinois, Urbana, ALA, FLAA</td>
</tr>
<tr>
<td>Metcalfe, J.W.</td>
<td>BA, Uni. of Sydney LA, FLA, FLAA</td>
</tr>
<tr>
<td>Osborn, Dr. A.D.</td>
<td>BA, Uni. of Melbourne, MA, Columbia. Uni. PhD, AMLS Michigan Uni. ALA, CLA, NZLA</td>
</tr>
<tr>
<td>Radford, W. (F)</td>
<td>Sydney Teachers College, BA Uni. of Sydney, BS Columbia Uni. FLAA</td>
</tr>
<tr>
<td>Ramsey, M. (F)</td>
<td>BA, MA. Uni. of Melbourne, MLS Uni. of California, Berkeley, LAA Reg. Exam FLAA</td>
</tr>
<tr>
<td>Sharman, R.</td>
<td>BA Uni. of Tasmania. FLA</td>
</tr>
<tr>
<td>Whyte, J.P. (F)</td>
<td>Reg. Exam LAA, BA Uni. of Adelaide, A.M in Librarianship Uni. of Chicago. FLAA</td>
</tr>
</tbody>
</table>
What the result of such divisions in experience was, and how this reflected the broader industry group, is difficult to assess. Those of the “elite” writing at this time generally favoured the American pattern and certainly saw the future of the occupation as a profession lying with this model. If, in fact, the large growth in membership numbers during this period in the LAA was from the influx of librarians from the UK, as well as “home grown” librarians who had attended either the training schools or sat the LAA examinations, it is not too difficult to imagine their desire to maintain the status quo so that their own qualifications did not lose value. The attitude of LAA members and non-members towards education as indicated in Table 2.1, was also different, with the members preferring post-graduate training twice as often as non-members (Encel, Bullard and Cass 1972, p.92). This may indicate a difference between members and non-members in terms of education, experience, status, origins and aspirations, though from this distance it is difficult to assess. Ultimately no clear, measurable pattern emerges about the influence of British librarians on educational decisions. What is evident is the reference to underlying tensions between the two “patterns” of education throughout the literature and of different preferences, training and backgrounds within the profession over a number of decades.

Thus, while the influx of librarians from overseas, particularly the UK, may have been a factor in the existence of these tensions, we must also take into account the experience of influential “elite” and the way in which their vision, formed through travel, work and education, may have clashed both with other library workers and with each other resulting in a divided agenda. What also needs to be taken into account is the prevailing educational and political climate at crucial watershed periods in the development of the educational agenda, including the role of cultural diplomacy in the post-war years and the growth and development of an educational paradigm in Australia that largely precluded the advancement of the “American Pattern” within Australian education for librarianship as a whole. The impact of the broader political and educational agenda saw external forces both from the UK and the US brought to bear on the structure of education and professional Association in this country. The reasons are many and complex.

This dual impact left a legacy on our education system as the industry aspired to and adopted elements of both in its pursuit of a toehold in tertiary education. By adopting elements of both in the following decades, and refusing to abandon completely
ambitions for graduate, university entry to the profession, even when wider education forces were against them, resulted in decisions being made about education that left areas of debate open for the future. As Wilma Radford said, somewhat despairingly, 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; lets make them, it would be a pity to miss any (Radford 1963, p.12).

One of the most prominent of these compromises has been the development and growth of library technician education. At key watersheds in Australia’s history and in the history of librarianship we can see the tension between the old and the new. This has continued. A middle road, or uniquely Australian vision for librarianship in Australia, has eluded library professionals as they continue into the twenty-first century with what appears to be a derivative approach to education, one which looks “over there” for inspiration, as much of Australian culture has done since the beginnings of white European settlement.

Hybrid education

The impact of this changing environment on the shape and form of Australian librarianship and its educational underpinning has varied, but has created conflict that has led to the divided vision for the profession which exists today. Many of the issues relating to entry to the profession and status stem from this period when the shifts in cultural alliances and exposure to the emerging dominance of the US seem to have brought into focus a clash of the old with the new. On the one hand, there were those in favour of traditional British patterns of education that had previously dominated, and on the other, those who believed the future for the profession lay in the pattern for education that had emerged in the US between the two world wars.

This new model of education in the US, which saw the profession align itself with institutions of higher learning, seems to have developed as a result of the 1923 Carnegie-funded report by Charles C. Williamson, *Training for Library Work*, known generally as the Williamson Report. The pattern of education in the US, in fact, was not very different to what was to occur later in the UK and Australia when many library schools were attached to newly emerging institutes of technology in the late nineteenth century. Even Melvil Dewey’s supposedly groundbreaking first library school in 1887 is perhaps credited with a little too much significance, as C. Edward Carroll suggests
Columbia, like other colleges of the day, was wedded to the classical tradition of higher education. It was not ready to admit the technical education ideas which were giving rise to the new practical schools and institutes. So, even though Dewey went to Colombia in 1883 with the understanding that he would receive full support in developing a special program there in the new library there, the association was short lived. … the fledgling library school closed at Columbia on March 30, 1889 and re-opened ten days later in Albany under the more friendly and more appropriate auspices of the state library (1975, p.7).

This story was to be reflected later in Australia with the development of formal education at the University of NSW in 1960 and the rejection of librarianship as too technically- or vocationally-based by the classically-oriented and traditional University of Melbourne. The differences that emerged between British and American education are largely due to the different ways in which vocational education developed in each country. While in the UK the vocational sector was to remain discrete from the university sector, in the US what ultimately emerged was an education based on an egalitarian ideal in which

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).

Later LIS commentators also seem to have compared, to some degree, the British apple and the American orange in the two dominant educational patterns during the first half of the twentieth century. The “British pattern” was defined by Wilma Radford as a good honours degree together with a qualification in librarianship. In certain circumstances it may be desirable to appoint an entrant whose additional qualification is a higher degree or other appropriate specialist qualifications (1977, p.498).

while the “American pattern” was

A good liberal education plus graduate-level study in the field of specialization (either librarianship or in a relevant field) … as the minimum preparation for the kind of assignments implied. In tabular form the basic requirement is given as the Master’s degree (1977, p.499).

Radford, however, goes on to say that

It should be noted that in America the degree of Master (of Library Science, or however phrased) stipulated for the librarians at base level professional qualification awarded at the satisfactory conclusion of a one-year post-
graduate course taken by holders of at least the bachelor’s degree, the latter being conferred at the end of four years of tertiary study (1977, p.499)

This indicates it was quite possible for librarians in the UK and in the US to have completed the equivalent amount of study, with each having the same number of years of vocational training. This confusion about the exact nature and meaning of postgraduate qualifications in librarianship (a continuing area of debate) seems to have arisen out of confusion in the equivalence of qualifications. It is quite clear that LIS educators in Australia initially did not place the same value on a master’s level qualification from the US as one from the UK:

Australia has a tradition of Specialist ‘Graduate Diplomas’ which in other countries (such as in the USA) are called ‘Masters Degrees’. Most American ‘MLS’ programs are recognized as being equivalent in academic requirements to an Australian ‘Graduate Diploma’. (Broadbent 1988, p. 50)

The models set in the US and the UK for librarianship education have both influenced library education in Australia. The vacillation between the two patterns has meant that Australian library education has forged a hybrid model where the course structure and names have “drawn on aspects of both British and American traditions” (Broadbent 1988, p.49) which has blurred the boundaries and confounded the definitions of appropriate educational models for the profession. Reflecting on this, Broadbent said of Australian librarianship education that “the development of course structures and names has drawn on aspects of both British and American traditions” (1988, p.49).

Cultural disparity

In the development of library education in Australia, we can see the constant tension between what was called the “American pattern”, and outside pressure emanating from the government of the day for a continuation of the traditional role of universities to provide a liberal education along traditional British patterns. Financial pressures also meant that an American style mass tertiary enrolment system was not favoured in Australia. The Martin Report, which projected this impact onto library education, was also subjected to strong pressures from the government of the day to retain the elite nature of traditional universities. As a result of this dichotomy it recommended the establishment of CAEs to service the needs of industry while retaining the elite university structure (Laming 2001). One of the philosophies driving this new binary system was the division of tertiary education into pure and applied study and research. Library education was seen to fall into the applied science category and was often
tagged as “library science”. Sir Leslie Martin was chosen to head the committee by Sir Robert Menzies because of his Anglophile and conservative attitude towards education (Laming, 2001, pp.243-244). The binary model that emerged during the 1970s was a model based on UK precedents, and not on the US tertiary education. This created an innate tension between the traditional underpinning of the education system in Australia, modelled as it was on the UK, and the increased exposure and influence of the US in terms of money and on the personnel working in education and cultural institutions. Library educator and chairman of the LAA’s Board of Education Jean Whyte provides an example when writing about the accreditation/examination debates of the 1960s:

At the time I was Chairman of the Board and ever since my return from the University of Chicago and my election to the Board in 1959, I had been keen to see a system of accreditation adopted similar to the one I had seen in America (Whyte 1986, p.19)

The educated library leaders had been in favour of a traditional university-based and post-graduate system, but pragmatically this became impossible. The result was that Australian librarianship was left with dual methods of entry to the profession and a legacy of library technician training which is a construct of the US system. Many attempts have been made to address this innate tension and dual perspective, but it is yet to be resolved. Alongside this international dimension, national issues and pressures about education, its structure and purpose were emerging which would have an impact on LIS education. Chapter 4 focuses particularly on the developments in educational thinking which influenced LIS education at crucial stages.
CHAPTER 4: THE EDUCATIONAL PARADIGM AND EDUCATION FOR LIBRARIANSHIP IN AUSTRALIA

A professional man or woman should display not merely expertise but wisdom; it is a function of education to develop wisdom and a profession should, therefore require a high standard of education in those seeking admission to its membership (Hagger 1969, p.413).

the case that technical education should have been making all along is that there is no hierarchy of esteem, not nowise, not nohow. There may be educational institutions working in different places, working for different clients, even working at different standards, but that all knowledge is applied, all knowledge is useful, all knowledge is reciprocal (Murray-Smith 1988, p.16).

As is discussed in Chapters 2 and 3, education for the library industry in Australia has occurred within broad historical, international and social contexts that have had an impact on its development. Chapter 2 outlined the manner in which LIS education in Australia developed and how it developed; Chapter 3 examined overseas influence on this development. These chronological and outward-looking approaches do not, however, provide an insight into the way in which contemporary educational perspectives and objectives influenced the nature of education, not just in the LIS arena but in all fields. Importantly LIS education also developed against a backdrop of prevailing educational paradigms and uniquely Australian conditions. Inevitably, broader Australian views of the nature of knowledge, learning and education influenced the delivery and curriculum of LIS education. The needs of the workplace and changes in industry also put pressure on the way governments and communities viewed the role of education and the development of its structure. This chapter considers the broad educational paradigms and imperatives that helped shape LIS education and examines Australian political, industrial and educational agendas in which these paradigms emerged. It focuses on the impact local issues had on librarianship education in this country, examines the role that librarians saw education playing in the development of the profession and investigates how decisions about the shape of education generally had an impact on the aspirations articulated by leading LIS professionals. Emphasis is placed on views of the role and function of education in an industrial society. The
development of library technician education is also explored to see how its development was placed in the overall educational context.

**THE AUSTRALIAN CONTEXT FOR LIS EDUCATION**

Like education worldwide, LIS education in Australia has been exposed to the information and technological revolutions of the late twentieth century and has been vulnerable to the impact of globalisation on all walks of life. The library industry, and education for it, has never stood isolated from global culture and has been influenced by it, as discussed in Chapter 3. Yet, within this global perspective, the unique Australian educational conditions and their impact upon LIS education need to be considered. There needs to be an understanding, not just of the international context, but also of the internal and particularly Australian, or even state, educational environments that have played their role in defining educational structures. What is also needed is an understanding of the key educational thinkers and philosophies contributing to the national debate about education. An understanding of these environments or contexts is vital, as over time there seems to have been disjunction between the reality and the philosophical rhetoric of the educational and industrial structures, particularly in technical education. This disjunction has played a role in the continued debates surrounding LIS education. A long-term historical perspective on Australian educational thought provides a clearer picture of how training and education evolved in relation to each other in the Australian context, and how this was reflected in Australian LIS education. Such a perspective provides insight into the structures and educational constructs supporting education and underpinning employment in the LIS industry through a broader view of the pressures and educational philosophies driving the educational agenda at key periods in the development of LIS education.

The educational context is of course overlaid by the broader social and political context, as discussed in Chapters 2 and 3 and summarised in Appendix 1, and it can never be removed from this. It may be possible, however, to isolate trends and developments in the local education systems and educational thinking and pinpoint areas of change which have played a part in shaping LIS education, specifically in Victoria. Major reports, changes in educational structures and funding, along with important personalities and events, all have a part to play. These contexts include the broad social and cultural perception of the role of education in the Australian community, the
educational concepts underpinning the various educational sectors and the view the LIS industry had of the role and content of education.

John Stevenson believes education moves in cycles and we respond to this through the structure of our education system. Table 4.1 gives his view of how predominant educational influences have shaped Australian VET education and how education has reflected particular concerns within society and the needs of industry. These cycles have a bearing on education for vocationally oriented occupations such as engineering, nursing and librarianship in particular, as the relationship between industry, manpower needs and education is close. As illustrated in Appendix I many key reports and events resulted in actions within the LIS arena in response to wider events. Many of Stevenson’s key events are reflected in the educational responses of LIS.
Table 4.1: Stevenson’s Cycle in Australian Education

<table>
<thead>
<tr>
<th>Indicators of educational debate</th>
<th>Indicators of national and international government concern</th>
<th>Indicators of Australian vocational educational concerns</th>
<th>Concepts of educational goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Development 1:</td>
<td>Depression 1890</td>
<td>Emergence of mechanic institutes and schools of arts</td>
<td>Stimulus-response Associatism</td>
</tr>
<tr>
<td>Fullest intellectual</td>
<td>World War I</td>
<td>Technical colleges in departments of education</td>
<td>(Thorndike 1906)</td>
</tr>
<tr>
<td>meaning of work (Dewey 1916)</td>
<td>Post-War reconstruction; Great Depression</td>
<td>Use of technical colleges in the war effort</td>
<td></td>
</tr>
<tr>
<td>Relevance of education 1:</td>
<td>World War II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific efficiency</td>
<td>Depression</td>
<td>Behavioural objectives. Surveying industry’s needs.</td>
<td></td>
</tr>
<tr>
<td>(Bobbit 1924; Charters 1924)</td>
<td>Post-war reconstruction</td>
<td>Martin Report (1964), creating a relevant advanced</td>
<td></td>
</tr>
<tr>
<td>Individual Development 2:</td>
<td>Post-war</td>
<td>Financial deprivation of technical education</td>
<td>Plurality of legitimate</td>
</tr>
<tr>
<td>Tyler 1949</td>
<td>reconstruction</td>
<td></td>
<td>outcomes</td>
</tr>
<tr>
<td>Relevance of education 2:</td>
<td>Depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviourism (Mager 1962,</td>
<td>Behavioural objectives. Surveying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skinner 1954)</td>
<td>industry’s needs. Surveying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance of education 3:</td>
<td>Depression 1983</td>
<td>Fast responsive occupational needs analysis (Blanchford</td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td></td>
<td>1986)</td>
<td></td>
</tr>
<tr>
<td>Individual Development 4 and</td>
<td>OECD Report on Competencies needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>empowerment: Critical theory in</td>
<td>Competencies needed in Working Life (OECD 1980)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult education (e.g. Boud</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1987; Brookfield 1988)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance of education 4:</td>
<td>High levels of youth unemployment</td>
<td>Competency-Based Training (The National Training Board</td>
<td></td>
</tr>
<tr>
<td>Industry driven education</td>
<td></td>
<td>1990, 1991) National skills Levels, Credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfer, consistency. Integration of Post-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>compulsory education and training (Finn 1991, Mayer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1992a, 1992b)</td>
<td></td>
</tr>
</tbody>
</table>

(Stevenson 1992, p.74)

The presence of Australian LIS education in a tertiary education environment is largely confined to the post-World War Two period. By examining LIS education against the backdrop of Australian historical and industrial contexts and educational thought, it may
be possible to establish the interplay between industry, philosophy of education, the structures of education and the way each has helped shape the others. Equally it may be possible to identify how the two relevant sectors of education – university and TAFE (more recently VET) – have negotiated skills, curriculum and outcomes to distinguish themselves from each other, and to ascertain how successful this has been. The success of this negotiation is essential in understanding one element in the LIS education debate and its complexities.

**Educational thinking and context**

Today, librarianship education in Australia occurs in two education sectors, with programmes for the professional based in universities, and programmes for the paraprofessional based in TAFE colleges and Registered Training Organisations (RTOs). This division has not always been so clear-cut, as many universities started life as technical institutes, training for various industry sectors, before they were accorded university status. These include universities such as RMIT University in Melbourne, a major educator for the library industry in Victoria. Other institutions that started life with a training for industry agenda have remained in the VET sector as TAFE colleges. In addition, in Victoria over the last two decades many of these TAFE colleges have also become dual-sector institutions, encompassing both technical and university based programmes. These include three institutions providing: Victoria University of Technology, Swinburne University of Technology and the University of Ballarat. The other provider of library paraprofessional education, Box Hill Institute, remains a stand-alone VET provider. These changes to institutional status have over time contributed to a degree of imprecision in defining sectoral boundaries, so that definitions have been, and continue to be, quite fluid and increasingly open to question. This imprecision also has implications for the clear differentiation of suitable educational content for each sector and raises questions about the division maintained between them.

W.C. Radford, Director of ACER from 1955 to 1976, wrote:

> It is impossible to separate in universities in any acceptable way, education and training… Parts of any course are concerned with the development of techniques, of routine applications, or manipulative skills, and the repetition of routine applications, or manipulative skills, and the repetition of procedures to produce competence may be regarded as ‘training’ that does little if anything to further ‘education’. But unless they end up by producing an automaton unable to move outside the narrow band of such skills they are
educative, and they service a wider purpose than to be an end in themselves (Radford 1968, p.165).

The reverse may equally be argued. No course aimed purely to train in the “routine applications or manipulative skills” can separate the theoretical from the manual and technical, yet LIS education in Australia has developed in such a way as to reflect this divided educational construct.

Australian education has, since 1974, tried to define and institutionalise the distinctions between education and training. This has been done through the development of a dual-sector approach to education in which “training for the hand” and “education of the mind” (Moodie in Wheelahan 2001, p. 5) occurs in discrete institutions and boundaries are placed around the extent to which each element occurs in which institution. Australia developed this approach to education based on a paradigm that articulated knowledge as being of two types, vocational / technical and general, or liberal, defined by Radford as “making a better, more informed and a more cultured person” (1968, p.165).

Moodie, in attempting to distinguish the two education sectors, created a typology for TAFE education, defining TAFE in the following way

- Training for the hand rather than education of the mind
- In contrast to general education
- In contrast to liberal education
- As applied, practical education
- By education level
- By occupational level
- Not elsewhere included (Moodie, in Wheelahan 2001, p.5)

There are, therefore, questions about what differentiates education for each sector, the basis upon which this differentiation is built and the extent of real difference occurring in the curriculum. What needs to be established, if we are to understand the continuing questions about task and role definition within the sector, is whether education and training for LIS in each sector are different in their essence, or just in expectation of outcome and assessment.

Amongst some VET researchers, the issue of a dual-sector approach to education is at the heart of problems associated with establishing the differences between education and training. They believe these differences are based on an obsolete, irrelevant or dated
paradigm which has more of a social or political dimension than an educational one. One such researcher, Leesa Wheelahan, believes “the difference was not whether one system was general and the other vocational, but rather the differences arise from difference in status and wealth” (2001, p.4). In 2002 the Australian government paper, Striving for Quality, asked,

If the vocational education and training sector provides ‘education and training for work’, how different is a higher education course for a professionally oriented degree? Is there a point at which higher education, by emphasising the development of professional expertise, loses its distinctiveness and perhaps its significance? Is there something that distinguishes a higher education from vocational education and training, beyond the preparation for work? (DEST 2002a, p.2)

This is a real and continuing concern for education and training in the library industry and these concerns are rooted in the past.

Reflecting these concerns, educational divisions within the library industry have centred largely upon defining appropriate tasks for the various workers within the industry and educating to this end. This approach relies on a particular monolithic conceptualisation of the workplace. The reality, commented on by Radford, among others, is that the library workplace is so varied that workers of any designation may be called on to perform any task within the skills range, whether they be classed as professional or non-professional (Radford 1977). There is also a presumption that we can draw distinctions between education and training easily and define work accordingly. The drawing of these distinctions has created a dilemma that has caused many within the industry to reflect on their nature. Radford, echoing W.C. Radford and more recent commentators such as Moodie on this issue, states:

Many who write about the preparation of people for work in libraries choose to distinguish between the words education and training, using the first to signify the theoretically based preparation of professionals and the second to signify the practical preparation of non-professionals. Others speak of the education of the librarians when referring to his study and knowledge of subjects other than librarianship, and the training of the librarian when referring to his studies in librarianship. In this chapter the words will be used interchangeably, in the belief that neither if the customary distinctions is worth making. Indeed, they are neither of them valid (1977, p.491).

An educational paradigm that relies on distinctions between education and training has been the historical foundation for the total educational system in Australia, including that for LIS. It is a system that presumes that one education sector meets the requirement of one level of job description, such as library technician, and that the other
meets the needs of the professional, such as librarian. Yet, as commentators such as Radford, Flowers and Hagger have indicated, the job spectrum within Australian libraries is so large, and the skills required so changeable, that this can never be valid. Within each workplace some degree of “hand and mind” occurs. Practice and theory cannot be discrete in all employment contexts, as within the industry large numbers are employed, and have always been, in situations such as school, public and single-person libraries in which they require both technical and managerial skills. The issues associated with this were discussed by Radford who saw the thrust for the development of library technician programmes of benefit to “large employers” (1977, p.509), that “Programmes of some kind are favoured by many in charge of academic and research libraries” (1977, p.510), and that the distinction made between groups employed in libraries was “made possible and essential by increase in the institutions’ size”, noting

This rationalization cannot be achieved fully in smaller libraries and if there is a staff of only one it is impossible. A small library operating alone, as in a firm, finds that the whole range of its work presents problems” (1977, p.504)

She continues “These factors should be taken into account in the education of librarians and library assistants” (1977, p.505). An approach that defines education for the industry in terms of the needs for employment in large, research-focussed institutions at the pinnacle of the library structure, with large workforces including many non-professional workers to perform the routine day-to-day tasks, does not take into account the full range of library workplaces. Educational structures and curriculum have been designed around this large workplace and its needs, yet it does not reflect the reality of the workplace for many in the LIS industry. Dagmar Schmidmaier, when Head of the NSW TAFE library service, believed technicians could only be defined “not in isolation” (1987, p.13) and within the context of large organisations. In the work level guidelines she proposed, she said:

These tasks help to define to a significant extent the type of organisation where a library technician position is seen to be appropriate; that is in large, rather than small organisations and within a large section or branch within that organisation (1987, pp.13-14).

The education system that developed to meet the needs of the large LIS workplace is hierarchical and segregated in nature, modelled on an educational paradigm which has a belief in differing levels of intellectual difficulty and practical application and the discrete nature of these two endeavours. Such beliefs clearly reflect pre-1970s conceptualisations of education and its functions. This contrasts with the rhetoric
associated with education since 1970 and within the LIS industry, which has by necessity, couched discussions in the language of the prevailing educational paradigm, particularly in terms of two concepts that emerged in the educational environment at the time of the development of undergraduate LIS education and library technician education. These concepts were *parity of esteem* and *equal but different* and arose out of the sweeping changes in education in the 1970s, largely resulting from the Kangan Report (Australian Committee on Technical and Further Education 1974) which laid out a new agenda for TAFE and laid the foundation for a new paradigm and context in which TAFE must occur. Principles underpinning the TAFE philosophy included ‘education for the individual’, ‘availability to all’ and ‘flexibility’. This was very different from the academic merit-based systems of the university sector and opened access to education for many. It was also very different than the “pure” trade models in the technical sector before 1974, particularly for the traditional trades. The idea that vocational education and university education each have a different mission and a different knowledge base from which to draw, underpins much of the educational framework since 1974, and is used to justify the existence of the two education sectors. In contrast, the LIS education agenda had been clearly focussed on the establishment of a hierarchical industrial and education model.

This has been reflected in the way in which the LIS industry has been very dependent on the approval of the state education authorities for the existence of an education presence. To maintain support those representing the LIS industry, usually the LAA, were required to meet the demands of the educational authorities. This continues to be the case. This sets up a possible discrepancy in the rhetoric of education over the desires of the professional body and the realities of the workplace.

**Defining the sectors**

Since 1974 two main traditions of education in Australia have emerged: traditional universities with a system of education modelled on that devised for the so-called “earned professions” such as law and medicine, and technical training colleges of TAFE, or VET. Elizabeth Harman, Vice-Chancellor of Victoria University of Technology, outlined these perceived divisions, reproduced in Table 4.2. Neave was also to simplify these two traditions, somewhat ironically, into the “noble and less noble” (Neave, in Moodie 2003, p.1)
Table 4.2: VET and Higher Education Dualism

<table>
<thead>
<tr>
<th>VET</th>
<th>Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>Pure</td>
</tr>
<tr>
<td>‘Owns’ trades and industry training</td>
<td>‘Owns’ the disciplines</td>
</tr>
<tr>
<td>Reliant on industry</td>
<td>Independent</td>
</tr>
<tr>
<td>Practical</td>
<td>Theoretical</td>
</tr>
<tr>
<td>Product of modern technologies</td>
<td>Product of centuries of tradition</td>
</tr>
<tr>
<td>Academically simple</td>
<td>Academically sophisticated</td>
</tr>
</tbody>
</table>

(Harman 2004, p.12)

The role of university education in Australia was traditionally to provide education for the learned professions (law, medicine and theology), though the Australian approach, according to education historians, such as Barcan, has always been a compromise between the utilitarian and the learned (Barcan 1980, p.119). University education, largely based on the British or European liberal tradition, was seen as occupying the highest point of the educational structure. It has been perceived as standing central to change and innovation, as being at the forefront, if not the instigator, of developments in thought, process, concept and technology. Part of its continuing culturally and educationally defined role has been the creation of leaders, thinkers and creators in industry and the community. It has also served a credentialing function that serves as an entry point to professional association and employment. There is an expectation that university education should address more than just immediate societal needs, but should approach the concept of need from a much broader perspective and with a much deeper commitment to the creation of lifelong learning skills, not just immediate industry requirements. The university education sector was, and is, perceived as having an independence from industry and a conceptual approach which called not on skills, but on knowledge and broad understanding to create the contexts, climate and possibilities for the application of technical skills.

In Australia the clearly defined role of universities was, as previously stated, somewhat confused by the existence of adult technical colleges, such as the RMIT, which provided training for what had become professional fields, such as engineering and architecture, and also by the creation of new institutions or re-badging of former non-university
institutions in the 1970s to establish a binary system with non-research CAEs, such as the State College of Victoria, Melbourne (commonly known as Melbourne State College). These technical institutes and colleges straddled an undefined space between universities and traditional trade/apprenticeship training in fields such as teacher training, and were to prove vital for library education to gain a foothold on tertiary education. Later amendments to the structure of tertiary education saw the unification of the former binary system of universities and CAEs, and some technical institutes such as RMIT, into one university system. This amalgamation further blurred the educational boundaries, particularly for LIS. Remaining trade and technical training then rested with the TAFE colleges.

Defining TAFE

The technical education sector in Australia has been identified as having a relationship with and prescribed responsiveness to industry, which distinguishes it from university education. The Australian National Training Authority (ANTA), for example, believes that technical or VET “provides skills and knowledge for work, enhances employability and assists learning throughout life” and should:

- provide high-quality skill outcomes to maintain individuals’ employability and increase their productivity;
- provide for nationally recognised qualifications; and
- improve the competitiveness of enterprises and the nation.

(Australian National Training Authority 2004)

Technical education’s role was originally conceived to answer the manpower needs of the community and implement and support the revolutions created by changing industrial contexts, as outlined in Table 4.1. Its development and formation were clear reflections of the industrial climate and broadly influenced by management, educational and political theorists of an era. Murray-Smith believed that, in its early development at the beginning of the nineteenth century:

Educational thinkers, drawing on overseas precedent, discovered new pedagogic values, impractical values in practical studies and found them especially useful in devising schemes of post-primary education which would satisfy newly felt aspirations and needs without interfering with the functions of the traditional middle class colleges…It reflected a mating of the real or imagined technological demands with the philosophy of liberalism and came to be seen as a specific treatment for a wide variety of social ills (1966, p.5).

Vocational education, which according to White (1976) is to some extent a subset of the technical trade model, evolved to meet needs in industry in the 1960s and 1970s largely in response to changing social and industrial conditions. It was defined by the Kangan
Report (Australian Committee on Technical and Further Education 1974) as providing “vocational starting points for individuals who frequently did not have a trade background” in “areas which tended to fall outside the province or sphere of the tradesman or professional” (Barker and Holbrook 1996, p.219). There is a clear distinction to be drawn here between the long-established trades steeped in history, tradition and formal organization established by the ancient medieval craft guilds and their master journeyman apprentice system, and the new occupations that were emerging to meet changing industry patterns: “The old stratification made up of master craftsman, journeymen, and apprentices thus gave way to a different type of stratification” (White 1976, p. 13).

The traditional occupations were often high in status with long-established labour divisions and career paths. Changes in the means of production and the increased movement towards credentialism through formal education, stemming from the US, created a new paradigm for the workplace and employment. The new industrial model in the workplace was “made up of heads of factories at the top, a thin layer of supervisors and foremen standing next to them, and finally, a thicker layer of factory “hands” at the bottom” (White 1976, p.13). In many ways it was in direct opposition to the workplace structure that preceded it, with its emphasis on skills development and the gradual mastering of all aspects of a craft (White 1976). It reflected new pressures for mass production which resulted in the break down of skills into finite, measurable tasks along the Taylorist mode, so that workers “usually wound up working with only one process” (White 1976, p.12). This new structure was reflected in education and distinctions between education, and training developed along what Moodie views as an Aristotelian model, that is “training for work directed by others, education for self-directed work” (2001, p.6).

Two elements define this emerging educational model. The first was a belief that “some people have different brains that have been wired in a certain way and not another” (Hooley 2002, p.4), as outlined in Chapter 2, or as Rushbrook stated,

Individuals possessed different but finite measures of ‘natural’ talent which could be scientifically matched to levels of training within the divisions of labour; allocation of training needs, therefore, was a matter of biology (1997, p.4).

Such a belief creates a hierarchy of worth and places those educated outside the university sector beneath, rather than parallel with, those educated in it. Equity of
occupational value, or equal but different, does not fit easily into this concept of work, nor this industrial model, but it was a common view of the world and education before the changes wrought by the Kangan Report, shared by LIS community, if this statement by the original technician course advisory committee is any indication:

most of the students for the Technicians Course would be of a practical rather than academic turn of mind and would have no interest in further study (Brown 1970, p.112).

This attitude had far-reaching implications for the shape of education for the LIS industry and the divisions of labour within the library workplace, because education, and subsequently work, were, as will be shown, structured on such concepts.

The second element was an industrial concept based on the means of production and the needs of the workplace – the Taylorist or Fordist view of work in which tasks are broken down into their smallest component parts, as in a factory, where ideas and their execution are separated and where an elite professional group create and skilled workers implement these ideas. Moodie, Rushbrook and Wheelahan believe this layering of skills came to be reflected in the form education took, which embedded and reinforced the boundaries between professional and non-professional. Played out in the educational context, this industrial model was seen by some to “create labour market advantage by restricting and channeling of access to education pathways” (Rushbrook 1997, p.3) through the “sedimentation” of the workforce and the skills needed in the workplace. This view of work and education is manifested in the LIS industry through the structures imposed by the LAA on the workplace and on education devised to reinforce that model. The drive to create a defined, sedimented workplace underpinned documents such as the Library Association’s Professional and Non-professional Duties (1962) and the Library Courses Vocational Standing Committee Guidelines for the Education of Library Technicians: Report of the National Workshop, (1976).

“A HARP OF THE WINDS”

Harper said that LIS education is “a harp of the winds responding to every slight breeze” (Harper, in Mulvaney 1989, p.12). Examination of library education demonstrates shifts in pattern according to the prevailing educational winds. Given this view, questions that must be addressed are:
• To what degree has LIS education subscribed to the broader conceptual framework for education?
• To what extent have educational structures led to continued debate about the requirements for entry to the profession, task confusions and role blurring?
• Does education for the industry stand up to scrutiny when seeking to define “difference”, or is education a tool used to impose, define and reinforce difference?

To define the professional nature of university-based courses we must address the extent to which LIS university education teaches a core immutable set of principles, that remain central and unique to the identification of that profession, as in Crombie’s, “professing of beliefs” (1979, p.448). We must also address the extent to which the shape and form of education for LIS reflects the competing interests, expediency, professional gate-keeping and outside agendas that buffet it. What, if anything, sets it apart from paraprofessional education? Is it content and knowledge (epistemology), teaching practice and assessment (pedagogy), the nature of the students in each sector, or simply historical accident? And how important is liberal education in the creation of the professional?

If there is no clearly definable boundary or point of difference, but an ever-shifting, industry-responsive mutating curriculum, does professional education only reflect a different manpower need to that of technical education, rather than a different epistemology? In addition, how different are the “professed beliefs” of the two groups and their ethical underpinnings and their knowledge sets? If the knowledge base, ethical standards or stated objectives and beliefs of each sector of the workforce do not differ, upon what is difference based? If it becomes evident that the knowledge, ethics and objectives of librarians and library technicians are the same, this returns us to a perceived difference based in a genetic or intellectual difference in the make-up of the two groups. The answer to what constitutes difference between the two groups may in fact be found in a more complex mix of history, gender and socioeconomic status, rather than any measurable and clearly defined intellectual difference, as examined in Chapter 5. If there is little or no difference in these other elements, does it mean that the differences imposed in the LIS industry rely on the nature of the curriculum in the two education sectors, so that education is used as the tool to define difference through how knowledge is taught and what is taught, rather than any real difference in the
epistemology and student ability? If this is the case, then the shape and form of education in one sector relies on the shape and form of the other, as they negotiate education to fit an employment structure and to reflect their respective roles in maintaining this structure. Finally, the importance of other in the education of a librarian needs to be examined: the question of how important is it for the librarian to be liberally educated so that he or she is a “cultured human being” (Strauss 1959, para.2) This reflects Wilson and Hermanson’s belief in the issue of liberal education as an ongoing theme in library education and key to the maintenance of a culture of difference between the two groups (1998, para. 49). These issues must be addressed to reach an understanding of the forces that have shaped LIS education in Australia and the debate over task differentiation surrounding it.

An examination of the educational context allows us to examine whether the shape of education has been used as a tool to create difference or a more complex role, and to respond to the issues of knowledge vs. teaching practice. Whether there is a clearly identifiable interdependent relationship between the two educational sectors may also be established. It also allows us to examine the model for LIS education in Australia and ask what function it serves, and how well it meets the needs of the industry and the people it serves.

PROFESSIONALISM

LIS education and its professional associations have been strongly influenced by the quest for professional status, the view of the broader community has of them, and the shifting sands of national and international perspectives on the industry and on the role of education as whole in our society. As discussed in Chapters 2 and 3, throughout the history of the industry in Australia, education and association have often bent under the pressures of outside agendas, leaving long-held principles behind. This has resulted in a system of education for LIS that reflects discordant and conflicting agendas. The resulting educational structures and models do not necessarily reflect the view that “the qualification of librarian cannot be too high or too catholic” (Jones, in Flowers 1963, p.4).
In pursuit of professional status

Librarians prior to the 1970s sought a university-based, post-graduate education model to fulfill their aspirations. This meant a three-plus-one model – three years of undergraduate studies in another discipline, preferably liberal in nature, and one year of post-graduate studies in librarianship. Institutional education for librarianship has always contained a vocational outcome in the sense that it prepares its participants for a particular occupation and is not solely general or liberal, as outlined by Strauss (1959) or Radford (1977). There was a perceived need to set apart the vocational from broad or liberal education and to define the professional, as opposed to the technical, aspects of a vocational skill. This model of post-graduate vocational qualifications aimed to define the professional in terms of the degree of broad general knowledge and intellectual flexibility, as opposed to the industry-specific skills they possessed. There was, however, continual debate amongst librarians both in Australia and overseas about the need for generalist, liberal education. The calls for pre-vocational education, generalist or liberal in nature, was seen by many as a necessary component of the well-rounded professional. They arose from a variety of beliefs about the nature of librarianship, including a belief in the need for broad education in interpreting and integrating collections to meet users’ needs (“intellectual maturity”) and a belief that

A good undergraduate liberal arts curriculum would develop the kind of moral character and personal ethics which would serve as a sound foundation for most types of professional LIS service (Raju 2004, p.80).

Edward Flowers, then librarian of the University of Newcastle Library, argued this case in terms echoed through much of the contemporary literature.

We want our librarians to know everything about everything at all times and to be able to do everything…The librarian must still be scholar, bookman, administrator, and we have to do the best we can. This I suggest is by subjecting the right person to the requisite amount of general education, to the requisite amount of education in librarianship, and for the rest of his life, to the world of the users to complete his training (1963, p.4).

He then articulated the dilemma that was to occupy so much time in the development of librarianship education, that of balance: “One problem then, in fixing our objectives for library training is the mixture of general education and professional education to be prescribed” (1963, p.4).

Suitable education for what he terms the “professional elite” and for “those intellectually suited to join this company” was seen to be “general education to university level plus professional education. This reasonably enough should be the
pattern of such training in this country now” (Flowers 1963, p.4). Radford offers a further example of the Australian debate surrounding the importance of skills other than librarianship in *Educating and Training Staff* (1977, pp.491-396), providing a lengthy dissection of the competing views associated with the values placed on these other skills. She controversially says of the employment of “subject specialist”, at a time of growth in tertiary librarianship training, that,

> An alternative possibility is that education or training or competence in librarianship is not needed for effective use of subject knowledge in the service of the library and the user (Radford 1977, p.512).

These views on the need for qualifications outside the vocationally-oriented ones of librarianship were formally endorsed by the LAA in the 1962 statement *Graduate Qualifications for Librarianship* in which the satisfactory running of libraries rests with having “librarians of genuine intellectual quality and strong social motivation” (LAA, in Flowers 1963, p.3) best served by the education model described above by Flowers. The call for liberal education to define professional was problematic, however, in that it flew in the face of the apprentice-type training, which was in place previously both in Australia and in the UK. It did not meet with general community endorsement and would potentially leave a gap in the workplace when apprentice librarians were no longer available to perform the more hands-on tasks. To sustain the professional aspiration of librarians in the workplace, another level of worker would need to be trained: one not versed in the other, yet able to fill gaps left in the workplace.

Another continuing concern was the necessity of providing basic skills training to accommodate the needs of those working in smaller libraries to encompass traditional work, already discussed. This led to calls for the inclusion of more vocational or practical training within professional education. Hence, after World War Two, the library profession was caught between the necessity to train vocationally and the aspirations of many library leaders that the librarian be educated liberally and treated professionally. As discussed in Chapter 2, the post-graduate model foundered under the pressures of the Martin report and under what appears to be a growth in the number of grass-roots librarians favouring a different model. The failure of the post-graduate model to win approval led to a change in the LAA’s *Graduate Qualifications for Librarianship* statement. It now recognised undergraduate entry and education, but left the industry with a career structure and vision for professional credentials based on an education model that had not eventuated. The failure of this education model meant
librarians still needed a means to draw a line between those involved in the everyday functioning of the library and those involved in its conceptualisation and administration. To do this, Flower’s professional elite needed to distinguish themselves from the remainder of the industry group.

The defence of claims for professional status still rested on a degree of expertise and education in another discipline – the general or liberal components of the professional’s education – with the addition of an emphasis on how and where professionals were educated.

To ensure a degree of clarity about the professional components of the vocationally-oriented aspects of LIS education theory rather than practice was emphasised, leading to the concept of librarianship as a science or applied science. Thus, librarianship was promulgated and re-labelled as an academic discipline in line with wider moves towards scientific means of production in the wider industrial context. McLean and Joint believe that the term information science emerged in an attempt to combat the non-professional attributes associated with the term librarian in the 1960s, that is “librarians, male and female were seen as non-professionals, prim, and proper, glaring at anyone who made too much noise in the library” (2006, p.21). What emerged was a pattern of difference in terms of professional skills based not on content or the knowledge base, but on the approach to learning. Within this framework, difference between professional and non-professional within the industry was not defined by a difference in the LIS knowledge acquired, but in terms of liberal versus vocational education and the method of instruction. This meant that the higher, broad, catholic elements of the profession were derived not from a unique epistemological framework, but through the epistemology of another academic discipline and its pedagogy. Also linked to this approach were differing assessment paradigms between the two sectors.

To further muddy the water, education needed to answer the needs of industry by ensuring that graduates were also practitioners in a very practical sense. The historical emphasis on apprentice-type training meant there was an attachment to these practical skills that culminated in the change made to the LAA statement on graduate training to accept undergraduate entry. These skills have been referred to as the “craft of librarianship” (Chen 2005) described by Smee, North and Jones as “organisation of information” and “methods for bringing order out of chaos” (2001, p.40). The reliance
by those aspiring to professional status on another epistemology and teaching approaches, coupled with the need to maintain practical skills, meant that much professional education was not of a unique, esoteric, theoretical discipline with an academic focus, but was grounded in practical, utilitarian skills required for the workplace, differing little, at least on paper, to what occurred at the paraprofessional level. The extent of the practical nature of the curriculum and curriculum overlap is examined in detail in Chapter 7 to demonstrate that, historically, the differences between the vocational elements of librarianship courses and those of the library technician courses relied on factors other than content or intellectual capacity.

Definition of the boundaries of professionalism was clearly essential if the leaders in the industry were to achieve the status to which they aspired. Liberal education and pedagogy became the key to their aspirations. Commentators such as Wheelahan and Rushbrook believe that professional associations use education as their fortification against incursion. Wheelahan comments that

> The role of the professions in maintaining the distinction between VET and Higher Education should not be under-estimated. Through their control over higher education curriculum and power to grant or deny authority to enter professional practice to graduates, the professions have been able to reinforce the labour market differentials with paraprofessionals and other workers (2001, p.6).

Rushbrook suggests that

> it is about 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 (pers.comm. 16/07/02).

LIS academic Mike Freeman argues more generally:

> Librarianship can also be seen to be exhibiting monopolist tendencies today: seeking to dominate and control its sector of work, driving towards occupational closure and exclusivity (1997, p. 67).

A reliance on *other* to define the professional clearly creates a landscape in which there is a vested interest by those who seek professional status in maintaining the distinctions between professional and paraprofessional education sectors, whether or not they are valid. Jean Whyte, founder of the Monash University Graduate School of Librarianship posed this very question to the profession when she asked

> Why did the Library association of Australia decide to try to control the education of library technicians? Because this was seen as part of a duty to
improve libraries or because we wanted to preserve what is not technicians’ work? (Whyte 1985, p.23)

Educational structures

The original course for library technicians was established at Box Hill Girls’ Technical College in Victoria in 1970 in response to an identified industry and social need and to broader changes in the educational landscape. The industry perceived a need for the development of a class of worker who would free the professional to perform professional work. Society saw a need to develop training and employment for an emerging female workforce. Flowers, in describing this new LIS workforce, suggested that

The workforce will, to some extent, consist of very able women who, having the good sense to realize that their working life is likely to be limited, wish to start working life after matriculation, not after spending four years in higher education. This I would argue, is for the common good. Their profitable working life is extended for 4 years (Flowers 1963, p.5)

Leading librarians were consulted in the establishment of the 1970 course, and the Victorian branch of the LAA supported it strongly. The first course was a product of compromise between educational principles, workplace needs and broader political pressures, setting a precedent for future course development. Those who called for the establishment of a paraprofessional model did so with the aim of freeing the professional librarian of the clerical and technical work that took them from their “professional” duties,

Hopefully freeing the librarian from the many routine library procedures and allowing them time to use their professional knowledge to its fullest extent (Pivec 1975, p.44).

In the view of the LAA, the technician course was not established to meet broad social, educational or cultural obligations. The presence of a sub-class of employee would also, undoubtedly, bolster the ambitions and aspirations of a professional group to establish their credentials by giving them a foil against which they could define themselves. Concern was expressed about the time spent on “semi-professional housekeeping by librarians” while “demanding professional status” (Fielding 1972, p.162) and the impact of such work on these demands. Paraprofessional education presented the professional with an opportunity to define themselves by what they were not, and what they did not do, as well as by the other, outlined above. Margery Ramsey, a prominent library educator, said the introduction of such training would
free our professionals of a lot of unnecessary responsibility and inappropriate work if we paid attention to the development of a strong body of non-professionals who could carry responsible jobs under professional supervisions (Ramsey 1963, p.19)

The role of the Victorian Branch of the LAA

It should be remembered that by 1970 the Victorian Branch of the LAA had suffered a series of blows in their quest for university-based courses and had modified considerably their expectations of higher education. The establishment of an undergraduate course was contentious, and the disappointment at the machinations of the University of Melbourne was palpable amongst many in Victoria (see Lodewycks 1982, pp.133, 163, 165, 200 for a description of these activities). The final seal on these aspirations did not occur until 1967 when the University of Melbourne downgraded the establishment of a school of librarianship to lowest priority. The Victorian Branch of the LAA remained committed to a school of librarianship at a university, reflecting the original ambition for post-graduate education. These ambitions and unfulfilled expectations meant that Victorian library leaders included in their aspiration and vision for professional education and librarianship the establishing of education for the sub-professional group who would fill the gap left in the workplace as the trainee librarians moved into the university for their education. Consequently, the failure to establish a school at the University of Melbourne at such a crucial point in the development of educational models in Victoria left the Victorian Branch of the LAA with their educational aspirations, which included an education model with sub-professionals in its structure. In this climate not only was the undergraduate course established at RMIT, but also the first course for library technicians (see Appendix 1).

THE STRUCTURE OF EDUCATION

Understanding the structure of Australian education during LIS education’s formative period is important for an understanding the complex relationships between technical education, advanced education courses at institutes such as RMIT, and the government bodies to which they were answerable. At the time of the establishment of the technician and the RMIT undergraduate course in Victoria, both Box Hill Girls’ Technical College and RMIT were answerable to the Education Department of Victoria’s Technical Division. RMIT also fell under the direction of the Victorian
Institute of Colleges, which was responsible for advising the state government on non-university tertiary courses. Figure 4.1 adapted from Rasmussen (1989) outlines the complex relationships in Victoria between secondary and tertiary education and the Education Department of Victoria.

Figure 4.1: 1970 Government Agency Responsibilities

These relationships had previously caused difficulties in the establishment of the original RMIT Diploma course in 1963, as policy required the final year of technical school for entry to the Institute (current Year 11), but the LAA required Matriculation (equivalent to current Year 12). This was a consequence of the fact that matriculation in Victoria required one more year at secondary school than other Australian states. The result was that the librarianship course and the library technician course were both answerable to demands of the Education Department of Victoria’s Technical Division. This had important and long-term implications for access to professional education for technicians, and highlights some of the conflicting agendas which have dominated the educational discussion. Locating undergraduate librarianship in a technical college was clearly placing it in the vocational stream of education, at the top of a technical and vocational structure, running parallel to the university structure, but not within it. In this was embedded an expectation of articulation between the technical education institutions and education patterns similar to those of other groups such as engineering.
Clearly the Education Department, if not the LAA, viewed the relationship between the technical colleges and the institutes of technology differently from the way it viewed the relationship between technical colleges and universities. F.A. Campbell, principal of RMIT 1887-1913, and others expressed the view that the technical education sector inhabited a continuum along which participants could progress from the beginning of their technical education. RMIT was not perceived as a university, although it was able to confer degrees. This was the situation of education before the Kangan report began to take effect.

The impact of the Kangan Report

The watershed Kangan report (Australian Committee on Technical and Further Education 1974) altered the Australian educational landscape and changed the principles governing technical education. Large sums of money were made available to this sector for the first time and with this funding came the expansion of the sector. However, money alone was not to prove as important as the deep philosophical shift that accompanied it bringing a changing concept of the role of education and training in society. This shift, according to VET researcher Peter Rushbrook, “saw the inclusion of such concepts as citizenship and social science education for apprentices and professional technologists” (Rushbrook 1997, p.4).

Wesley Young, founder of the first library technician course in Australia, outlined this philosophy, as it was perceived by the LIS technical sector, as:

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, p. 445)

The agenda of post-Kangan technical education officials was clearly to shape middle level TAFE colleges “and to define itself in distinction to higher education (HE)” (Wheelahan 2003, p.33) This was clear in the 1976 address of Noel Watkins, Assistant Director of the Technical Education Division of the Education Department of Victoria, to those who gathered for the inaugural National Workshop for Library Technician Education in Melbourne. He addressed the concepts of a unique body of knowledge and the terminal nature of the library technician course. Watkins clearly articulated a belief that the technician
Should feel himself to be a member of a body with an ethos of its own... One certain way of helping to achieve this status is to ensure that relevant programmes are designed deliberately for them, and not derived from those of a training programme for the professional (Watkins 1976, p.6)

This belief continued to resonate in library technical education and be the touchstone for how it was taught and for what was taught. The educational framework and context within which library technician education continued through the 1970s was embedded in the education reform principles embodied in the Kangan Report.

**Equal but different**

At the heart of post-1974 technical education developments was the concept of “equal but different” which has two contrasting, co-requisite concepts in need of investigation:

- The concept of the existence of different and unique bodies of knowledge to underpin each of the educational sectors—that is the epistemological difference (Moodie 2001)

- The terminal nature of paraprofessional education (Watkins 1976).

There is little doubt and ample evidence (Pivec 1975, Library Courses Vocational Standing Committee 1976, Watkins 1976) that these concepts informed much of the educational rhetoric surrounding the development of library technician education. What is less clear is whether the LIS industry and technical educational hierarchy had the same agenda, or whether LIS had to make itself fit the new post-1974 model despite its preferences. In the original library technician course the concept of a “terminal course” and a “unique body of knowledge” were clearly not present, as can be demonstrated by an examination of the contemporary literature with its talk of “sub-professional” (Brown 1970) and “library aide” (Ramsey 1963, p.20). It is only with the 1976 Workshop on Library Technician Education that we start to see this educational rhetoric emerge. (The realignment of the educational rhetoric and its impact is dealt with in detail in Chapter 7.) The consequence of the Kangan Report were the attempts by the industry and the sectors educating for it to establish the basis upon which they could define themselves within this new model.

**A UNIQUE BODY OF KNOWLEDGE**

The type of education model for paraprofessionals that emerged post-Kangan focused on differentiating the education for each sector, applying the concept of equal but
different in terms of their knowledge, content and function. This framework did not sit easily within the LIS field and there emerged some differences in attitude between those within technical education, those in industry, and those in university education. It is clear from its inception that the equal but different concept was not subscribed to by all in the industry. What continued to be evident from the contemporary literature was an ideal of education that was incremental in nature, with an industry elite emerging from high-level, university-based education. Yet government policy and contemporary rhetoric meant that this vision was often diluted or hidden beneath the educational structures librarianship found itself in.

In 1975 Australian educator Cathleen Pivec wrote of a “tiered structure of clericals, library technicians and librarians” with “Technicians bridging the gap between the clerk and the librarian” (Pivec 1975, p.48). Contrast this with the words of American library educator, Lester Asheim, whose ideas influenced Wesley Young, “The library technician assistant is not a watered down librarian, but a skilled person in their own right in particular functions” (Asheim, in Pivec 1975, p.44), or with those of Noel Watkins, at the 1976 Workshop on Library Technician Education: “Library technicians have specialist skills and expertise beyond the capacity of the professional librarian” (Watkins 1976, p.6). What emerges is contradictory and conflicting rhetoric based on the industry’s preferred model and the wider educational concepts driving educational structures.

An incremental educational and industrial model based on a sliding scale of skills and intellectual capacity, does not sit easily alongside the concept of a unique body of knowledge as, by default, it implies a build-up of skills and knowledge that may be added to and developed. It also implies that the knowledge and/or skills may be the same in each sector, although depth and breadth of understanding differ. This dichotomy is at the heart of any discussion of the nature of education for the LIS industry. To address these apparent contradictions, librarians developed what might be called the added value model or the other based on subject specialization outside librarianship, discussed above. This added value model was an undefined concept of learning or wisdom closely aligned to the historical outlined earlier, with its emphasis on liberal or cultural education as part of the professional toolbox of a librarian. Librarianship grappled continually with defining difference at a professional level; there appears to have been no agreement at the “esoteric intellectual level” (Hall 1984, p. 23)
about the theoretical knowledge that was exclusive to the professional. The LAA in its
Graduate Qualification for Librarianship statement defined the professional thus:

A professional man or woman should display not merely expertise but wisdom; it is a function of education to develop wisdom and a profession should, therefore require a high standard of education in those seeking admission to its membership (LAA, in Hagger 1969, p.413).

Similarly, Asheim said:

The ‘professional’ part of the librarians’ qualification is not just a few tricks of the trade, it is how one uses what he knows – and what he knows is not just library skills but also library principles and theories plus. The plus is a broad background of education (Asheim, in Pivec 1975, p.144).

Hence a professional librarian may have the same or similar vocational skills as the technician but continue to be defined, not by these skills and knowledge forms, but by an undefined and undefinable other, named wisdom or esoteric knowledge. This ‘other’ results from a certain type of educational background, and this education occurs only at a particular type of educational institution and is conveyed in a particular manner or mode of instruction. As discussed in Chapter 5, the value placed on knowledge forms and the means of its acquisition were central to the divisions between the educational sectors and hence the industrial sectors. Calls for post-graduate qualifications in the field and a later requirement within the RMIT undergraduate course for students to qualify in librarianship and also another discipline (what would now be called a double degree) reflected the uncertainty of the profession about the weight of its own discipline as a unique intellectual endeavour rather than a purely vocational one. This also reflected the emphasis given to subject specialisation as described by Radford (1977, p.511) and the concept of “scholar-librarian” (Radford 1977, p.512). The moves towards calling librarianship a science could also be seen as part of this process as the profession moved to define the discipline in terms of the scientific industrial paradigm, aligning itself to more scientific modes of learning and defining knowledge.

These issues raise the contentious and divisive argument about the nature of professionalism and of the rights of some to access it, as it confines professionalism to those who have received knowledge and experience through a particular structure and excludes those who have not. Radford, as previously quoted, questioned the need for librarians to have any librarianship knowledge, leaving the reader to ponder the nature of professionalism (Radford 1977, p.512). Also brought to the forefront is the educational thread of scholar vs. functionary or factotum, deeply embedded in the
Australian library literature. These concepts underpin many of the arguments put forward for post-graduate level entry to the profession to the present day (Radford 1977, Harvey 2001, Myburgh 2003).

Some attempts have been made to address the issues of a unique knowledge set, rather than attempting to divide tasks into professional and non-professional. Writing on the issue in 1987, Dagmar Schmidmaier believed the quest for fields of knowledge could be best undertaken by establishing those areas of specialization in the technician course, looking for depth, not breadth in the field. Areas to consider were “Audiovisual equipment, processing, data entry and editing, files and records procedures, display and publicity”. She continued:

Most of the other areas covered in the description of tasks of the library technician are areas where currently librarians are seen to be developing in-depth knowledge, skills and management expertise, for example the cataloging and classification activities and reference activities (1987, p.16).

The question of what the knowledge sets or “wisdom” underpinning the claims to professionalism are needs to be examined, as does whether there is a difference in the nature of the knowledge taught at the professional level and at the technician level or is the difference just in the way it is taught. Is it a matter of degree or depth, or of type? This exploration of knowledge, intellectual and educational differentiation concerns not only those involved in the information industry but also all involved in education in Australia, and is examined in depth in Chapter 7.

**Terminal education**

In Victoria there has always been an explicit expectation that those who wish to move from technical education to university education in the field will be able to do so. As stated previously, even in the foundations of the RMIT undergraduate course there was an expectation that technician students could, if they wished and were deemed capable, proceed to the undergraduate course. This was very much to do with the placement of the course within an institution such as RMIT, as opposed to one of the traditional universities, and a reflection of the views of the education authorities before the Kangan Report rather than those of the LIS community. This, however, flies in the face of the policy and set of principles, articulated post-Kangan, of TAFE being a terminal education structure. After this date the views of the industry, as expounded in the literature, began to reflect boundaries that encompass Rushbrook’s concept of the territorial imperative.
In 1981 John Levett stated: “The library technicians courses should be complete vocational courses and not introductions to a professional course” (Levett 1981, p.48). Two years later Helen Smeaton, Head of the library technicians course at Footscray TAFE indicated that the technical course aimed to produce paraprofessional staff who supported professional librarians in the provision of information services. It was to be generalist, vocational and terminal, rather than a pre-professional program (Smeaton 1983, p.35).

Technical educators such as Smeaton and Pivec, writing during the post-Kangan era, clearly subscribed to and attempted to implement these structural and educational differences, yet this in many ways ran in opposition to the original spirit of the relationship between the two sectors, as defined by the Education Department of Victoria’s Technical Division. This emphasis on terminal education clearly becomes an issue of access to professional education, as once technical education was viewed as terminal, the expectation and possibility for articulation lessen or disappear. In reality there continued to be movement between the sectors, at least in Victoria. The real difference between entry to degree courses and technical courses in the field has hinged on the requirement for the sixth year of secondary school, which was such an important issue in the initial stages of the RMIT course. With the addition of this requirement to technical courses in 1988, even this point of difference disappeared.

The continued flow of TAFE students in the late twentieth and early twenty-first century into degree courses in the field, explored in detail in Chapter 5, has, by default, opened up education to many, and leads once more to the question of what is the nature of difference. This creates a continued dynamic tension and implicit contradiction in both the rhetoric and the reality. Credit arrangements by LIS professional schools complying with Australian Vice-Chancellors Committee (AVCC) standards regarding TAFE qualifications have always diluted the concept of truly terminal courses. Clearly the concept of terminal education must be questioned, just as the unique body of knowledge must be. If neither of these concepts stands up to scrutiny, then the education model as articulated by industry and the reality are at odds. It leaves LIS educators to ponder whether the model we have in fact is one in which, like the workplace, reflects “the same continuum with paraprofessionals moving ever towards the professional side” (Johnson 1996, p.280) or one which still holds fast to the
language, if not the reality of equal but different in its industrial and educational constructs.

“Training of the Hand/Education of the Mind”
Some of the reasons for these contradictions can be found in the educational forces that formed the TAFE colleges after 1974, and in the work involved in establishing the status of these new institutions. Wheelahan believes that VET policy in Australia “has in part been shaped by the need for the sector to define itself in distinction to the higher education sector (HE)” (2003, p.33) – Rushbrook’s “territorial imperative” It could be that LIS education became, at its inception, embroiled in the territorial battles fought widely between the CAEs, universities and TAFE. Certainly the rhetoric pre- and post-Kangan differ. The defining of difference can be viewed as a snapshot of broader territorial battles and a means of establishing the character of both sectors. While librarians negotiated the contents and boundaries of their technical counterparts, they were also involved in the process of defining the concept and content of professional-level education.

There is a view, not unfounded, that while the Kangan Report clearly put forward its aim or vision, it failed to define what distinguished TAFE from the other tertiary sectors. According to Anderson:

The perception that troublesome distinctions existed between CAEs, technical colleges and technical schools was noted by ACOTAFE (Kangan committee). In its view there was no need for clear or fixed boundaries between institutions. Overlap between courses provided by technical schools, technical colleges and CAE's could be beneficial. Such overlapping could allow adults greater access to recurrent education (Australian Committee on Technical and Further Education 1974, p.5).

In this paradigm the needs of learners rather than formal sectoral boundaries could be used to determine the structure and organization of tertiary education and training institutions. This leaves room for uncertainty and blurring in the educational structures and it may be that the LIS sector has suffered as a consequence of this. Such uncertainty has led Wheelahan (2001) and Anderson (1998), amongst others, to postulate that this resulted in TAFE being established:

as a national system of teaching and learning that didn’t happen in universities or Colleges of Advance Education; that is, TAFE was defined residually (Wheelahan 2003, p.34)
This perspective has important implications for education in the LIS field. While the rhetoric and educational objectives have been articulated since 1974 in the form of the equal but different paradigm, the reality may more closely resemble Wheelahan’s residual model. The post-Kangan workshops for library technician training, aimed at defining the work of library technicians, could be viewed in the light of such structures. The tasks assigned to library technicians were deemed inappropriate for the professional or viewed at that time as not professional in nature. By defining what tasks technicians performed, the librarian defined their own responsibilities and, therefore, defined the roles of both groups. This supports the concept of residual education and consequently the role of education in defining the workplace roles of each group.

Yet it is not a complete picture, because if it is to be truly residual, one would expect a set of unique areas of responsibility or expertise for each sector, which Schmidmaier (1987) attempted to define. The nature of the library industry has, as we have seen, meant that there has always been a strong attachment at the professional level to the mastery of vocationally-specific technical skills such as cataloguing and classification. How embedded this has been is discussed in Chapter 7, but the professional attachment to the attainment of these skills has remained almost unchanged throughout the decades. The result is that, in many of the areas of study within TAFE and higher education, there has been overlap, reflecting an incremental approach to the same skill and knowledge domains, rather than a complete separation of the areas of expertise being taught.

**Dividing work and education**

Librarianship has undergone many changes with a fundamental shift in the nature of the industrial skills, particularly technological, to meet the requirements of the workplace. Much traditional library work has been “routinized” (Harris 1992, para.13) so that it allows, “delegation of routine task to less qualified personnel…to the extent that some might claim not much is left to warrant a distinct professional status” (Toren in Harris 1992, para.13). These shifts in focus and the generalization of required skills, at the practical level, and knowledge at the intellectual level, should be reflected in the nature and structure of training and education for the industry. Underpinning education in Australia in recent years has been a set of agreed skill sets or competency standards promulgated by the professional body, ALIA, which divide skill sets and competencies between varying levels within the industry, most particularly the levels of library
technician and librarian. These divisions are most clearly illustrated in *Guidelines for the Education of Library Technicians* (Library Course Vocational Standing Committee 1976) and later in the ALIA *Work-Level Guidelines*, from the 1980s on (ALIA 2006).

The emphasis in these guidelines seems to have been on the division of tasks and functions, not on the foundations of knowledge or epistemology integral to each of these categories of worker. Education for the VET sector has adopted a fluid approach which allowed it to modify curriculum in answer to changing demands of industry. Yet, as discussed earlier in this chapter and in depth in Chapter 7, there has been an element of overlap to ensure that workers educated in both sectors are skilled practically and theoretically to enable them to work in small workplace contexts. Because of this, the differences in education have been articulated, not through the nature of knowledge, but through the level and depth to which it is taught and the pedagogy of its delivery at the training and education institutions. This does not reflect a commitment to “equal but different”, but rather to “the same but harder”. This has occurred despite the rhetoric dominating the debate.

As a result the professional strata of the library industry has needed to use entry to university education, rather than a clearly defined knowledge or skill base, as the line in the sand, the point the must be crossed before admittance to the profession. Documents such as the *Work-Level Guidelines* have been used as benchmarking tools in the definition of work, and have outlined the educational qualifications acting as hurdles to be taken between paraprofessional and professional employment. Reliance on degrees or levels of similar skill sets has led to tensions between the levels of library workers and what might be described as “skills creep” as the professional sheds some of the tasks once deemed professional, in favour of more currently desirable ones, particularly those with a strong information technology base. As tasks are shed or relegated, it becomes increasingly less clear what constitutes the professional body of knowledge. Abbott believes “professions and semi-professions alike are skirmishing over the same work on a more or less level playing field” (1998, para.13). This is reflected by the fact that clearly established fields of expertise, such as reference and cataloguing, have began to drift into the paraprofessional toolbox, as new technological skills are deemed more desirable and to provide more generic employability for the professional. (The educational consequence of such drift is examined in Chapter 7.) Commentators such as
Winter believe, both in terms of the generalisation of the profession, and the changing skill requirements, that:

- **Librarianship** presents a case in which a number of functions originally assigned and carried out internally have now split off into newer occupational groups which have grown so much they are now taking over substantial parts of the old qualitative domain. The most dramatic example is the library assistant, whose functions originated in the clerical end of technical services and which, to automation and other trends, have now colonized much of the routine task areas of acquisitions and cataloging within libraries (1996, para. 30).

Consequently discussion about difference cannot rely on unique skills sets or task definitions, but centres, once again, on an abstract ‘other’. Changing skill sets have also led to a degree of role and task blurring in the workplace during transitional stages and to educational commonality in the quest to meet old and new demands. This may be because the boundaries the profession have placed around itself do not exist. Rather than a separate and unique body of knowledge the reality is a common body of knowledge that requires an incremental approach that defines difference by complexity of intellectual endeavour, not by uniqueness or ‘other’, and this needs to be acknowledged. The subject matter may shift or change but the intellectual expectation will remain constant. If it is correct, the implication of this is that the profession’s approach to education does not fit the reality. Both sectors of education in the field have defined themselves in relation to each other, along the lines of Wheelahan’s residual model, rather than by clearly-defined educational objectives and divisions. Thus, by default, a sliding scale is created where the two concepts of intellectual endeavour and practical skills tip incrementally towards each other, meeting somewhere in the middle – much as implied by Johnson’s professional continuum (1996, p.280).

**The changing profession**

In the last two decades the knowledge and skills required by the professional librarian have been made more generic, so that other professional groups can now lay claim to many of the fields of knowledge and skill sets that once defined a library professional. Other factors, such as the changing nature of the educational landscape in Australia have also contributed to changes within the LIS educational structure and these are discussed in Chapter 6. The changes in the technological and industrial context have led to a dissipation of the concept of library professional and replaced it with a more generic concept of information manager (or terms of this ilk). This leads to a much more fluid concept of education for the industry and has implications for those tasks,
such as cataloguing, which remain individual to the profession. This also raises the question of whether there is any longer a unique library-focussed epistemological framework for the professional level of the industry, or if that, too, has become more generic. If this is the case, then two distinct epistemologies clearly develop in the industry, that of the non-specialist professional and that of the specialist library technician. If it is not the case and the epistemology remains the same for both groups, then education for both should reflect the shift toward a generalisation of skills. This would be reflected in education, both in course content and in the names applied to courses and those who graduate from them. Names such as information management and knowledge management reflect a much broader and more generalized concept of the skill and knowledge set required for entry at the professional end of the industry and consequently a loss of “exclusive mastery” over “a knowledge base” (Torren, in Harris 1992, para.13)

This may be seen in both a positive and a negative light. To some it is an opportunity for librarians to move beyond the boundaries that once limited them professionally, while to others it is the sign of de-professionalisation of the work force. Australian professionals and educators have largely viewed these changes in a positive light, promoting new opportunities and freeing the professional from routine and clerical tasks to engage in high value work. Most recently, Christine Mackenzie, then ALIA President, wrote about the “self-service debate”:

We need knowledge workers, not checkout workers. By freeing staff from the manual and the mundane, we can put our energies into more productive and valued services, and increase their knowledge and skill base (Mackenzie 2004, p.4).

But Phil Teece, as Industrial Relations Manager of ALIA, has been more cautious in the implications of such change, stating in 1999 that “The road to organizational ruin is paved with the ambitious plans of those who moved away from their traditional base yet failed to capture the new markets they saw as their salvation” (1999, p. 40). His own prediction seems to be supported in a later article outlining employment trends in Australia for librarians and library technicians. In this article Teece says:

Clearly the nature of labour utilisation is changing in both Australian and American libraries. A quarter of all library jobs in this country are now held by technicians. In America the figure is forty per cent. If the trends of the past five years continue for the next five, each country will have virtually as many technicians as librarians … Library technicians are now routinely
The industry, professional association and educators have largely responded to these functional changes with shifts in emphasis in education and training, both at the institutional and structural level and through professional development. These changes are articulated through practice and delivery, not through an exploration at the epistemological level. Librarians do not talk clearly or with cohesion about the nature of their unique knowledge base, but rather define differences in terms of tasks and rely heavily on differences related to sector. For it to be truly possible to distinguish between types of library worker it is necessary to define a distinct knowledge base for each genre of library worker, or to be transparent in acknowledging the pedagogical, rather than epistemological base for difference, and reconstruct our education model so that it reflects what the industry really desires, not in light of an outside education agenda. Our failure to do this perhaps will lead to the fulfilment of Harris’s prediction that “the changes underway in librarianship are likely to lead to its demise as a profession” (1992, para. 72) as “more and more of its formerly professional tasks are performed by paraprofessional and clerical workers” (1992, para. 54).

Conclusion

The interplay between the boundaries of professional and technical level education is further elucidated through an historic examination of the curriculum and an examination of some of the assumptions about those who inhabit education in each sector. What may be unclear from such an examination is the unmeasurable, the indefinable: that is, the ‘other’, the ‘added value dimension’ of wisdom or knowledge. If it is not possible to clearly discern differences in content, there are two possible conclusions. One is that, in fact, there is no difference between the two sectors at the epistemological level, only at the pedagogical level. The other is that education for LIS professional and paraprofessional workers are interdependent, one feeding the other, creating an incremental development structure for education in the field that closely reflects Wheelahan’s residual model. If differences are discernible, then the argument for unique bodies of knowledge and distinct professional status is sustained. Somewhere between these two possibilities lies a middle ground encompassing all these possibilities, where, because of the nature of the profession and employment in it, distinctions and commonalities are discernible and perhaps necessary. What needs to be fully considered is how education and curriculum have reflected major influences
socially, educationally and politically, and to what extent is this a product of the ideals and philosophy that should define and underpin a profession. In the 1980s changes in the very fabric of the Australian education system led to questions about the nature of the divisions in education for the LIS industry and challenged the assumptions underpinning educational divisions. Chapter 5 explores the changes both to education thought and educational structures that occurred in the late twentieth century and the impact these had on LIS education.
CHAPTER 5: THE CONTEMPORARY EDUCATIONAL CONTEXT: UNIVERSITY AND TAFE

Part of the differentiation, of course, and a sinister part, has been the pretence that high intellectual endeavor can be sorted out into categories, some suitable for study and transmission at special elite institutions called universities and some in less favoured institutions called technical colleges, or what you will (Murray-Smith 1987, p.12).

The climate of educational thought that was the context for modern LIS education in Australia is complex and has been discussed in Chapters 2, 3 and 4. The contemporary educational environment is the product of this context and of growing national and global trends in both industry and education. As has always been the case, the contemporary Australian response is the product of these external, international, and domestic pressures. An examination of the contemporary LIS industrial and educational context provides an insight into how this historical context is helping shape the nature of education for the LIS industry today. This chapter examines the contemporary environment and the impact of changing educational patterns and beliefs on the structure of LIS education.

SECTORAL BOUNDARIES

Sectoral boundaries, the nature of vocationalism and the validity of sectoral distinction have recently emerged as major global concerns about education and its relationship to industry. The LIS sector in Australia does not appear to have become actively engaged in debating these concerns. Yet these contemporary debates surrounding the parameters of university education and VET training are the continuation of the almost uninterrupted historical discourse evident since consideration was first given to professional education in Australia and are deeply relevant to the current LIS community. As discussed in Chapters 2 and 4, these divisions are based on well-entrenched historical factors and on institutional and pedagogical understandings, developed over time, about the mission of these two sectors. In addition, more contemporary factors associated with education and training have had an impact on the industry. Many new understandings about LIS have emerged as a result of government policy and social change over the last thirty years.
In 2002 the Australian Commonwealth Government articulated the differing, yet overlapping missions of the university and VET sectors in the following manner:

The higher education and VET sectors have distinct but complementary roles; their futures are inextricably linked and dependent on their capacity to adapt and respond to changing demand for the educational products of both sectors. For higher education the primary focus is on the pursuit, preservation and transmission of knowledge. While employment-oriented learning outcomes are a legitimate concern of higher education, these tend to be more generic and generalist in nature, equipping graduates for a range of economic and social contributions. The Australian National Training Authority (ANTA) website describes VET as “education and training for work. It exists to develop and recognise the competencies or skills of learners”. While VET was originally focused on apprenticeship training, it has evolved as a form of broad non-university, competency-based training, focussed on meeting the needs of industry. However, just as higher education concerns itself with employment-oriented learning outcomes of a generic and generalist nature, equipping graduates for a range of economic and social contributions, VET has responded to social and economic pressures to provide more generic skills within its traditionally vocationally oriented courses (DEST 2002d, p.2).

This statement clearly reflects the impact of economic policy on educational structures and constructs. Conversely, a report issued by the National Centre for Vocational Education Research (NCVER) in the same year stated:

The traditional educational orientation of each sector is no longer sufficient to describe what institutions within each sector do. All educational institutions have diversified their offerings to meet the changing demands over the past two decades (Watson, Wheelahan and Chapman 2002, p.13).

These conflicting perceptions at the highest levels of educational administration are an indication of the tensions and dynamics that contribute to the blurring of the roles of these two educational sectors and open up the debate about how we educate for professions. More broadly, they pose questions such as “exactly what constitutes an education?” (Schwartz 2007, p.17).

**Defining education and pedagogical practice**

To define more clearly the pedagogical factors associated with distinguishing each sector, Gabb and Glaisher (2006) use Biggs’ concepts of knowledge to describe the pedagogical differences between education and training. These definitions are essentially focussed on the conceptional nature of the vocational knowledge itself, rather than emphasising the need for liberal versus vocational education. University education is described as emphasising declarative knowledge, that is, knowing about
things, or “content knowledge”. VET education, in contrast, emphasises procedural knowledge, that is, knowing what to do, or “know how”. Biggs, according to Gabb and Glaisher, believes that, while universities valorise declarative knowledge, both sectors should be aiming to develop functioning knowledge, the knowledge required for practice, needing both declarative knowledge and procedural knowledge, linked through conditional knowledge so that one knows when, why and under what conditions this knowledge should be used (Gabb and Glaisher 2006, p.10).

These views of education echo those of W.C. Radford, quoted in Chapter 4, that it is impossible to separate in universities in any acceptable way, education and training …Parts of any course are concerned with the development of techniques, of routine applications, or manipulative skills, and the repetition of routine applications, or manipulative skill (Radford 1968, p.165).

In the Australian context, Gabb and Glaisher believe both sectors claim to develop functioning knowledge, but each sector places emphasis on their particular pedagogical bias. The implication to be drawn from this is of two different sectors seeking to reach the same end – the attainment of functioning knowledge – through different pedagogical routes and emphasising different knowledge forms. This argument lies at the root of the concept of equal but different when discussing the nature of knowledge in the two sectors. If this is the case, then it is pedagogy, rather than intellectual ability, epistemology or ultimate employment outcomes, that is the principal factor differentiating the two sectors. This, however, is open to dispute, as there are other contemporaneous factors contributing to the boundaries between sectors, adding to the many historical factors and influences at play.

Educational sociologist David Raffe believes there are three considerations currently influencing sectoral convergence: “Differing unifying measures bring academic and vocational learning closer together in curricular terms, in organisational terms, and longitudinal terms” (Raffe 2002, p.2). Each of these measures can also contribute to sectoral distinction. The first, “curricular”, relates largely to concepts of pedagogy; the second, “organizational”, involves systemic integration or otherwise to either ease, or make more difficult, transition between sectors. The third, “longitudinal”, involves the nature of delivery of curricula, the barriers placed around issues such as age and the ease with which credit can be transferred from one context to another. In Australia, most link the current issues associated with cross-sector arrangements to government policy reforms in the 1980s and 1990s that are still in place today. Some of these contributing
factors are examined next in an attempt to untangle the complex factors associated with the sectoral divide. The first of these are the systemic factors associated with education in Australia.

**Systemic or organisational diversity and longitudinal contexts**

Institutional or systemic characteristics have been pinpointed by Raffe (2002) as contributing to tensions between the sectors in Australia. Qualifications and delivery of instruction in Australia are complex, with some variation from state to state. However, the distinctions drawn between the two sectors are more complex than just simple pedagogical differences. Issues such as approaches to course mapping, focus on differing client groups, attitudes to credit and pathways and admission arrangements all contribute to sectoral differences. Some systemic differences are outlined in Table 5.1, which emphasises structural rather than pedagogical differences.

Table 5.1: Systemic Differences Between VET and University

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Vocational education and training (VET)</th>
<th>Higher education (University)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree awarded</td>
<td>No (except Victoria)</td>
<td>Yes</td>
</tr>
<tr>
<td>Program duration</td>
<td>Short (1-2 years)</td>
<td>Medium-long (3-6)</td>
</tr>
<tr>
<td>Student admissions</td>
<td>Less selective; open entry</td>
<td>More highly selective</td>
</tr>
<tr>
<td>Student class</td>
<td>Broad</td>
<td>Weighted to middle-upper socioeconomic groups</td>
</tr>
<tr>
<td>Student attendance</td>
<td>Largely part-time</td>
<td>Largely full-time</td>
</tr>
<tr>
<td>Fees</td>
<td>Up front</td>
<td>HECS</td>
</tr>
<tr>
<td>Financing</td>
<td>State</td>
<td>Commonwealth</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Training package</td>
<td>Content based</td>
</tr>
</tbody>
</table>

(Adapted from Moodie 2003, p1, Table 1)

Karmel and Nguyen outlined the structural differences in tertiary education, concluding that

The simple comparisons in this paper emphasise what, in one sense, we already knew – that the two sectors which comprise Australia’s tertiary education sector are quite different. They differ in the following ways:

- In the number of students – but not so different in size measured by activity
- In the age profile of the students
In their field of study coverage
In their coverage of equity groups
VET can be characterised as being the sector for the whole community, whether by gender or in a lifelong learning sense, or in its regional coverage (Karmel and Nguyen 2003, p.11).

**Intellectual endeavour**

A key element in the arguments for barriers between sectors is that there is a fundamental difference, not just in the teaching or systemic nature of the two sectors, but in the students themselves, that is, their inherent academic ability. There is no doubt that different institutions draw from very different school leaver cohorts. In Victoria the entrenched eastern Melbourne suburban, non-catholic, private schools almost exclusively provide the student body at the high-status University of Melbourne in areas such as law and medicine. The extent of this inequity can be seen in the fact that in 2005 no student from a poorer background, attending a Catholic school received a study place at the University of Melbourne in medicine, dentistry or veterinary science (Rood 2006, p.6). This suggests that social difference rather than intellectual difference determines access to some university programmes. Very little empirical research has been conducted into academic potential and performance; most assumptions about intellectual ability appear to be based on Year 12 results and access to institutions and courses with high entry requirements. It is assumed, not always correctly, that low university entry scores dictate not only field of study but also choice of sector. Lower performing students, assumed less academically able, are pooled into particular career groups and into particular institutions. Conversely, high results for Year 12, the final year of secondary school, are also equated with superior intellectual ability and amass students in more highly regarded professions at a select group of universities. Yet, as will be discussed, academic success or failure can often be linked to other factors such as parental education levels, secondary education sector and region in which a student lives.

Because of vocational education’s policy of open access, those with poor Year 12 results can still be accepted into VET sector programmes. The correlation between students’ intelligence and their results is one that educationalists treat with great caution because of the corresponding issues of socioeconomic status, family environment, educational opportunity, cultural attitudes and gender issues. Research into secondary
school success pinpoints these factors as crucial in educational attainment. When speaking of the disparity of success in Melbourne, Victoria, Richard Teese, Professor of Education at the University of Melbourne, claims

it is doubtful if individuals have a fair chance...Students from different geographic areas had the same scholarly ability… but cultural and economic differences meant that the western suburbs concentrated disadvantage while the east concentrated advantage (Teese, in Rood 2006, p.6).

Teese states even more forcefully:

The power exercised by the leading universities over the [secondary school] curriculum secures the routes along which the most competitive students travel, enabling them to convert the social advantages of home and school into scholastic power and reserving to these universities the students of the highest calibre (Teese 2000, p.216)

Aligned to this is a hierarchy of professional prestige, with successful students gravitating towards particular professions ranked high in the hierarchy whether or not they are truly interested in the profession. A cycle is created where success feeds into professional aspiration, with the universities that fulfil these professional aspirations becoming more successful, leaving other universities to educate for professions lower in the hierarchy and, consequently, attracting students who have performed less well. Other factors, such as age and changing work and schooling patterns for women, also mean that the nexus between results and intellect may be hard to establish, particularly in an older cohort of students. Until there is a thorough examination of the success and failure of those who articulate, the motivations for attending TAFE rather than university and issues of access and socio-economic status, any statements about ability or otherwise can only be speculative. Teese and Watson believe that “the capacity to track students across sectors (and states) is the key to understanding student pathways through education and training” (2001, p.10).

A two-way street

It should be borne in mind that cross-sectoral movement is also a two-way activity. While many VET sector students move on to study at university, a large cohort of university graduates undertake TAFE studies, as indicated by the fact that in 2001 6.4% of all those enrolled in VET had a previous degree or post-graduate diploma, and a further 28.6% of TAFE students had completed some previous post-secondary qualification (35% in total) (Australian National Training Authority 2002, p.9). The number of those undertaking training packages in 2002 who had some previous post-
secondary education was 47.3%, with 12.6% of these holding a Bachelors Degree or higher (National Council for Vocational Education Research 2004, p.11, Table 3). Table 5.2 illustrates this pattern of reverse articulation, showing qualifications of students enrolled in the Library and Cultural Services programme at Victoria University, a Victorian-based library technician programme.

Table 5.2: Prior Qualifications of Students in the Library Technicians’ Programme Victoria University 2003-2006

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of students</th>
<th>With prior higher education qualification</th>
<th>With prior non-higher education qualification</th>
<th>Total with prior qualification in any sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>286</td>
<td>46 (16%)</td>
<td>57(19.9)%</td>
<td>103(36%)</td>
</tr>
<tr>
<td>2005</td>
<td>321</td>
<td>45 (14%)</td>
<td>50 (15.6%)</td>
<td>95 (29.5%)</td>
</tr>
<tr>
<td>2004</td>
<td>284</td>
<td>53 (18.6%)</td>
<td>72 (25.4%)</td>
<td>125 (44%)</td>
</tr>
<tr>
<td>2003</td>
<td>305</td>
<td>47 (15.5%)</td>
<td>67 (21.9%)</td>
<td>114 (37.3%)</td>
</tr>
</tbody>
</table>

These figures have implications for traditional assumptions about the nature of TAFE students, their level of education and their abilities. This must also impact on the level of content delivery and student outcomes.

**Assessment**

Another argument used to sustain barriers between the sectors is the role that assessment modes play in reflecting levels of intellectual ability. A number of structural reforms have been implemented in Australia which have enhanced, rather than diminished, difference by making the systems used to measure excellence markedly different between VET and university. The VET system has embraced a competency-based system defined by the International Labour Organization (ILO) as

not a set of examinations; it is the basis for certification of competency and it is carried out as a process in order to collect evidence about the performance and knowledge of a person with respect to a labour competency standard. Thus it becomes a very valuable diagnostic instrument both for the worker and the employer (ILO 2006).

It is different from traditional assessment favoured by university systems in that there are no exams, subjects are not necessarily discrete, and there are no grades associated with statistical analysis of exam and other assessment results. Within a competency-based system specific goals and outcomes are set and the participant is assessed.
according to these. Competence can be achieved over a period of time and
demonstration of competence can be re-assessed. Generally, grades are not awarded,
participants are deemed to be either competent or not competent, or perhaps not yet
competent. This poses problems for articulation, as there is no measure of excellence,
so that the “very able” (Flowers 1963) cannot be distinguished from the barely
competent. This dissonance between assessment forms is reflected world-wide,
according to Raffe: “As qualitative differences between types of learning are reduced,
hierarchical differences between levels of study or levels of attainment become more
important” (2002, p.10).

Research suggests that rather than doing less well than their non-TAFE counterparts,
TAFE graduates in fact perform on par, after an initially unsettled period. Cohen et al.
found that
despite being likely that these TAFE graduates had lower TERs (Tertiary
Entrance Scores), their subsequent performance at university strengthened
the case for admission of TAFE graduates.

and that
students admitted on the basis of a TAFE qualification performed on par
with the general population of students (Cohen et al 1997).

A 1996 Student Progress Units (SPU) analysis comparing success against basis of
admission showed similar outcomes, as illustrated in Table 5.3.

Table 5.3: Mean SPU According to Basis of Admission

<table>
<thead>
<tr>
<th>Basis of admission</th>
<th>Mean SPU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1993</td>
</tr>
<tr>
<td>Complete higher education</td>
<td>0.820</td>
</tr>
<tr>
<td>Incomplete higher education</td>
<td>0.831</td>
</tr>
<tr>
<td>TAFE background</td>
<td>0.777</td>
</tr>
<tr>
<td>School leaver</td>
<td>0.784</td>
</tr>
<tr>
<td>Mature age</td>
<td>0.754</td>
</tr>
<tr>
<td>Other special entry</td>
<td>0.760</td>
</tr>
<tr>
<td>University examination</td>
<td>0.816</td>
</tr>
<tr>
<td>Employment experience</td>
<td>0.807</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td>0.859</td>
</tr>
<tr>
<td>Other</td>
<td>0.791</td>
</tr>
</tbody>
</table>

(Dobson, Sharma and Haydon 1998, p.48)
An interesting and revealing result emerged from Richardson’s study, *The Effects of TAFE/University Articulation on the Education of Librarians in Australia* (Richardson 1999), which examined the success of 100 articulating LIS students in Western Australia. In this ten-year study of library technicians articulating into the LIS undergraduate programme in that state, there appeared to be a negative bias amongst LIS teaching staff towards those students with library technician qualifications. Mean average marks given by LIS staff to library technician articulators were lower than for other students, yet, in all other fields of study undertaken, the same students performed almost as well, if not better. When performance was examined in what were considered highly theoretical units in the LIS field it was found that library technicians’ performance was indistinguishable from other students. More telling perhaps is the point at which students were terminated from the course. Richardson found that the technicians were treated much more harshly in this regard, having a markedly lower mean number of units failed than other students and a higher mean average mark for those units completed than other terminated students. The maximum number of units failed by technicians was five, while for non-technicians it was fifteen (Richardson 1999, pp.69-77). Roy Sanders, co-ordinator of the undergraduate LIS programme at Charles Sturt University (CSU), noted that

A study of the success rates of CSU BALIS students which was completed in the early 1990s indicated that those students most likely to succeed in their first year of study, and to complete the degree, were those who had had previous university-level study. Those least likely to succeed were those who came to the degree with a library technician’s qualification. A more recent study shows a reversal of this trend. A study of the intakes in 1997, 1999 and 2000 shows that the success rate in their first semester of library technicians upgrading was slightly higher than the average for the intake. In fact, in the 1997 and 1999 intakes, not one technician graduate terminated their studies at the end of the first year, compared with up to 17 per cent of those who had no prior tertiary or TAFE study (Sanders 2001, para.14-15).

The commonly-held beliefs about articulating students as less successful have not held up to scrutiny. Recent research, such as Richardson’s (1999) and Milne, Keating and Glaishner’s (2006), indicates that articulating students in the university sector generally achieve much the same degree of success and encounter similar barriers as do those in the LIS field.
UNIFICATION AND THE MERGING OF IDENTITY

Australia has been caught up in a global movement towards unification of education and training systems, the first generation of which saw the unification of the higher education binary systems. In Australia “The new universities created through the restructuring of HE under the Dawkins model also had a more vocational orientation” (AVCC n.d., Section 1 p.16). These patterns of unification are occurring in countries such as Norway, Sweden, Australia, New Zealand and Scotland, but are emerging with different solutions (Raffe 2002, p.10) in their quest to create “parity of esteem” (Raffe 2002, p.2) between the sectors. The pressure for educational unification results from a number of factors, including changing aspirations of students, global changes in the labour market, an increased need for generic skills and a focus on the concept of lifelong learning.

The debate about sectoral parameters encompasses almost all fields of education and training for all industries in Australia. The importance of defining these parameters lies in the use made of these perceived differences to define articulation from one sector to another, the areas and levels at which graduates from each sector may be employed and the level of professional status associated with the sectoral qualification. Keating believes that the structural or systemic nature of post-secondary education, in terms of infrastructure facilitating articulation, in Australia is weak, yet the “principle of articulation between sectors is widely accepted” (2006, p.66). This inevitably leads to tensions and contributes to confusion about the function of each sector.

The conditions under which convergence, articulation and sectoral co-operation occur in Australia are largely in line with models in place in Britain, with newer universities making up the bulk of activity in terms of articulation and a split funding model also applied. According to Gabb the model in place in the US is very different, as the articulation between the TAFE equivalent, community colleges, is in many instances formalised so that movement is freely possible (and in some cases legislated) between sectors Pre-requisite performance goals, such as grade point average and/or completion of a requisite amount of general education, may be in place, but these hurdle requirements are transparent and built into the overall system of articulation (Gabb, personal communication 1/11/2006). This transparency of articulation requirements and
the reliance on measurable and commensurate levels of attainment across the sectors form a very different scenario to that in Australia and Britain. The push, both by the Australian government and by some educational institutions, to establish transparent pathways between TAFE and university courses similar to those in the US has highlighted many of the institutional difficulties associated with transition between the sectors, including assessment models, funding arrangements, staffing and pedagogical practice. These difficulties are largely the result of historical differences associated with education in Australia and of the relative differences based on history and educational thinking within the overall American model of education, outlined in greater detail in Chapters 3 and 4.

THE CURRENT AUSTRALIAN STRUCTURE OF EDUCATION

As noted in Chapter 2, Australian undergraduate and technical education in the LIS sector started in the same city at the same time and in institutions that were the responsibility of the same state government department. It seems inevitable that the development of LIS education in the two sectors would be inextricably bound together. Much energy and time has been spent on defining the different levels of education and training, the debates based largely on defining workplace performance and boundaries. As in the 1970s, the late 1990s saw a fundamental shift in perceptions of the way in which education generally, and for the LIS industry specifically, was viewed. These changes emerged from both global and national changes. A number of pressures emerged in education which focussed educators on the divisions created around the sectors by industries and government. These called into question some of the underpinning beliefs upon which these educational divisions were based. Raffe believes that while these “pressures may appear to be specific to each country… they also have generic origins” (2002, p.5). They also responded to emerging circumstances at this time within each education system, including academic drift, and the growing complexity and expansion of post-compulsory education thus required “a need for co-ordination and coherence” between the sectors, placing pressure on the systemic and conceptual structures previously in place (Raffe 2002, p.5). These pressures were largely unheralded and unexplored until fairly recently, particularly in the LIS arena, although the consequences can been seen reflected in the changes in the VET and
university sectors in such areas as the creation of pathways, dual-sector qualifications and increasing articulation rates.

Central factors to these changes in the LIS VET sector were the introduction of competency standards and, in 1999, the *Library and Information Studies Training Package* intended for library technician training. This was underpinned by the principles of competency standards and partnered with the growing educational emphasis on educational pathways. The concepts of training packages, competency standards and pathways brought into sharp focus issues long evident in education for the industry, perhaps also bringing them to a head. Another factor contributing to a changing educational landscape was the emergence of dual-sector universities, particularly in Victoria. These placed head to head the two knowledge forms (of hand and head), those who administered them, and those responsible for delivery. This collision of educational paradigms challenged those involved to closely interrogate and define underpinning concepts and beliefs.

At the same time university-level LIS education was feeling the pressure, from changing attitudes to universities and economies of scale, to re-focus their efforts to more generic educational models and to integrate into other areas of expertise, such as information technology, management and business. The impact of this has yet to be formally measured, but the dilution of LIS schools through integration has paralleled the closure of some library schools in Australia and a decline in student demand at others. The divisions between sectors and the changing nature of education specifically in the LIS field during the 1990s were also linked to a number of innovations in definition and structure of the credentials associated with education in both sectors.

**Qualifications**

Since 1995 Australian qualifications have been awarded under the auspices of the Australian Qualifications Framework (AQF). According to the Australian Government’s Department of Education, Science and Training, the AQF is a single, coherent framework for qualifications from Senior Secondary Certificates through to Doctoral Degrees… The framework links together all these qualifications and is a quality-assured national system of educational recognition that promotes lifelong learning and a seamless and diverse education and training system…
It covers qualifications issued by secondary schools, vocational education and training (VET) providers and higher education institutions. All qualifications are nationally recognised (DEST 2006, para.3).

All training delivery and assessment must be conducted by RTOs, which include public providers such as TAFE, and which must have in place quality assurance measures. Included in the AQF was the establishment of a nationally accredited system of qualifications, so that qualifications were no longer state-based but were transportable nationally.

Key objectives of the AQF were to:

- provide nationally consistent recognition of outcomes achieved in post-compulsory education.
- help with developing flexible pathways which assist people to move more easily between education and training sectors and between those sectors and the labour market by providing the basis for Recognition of Prior Learning (RPL) including credit transfer and work and life experience;
- encourage individuals to progress through the levels of education and training by improving access to qualifications, clearly defining avenues for achievement, and generally contributing to lifelong learning; Sectoral arrangements for the delivery of qualifications are outlined below. As shown in this table there is considerable overlap in the qualifications which can be delivered within the sectors (Australian Qualifications Framework Advisory Board n.d.).

The focus on a more transparent vehicle for articulation across sectors was a cross-sectoral endeavour, with all sectors and industry represented in the establishment of this framework (see Figure 5.1).
Figure 5.1: Cross-Sectoral Support for the AQF

(Australian Qualifications Framework Advisory Board n.d.)

Qualifications were prescribed as appropriate for, and the responsibility of different sectors with some degree of overlap, and spanned all post-primary education sectors (see Table 5.4). Qualifications and levels of competency were seen as distinct and not equivalent to each other.
Table 5.4: Qualification Framework by Sector 2002

<table>
<thead>
<tr>
<th>Schools Sector</th>
<th>VET Sector</th>
<th>Higher Education Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Secondary Certificate of Education</td>
<td>Associate Degree</td>
<td>Doctoral degree</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>Masters degree</td>
</tr>
<tr>
<td></td>
<td>Certificate IV</td>
<td>Graduate diploma</td>
</tr>
<tr>
<td></td>
<td>Certificate III</td>
<td>Graduate certificate</td>
</tr>
<tr>
<td></td>
<td>Certificate II</td>
<td>Bachelor degree</td>
</tr>
<tr>
<td></td>
<td>Certificate I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor degree (Victoria only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced diploma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>Advanced diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Association Degree</td>
</tr>
</tbody>
</table>

(Australian Qualifications Framework Advisory Board, AQF Qualifications n.d.)

Associated with the AQF were the Australian Standards Framework (ASF) levels, a set of eight competency levels established by the National Training Board to serve as reference points for the development and recognition of competency standards

- Level 1, generally regarded as entry level – the skills needed to function in the workplace
- Level 2, generally regarded as operator level – basic production skills
- Level 3, generally regarded as basic trade level or equivalent 1
- Level 4, generally regarded as advanced trade level
- Level 5, generally regarded as post-trade, technician or supervisor level
- Levels 6-8, covers the management levels of work

These levels were associated with employment outcomes, skills levels and knowledge forms. They also became an area of contention, as they were ultimately to flow through to Level 14 and align to the AQF. This met with opposition from the university and business sectors and the alignment of qualifications with levels (i.e. Certificate 1 equating to ASF level 1) was discouraged, particularly by business, so as not to be linked to industrial awards. The ASF was finally discontinued in 2002. While the designation of *level* was discontinued, the performance outcomes or descriptors...
associated with qualifications largely reflected these original levels, as outlined in Table 5.5.

Table 5.5: Expected Performance by Qualification

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III</th>
<th>Certificate IV</th>
<th>Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>No set prerequisites</td>
<td>No set prerequisites</td>
<td>Year 12 or mature age entry</td>
<td>Year 12 or mature age entry</td>
<td>Satisfactory completion of a prior qualifications or mature age</td>
</tr>
<tr>
<td>Demonstrate knowledge by recall in a narrow range of options</td>
<td>Demonstrate basic operational knowledge in a moderate range of areas</td>
<td>Demonstrate some relevant theoretical knowledge</td>
<td>Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts</td>
<td>Demonstrate understanding of a broad knowledge base incorporating theoretical concepts with substantial depth in some areas</td>
</tr>
<tr>
<td>Demonstrate basic practical skills such as the use of relevant tools</td>
<td>Apply a defined range of skills</td>
<td>Apply a range of well-developed skills</td>
<td>Apply solutions to a defined range of problems</td>
<td>Analyse and plan approaches to technical problems or management requirements</td>
</tr>
<tr>
<td>Apply known solutions to a limited range of predictable problems</td>
<td>Apply known solutions to a variety of predictable problems</td>
<td>Apply solutions to a defined range of problems</td>
<td>Analyse and plan approaches to technical problems or management requirements</td>
<td></td>
</tr>
<tr>
<td>Perform a sequence of routine tasks given clear directions</td>
<td>Perform a range of tasks where choice between a limited range of options is required</td>
<td>Perform processes that require a range of well-developed skills where some discretion and judgement are required</td>
<td>Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas</td>
<td>Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</td>
</tr>
<tr>
<td>Receive and pass on messages/information</td>
<td>Assess and record information, from varied sources</td>
<td>Interpret available information, using discretion and judgement</td>
<td>Identify, analyse and evaluate information from a variety of sources</td>
<td>Evaluate information, using it to forecast for planning or research purposes</td>
</tr>
<tr>
<td>Take limited responsibility for own outputs in work and learning</td>
<td>Take responsibility for own outputs in work and learning</td>
<td>Take responsibility for own outputs in relation to specified quality standards</td>
<td>Take responsibility for own outputs in relation to broad quality and quantity parameters</td>
<td>Take some responsibility for the achievement of group outcomes</td>
</tr>
<tr>
<td>Take limited responsibility for the outputs of others</td>
<td>Take limited responsibility for the quantity and quality of the output of others</td>
<td>Take limited responsibility for the quantity and quality of the output of others</td>
<td>Take some responsibility for the achievement of group outcomes</td>
<td>Take some responsibility for the achievement of group outcomes</td>
</tr>
</tbody>
</table>

(Adapted from Australian Qualifications Framework Advisory Board, 2002 p.10)

The aim to make qualifications national and outcomes transparent to enable increased articulation across sectors was imposed without any major shift or alteration in the existing systemic differences. The opposition by universities to levels hinged to a large extent on the uneasiness they felt about the relationship between these levels and qualification, particularly associated with the areas of overlap and the contentious issue of equivalency. Additionally the advent of training packages and competency-based
training (CBT) into the VET training agenda imposed further systemic and pedagogical differences upon the sectors, which seems to have made it more, not less, difficult to clear the paths for transparent pathways. The emergence of the inherent difference between assessment in the VET and university sectors discussed earlier in the chapter also made it difficult to assess, for articulation purposes, the ability of students and to measure student success in a way commensurate with the system used in the university sector. This was associated with the underpinning pedagogy of CBT and training packages which moved away from traditional curriculum structures into the realm of mechanistic, Taylorist, performance-based forms of conceptualisation and delivery.

**Training Packages and Competency Based Training**

Training packages specify the combination of competency standards required to achieve a particular qualification. It is the combination of competency standards, not the level at which they are aimed, that equates to a qualification. Because training packages are not a curriculum they focus on outcomes rather than content, and measure student success against these outcomes, not against the performance of other students. Measurement against outcomes is the benchmark for assessment and underpins competency standards. These involve the concept of a set of skills formalized in qualifications ranging from Certificate to Advanced Diploma, with the Diploma and Advanced Diploma overlapping with qualifications in the higher education sector. Competency standards were developed within fields of study after close consultation with industry and resulted in the introduction of a number of changes to the previous library studies curriculum, including some competencies that raised the level of outcome for library technicians into the AQF levels 5 and 6. There has been some disquiet in education circles generally about the areas of sectoral overlap, with Gavin Moodie writing, in a submission to the Australian Government’s 2002 review of higher education, that

> The combination of overlap of qualification levels but almost complete separation in almost all other characteristics generates several anomalies and inconsistencies. One way to remove these anomalies would be to remove the overlap in the sectors’ responsibilities for AQF levels 5 and 6 (2002, p.4).

These structural and longitudinal anomalies are largely outside the control of the LIS profession. New perspectives and constructs could contribute to an end to the blurring in education, role and task definition that have dogged the profession. Moodie believes:

> a significant element of structural diversity could be introduced into Australian higher education by changing Australian qualifications framework levels 5 and 6 from a site of duplication, overlap and competition.
between sectors and government to a site of shared qualifications, responsibility and financing between the sectors and levels of government (2002, p.4).

Simon Marginson, Professor of Education at Monash University, sees one of the greatest challenges of post-compulsory education in Australia is to “nest trade and vocational training in degree structures so as to equalise the status of universities and TAFE” (2004, p.11).

In 1998, to enhance articulation and credit transfer, the Australian Vice-Chancellors Committee produced a policy statement about credit arrangements between signatory universities. This included the following guidelines for credit arrangements.

Guide to credit levels

The following linkage relationships are identified as a guide in developing articulation arrangements and dual award qualifications in the same fields between Diploma and Bachelor qualifications:

- 50% credit for an Advanced Diploma when linked to a three year Bachelor degree
- 37.5% credit for an Advanced Diploma when linked to a four year Bachelor degree
- 33% credit for a Diploma when linked to a three year Bachelor degree
- 25% credit for a Diploma when linked to a four year Bachelor degree (AVCC, 1993)

By 2004 this had changed to the following:

YOU WILL GET A MINIMUM OF

- 33% credit for a Diploma, in a related three-year undergraduate course, or
- 25% credit for a Diploma, in a related four-year undergraduate course, or
- 16.5% credit for a nursing certificate IV, in a nursing degree course only.

Higher levels of Credit may be available for an Advanced Diploma (Universities Australia, 2004)

All LIS undergraduate schools are listed on the AVCC website as participating in these national credit transfer arrangements (Universities Australia 2004, *University List*)

These changes have had varying impacts upon LIS education as, which has largely been reactive, addressing the issues institution by institution as the need emerged, rather then pro-active to the changes around it.
THE LIS ARENA

The introduction of training packages, educational reforms such as Brendan Nelson’s *Higher Education at the Crossroads* (2002) proposals and the changing global nature of education mean that the Australian LIS industry is once more faced with questions about the validity of its professional credentials, necessary minimum qualifications required for professional status, and a reassessment of the body of knowledge required for the varying participants in the industry. According to Dave Muddiman, speaking in the UK context, the challenges to the core knowledge in the field have meant that LIS educators have found it more and more difficult to define to their colleagues in HE what is “special” about library and information science … [because] The core concepts of the disciplines such as information control and analysis of user needs have been diluted or invaded by the jargon of computing and management (1996, pp.20-21).

This loss of “special” skills is associated with a shift in the focus of LIS education away from “mid-century notions of social responsibility” which “stressed the preparation of individuals who possessed not only specialized skills and knowledge but also societal awareness which would enable them to practice critical discretion” (1996, p.21).

In its place Muddiman sees the emergence of a new vocationalism stressing competence rather than knowledge and a skills set that are generic rather than grounded in core concepts of a unique discipline. If this is the case, a rise in a generic, vocational skills within professional courses, rather than an emphasis on specialized skills and knowledge, can only magnify the cross-over between CBT, engendered by the development of training packages and higher education. It does so by blurring distinctions “based on the content of learning and the extent to which it is designed specifically to prepare individuals for roles in the labour market” (Raffe 2002, p.4). The concept that the value placed on knowledge has suffered at the hands of vocationalism, as described by Muddiman, goes some way to explaining perceptions of blurring between professional and paraprofessional education and training. However, commentators of the US education system, such as Norton Grubb, believe that US higher education has always educated vocationally, particularly in fields such as library science (Grubb 2007), raising questions about the validity of the assessments presented by Muddiman and others, particularly given that Australian education historians, such as Barcan (1980), have also placed the development of Australian university education in the utilitarian camp.
Teaching institutions

After 1998, national recognition of the various competencies remained, but with the advent of the Library and Information Services Training Package there was variation among RTOs in their interpretation and delivery of the Package. This led to some degree of breakdown of the commonality of delivery achieved with the National Curriculum. Institutions delivering the Library and Information Services Training Package and its equivalent in 2004 are listed in Table 5.6.

Table 5.6: RTOs delivering Library and Information Services Training Package 2004

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>State</th>
<th>Name of Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edith Cowan University</td>
<td>WA</td>
<td>Bachelor of Science (Library Technology)</td>
</tr>
<tr>
<td>Edith Cowan University</td>
<td>WA</td>
<td>Associate Degree of Science (Library Technology)</td>
</tr>
<tr>
<td>Victoria University of Technology</td>
<td>VIC</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>(TAFE Division)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Ballarat</td>
<td>VIC</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>Swinburne University of Technology</td>
<td>VIC</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>(Prahran Campus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Box Hill Institute</td>
<td>VIC</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>Central TAFE (Perth Campus)</td>
<td>WA</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>Tasmania Institute of TAFE</td>
<td>TAS</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>Adelaide Institute of TAFE</td>
<td>SA</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>Southbank Institute of TAFE</td>
<td>QLD</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>Charles Darwin University</td>
<td>NT</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>TAFE NSW – Illawarra</td>
<td>NSW</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>Sydney Institute</td>
<td>NSW</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>Riverina Institute</td>
<td>NSW</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>Hunter Institute</td>
<td>NSW</td>
<td>Diploma of Library and Information Services</td>
</tr>
<tr>
<td>Canberra Institute of Technology</td>
<td>ACT</td>
<td>Diploma of Library and Information Services</td>
</tr>
</tbody>
</table>

(adapted from ALIA 2007a)

As of 2004 the following institutions in Table 5.7 were listed on the ALIA web site as offering a Bachelors level programme in the field.
Table 5.7: LIS Undergraduate Programmes 2004

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Title of Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Sturt University, NSW</td>
<td>Bachelor of Arts (Library and Information Science)</td>
</tr>
<tr>
<td>University of Technology, Sydney</td>
<td>Bachelor of Arts in Communication (Information Management)</td>
</tr>
<tr>
<td>Charles Darwin University, NT</td>
<td>Bachelor of Library and Information Management</td>
</tr>
<tr>
<td>Royal Melbourne Institute of Technology,</td>
<td>Bachelor of Business (Business and Knowledge Management)</td>
</tr>
<tr>
<td>Vic.</td>
<td></td>
</tr>
<tr>
<td>Curtin University of Technology, WA</td>
<td>Bachelor of Arts (Librarianship and Corporate Information Management)</td>
</tr>
</tbody>
</table>

(Adapted from ALIA 2007b)

These institutions are all outside the elite university group in Australia, the Group of Eight (University of Adelaide, Australian National University, University of Melbourne, Monash University, University of New South Wales, University of Queensland, University of Sydney and University of Western Australia). They fall within what Teese describes as “next on the hierarchical scale after TAFE colleges, former teacher’s colleges and technical institutes drawing from the lower half of the achievement distribution” (2000, p.237). This has implications for the relationship between these institutions and the VET sector, because they draw from a similar cohort of school leavers. It also has implications for those professions aspiring to raise their status, such as LIS, and for those universities wishing to join the elite group. The ultimate implication of this is that, if a course and, therefore, a profession are to attract higher performing students, the course, by default, needs to be within an elite university. Congruent with this, for a university to attract higher performing students, they must offer courses for high-aspiration professions, such as law and medicine.

Evidence, both anecdotal and empirical, suggests that many qualified technicians move from the technical area of the library industry to the professional area of the industry by completing an undergraduate degree course in information science, librarianship or associated fields (Richardson 1999, Sanders 2006). However Australia-wide, “Very little is known about educational pathways of students moving between the sectors of education and training at the post-compulsory level” (Teese and Watson 2001, p.1). Since 2002 a number of major reports, including Varieties of Learning (DEST 2002d) and A Cross Sectoral Funding Model (Watson, Wheelahan and Chapman, 2002), have been published and research has been conducted at a number of key centres, including centres at the University of Melbourne and the University of Queensland. In 2006 in
Victoria, one of the cross-sectoral universities undertook a number of investigations into the success of articulating students within its university and the degree of cross-sectoral movement (Milne, Glaisher and Keating 2006). One case study in the field of accounting indicated the successful movement of many students between the sectors, refuting common beliefs about articulating students and their success and failure (Cao 2007). These reports and data provide some comparative data for the examination of articulation in LIS.

ARTICULATION

Industry-specific statistics are difficult to obtain on movement between the sectors. What are available are broad sector-wide statistics, giving some insight into the nature of movement between sectors. Because little is available on a course-by-course basis to allow study of the nature of movement in particular fields, the merit of articulating students and their eventual employment outcomes, only some broad generalisations are possible. Statistics of the total university student population are gathered using the university annual returns. At TAFE level an annual Student Outcomes Survey is conducted by the NCVER to establish a snapshot of the directions TAFE students take after completing training. In addition, statistics on enrolments, outcomes and course profiles are gathered at the TAFE level by the NCVER on behalf of the Australian National Training Authority (ANTA).

In 2004, 3.5% (24,328) students of the total university admissions were based on their TAFE award (Keating 2006, p.73). Yet it is not a simple picture as Abbott-Chapman points out

university admissions of students with VET/TAFE certificates and diplomas are unevenly distributed between different Australian universities…the universities of Sydney, Melbourne and Queensland, for example, admitted 2.1%, 2.0% and 3.4% TAFE-background students, proportions at Swinburne University of Technology, the University of Technology Sydney and the University of Western Sydney were 22.6%, 13.1% and 22.5% respectively. (2006 p.5)

Table 5.8 illustrates the different rates of admission depending on type of university, with former CAEs and institutes of technology having the highest articulation rates during this period.
Table 5.8: Admission to Bachelor Degree Courses - HECS Liable Students Only by University Classification by Basis of Admission as a Percentage of All HECS Liable Students admitted to Bachelor Degree Courses - 1993-1997
(Cummins, Rutten and Wagstaff 1998 p.21, Table 3.6)

<table>
<thead>
<tr>
<th>Year</th>
<th>Group of Eight</th>
<th>Ex CAEs</th>
<th>Ex Institutes of Technology</th>
<th>Other Universities</th>
<th>Special Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Leaver</td>
<td>Other Not TAFE</td>
<td>TAFE Course</td>
<td>School Leaver</td>
<td>Other Not TAFE</td>
</tr>
<tr>
<td>1993</td>
<td>70.1%</td>
<td>28.5%</td>
<td>1.4%</td>
<td>35.7%</td>
<td>57.4%</td>
</tr>
<tr>
<td>1994</td>
<td>56.5%</td>
<td>41.3%</td>
<td>2.3%</td>
<td>42.7%</td>
<td>49.0%</td>
</tr>
<tr>
<td>1995</td>
<td>56.9%</td>
<td>40.1%</td>
<td>3.0%</td>
<td>41.8%</td>
<td>47.4%</td>
</tr>
<tr>
<td>1996</td>
<td>66.6%</td>
<td>30.4%</td>
<td>3.1%</td>
<td>36.4%</td>
<td>53.7%</td>
</tr>
<tr>
<td>1997</td>
<td>67.2%</td>
<td>29.7%</td>
<td>3.1%</td>
<td>40.4%</td>
<td>49.8%</td>
</tr>
<tr>
<td>Total</td>
<td>63.5%</td>
<td>33.9%</td>
<td>2.6%</td>
<td>39.5%</td>
<td>51.2%</td>
</tr>
</tbody>
</table>
**Articulation and the LIS sector**

LIS educators have little LIS-specific empirical data to draw from in assessing the nature, quantity and background of those students entering the field from outside the standard school leaver admissions. In the LIS field, there has been little empirical research undertaken by university or TAFE departments about the take-up of degree courses at the professional level by qualified library technicians; Richardson’s study (1999) is a notable exception.

Cross-sectoral movement must also be viewed in relation to the continued interest educationally in ‘pathways’, those formal structures that emerged during the 1980s and promoted movement between TAFE and higher education in Australia. The success or otherwise of the pathways is, according to Lorrimar and Kroonstuiver, variable from sector to sector and influenced by a number of facilitating and inhibiting factors, including whether universities are signatories to the AVCC guidelines, and whether the qualifications are linked to the same, or a similar, industry area.

The LIS industry has factors in place that seem to promote success in cross-sectoral movement. It is a small field with a well-established structure and a professional body that encompasses both professional and paraprofessional sectors. What research is available suggests that the movement between TAFE and university LIS undergraduate education is an extremely important aspect of undergraduate LIS education in Australia. Despite repeated attempts to obtain figures for articulation levels for the Victorian undergraduate provider, RMIT, these were not made available. Some figures are available, however, from other undergraduate course in Australia. Richardson demonstrated an ever-increasing articulation rate between 1985 and 1994 at Curtin University, where 36% of all students admitted in 1994 were library technicians (1999, p.59). This pattern of increase is also demonstrated over the whole post-compulsory sector. Table 5.9 from DEST shows this growth.
Table 5.9: Students commencing bachelor degrees (or below) admitted on the basis of prior TAFE study in Australia, 1993-2001

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>6203</td>
<td>3.9</td>
</tr>
<tr>
<td>1994</td>
<td>9111</td>
<td>5.5</td>
</tr>
<tr>
<td>1995</td>
<td>11763</td>
<td>6.5</td>
</tr>
<tr>
<td>1996</td>
<td>11819</td>
<td>6.1</td>
</tr>
<tr>
<td>1997</td>
<td>14320</td>
<td>7.3</td>
</tr>
<tr>
<td>1998</td>
<td>14374</td>
<td>7.2</td>
</tr>
<tr>
<td>1999</td>
<td>15667</td>
<td>7.6</td>
</tr>
<tr>
<td>2000</td>
<td>14599</td>
<td>6.9</td>
</tr>
<tr>
<td>2001</td>
<td>15316</td>
<td>7.0</td>
</tr>
</tbody>
</table>

(DEST 2002c, p.7, Table 2)

Roy Sanders stated that in 2006 between 40 and 50% of students admitted into the CSU undergraduate programmes were graduates from the TAFE Diploma in LIS (2006a, p.2). The total enrolment in LIS undergraduate courses Australia-wide was 811 (ALIA 2006a.). As the CSU undergraduate programmes had a total enrolment of 590 in that year (Sanders 2006, p.2), Sanders’ figures carry significant weight in the examination of articulation between sectors for the industry. Earlier figures for CSU show that, in 1997, 42 of the 115 students commencing the undergraduate programme were TAFE-qualified library technicians (32 %) and that, in 1999, 52 of 125 commencing students were in this category (41%) (Sanders personal communication 28/08/2003). This level of articulation is much higher than the overall articulation rates and places cross-sectoral movement within the LIS field at the forefront of discussion about articulation.

Monash University, one of the Group of Eight, has a LIS school but no undergraduate programme. Monash University is introducing a new undergraduate programme in 2007, and has received approval for such a programme. Its success will depend on demand, but its viability is still uncertain and its establishment goes against current trends. There are LIS undergraduate programmes in two types of institutions: former CAEs and institutes of technology, and articulation rates reflect the higher patterns of articulation seen in these institution types. Table 5.10 illustrates the total rate of articulation and admission based on TAFE qualifications into Australian universities offering LIS undergraduate courses in 2005.
Table 5.10: Total Numbers of Domestic Admissions into Bachelors Degrees at Universities with Undergraduate LIS Programmes 2005

<table>
<thead>
<tr>
<th>University</th>
<th>Total intake into Bachelor programmes</th>
<th>Admissions based on TAFE study</th>
<th>Percentage of total intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Sturt University</td>
<td>6,467</td>
<td>936</td>
<td>14.47%</td>
</tr>
<tr>
<td>University of Technology, Sydney</td>
<td>4,148</td>
<td>543</td>
<td>13.03%</td>
</tr>
<tr>
<td>RMIT</td>
<td>5,109</td>
<td>988</td>
<td>19.33%</td>
</tr>
<tr>
<td>Charles Darwin University</td>
<td>1,332</td>
<td>105</td>
<td>7.88%</td>
</tr>
<tr>
<td>Curtin University</td>
<td>4,502</td>
<td>292</td>
<td>6.48%</td>
</tr>
</tbody>
</table>

(Adapted from DEST 2007)

Not surprisingly RMIT, a long established dual-sector university, has a fairly healthy articulation rate given its structure. Because figures are unavailable for LIS articulation at RMIT, comparison can only be made on the basis of figures from CSU. CSU have total admissions based on TAFE qualification fairly close to the national average of 13.5%; its undergraduate LIS programme, as stated previously, has an admission rate based on TAFE qualification of between 40 and 50%. This indicates the strong presence of cross-sectoral pathways for education in this industry.

These statistics provide us with a preliminary insight into individual university’s pathways and cross-sectoral policy. We can see clearly demonstrated a variation in the admissions on the basis of TAFE study, according to the university’s location, status and former classification. This reflects of the historical forces shaping LIS education in particular, as discussed in Chapters 2, 3 and 4, which classed the LIS as an applied science and was placed it in CAEs and institutes of technology following the release of the Martin report. Access to particular study modes also influences the uptake of further study by technicians at particular institutions. Given that most library technicians will be of mature age, are often employed and, therefore, require part-time and flexible study options, those universities catering to such needs will have the greatest demand from these students. Those universities that allow for flexible modes of delivery, such as
distance and on-line delivery, will have an advantage with groups like these library technicians who require a flexible approach. As will be shown in Chapter 6, part-time modes of study and part-time and full-time work are a fact of life for nearly all library technician and librarianship students.

**What motivates students to articulate?**

For many paraprofessionals, study is what Teese et al call a “backdoor” to a university education “standing outside the graded academic education”. It may be that early school leavers “at a later point in time turn to TAFE institutes for occupational promotion through middle or advanced level training” (Teese 1998, p.8). How true this is for the LIS field is difficult to assess, as no research appears to have been done on this topic to date. Inferences can only be drawn from the overall behaviour of the cohort of students entering TAFE. An interim report into articulation at Victoria University, a dual-sector institution in Melbourne’s West, examined articulation behaviour amongst a group of 114 TAFE students in eight disciplines and provides some insight into attitudes and outcomes at this institution. From interviews the researchers found

The majority of the students hoping to articulate had entered their course with the goal of articulation into a particular degree course in mind (Milne, Glaisher and Keating 2006, p.3)

Extrapolating from articulation rates into undergraduate courses in the LIS field outlined previously and from findings such as this, at least some of those entering the library technician training intend it as a bridge to a degree programme. Another group identified in this study were those who had turned down a place in a degree programme. They fell into the mature age group, or those who did not have English as a first language and were using TAFE to prepare themselves for further study. A group of what were called swirling students were also identified. These moved freely back and forth between the sectors depending on their career aspirations at a given time. These groups align broadly with the student groups within TAFE, identified by the NCVER, of which three are of particular interest in the context of those being educated and trained in the LIS field

These three groups are defined, as the “Career changers”, “Skill improvers” and “Bridgers”. Career changers are defined as “those over 19 who undertake training to try for a different career”. Skill improvers as those who undertake their training to “get a better job or promotion”. Bridgers “undertook their TAFE training to get into another
course of study” (NCVER 2003a) These three groups constituted 50% of the total TAFE cohort of graduates in 2002, of which Career changers made up approximately 18%, Skill improvers 23% and Bridgers 6% (NCVER 2003a, Figure 3, p.6). The intent of TAFE graduates when undertaking TAFE study indicates that TAFE is seen in a variety of lights. According to the NCVER research into graduates’ motivation for undertaking TAFE study 28.7% undertook study to get a job or to assist their own business, 15.5% as a requirement of their current position, 11.9% to provide extra skills for their current position, 10.9% to change careers, 8.8% for a better job or promotion, 7.0% to gain access to further study with the remainder having other reasons for their study. While only 7% of graduates enrolled with the intention of completing further study, 13.5% overall went on to enrol in a university level course (NCVER 2003b, p.21). What educational and other issues are associated with this merit further exploration. It may also be that the experience of tertiary education is having an impact on the confidence and mindset of a group who may not have previously considered university education as an option. Clearly the VET sector is fulfilling more than its defined role as being “a form of broad non-university, competency-based training, focussed on meeting the needs of industry” (DEST 2002d, p.2) and is fulfilling Teese’s “backdoor” function.

The implications for LIS education are profound, given the historical pressures and current educational and political contexts, high levels of articulation and the pressures on university schools and on the profession itself. According to Milne, Glaisher and Keating “articulation pathways work best when the two sectors have close and mutually beneficial relationships” (2006, p.ii). Questions must be raised, particularly in light of the historical context, about whether a “close and mutually beneficial relationship” is desired by all in the field. Yet it seems inescapable that the patterns of education that now prevail make it necessary for those involved in its delivery to come to some understanding of the current situation with regards to articulation. To this end there needs to be greater understanding in the LIS community of the reality of the people who undertake the process of articulation, so that decisions about articulation and credit transfer can be placed on a factual footing rather than belief and conjecture. There also needs to be an understanding of what is taught to enhance understanding and eliminate further tensions, barriers and overlaps created by the current complex and opaque educational transitional arrangement between sectors.
Chapter 6 examines further the nature of those who are involved in LIS education, and investigates in greater detail characteristics of students in the sector and those who have chosen to articulate from LIS VET education programmes to professional programmes.
CHAPTER 6: THE PEOPLE

It is a matter of no little urgency that professional library work be disentangled forthwith from the skilful use of hands in the mechanical operations that play so large a role in every active and useful library. Until this is done, library work will not make a strong appeal to the better type of college men and women (Williamson 1923/1971, p.107)

Discussion in Chapter 5 centred on the current educational context and patterns of movement of students between sectors in Australia. This chapter explores the LIS student population and LIS workers who have articulated between the VET and university sector in Australia to investigate some of the commonly-held perceptions about LIS students and articulation. Research was conducted into a number of areas concerned with those who study LIS and those who have moved between the sectors. Figures regarding enrolment, previous educational experiences, background, gender and age of library technicians were obtained and other data collected to provide a snapshot of the people involved in LIS education and training in Australia, particularly in Victoria, today. Research was also conducted into members of the LIS workforce who had articulated between VET and university to establish a profile of them and to gather insight into their motivations, perceptions of the education delivered in the sectors and any characteristics which might distinguish them from ‘other’

THE QUESTIONNAIRE

One component of this research was the distribution of a questionnaire to former library technicians who had decided to alter their career path and become librarians. Questionnaires (see Appendix 2) were sent to identified former qualified paraprofessionals who had undertaken professional level qualifications after undertaking initial paraprofessional study. Given the often complex nature of LIS education in Australia, as outlined in previous chapters, and the unusually high level of articulation within the LIS education sector, discussed in Chapter 5, any insight into the experience of those who participate in the dual professional and paraprofessional educational experience may contribute to our ability to untangle some the complex strands involved in LIS education in Australia. A clearer picture of who the students are and why they make the choices they do, can also serve to provide vital input into their
potential needs and the approach to education required for success. Such information may bring into focus more clearly the student base from which potential workers in the LIS industry are drawn. It also brings to our attention factors unique to the industry that may have an impact upon quality and delivery of education and training in the LIS field.

The intention of the questionnaire was to explore attitudes and perceptions about education at TAFE and university level. There were a number of specific aims associated with these questionnaires to elicit this information:

- To establish views participants have about the nature of education at paraprofessional and professional level
- To elicit views on perceived differences in content and degree of difficulty and areas of overlap within the two sectors and what they delivered
- To establish why participants chose to change their career while remaining in the same industry
- To determine any patterns in age, secondary or tertiary education level amongst these articulators
- To determine if there were any features of this group in contrast with other industry groups, which made it more likely they would articulate successfully
- To compare them with other data collected about education and training broadly and with other library technicians in particular to see if they differed in any way from the larger cohort

**Methodology**

A questionnaire was distributed in 2001 to LIS graduates who had undertaken both a professional and paraprofessional qualification. These questionnaires were designed to take approximately thirty minutes to complete and to investigate some of the issues surrounding perception of education for the professional and paraprofessional through the individual experiences and responses of those who had graduated from both sectors. In addition, insight into the motivation of the students was sought. Quantitative data was also gathered concerning age, educational background, work and employment and prior qualification.

There was no straightforward way of identifying suitable participants so a number of strategies were employed to identify this group.
Word of mouth and personal knowledge of those who fitted the profile
A brief description of the aims of the project in *Technotes* (a Victorian newsletter of the Library Technicians Section of ALIA) in October 2001 (see Appendix 3.1)
A request via aliaLIBTEC, a discussion group for library technicians, for those who met the stated criteria (see Appendix 3.2)
A request to the library staff at Victoria University of Technology where I work (see Appendix 3.3)
The posting of a request for assistance on the ALIA Victoria listserv and ALIA Information Literacy listserv (see Appendix 3.6).

Sixty-seven respondents meeting the criteria of having completed both a library technicians qualification and an LIS degree were identified. Information was then forwarded to the respondents either via email attachment or conventional mail. This information comprised a questionnaire, an information statement outlining the purpose of the project, and a consent form; information was sent out in September 2001. Copies of these documents are available in Appendix 2.

The questionnaire was divided into three sections:
- General background of the respondents, including age and workplace
- Educational background, including current and previous qualifications and schooling
- Professional background, including employment history, current employment status and views and motivations for undertaking further study. This section also provided for further comment.

Of the original sixty-seven who responded and were forwarded a questionnaire, twenty-seven were returned completed. Of the initial respondents twenty-one were from Victoria, two from Queensland and one each from Tasmania, NSW, Western Australia and the ACT. Five were male, twenty female, and two did not indicate gender. All but two of these original respondents indicated their willingness to answer further questions if necessary. No follow-up was conducted at this time, as the number of responses seemed adequate to provide an overview of this group and an insight into composition and motivation.
In mid-2004, however, a debate concerning the nature and training for the various groups in the profession occurred on the aliaLIBTEC listserv. This debate was concerned with the central issues of my original questionnaire, so it seemed appropriate to once again call for those who may have qualifications in both sectors of the industry to contact me. I approached Kerry Kelly, convenor of the Victorian Library Technicians’ Group, who posted a call for further responses on aliaLIBTEC (Appendix 3.6). Only three additional questionnaires resulted from this call, all Victorian and female. I also distributed questionnaires on an ad-hoc basis to others who I had learned fitted the required profile. All of these additional respondents were from Victoria, the pattern of response possibly influenced by the largely Victorian points of contact with the industry and my personal knowledge of Victorians who fell into the target group. The final responses to the questionnaire totalled thirty-nine, with all those approached or responding to the subsequent request returning a questionnaire. While this sample was not large, the return rate was excellent overall, with the initial response rate being just over 40%, and the final response rate 58%. Twenty-seven were from the 2001/2002 period and only twelve from 2004. Table 6.1 indicates the number and gender of responses.

Table 6.1: Questionnaire Respondents by Gender

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>15.4%</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>79.5%</td>
</tr>
<tr>
<td>Not known</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

Questionnaire Results: Quantitative

General Background of the Respondent

The first section of the questionnaire, General Background, established who the respondents were and noted any key characteristics and commonalities of the group which could be used later in comparisons with the broader educational population and LIS employees and students generally. Characteristics included Age, as shown in Figure 6.1:
The age characteristics of the group indicated a distribution of 63% over 40 years of age and 37% 40 years of age or younger. Discussion later in this chapter centres on the comparison of this age range with librarians generally and students of library technician programmes.

The workplaces of participants, and the number of employees in that workplace, are noted in Figure 6.2 and Figure 6.3. These figures provided insight into the nature of the workplaces which encourage articulation. They also reflect historical motivations and understandings about library technicians and librarians, and the nature of the workplace best suited for these divisions, discussed in Chapter 4.
The largest number of respondents worked in academic libraries (38%), with a fairly even distribution amongst other library types. The size of the workforce in the respondents’ workplace was fairly evenly spread, despite the numbers working in academic libraries. This may indicate that employment in an academic library produces a greater likelihood of further study than employment in other library types, even if the workforce is of a similar size. The limitations of these findings must be acknowledged, given the small sample and the possibility that those working in academic libraries may have better access to the channels used to solicit participation.

Another factor that indicated a greater likelihood of articulation within this group was tenure and employment mode. This appears to be a strong contributing factor to
ongoing study; none of the respondents were employed on short-term contracts, none were unemployed and most were employed in secure full-time ongoing work. Tenure is illustrated in Figure 6.4.

Figure 6.4: Tenure of Employment of Respondents

![Pie chart showing current employment mode of respondents as percent]

<table>
<thead>
<tr>
<th>Employment Mode</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT Contract</td>
<td>8%</td>
</tr>
<tr>
<td>PT Ongoing</td>
<td>18%</td>
</tr>
<tr>
<td>FT Contract</td>
<td>8%</td>
</tr>
<tr>
<td>FT Ongoing</td>
<td>67%</td>
</tr>
</tbody>
</table>

It is difficult to assess definitively whether participants were employed while they studied but mode of study for both the initial library technicians’ qualification and librarianship qualification seem to indicate that many were employed while undertaking study, with an increase in part-time study amongst those undertaking the librarianship qualification (see Table 6.2). This raises the question of whether one of the motivations for undertaking full-time study was to obtain more secure employment, or whether most were employed in fairly secure employment while studying and this enhanced their motivation to study within the industry and their ability to pursue this study. This was not answered by the responses to the questionnaire, but is an area for further investigation.

Table 6.2: Mode of Study of Respondents

<table>
<thead>
<tr>
<th>Mode of Study</th>
<th>Library Technician</th>
<th>Librarianship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>28%</td>
<td>16%</td>
</tr>
<tr>
<td>Part-time</td>
<td>72%</td>
<td>84%</td>
</tr>
</tbody>
</table>

There is also some indication that the respondents began to study fairly early in their employment in the LIS arena. If we take into account mode of study and length of time employed in the industry (see Figure 6.5), it would appear that many of the participants (40%) began their study either before being employed or within the first ten years of employment. Given that respondents had completed both qualifications and largely
studied part-time, the figure may be higher, as time since completion of the qualification was not indicated on the questionnaire.

Figure 6.5: Length of Employment in LIS Industry

<table>
<thead>
<tr>
<th>Length of Time Employed in the Library Industry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5yrs</td>
<td>8%</td>
</tr>
<tr>
<td>6-10yrs</td>
<td>32%</td>
</tr>
<tr>
<td>11-15yrs</td>
<td>19%</td>
</tr>
<tr>
<td>16-20yrs</td>
<td>17%</td>
</tr>
<tr>
<td>21-25yrs</td>
<td>5%</td>
</tr>
<tr>
<td>26-30yrs</td>
<td>13%</td>
</tr>
<tr>
<td>greater than 30yrs</td>
<td>3%</td>
</tr>
<tr>
<td>not stated</td>
<td>3%</td>
</tr>
<tr>
<td>0-5yrs</td>
<td>8%</td>
</tr>
</tbody>
</table>

These figures corroborate the view that many students use VET access as a means of entry to university and begin such qualifications with the intention of undertaking further study, as noted in Chapter 5. This has yet to be fully explored for the LIS sector, but patterns of age and education may provide some insight. The statistics are somewhat contradictory, as in terms of age such articulation is not the norm, yet, in terms of gender and previous educational profile, the LIS library technician group closely matches the expected profile of those intending to use TAFE training as their entry point to university. Other issues, such as tenure of employment, highest secondary education level, workplace and age, appear also to have an impact upon articulation within this sample group.

**Motivation for study**

The questionnaire sought to establish the stated motivation for pursuing further study. Given the large numbers of library technicians who make up professional, undergraduate level education in Australia, it is interesting to note that increased employment opportunities, while stated by some respondents as a key motivation – 21% had it as their most important reason – may not be based in reality. The growth rate for librarians in Australia over a five-year period has fallen by -8.2%, while the growth rate for technicians has been on the increase in the same period by +38.6% (Teece 2004,
This raises a further question: why do those in a growth area of the industry change direction to pursue this career path. In the reasons given for undertaking professional qualifications a broad range of primary motivations were apparent (see Table 6.3).

Table 6.3: Respondents’ Primary Reason for Undertaking Post-technician LIS Qualification

<table>
<thead>
<tr>
<th>Primary Motivation</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional satisfaction</td>
<td>14</td>
<td>36%</td>
</tr>
<tr>
<td>Increased employment opportunities</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>Personal satisfaction</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Money</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Status</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Workplace initiatives</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

Each respondent also provided a range of secondary motivations but the driving impetus for many, was associated with personal and professional development and confidence. This points to some important issues associated with the role VET education plays in the development of educational opportunity and with how access to such education allows for later access to professional programmes.

**Emerging themes**

The final section of the questionnaire allowed for further comment by respondents. This elicited a number of valuable insights into the role of cross-sectoral movement in education and the key role undergraduate education plays as a conduit for professional education for those who would otherwise have found such access difficult. These responses also presented personal views on the advantages and disadvantages of education and training in each sector and were insightful, honest and well rounded in their assessment of motivations and wider industrial concerns. These themes fell into a number of broad categories.
One theme was professional status and esteem. Responses indicated a belief that, while performing many of the same functions in the workplace, participants had received little recognition either professionally or monetarily for their skills. One respondent articulated this view by giving their reason for changing their training as:

I realized that I was being expected to perform many of the managerial functions at a professional level and yet was being told I was ‘just’ a technician and therefore couldn’t expect to be employed at a higher level (respondent 27).

Another respondent employed in a school commenced professional education because

I know very few schools employ librarians other than as than the information manager at a slightly higher rate of pay. In fact more and more school jobs are advertising for technicians at the level of SSO1 [the lowest level in the School Support Officer classification] but requiring high levels of skills and experience (respondent 39).

This sense of exploitation, or at least a grievance over not being recompensed for the skills and knowledge they had, was felt keenly by many of the respondents, particularly those who had been employed in the industry for some time. Further qualifications were seen as a means of redressing the balance and, as outlined earlier, were also more about the “right piece of paper” than any material or educational gain.

Another theme to emerge was the idea of self-belief attained through initial experience and success in the TAFE sector, after leaving school early or having lacked success in the secondary school sector. This view was outlined powerfully by one respondent as follows:

As I left school after the s.c [school certificate] in year 10 I never thought that I had the ability to undertake higher learning. I worked in “blue-collar” jobs for around 15 years. I finally realised that to be able to have a job that was easier on the body but stimulating to the mind and with greater monetary return I had to undertake education. When I started TAFE I was concerned I might fail, yet not only did I not fail but I graduated with distinction. This encouraged me to try an even bigger step and go to uni. Again I did not know if I could “hack it” but again achieved a distinction average (Respondent 2).

This theme of growth in confidence was common and seems to have led participants to develop attitudes to learning and their own ability which provided the impetus for further study.
Another theme evident was reference to financial considerations associated with university study and the cost saving associated with gaining an initial TAFE qualifications then articulating. The following respondent is an example of someone who intentionally used the TAFE course as a backdoor entry to a university course and reaped the benefits financially of such action. They described their motivation in the following way:

I commenced study at TAFE because I believed it was a cheaper way to ‘test the waters’ of librarianship to see if I wanted to change careers. I always intended to get my librarian qualification so I could apply for higher paying positions, but in the end found the TAFE course so interesting and useful I completed the full 2-year diploma. I think I am a better librarian for having studied and worked at technician level also (Respondent 13).

The idea expressed in the last sentence above about the advantages of obtaining both types of training with their particular pedagogical foci was something that ran through many of the responses. Another respondent said:

A librarian who has an understanding of the practical tasks is in a better position to plan, organise and manage. Librarians who were previously technicians have a better understanding of the core tasks as well as a broader knowledge of library functions (Respondent 7).

Another noted:

I would only reiterate that having the combination of the para-[professional] experience and then gaining professional status …has given me a breadth of understanding that has helped me throughout my career (Respondent 22).

Insight and perceptions about learning, attitudes towards library technicians who did not go on to further study and the degree of intellectual and pedagogical difference between the sectors were also touched upon and revealed less positive reflections on the respondents’ educational experiences. For example, one commented:

For anyone who aspires beyond a structured role I question the advisability of undertaking the paraprofessional qualification given the time to complete and the small remuneration forthcoming (Respondent 24).

Another respondent noted the relationship between workplace roles and qualifications, once more reflecting a “bit of paper” attitude rather than real skill differences

I have often heard the argument from Library Techs that they can do the work of librarians! I am sure they can but let them go and get their degree! (Respondent 12).

Similarly,

If library technicians are insecure they only need to upgrade their qualifications. I now need to upgrade my quals. to apply for senior jobs and
will do so to move forward in my career. The same applies to all players in the industry (Respondent 11).

Such views were in the minority but reflect the complex attitudes and views about qualifications. Many further themes associated with curriculum and skills attainment, as well as work and study practice, also emerged reflecting many of the associated issues of curriculum, definitions and pedagogical practice more fully explored in Chapter 7.

While these personal perspectives provided much food for thought, the patterns and profiles identified also provide empirical information about a group about which little is known, and allow us to examine any aspects which may provide information about successful transition between education and roles within the industry.

These themes also presented the researcher with an additional question of motivation for attempting TAFE courses rather than attempting mature age entry to a university degree, given that many had competed the final year of schooling or had a previous degree or qualification. Follow-up emails to some of the respondents who fell into this category (Appendix 3.6) expose the full gamut of possible motivations. Six of the respondents commented on their motivations in reply to this email, and included comments such as:

I always wanted to work in a library but it was many years since I was at school so the thought of studying again was quite scary, so I decided that two years was enough for me to accomplish my goal and for me it was realistic according to circumstances, family and finances also (Respondent A)

I had a number of reasons for choosing to do the Library Technicians course
1. Cost
2. Perceptions of a librarian’s duties, I wanted to do the hand on stuff…
3. Workload (Respondent B)

I had no formal training and the Library Technicians’ course was seen as a useful course to do as it was practical and related to the current job I was doing.
My supervisor encouraged it.
Ease of access to the institution.
Flexibility of the provision of subjects.
Moral support from other staff members.
The cost was relatively cheap.
I had young children and probably would have thought a uni. Course too hard to manage at that stage. I was unaware of the flexibility of any such course, I found out later I could undertake studies by distance ed. (Respondent C)
I knew I wanted to work in a library and happened to speak to someone who was doing the Library Tech’s course. They made it sound really interesting (Respondent D)

The reason why I chose to do the library technicians’ course first was because I had just moved interstate to Sydney at the end of the year and was too late to apply for the librarianship course …so I applied for the TAFE course (Respondent E)

These individual insights are illustrative of many of the themes running through the responses to the questionnaire. The themes garnered from these responses provide an insight into the role of VET education in providing access to education they also raise issues associated with socio-economic status, gender and schooling which are largely not commented in the LIS literature.

**Access and equity**

What has often been left out of discussions about education for the LIS industry and access to it are the human considerations including the life and work experience of the participants and systemic inhibitors to education existing for certain groups. Elite professions, as discussed in Chapter 5, are defined as ones with an inherently positive relationship between themselves and those from higher socioeconomic groups. One way for a profession to maintain equity of access is to provide pathways of opportunity; but this comes at a cost, it would seem, to the status of the profession. Other factors such as the gender balance of a profession also have a role to play in status. There is an inherent dissonance between the broader social and educational principles of access and equity in TAFE and some universities, and the quest to establish increasingly rigorous educational benchmarks to the professional level of the industry with the aim of maintaining or increasing status, quality, skills and esteem for the professional group. Such increased rigour, or educational expectation, is linked closely to the role and status some universities have in our society in preparing professionals. This, like many other aspects of the TAFE/university divide, hinges on the idea of exclusivity and inequitable access on the part of the university, in direct opposition to the TAFE mission. Discussion needs to recognize that bridgers are not always fresh-faced school leavers but have a long history in the industry and use undergraduate education to facilitate and formalize their movement to professional roles.
Gender and associated issues

Many statements are made concerning the age, gender, intellectual and educational level of those who undertake library technician training in Australia, which reflect a long and sustained history of attitudes and beliefs about the nature of library work and those who undertake it. High articulation rates within LIS education indicate that an understanding of the VET sector will provide us with greater insight into those who undertake librarianship training. Yet the patterns of articulation and success of VET students, as discussed earlier, also indicate that many assumptions and perceptions relating to ability and education are at the least, questionable. There is a need to explore further some of the assumptions. These assumptions, based largely on societal understandings or attitudes, particularly those surrounding the nature of women and gender roles, have been reflected in, and influential upon, educational structures and the attempts to “foster a bifurcation” (Lageman 1989 p.112) within these structures to sustain status. The creation of library technician education in Australia may reflect this attempt at educational bifurcation, probably unconsciously, in attempts to raise both status and the education of librarians. It was, however, based upon a number of key assumptions about the group it would be catering for and reflected not only economic disparities but also gender ones. Historically the bifurcation of education lay, to some extent, along gender lines but also, as outlined in other chapters, along social, intellectual and economic ones. The issue of gender is yet to be explored.

The gender issue has raised many questions associated with both professional practice and educational outcomes. As explored in Chapter 2, traditionally highly feminised workforces, such as teaching, nursing and social work, have been embroiled in the associated issue of status. Librarianship has suffered many of the same problems, including that of status. In 2005, 84% of all librarians and 94% of technicians are women (Teece 2005, para.5), so it is clearly a highly feminised occupation. The issue has, however, been not only of gender, but also of marital status, as explored by Lageman (1989) and Encel, Bullard and Cass (1972). Attitudes to women and their professional role and usefulness have at times been controversial and overlaid by perceptions of a woman’s role. Technical training also represented attitudes towards women that were to have a lasting impact on the perceived differences between sectors.

These attitudes have had different manifestations at different times and in different places, but all have had an impact upon the nature of education for the LIS sector.
Examples of such attitudes are evident in Flowers’ description of future technicians in training as “very able women” with “the good sense to realize their working life is likely to be limited” (1963, p.5). Of course such concepts are products of their time and place and the LIS profession was not alone in presenting the role of technical training for both sexes in this light, harking back to Holbrook and Barker’s view that vocational education in this country acted as “vocational starting points for individuals who frequently did not have a trade background” (Barker and Holbrook 1996, p.219). While trades such as millinery and dressmaking were seen as particularly female ones, traditionally the major industrial apprenticeships were closed to women and remained largely the domain of males. Library work for women has always been seen a suitable for the genteel, for the educated and for the spinster. These popular cultural stereotypes of library workers have a foundation in fact, particularly in the early days of the library profession. Dee Garrison’s examination of the library workforce found that as late as 1920 only 7.4 % of the female workforce in American libraries was married (Garrison 1979, p.176). The Encel, Bullard and Cass survey of library workers in Australia in 1972 showed a workforce made up of at least 80% female employees and stated that “librarianship is an occupation dominated by young unmarried women” (1972, p.33). It was found that nearly 50%, at least, in every age group were unmarried, often two or three times the average for the general population (1972, p.42, Table 3-1).

The suitability of library work for women also involved a number of social beliefs about women. Talents or gender traits were assigned to women who were to work in libraries, particularly the ability to perform tedious and routine functions and to mother:

Women library workers were also preferred, it was generally conceded, for the tedious job of cataloguing. Again, it was the unique nature of woman that qualified her for this work because of her greater conscientiousness, patience, and accuracy to details. Because women had a greater ability than men to bear pain with fortitude, women had stored great reserves of patience and thus could perform the most monotonous tasks without boredom (Garrison 1970, p.178).

Another attitude to librarianship was that it was a temporary occupation, filling in before establishing a family, or an occupation for when the family had grown up. According to Wesley Young, one of the key factors in the establishment of the library technician course was related to gender. He noted:

A crucial factor was the desire of so many women to get back into the workforce, or for those who were already there, for some of upward mobility (personal communication 23/07/01).
According to one student of this first course, most of the participants found out about the course via an article in *The Australian Women’s Weekly* (Oldfield 1991, p.3), perhaps an indication of the intended student group. This view is strengthened by the wording of an article in Melbourne’s *Eastern Suburbs Mirror* advertising the newly established library technicians’ programmes. It stated:

The latter course [library clerk] is one which should have special appeal to the intelligent married woman looking for an interest, with some prospect of employment at the end of the course (1970, p.5).

In response to this article some 70-odd requests for information were received. These requests were all from women. They wanted to do library work. They had time as their children were at school or their families had grown up. These women were mature and were interested in books and people. They were alert, intelligent and highly motivated. But without clerical skills, they had little hope of obtaining a position in a library (Young 1970, p.25).

This did not mean the course was solely female, for even in the beginning, there were two men (Pivec 1975, p.49, but the first course was established at a girls’ technical college and appeared to be aiming to recruit women. Such factors give an important context to understanding both the early struggle for professional status and the development of education for library technicians.

**Creating difference**

One way of establishing professional status to a group denied it is to create another group. This new group could be assigned traits that diminish status, such as lesser intellectual ability and a leaning towards repetitive and mundane work such as clerical and administrative tasks. Both male and female librarians could benefit from such a structure because clear, intellectual, professional and educational parameters could be drawn to define each group and thus enhance the professional group. This process of definition has been a recurring theme through the history of LIS professional education. In this context education, rather than experience, becomes the key to defining workplace roles and places barriers around access to professional status.

**Experience versus education**

There seems to be little access at university level to recognition of prior learning (RPL), a TAFE concept that allows participants to convert non-formalised experience and training into educational credit. This means that those with broad practical experience
need to undertake some formal training to provide them with the institutional bridge to university. One of the respondents to the questionnaire clearly put this point of view:

As I was a [Library Technician] with 18 years [library] experience when I enrolled in the degree I have never felt I really learnt a lot from the course. I actually learned more from my non-library subjects…but I did do all that was required and I did get my piece of paper which was ultimately what I was there for (Respondent 21).

Another respondent with extensive experience in the industry noted:

Generally I feel that I haven’t gained that much from the librarianship as most of it was a rehash, however, in much more depth. My [library technician] qualification prepared me for my career and the librarianship built on this qualification (Respondent 28).

And yet another

Now I have a career path – working in academic libraries you can only go so far as a technician…I know I am the same person I was before but now I have the right bit of paper (Respondent 36).

One respondent felt very strongly about the nature of how the system of education would best work, suggesting the following framework for library education and raising other issues associated with educational structures and quality:

After completing both quals. It strikes me as ridiculous that we should have this differentiation. I feel one qual. should be available that can be added to as the person grows i.e. first stage Lib. Tech. Associate degree. Second stage Librarians degree, third stage post. grad. quals. in a specialized area such as HR or records management. I think it also ridiculous that librarians qualify with only one year post. Grad work. Most of them are lacking in basic skills such as cataloguing and acquisitions, it is no wonder that some library techs don’t regard them highly …I think there are too many ways one can gain librarian qualifications. I think there should be a standardized approach for all (Respondent 29).

**Prevailing attitudes**

While the LIS industry has moved on from its earlier attitudes about gender and task allocation, any examination of the workforce, particularly the library technician group and the tasks suitably assigned to it, would find reflections of these attitudes still remain which are surprisingly similar to those of Brown and Flowers. The issue of division of labour is still evident and the role of TAFE training would still appear to be relevant. Generalisations perpetuated anecdotally and found in the Australian LIS literature (Brown 1970, Flowers 1963, Teece 2005) about the paraprofessional workforce include that it is female, mostly women returning to work after a career break or entering the
workforce after raising a family, over 30, career changers, or early school leavers perhaps not academic enough to undertake a professional qualification.

This is a surprisingly similar to the set of assumptions we find in the historical context. These perceptions about composition and ability of library technicians persist, despite many changes in society which have led to changes in the structure of library technician education to include full-time students and school leavers. Entry level has also changed from Year 11, or its equivalent, to Year 12, with mature-age entry still defined as over eighteen. Students who wish to study full-time must apply through each state’s accepted tertiary entrance system and compete with all other applicants for a place in the programmes. The options for part-time study and mature-age entry mean that many of these generalised assumptions are, however, well worth interrogating to establish their validity; some insight into these generalisations will be provided later in this chapter.

**WORKFORCE STATISTICS**

While the original intent of the research questionnaire was to focus on curriculum, as previously stated, the data gathered also allowed the development of a profile of the group who chose to undertake the transition from library technician to professional librarian. As discussed in Chapter 5, LIS undergraduate programmes have unusually high numbers of articulators with relatively high success rates. This raises the question of whether there is something different about those undertaking LIS VET qualifications compared with other VET cohorts. It also leads to questions about the respondents who had made successful transitions. Was it that the undergraduate programmes were more accessible in this field than others because of factors such as location, former identity of the university, mode of study and perhaps other historical factors outlined in Chapters 2 and 4? We have already been established in Chapter 5 that undergraduate LIS programmes are located in universities that have much higher rates of articulation. We have also established, in the same chapter, that articulating LIS students are more likely to complete than other students, though this requires further research.

What remains to be established is whether those entering the LIS industry are more likely to articulate and succeed than other groups entering VET. Age profiles, patterns of employment, previous educational attainment and issues of social and economic status are all issues needing exploration. To understand fully the issues involved more
needs to be understood about the nature of those undertaking education and training in the LIS arena, particularly those undertaking initial library technician training. To this end key statistical data about the relevant groups was analysed. For the remainder of this chapter emphasis is given to the statistical analysis of education and training participants, including library technician students, the respondents to the questionnaire and the wider educational community. From this a clearer picture of the various groups and some characteristics of each group emerge to give us a fuller picture of the LIS education sector.

**Institutional statistics**

To gain further insight of the intake of library technicians into undergraduate LIS programmes in Australia, all institutions listed in Chapter 5 as delivering LIS undergraduate qualifications in Australia were contacted via email or telephone. The initial point of contact was the person listed as the co-ordinator of the appropriate undergraduate programme. This had mixed results, as only CSU provided hard statistics, but it did establish the fact that no department in Australia delivering undergraduate LIS programmes was formally gathering statistics on the number of students admitted to their programmes who were granted credit for their TAFE LIS qualification. Less formal estimates were available from some institutions, which provide some localised data on the nature of movement between the sectors, but further research is needed.

**General training statistics**

As discussed in Chapter 5, education for the library industry in Australia within TAFE has, since 1999, been directed by the introduction of training packages developed by organizations representing a particular industry. In the case of the library industry, CREATE Australia (Cultural Research Education and Training Enterprises Australia) was the body responsible. These organizations were, and continue to be, responsible for consulting widely with the industry group in the development and modification of training packages. In 2004 there were seventy-two endorsed training packages which are regularly reviewed. The NCVER is responsible for research into vocational education in Australia, compiling statistics on various groups within the sector. From these statistics it is possible to examine, much more readily than for universities, the
make-up of VET participants and training in Australia as a whole, and of specific groups.

Statistics gathered for this thesis were compiled by the NCVER and were largely from 2002-2003, with some variation due to reporting dates. They tell us that in 2002 there were 716,600 students enrolled in a training package, out of a total TAFE enrolment of 1.69 million students, making up 43% of total training enrolments in Australia (NCVER 2003a p.11). Of the training package participants, 345,500 (48.4%) were female and 369,900 (51.6%) were male. Roughly 10% (85,600) of these participants were enrolled at diploma level (the minimum qualification needed to be a library technician), or higher. Females made up 60.7% of diploma level enrolments, while males made up 39.2% at this level. A breakdown by qualification level demonstrates the fact that females are more likely to train at the higher levels than males (NCVER 2003c, p.34). In terms of age the largest number of participants in training packages fell into two age groups, those who were 19 and under (29%) and those between the ages of 25-44 (37.2%) (Blythe 2004, p.8). Of the total number of training packages most were used in ten areas. These patterns held true for every state and territory in Australia.

**Library education and training statistics: overview**

The Australian LIS workforce in 2005 consisted of 29,000 employees of whom 13,300 were librarians, 8,800 library assistants and 6,700 were library technicians (Teece 2005, para.1). While there were in 2005 in Australia almost twice as many librarians employed as there were library technicians, the number of enrolments in technician and professional programmes is almost the same. This is explained to some extent by historic patterns of employment for the two groups, with over half of all technicians (55.4%), as opposed to one-third of librarians, being employed part-time compared; 71.45% of librarians were working full-time as Teece demonstrated two years earlier (Teece 2003, slide 12). Employment status is also influenced by gender, with the figures for female librarians working part-time (45%), closer to the percentage of technicians working part-time (Teece 2005, para.5). Over time the ratio of those being educated as librarians to library technicians has altered little, despite declines in overall numbers, with approximately 45% of all LIS education occurring at technician level. The change which has occurred is in the choice of undergraduate or masters programmes as level of entry for professional qualifications. In 1997, a peak year, there were 3,662 enrolments in librarianship courses, 1,917 (53%) in graduate courses and 1,745 (47%) in
undergraduate courses. In the same year there were 2,970 enrolments in VET library programmes from Certificate II through to Diploma. The VET figures may be somewhat inflated, as, in some Australian states, students were enrolled in multiple qualification levels according to the level of subjects taken. By 2005 the picture had altered considerably, with a drop to 2,350 library technician enrolments and falls in both undergraduate and post-graduate education. Undergraduate education suffered from the most severe decline from 1,997 to 811 enrolments, while post-graduate enrolments dropped to 1,539. The ratio of undergraduate to graduate education had also changed; 76% of all LIS education was at the post-graduate level in 2005. In the same year there were 2,025 library technicians being trained, a decline in numbers of roughly 31% from 1997. The decline in undergraduate enrolments in the same period was 53% and in post-graduate numbers roughly 20%. The relative patterns for enrolment figures are illustrated in Figure 6.6.

Figure 6.6: Enrolment Numbers for LIS Qualifications in Australia 1996-2005

(Adapted from ALIA, 2006a)

There seems to be little relationship between employment opportunities for librarians and enrolment numbers as Figure 6.7 demonstrates.
(Adapted from Teece 2005, Table 1)

**Library technicians**

The library technician training package had the title *Museum and Library/Information Services*. In 2002 there were, according to NCVER figures, 3169 enrolments in all certificate to diploma courses and 180 trainee enrolments falling outside the standard enrolments in this training package, making up 0.4% and 0.1% respectively of the total enrolment in national training packages (Blythe 2004 p.22). There is some discrepancy between the ALIA training figures for the same period and NCVER figures. This remains unexplained; however, some institutions may not have participated in this ALIA statistical return, or students may have been enrolled in multiple qualification levels because of their choice of modules, as previously stated, and were, therefore, counted twice in the NCVER analysis. Another cause of the discrepancy may be that, in 2002, old and new qualifications were being taught in the LIS VET sector, causing some difficulty with enrolments, as those continuing with the old national curriculum may not have been counted in NCVER training package enrolments. Whatever the cause of the discrepancy, the LIS cohort is a tiny group relative to the total undertaking training in Australia. Of this group, Victoria had a significantly larger enrolment than any other state with a total of 962, the next largest being NSW with an enrolment of 499. Victoria made up nearly one third of all enrolments in the Library and Information Service Training Package nationwide. There are four VET providers in Victoria, many more than in other states. Of enrolments in the LIS training package, 86% were female
and 14% were male, with some variation between states. Males made up 22% of enrolment in NSW and 14% in Victoria; South Australia had the lowest ratio of males to females at 7%. In terms of age, 70% were between the ages of 25 and 49, a much larger percentage in this age range than for other training packages. The respondents to the questionnaire, as shown in Figure 6.1, had a higher percentage of people between 25 and 49 (79%).

IN-DEPTH ANALYSIS OF THE DATA

As part of the broader research into library technician training in Australia, specific data about who was enrolled in the Library Technician Training Package nationally was requested from the NCVER. While these statistics were requested in early 2004, due to delays in their compilation the latest statistics available were for 2002. With the assistance of Stuart Varney, project officer from NCVER (personal communication 11/03/04), statistical data from that year’s enrolments into Certificate II through to Diploma qualifications (with national identifying codes CUL20199, CUL30199, CUL40199 and CUL50199) were obtained and tabulated. The information of interest was age, gender, highest educational level obtained prior to commencing a library technicians’ course and employment status at time of commencement. From this statistical data it is possible to develop a profile of the typical library technician student and a picture of how he or she compares with the total cohort of training package participants. Some of the data can be compared with questionnaire responses to try to establish any common characteristics that might identify those who articulate. In the current stable education climate one would expect little variation in the make-up of this group from year to year. This allows us to extrapolate the validity of these statistics, despite the time lapse, and provides an understanding of who these students really are. We have a snapshot of this cohort and can come to terms with some of the myths and realities that abound about this particular training group.

State enrolment figures

Victoria has by far the largest number of participants in the Library and Information Services Training Package (see Table 6.4), making up nearly one third of the national training output in library and information services. South Australia has the least. Despite relative population differences in each state, Victorian figures suggest a much more robust training environment in terms of enrolments than the other states. This strength and number seem likely to be historical, related to the support and key role of
the Victorian Branch of LAA and its relationship with the Technical Division of the Education Department of Victoria in developing technician training in Australia (see Chapters 2 and 3). Wes Young called the Victorian Branch of the LAA “politically active and extremely influential within librarianship” and an extraordinarily powerful committee of movers and shakers (Docherty, Hagger, Brown, Ramsey, Sheen) that set the scene for the situation which some thirty years later sees Victoria still pre-eminent in the field. They established the culture. They were giants.

He believed “They identified the needs. They found an educational body sympathetic to their aims”. And in terms of support Young noted:

Their support for me was absolute in so far as they trusted the Education Department to do the right thing…and backed me to the hilt. Of course they met regularly and were kept fully informed as to all aspects of the course development (personal communication 23/07/01)

This goes some way to explaining the robust environment in Victoria, but without further research it is uncertain whether employment demands in Victoria are also higher as a result of greater acceptance of this qualification leading to greater demand for training.

Table 6.4: Number of Library and Information Training Package Enrolments 2002

<table>
<thead>
<tr>
<th>State</th>
<th>NSW</th>
<th>Vic</th>
<th>Qld</th>
<th>SA</th>
<th>WA</th>
<th>Tas.</th>
<th>NT</th>
<th>ACT</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>499</td>
<td>962</td>
<td>380</td>
<td>165</td>
<td>366</td>
<td>366</td>
<td>263</td>
<td>168</td>
<td>3,169</td>
</tr>
</tbody>
</table>

Gender

The LIS VET student body, shown in Figure 6.5, was 86% female and 14% male. As Figure 6.8, shows the LIS library technician student is largely, though not exclusively, female, fulfilling many of the predictions of Brown and Flowers, and comes as little surprise given the generally understood composition of the LIS workforce and the historical pressures underpinning this sector of education. These figures also closely mirrored the gender distribution of the questionnaire respondents (Figure 6.1).
The ratio of male to female, however, varies from state to state fairly significantly (see Table 6.5). Males make up a total of 21% of enrolment in NSW, 14% in Victoria, with South Australia having the lowest percentage enrolment of males with 7%. The difference, particularly between Victoria and NSW, is perhaps the result of the original focus on women in Victoria and the location of library technician training within a girls’ technical college. Data over a much longer period would be needed to establish if this is a consistent difference between states or unique to this particular cohort.

Table 6.5: Gender distribution of TAFE LIS students 2002 by state

<table>
<thead>
<tr>
<th></th>
<th>NSW</th>
<th>Vic</th>
<th>Qld</th>
<th>SA</th>
<th>WA</th>
<th>Tas</th>
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<th>ACT</th>
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<tbody>
<tr>
<td>Male</td>
<td>106</td>
<td>132</td>
<td>48</td>
<td>12</td>
<td>58</td>
<td>62</td>
<td>23</td>
<td>18</td>
<td>459</td>
</tr>
<tr>
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<td>393</td>
<td>830</td>
<td>332</td>
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<td>308</td>
<td>304</td>
<td>240</td>
<td>150</td>
<td>2,710</td>
</tr>
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<td>0</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td><strong>Total</strong></td>
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<td>380</td>
<td>165</td>
<td>366</td>
<td>366</td>
<td>263</td>
<td>168</td>
<td>3,169</td>
</tr>
</tbody>
</table>

There is great variation from industry to industry in the male/female training ratio; industries such as engineering largely dominated by males (94.6%); other industries, such as business, have a majority of women (67.3%) (Teese, Polesel and Walstab 2000, p.3). In the VET sector overall males outnumber females. In the area of total Training Package participants, the ratio of male to female is more equally aligned, as previously indicated, with males making up about 52% and females 48% of overall participation (see Figure 6.9).
The level of the qualification demonstrates significant variation in the ratio of male to female. Accordingly

Males were more likely than females to be studying at AQF [Australian Qualification Framework] level III, while females were more likely than males to be studying at AQF diploma level or higher (Blythe, 2004, p.13)

The Library Technician qualification is an AQF Diploma-level qualification, which suggests proportionally more females than males will undertake this study area. As previously indicated, nearly two-thirds (60.7%) of all Training Package participants at this level were female. This places library technician training participants well above the male/female ratios even when taking into account the level of the qualification.

**Age**

Age of participant in VET programmes has implications for the LIS industry, which is concerned about the aging of its workforce. The variation in age from industry to industry in VET is, as with gender, extreme, with students as young as 14 and many over the age of 65. There is also variation between training package enrolments and VET sector enrolments as a whole. While the RTOs delivering the LIS Training Package may technically offer exit points at each stage from Certificate II up to Advanced Diploma, it has been the practice of all LIS RTOs up until 2006 to offer two exit points, Certificate III and Diploma, with the latter qualifying students with the designation ‘library technician’. Most library technician students enrol in the Diploma and may then choose to exit earlier.
Teese, Polesel and Walstab found that, in a cohort of VET training package students they examined, youngest and oldest students were enrolled at the Certificate I and II level, levels which are of no significance in the LIS field, as students exit either at Certificate III or Diploma level. There was also a particularly significant relationship between early school leaving and age showing that the older the student the more likely they were to have completed Year 12 and vice versa (Teese, Polesel and Walstab 2000, p.7). As the lowest entry to the LIS qualification tended to be Certificate III and most were enrolled from the outset in the Diploma, comparison can only really be drawn at these levels. Teese, Polesel and Walstab found that “Certificate III students may be said to be the most evenly distributed across the age categories“ (Teese, Polesel and Walstab 2000, p.14). They found that approximately one quarter were under 19, with the majority of these being 18 years of age, and another quarter being over the age of 26. The remainder of their study cohort fell into the 19-26 range. If we look further afield, according to NCVER statistics shown in Figure 6.10, of the total enrolments in training packages in Australia in 2002, 29% were aged 19 and under, 18% were 20-24, 38% were 25-44 and 15% were over the age of 45.

Figure 6.10: Age of All Training Package Participants Nationally

Although identical statistics were not available for enrolments in the LIS training package, statistics were available for enrolments for 2002. In these statistics (see Figure 6.11), the majority (33.2%) fell into the 40-49 age range 10.98% in the 20-29 range, 71% were over the age of 30, and only 6.9% in the 19 years and under range. Nearly 46% of all LIS VET students were over the age of 40, which, even given the 40-45 age range anomaly, is a very different profile from other training package participants. According to the NCVER, in the ten training packages that make up 70% of all
enrolments, Community Services has the largest over 45 age group at 13.1% (Blythe 2004, p.10).

Figure 6.11: Age of Library and Information Services Students 2002

The relative age of LIS TAFE students compared with the general training package cohort is clearly seen by comparing those under 25 and those over 25 in each group (see Figure 6.12).

Figure 6.12: Age Comparison of All Training Package Students with LIS Students 2002

The LIS group is less evenly distributed across the age range than participants in all training packages, with very few participants in the LIS cohort falling into the under 25
group. Interestingly, despite having completed at least four years of post-secondary education, 10% of our questionnaire respondents fell into an under-30 age group, which suggests, given the modes of full-time/part-time study associated with the respondents (see Table 6.2), movement directly from school, or very early school leaving, to VET and on to university.

These statistics indicate that the LIS VET student cohort is generally older than the average for training package participants and we may postulate the greater likelihood of a previous work history and previous education. With the age of this cohort being largely in the middle to older end of the age spectrum, one would also expect a lower uptake of further study. Further research is needed to provide a comparative figure in percentage terms of the profile of VET LIS graduates embarking annually on further study Australia-wide. Chapter 5 indicates a figure of around 40% entering further LIS study at undergraduate level in those institutions for which figures were available. While this is only indicative, the percentage is higher than the combined percentage total for the 20-29 year old cohort enrolled in the LIS course, leading to the hypothesis that the cohort of older students in this age range entering university education is sizeable. In 2001, approximately 13% of undergraduate entry students were over the age of 29.

From the limited data available, it seems likely that the undergraduate age in LIS education is older than average Australia-wide, and higher than 13%, reflecting the overall older age profile for LIS education (DEST 2002c) This has implications for the age of the library workforce in Australia; Teece’s examination of the Australian library workforce showing similar age patterns:

The age profile of library workers and ALIA members is remarkable, by comparison with the general workforce: 72% of library workers are aged 40 or older, compared to 40% of all Australian workers (Teece 2004).

Teece’s research into the library workforce (see Figure 6.13) demonstrates a markedly older group than the national average, though comparative figures between librarians and library technicians show some variations in the age make-up of the two groups, which may be accounted for by the pattern of articulation and age of technicians entering university.
It would be expected that the respondents to the questionnaire had a similar profile to other librarians in the workforce. However, they did not. Their profile instead resembled the technicians’ VET group, with approximately 20% falling into the 35 and under age group, 36% the 36-45 group, and 41% into the over 45 group, with about 36% of them between 46 and 55. Given that members of this group have completed at least two qualifications and had work histories in the industry, this suggests that they may fall into the younger cohort of VET LIS graduates. This to some extent supports the idea of “backdoor” entry for those who could not immediately access university education. Given increased patterns of post-graduate education amongst the professional group, it is likely that university graduates in the field will also be older than those completing an undergraduate course upon leaving school. Overall, it would seem that those undertaking LIS technician training and, consequently, undergraduate education are older than other groups and, as a result, a larger number may enter the workforce at an older age than in other professions, contributing to the older than average profile for the profession. This has implications for the success, or otherwise, of education programmes in the field, as those catering for such a group will attract greater numbers of articulating students. With fewer school leavers, part-time rather than full-time study is a likely choice, as are more flexible delivery strategies to allow for issues such as
work and family commitments. This is supported by the figures given for mode of study of the questionnaire respondents in Table 6.2. It also has implications for the workplace: with high articulation levels and older workers entering the workplace, traditional boundaries such as age and experience become much harder to apply. This also may explain the employment profile of those undertaking VET LIS study.

**Employment status**

Given the gender and age profiles of LIS training participants, it is not surprising that a larger than average number work part-time. As indicated previously, approximately 70% of librarians and 45% of technicians, nationally, work full-time. Of our questionnaire respondents, 67% were employed full-time and 79% had undertaken university study part-time, a further 33% had studied part-time on-campus, and 46% studied part-time in distance mode. By contrast, study mode figures associated with their VET study indicate 28% studied full-time, 54% part-time and another 18% mixing modes. The employment status of library technician students (see Figure 6.14) was almost a mirror image of Teece’s overall part-time employment figures for technicians, with 47% of the LIS student body being employed either part-time or full-time. While employment is no longer a pre-requisite for completion of the course in Victoria, there has always been a strong correlation between employment within the industry and undertaking VET training.

When we also consider the respondents’ length of time in the industry, age profile and modes of study, the relationship between work and undertaking education and training become apparent. Given that there are more untrained library assistants than technicians in the workforce, according to Teece (2005, para.1), it is not surprising that work in the industry would precede undertaking training. It appears that there is an important nexus between having work in the industry and undertaking education in it. It is an industry which attracts many participants to education once they are in the workforce rather than from the classroom. Part-time study is an option undertaken by many in the industry as shown both by the respondents and LIS VET research.
How VET LIS students compare in employment status to all training package participants provides another insight into the patterns of employment and study within the LIS industry. Given the age profile and patterns of part-time employment, one would expect that more LIS students would be employed than the average training package participant. Yet what we find, as illustrated in Figure 6.15, is that fewer are employed, and more are classified as unemployed or not in the labour force, than other training package participants. There are several possible explanations: LIS VET sector consisting of many women returning to the workforce after a period at home; LIS VET training is being used heavily by career changers; or it is being used by those who have a need to find different employment because of redundancy or outdated skills, hence, the older age and high unemployment level. Because “unemployment amongst librarians” (2%) is well below the Australian average of 4.9%’ (Teece 2005, para.9), VET training may also be being used as a transitional step to greater employment by a number of older workers. This is an area for further investigation.
The prior educational attainment levels of TAFE students in Australia vary greatly with the level of qualification in which they are enrolled. The lower the qualification generally, the lower the previous education level of the student. In spite of this, it is quite possible for a graduate of a library technicians’ course to have an undergraduate or post-graduate degree and then complete a two-year TAFE diploma, as illustrated in Table 5.2.

The 2002 cohort of LIS students were a group who are unlikely to have left school at 14 years 9 months, the earliest school leaving age (see Figure 6.16): 1% of early school leavers for LIS enrolments compared to an overall total for TAFE enrolments of just over 6%. Much of this disparity may be explained by the presence of apprentices in the broader TAFE figures, a group predominantly male and falling into the much younger age group.
Figure 6.16 indicates that 33% of LIS students have a prior post-secondary qualification upon enrolment into their LIS course, including 12% with a bachelors degree or higher. The figure for the questionnaire respondents was almost identical, with 33% having another qualification, including 10% with a bachelors degree or higher and 5% holding a teaching qualification. Figure 6.16 indicates that at least 28% of the 2002 student cohort completed the final year of secondary school. It can be assumed that a large number of the bachelors degree or higher students also completed this year as a preliminary to their university qualifications, although some of those graduates may have entered university under other circumstances, such as mature-age entry or articulation from another qualification. Another group, roughly 21%, have Certificate I-Advanced Diploma qualifications; while amongst the questionnaire respondents the figure was 18%. Of the total cohort, 18% fell into the non-completion of secondary schooling category and another 9% were unknown. A further useful breakdown would have been age by qualification but these statistics were not available for the LIS group. If available these figures would have enabled us to measure whether older students were more likely to have left school early.
Comparative data

For the total training package cohort, age is a significant predictor of rates of school completion, indicating those younger participants are much more likely to have completed the final year of secondary school (see Figure 6.17).

Figure 6.17: Highest Education Level of All Training Package Participants (as a percentage) 2002

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Under 25</th>
<th>Over 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12</td>
<td>36.4</td>
<td>36.4</td>
</tr>
<tr>
<td>Year 10 or 11</td>
<td>38.3</td>
<td>38.3</td>
</tr>
<tr>
<td>Year 9 or lower</td>
<td>6</td>
<td>7.2</td>
</tr>
<tr>
<td>Other Certificates</td>
<td>13.4</td>
<td>13.4</td>
</tr>
<tr>
<td>Trade or technician</td>
<td>17.2</td>
<td>17.2</td>
</tr>
<tr>
<td>Associate or undergraduate diploma</td>
<td>5.7</td>
<td>5.7</td>
</tr>
<tr>
<td>Degree/postgrad diploma</td>
<td>13.2</td>
<td>13.2</td>
</tr>
<tr>
<td>Year 11 or lower</td>
<td>7.2</td>
<td>9.5</td>
</tr>
<tr>
<td>Year 10 or 11</td>
<td>13.4</td>
<td>13.4</td>
</tr>
<tr>
<td>Year 9 or lower</td>
<td>17.2</td>
<td>17.2</td>
</tr>
<tr>
<td>Year 12</td>
<td>36.4</td>
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<td>Other Certificates</td>
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<td>Trade or technician</td>
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<td>Year 10 or 11</td>
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<td>Year 12</td>
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</tr>
<tr>
<td>Year 9 or lower</td>
<td>6</td>
<td>7.2</td>
</tr>
</tbody>
</table>

The highest education levels achieved by TAFE LIS students (see Figure 6.16) compared with other TAFE participants, including all TAFE and training package participants, indicates that the LIS students are more likely to have finished the last year of schooling in the over 24 age group, which makes up 83% of all LIS VET students, and they are also more likely to have a previous degree.
Because 82.9% of all LIS TAFE students fall into the 25 years and over category, this group needs the closest examination. The figures shown in Figure 6.19 associated with the LIS training package were limited to those who are over 25, then compared with the same age group for all training package participants. From this comparison a number of characteristics emerge: one is that TAFE LIS students over the age of 24 in this cohort were 10% more likely to have completed the final year of secondary school and have completed a degree than the total TAFE group or other training package participants. This implies a difference in the nature of LIS TAFE students in terms of education levels compared to the total training package cohort. However, this would need to be overlaid with other data such as education levels of males and female to be fully comprehensive.
Completion of final year of secondary school

Further exploration of the three cohorts suggests issues associated with secondary education worth dissecting. A comparison of rates of completion of the final year of secondary school shows some significant differences. The total LIS TAFE student completion rate was 28% (see Figure 6.16) compared to 35.5% of all training participants under 25 and 17.4% for those over 25 (see Figure 6.17). The questionnaire respondents showed a startlingly different profile to the other groups (see Figure 6.20), with 77% of them having completed the last year of schooling, which may be a significant predictor in determining the likely movement of VET participants into university education. A comparison of the LIS cohort and the questionnaire respondents (see Figure 6.21) shows little significant difference in exit rates at earlier levels, which further suggests final year completion is a key difference, particularly if the identical figure for other post-secondary education for the two groups outlined previously is taken into account. The figure for final year completion rates supports the view that many are using library technician training as a backdoor to university, as participants would not have been excluded from university access because of early school leaving; rather, issues as low entry scores, socioeconomic issues, and gender and cultural considerations may have been more significant.
Further research might establish if, as suggested here, levels of final year completion were a predictor of TAFE students articulating into professional courses, not just for LIS students but also for other articulating groups. Early indicators (see Figure 6.17) suggest that younger TAFE participants have a greater likelihood of having completed the final year of schooling, therefore raising the likelihood of articulation and backdoor university entry. It also supports the suggestion that our questionnaire respondents were slightly younger when they undertook their initial study than the overall LIS cohort.

**SUMMARY**

Who, then, is the library technician student? What accounts for their high levels of articulation and success within LIS education? Further, what contribution do education and the pathways established between sectors make to concepts of status and
professionalism? It is worth noting the reflections of a student of the 1970 group when asking how much has changed. She said:

When classes commenced I found the students fell roughly into two groupings of younger not-long-out-of-school people and “oldies”. Many were women like myself returning to school after some time at home with young families (Oldfield 1991, p.3).

Has the picture changed? The student of today is most likely to be female, have roughly a 60% chance of being between 30 and 50, is perhaps returning to the workforce, and is an early school leaver (this is less likely). Yet they might be none of these things. They could be male, have a bachelors degree, be under 25 and employed full-time. There is no doubt that the nature of VET allows for a broad spectrum of student types, bringing to the occupation a wide array of experiences, life and employment skills, generational views, educational outcomes and expectations. An LIS VET course can be the first step on the professional path, a new direction in career or life, a conscious effort to gain access to the university sector, or a return from general education to career-focused training. This variety makes for a vital, varied and broad student body whose members will enter their chosen occupation bringing this life experience with them.

In terms of the contrast between library technician students and other similar groups within VET, a number of factors may contribute to their ability to successfully access professional level education. Some of these have been discussed previously in terms of the institutions at which LIS professional course are situated. Other factors are to do with the relationships between the VET and university sectors for the industry, particularly in historical terms. Yet other factors include the successful introduction of learning modes which suit those who both work and study, allowing for a flexible learning environment and opening university education up to those for whom it may not otherwise be possible. Educationally the VET sector in the LIS field seems to attract students who have more chance of success and are more highly educated than other VET sector groups, creating a successful cycle of education and articulation. What we do know is that those who articulate are highly able, often broadly experienced and, once set on the path of university education, tend to succeed. The question that cannot be answered is whether the flow from VET to university LIS courses, and hence to professional life, has a negative impact on the overall status of the profession.
Some insight into success and articulation is indicated by the questionnaire respondents who have successfully articulated. From this small sample, patterns of age and school leaving are noted which support the idea of the VET courses acting as an alternative entry to professional qualifications and demonstrating that such articulators can be successful and move on to a career as a professional-level LIS worker. They insights respondents gave into their reasons for undertaking VET and its impact on them, both personally and professionally, support suggestions that gender and socioeconomic issues often determining their educational journey. Access to undergraduate qualifications and the historical precedents set in Victoria associated with access to such education has established a pathway within the industry that has endured despite changes in rhetoric, policy, perceptions and education since the 1970s. How changing policies, perceptions and rhetoric have been reflected in the curriculum for LIS education in both sectors is explored in Chapter 7, as are the questionnaire respondents’ perceptions of curriculum.
CHAPTER 7: CURRICULUM CONTENT

Curriculum is a keyword with substantial potential for scholarly exhumation, examination and analysis, for the 'moral panics’ over meaning are often carried out in a very public manner.

The conflicts over the definitions of the written curriculum offer visible public and documentary evidence of the continuing struggle over the aspirations and purposes of schooling.

Conflict over the written curriculum has both ‘symbolic significance’ and also practical significance – by publicly signifying which aspirations and intentions are to be enshrined (Goodson 1995, p.12).

This chapter examines the role the curriculum has played in contributing to role and task confusion between library technicians and librarians in Australia. It looks at the curriculum during a number of key periods in course development and contrasts the content and approach of library technician and librarian programmes to establish areas common to both. It also outlines the view of the questionnaire respondents about the elements of curricula that they viewed as overlapping and provides their perspective on both the curriculum and the teaching approach in VET and university.

INTER-SECTORAL DIALOGUE

One of the key questions associated with the role education plays in contributing to perceptions of occupational overlap in the Australian LIS industry is the extent to which each education sector delivers the same content to, and produces similar skills outcomes for, their particular cohort of students. An overview of the broad-based historical imperatives underpinning the pedagogical and epistemological constructs surrounding education has raised questions about the content versus delivery arguments associated with LIS education and about the degree to which the content of each sector overlaps. The ‘how?’ and ‘what?’ of each sector’s educational delivery seems to be a delicate and negotiated balancing act by the participants to maintain workplace structures and define the concept of ‘professional’ within the industry.

In Australia the role education has played in firstly creating, and then perpetuating these structures is vital. This has historically been done partly through formal dialogue among
the educators in each sector, and partly with industry, particularly through groups sponsored by professional association. These include the Education for Librarianship Section, later known as the Education for Information and Librarianship Services Section (ELISS), of ALIA, which ceased existence in 2000, and ALIA’s Board of Education, which ceased in 2001. Both had contributed to some extent to the maintenance of content and delivery differences for the sectors within the parameters of prevailing government and community attitudes.

Over the last two decades there has been a decline in this formal dialogue. This has been paralleled by the decline and eventual demise of the Association-sponsored groups, the aging of the teaching staff in the field and a fraught contemporary educational environment concerned with economies of scale and changing workplace practice. It is difficult to assess whether the decline of the associated groups has been partially responsible for the demise in formal dialogue, or if this decline is the outcome of the other pressures at play. This dialogue helped to ensure that the rhetoric of the educational and training boundaries was maintained in accordance with industry wishes and contemporary educational pedagogy, even if the reality was more fluid. It also meant that both sectors had a clear knowledge of each other and contributed to the formation of content and the maintenance of constructs dividing each. Evidence suggests that, at least initially, educational representatives of each sector were involved in discussions with each other because it was perceived that they had both a vested interest and a professional obligation in contributing to the development of each sector. This interdependence and co-operation was viewed as contributing to the strength and growth of the profession and the industry as a whole and is clearly articulated in the literature (Brown 1970, Hagger 1971, Flowers 1963, Flowers 1979).

This dialogue and interaction, which existed from the onset of institutional education and training in the sector, grew out of the pivotal role the Victorian Branch of the LAA in lobbying for, and developing the growth of, both professional undergraduate education and the course for library technicians. Jean Hagger outlines this involvement in her article ‘Library Technician Courses: The Role of the Victorian Branch of the LAA’ (1982). It is clear that the development of a clerical or technician class of worker for the industry was viewed as an essential element in the professionalisation of the industry. It was supported by the recommendations of the Jungwirth Report (1964).
Wesley Young saw a desire for librarians to establish professional status as motivating the technician programme’s development. He believed that

At that time, librarians were hung-up on professionalism…

At RMIT we even studied a unit entitled “Professional Practice” which was nothing more than a rationale for professional status. There was a lot of insecurity around, particularly amongst the poorly qualified. Inadequate pay scales were also a factor. Librarians loathed unions but on the other hand resented teachers’ superior pay scales (Young personal communication 27/0701).

This harks back to Crombie’s view of the negative paths professionalisation can take when it becomes over-concerned with “credentialism” and the “monopolization of knowledge and learning to support professional status” (1979, p.439). This view is less stridently demonstrated by Flowers, who stated that the impetus for the development of paraprofessional education arose

from forward looking librarians deeply concerned about the fact that librarians, while thinking about themselves as scholar-administrators, continued to carry out, happily, tasks well below their appointed status (Flowers 1979, p. 370).

This pre-occupation with attaining professional status was to have, according to Young, a direct impact on the shape of the curriculum as “When the course was established, strenuous efforts were made to distinguish professional education from technician training“ (Young personal communication 27/0701). These efforts culminated in what Flowers called a “benchmark in the history of technician education in this country” (1979, p.371). Flowers considered that the 1976 National Workshop held in Melbourne on library technician courses if great significance stating:

The conference report Guidelines for the education of library technicians, has already proved to be one of the most important documents in library development in this country. The shock waves continue (1979, p.372).

This 1976 workshop involved all sectors of the library community as well as the educational sector, including library technicians, TAFE, university and CAE educators, and members of the professional community such as members of the LAA Board of Examiners and the Vice-President of the LAA. These moves to define appropriate tasks and roles reflect Crombie’s description of negative attempts by professional groups to establish status outlines as:

- A formal, legalistic conception of the limits of professional responsibility
- Commitment to a process of ‘etherialization’ whereby professional duties are purged of arduous, unclean and un-challenging elements, which are allocated instead to the ranks of ‘para-professionals’, who then set out professionalizing
themselves in order to keep a proper distance from the semi-skilled and unskilled (1979, p. 439).

The shaping of the workplace

Formal dialogue between the two education sectors influenced, not only the shape of the curriculum, but also the workplace. The concepts of professional and paraprofessional practice were enshrined in the teaching and content of the sectors, and through the process of defining curriculum, the industry began to define itself. The concurrent development of education and training was vital in determining how the industry viewed its workforce, later leading to the adoption of association-defined task and role definitions and work-level guidelines. Flowers believed an important outcome of the 1976 Workshop was that it “ensured that there was some action at last on the demarcation issues between professional and non-professional tasks in libraries” (1979, p. 372). Flowers also described the impact on the structure of the workforce:

For all the reasons above, particularly because of the necessity to restructure the workforce and educational system for it and because of the emerging financial realities, the timing of the Workshop was superb (p.372).

This interplay between professional and paraprofessional educators and the curriculum suggests that the nature and perceptions of professionalism within the industry in Australia rest in the way in which the original and subsequent negotiations surrounding the educational parameters of the sectors were either resolved or not resolved.

The role of the Victorian Branch of the LAA

The Victorian Branch of the LAA was the driving force behind the development of the library technicians’ course and continued to be involved after the establishment of the course in 1970. Wesley Young developed the first curriculum for library technicians, and Jean Hagger drove the establishment of both the professional and paraprofessional courses and the first undergraduate professional curriculum. Also involved, remembering that the initial programme was aimed at schools, were the School Library Association of Victoria (SLAV) which expressed some concerns about the impact this new band of staff would have in schools. After the establishment of the first library technicians’ course the dialogue between the Victorian Branch of the LAA educators, and Young continued, as these comments demonstrate:

However, the involvement of the Branch was not yet over. First it assisted Young in those hectic weeks before he had to begin teaching the course on the 23rd February 1970, by sending outlines of various parts of the syllabus for comment (Hagger 1982, p.33)
Eventually, after they [had] been developed and trialled, these syllabuses were submitted to a grand meeting of librarians at Whitehorse Technical College in late 1972. In small committees, the syllabuses were dissected and edited. (Young personal communication 27/0701)

This close involvement was to be a recurring theme until the late 1990s, involving both educational sectors and industry, and is reflected in the presence of a course standing committee for the VET sector curriculum until the advent of training packages in 1995.

The original committee consisted of:

- Inspector of Technical Schools
- Head of School of Librarianship (RMIT)
- A member from the Commonwealth Public Service
- A member from the teaching profession
- A member from the School Library Association Of Victoria
- A member from the Library Council of Australia
- A member from the LAA (Victoria): one official representative plus 3 persons representative of other library types (Brown 1970, p110).

This membership reflected the relationships, parameters, tensions and controls associated with the library technicians’ course.

An important side issue in the development of the library technician curriculum and the involvement of key industry and education figures such as Jean Hagger, was, according to Young, that it “helped turn around the antagonism that existed within the Library Association at the time towards the Education Department [of Victoria]” (Young personal communication 27/0701). This antagonism seems to have resulted from the cessation of the combined Melbourne Teachers College and RMIT course which ran between 1968-1970 and created bad feeling between the LAA and SLAV over the establishment of a School Library Section in Victoria. Young states:

Most of the excellent teaching staff [Jean Hagger, Ian Brittain, John Adams, John Ponter, Paul Drakeford] were disillusioned ex-teachers who greatly antagonised such student luminaries from the Education Department and Melbourne State College as Graeme Corr, Barry Sheen, Peter Moore, Stella Lees, Doug Down, Pam Macintyre (Young personal communication 27/0701).

**The role of the Victorian Education Department Technical Division**

This side issue was to influence the relationship between Melbourne Teachers College (later Melbourne State College and Melbourne CAE) and RMIT librarianship departments for many decades to come. The involvement of the Education Department
of Victoria was also of note in that the appointment of staff and the development of
curriculum were in the domain of the Technical Division of the Department. This
resulted in the curriculum for both sectors being heavily influenced by educational
thinking of the day. In addition, Wesley Young appears to have been an innovative and
dynamic educator, taking on board new concepts at the forefront of educational
innovation. He provides clear insight into his own educational thinking, the palpable
excitement involved in the development of the new library technicians’ course, and the
spirit of innovation and co-operation surrounding its establishment:

In about September of October 1969, Laurie Brown [editor ALJ, Member of
education standing committee of LAA and librarian, Essendon Public
Library] met with Len Watts [Deputy Director, Technical Division] and
identified possible content. Len Watts then drew up a course structure
typical of similar Technical Division courses offered at this time (e.g. for
Animal Vets, Business Studies, Fashion Design etc). It was divided into two
stages and offered compulsory and optional units. … Laurie then went away
and identified a dozen or so headings for each library related course, e.g.
Library Procedures 1, Fixed and relative location, Open and closed access,
filing etc. …

Early in the piece, I discovered the Business Studies Courses that were set
out under such headings as Goals, Performance Objectives, Suggested
activities, syllabus content, assessment etc. This was all quite revolutionary
for me at the time but made immediate sense within the context of technical
education and over the brief and hectic period of almost four years I gleaned
all that I could from Maurice Blasma (Monash University on behavioural
objectives) and spent scores of hours writing syllabuses for such units as
Library procedures 1 and 2, Library services (Young personal
communication 27/0701).

With regard to the development of roles and responsibilities Young writes:

I managed to get hold of [a] wonderful document, a single page long since
lost, based on US research, which provided brief definitions, for three or
four levels of work within each of the categories of Clerical, Technician and
Professional. This was my master template against which I ran anything that
was controversial. For example, I was often asked to justify to some (but not
to the Standing Committee) my teaching of Descriptive Cataloguing and the
marking of subject heading lists in respect to creating references etc. This
was covered in the higher-level definitions of technician work that allowed
for the exercise of judgment in working to rule. What one had to do of
course, was inculcate the need for technicians to refer to higher authority
when in doubt (Young personal communication 27/0701).

Commenting on the degree of overlap in these roles Young notes that “These definitions
did recognise the role overlap in technician and professional work” but he goes on to say
of the divisions between education and training that they:
shouldn’t both contain elements of education and training. The answer lies in the balance and the levels. I’m not up-to date with present course content but I have always been a firm believer that the technician course should have a fifty per cent general component if the technician is to be anything more than a mere functionary or robot (Young personal communication 27/0701).

These views were clearly a portent of questions later raised by others, such as Johnson (1996), which lead us back to questions of the validity of sectoral divisions and remain largely unresolved. Perhaps, as Young suggested, the answer lies in the balance.

THE CURRICULUM

Table 7.1 provides an example of the form the curriculum for this new library technicians’ course took, couched in terms of goals, performance objectives and suggested activities and reflecting Young’s educational approach. Later examples of curricula from the undergraduate programme at RMIT (shown in Appendix 6) also reflect this approach to structure and outline the areas of content difference and overlap as well. Further, an overview of the content of the library technicians’ course reflects, not only the objectives of the Education Standing Committee of the Victorian Branch of the LAA, but also Young’s wider objectives and beliefs about education. The form the curriculum finally took reflected a mix of specific and general education, a mix that remained largely unchanged for 25 years. Defining difference in content in these early years was very much an imposed paradigm, not a natural reflection of the workplace. The significance of Young’s views lies in the impact on the long-term shape of library technician training, not only in Victoria but Australia-wide. The curriculum and syllabi created at this time with this vision remained with the industry for many years. Later statements from the 1976 Workshop clearly reflect Young’s vision:

1. Students on the completion of the library technician courses will be able to perform the operational and supervisory tasks set out in the list of library technician tasks:
2. For library technicians to perform these tasks effectively, they will reach a level of education at least equivalent to that of the final exit-level high school student
3. To reach this level the vocational content of the course will be supplemented by enrichment subjects. The extent of these subjects will depend on entry level. (Flowers 1979, p.372)

Table 7.1 outlines the curriculum for library technicians as it stood after the initial revisions of the pilot programme and sets out the foundations for future revisions.
Table 7.1: 1974 Library Technician Certificate curriculum

Contrasting curriculum
It is illuminating to contrast both content and composition of the technician curriculum with that of two RMIT courses, one of which preceded this original library technician curriculum and the other of which created around the same time. We should also keep in mind Wheelahan’s view that VET defined itself essentially from the residue of university educational content, that is, teaching what was not taught in the professional course (2003, p.34) or filling the gaps in the needs of industry that were not being met by professional education. Using this perspective we can contrast the content of the curricula for each sector to see how closely they align to Wheelahan’s view. While in

<table>
<thead>
<tr>
<th>Group</th>
<th>Core Units</th>
<th>No.</th>
<th>Elective Units</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a. Communication</td>
<td></td>
<td>2</td>
<td>Literature and the arts 1A &amp; 1B</td>
<td>2</td>
</tr>
<tr>
<td>b. Social Sciences</td>
<td></td>
<td></td>
<td>Australian Social Structure Behavioural Studies 1A &amp; 1B</td>
<td>2</td>
</tr>
<tr>
<td>2. Basic Library Practice</td>
<td>Acquisitions/Searching 1A &amp; 1B</td>
<td>2</td>
<td>Acquisitions/Searching 2A</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Libraries and Library Service 1A &amp; 1B</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library Procedures 1A &amp; 1B</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library Procedures 2A &amp; 2B</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Related Library Practices</td>
<td>Art and display 1A &amp; 1B</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>Art and display 2A &amp; 2B</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Audio-Visual Techniques 1A &amp; 1B</td>
<td>2</td>
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<td>Audio-Visual Techniques 2A &amp; 2B</td>
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<tr>
<td></td>
<td>Library and Business Procedures 1A &amp; 1B</td>
<td>2</td>
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<tr>
<td></td>
<td>Library Data Processing 1A &amp; 1B</td>
<td>2</td>
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<tr>
<td></td>
<td>Machine Operating 1A &amp; 1B</td>
<td>2</td>
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<tr>
<td></td>
<td>Machine Operating 2A &amp; 2B</td>
<td>2</td>
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</table>

(Education Department, Victoria 1974 p. 4)
the curriculum’s earliest manifestation this viewpoint holds some validity, later comparisons show a much more complex scenario, with comparative curriculum demonstrating a degree of commonality that does not support fully the residual model. It is possible that the disjunction is a result of a time-lag in the content of curricula, so that as professional practice and the educational environment changes, overlap occurs, until new curricula emerge at the professional level, differentiating, once again, content between sectors. Comparison of the curricula suggest this time-lag may be partially responsible for the overlap, together with the perception, arising from industry, historical practice and the fundamental differences in workplace environments, that certain skill areas are core for both professional and paraprofessional practice.

The content of the 1995 National Curriculum, examined later in this chapter, was derived largely from industry input on training needs. It is interesting, in the light of Wheelahan’s contention, that it invested in the technicians’ course almost all of the traditional, professional curriculum for the field, at a time when the professional schools were under enormous pressure both to change and to encompass new areas of expertise. It is worth remembering that such a residual model undermines the concept associated with ‘equal but different’ and supports a much more fluid relationship between education and training, viewing what is taught and how it is taught as a product of political and social constructs, rather than as actual difference in educational or industrial structures. Wheelahan’s views do not, however, account for a number of areas that have continued to be contested territory in the two sectors, such as reference work and cataloguing. The inclusion of these in the paraprofessional curriculum seems to be, firstly, a result of their historic inclusion and, secondly, a response to the needs of smaller libraries requiring personnel able to perform many functions. Small libraries cannot afford the luxury of the larger institutions with dedicated specialist staff, so need all staff to be able to perform the full range of tasks. This is a key educational dilemma for industry, as the professional divisions in the workplace are largely derived from a view of the workplace in a large, academic research environment and do not really account for smaller, less specialised workplaces. These factors, plus economic realities, impose on education and training the requirement to prepare paraprofessionals who are capable of filling the role of the professional when needed by providing them with what might be deemed professional skills, at least at the rudimentary level. Tables 7.2 and 7.3 provide examples of early curricula demonstrating all of these aspects, including areas
not taught in the professional course, areas of movement and change between the curricula, and areas of overlap.
### Year One

<table>
<thead>
<tr>
<th>Group</th>
<th>Core Subjects</th>
<th>Elective Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional subjects</td>
<td>Social Functions of Libraries&lt;br&gt;Library Resources&lt;br&gt;Library Materials, Book and Non-book&lt;br&gt;Material Selection&lt;br&gt;Introduction to Technical Services&lt;br&gt;Cataloguing and classification&lt;br&gt;Information Service and Sources I&lt;br&gt;Information Services and Sources II</td>
<td></td>
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<tr>
<td>Academic subjects</td>
<td>History Of Ideas</td>
<td>1 of the following:&lt;br&gt;Logic&lt;br&gt;English III&lt;br&gt;Sociology I&lt;br&gt;Scientific Language I or any other approved elective</td>
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### Year Two

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<tr>
<th>Group</th>
<th>Core Subjects</th>
<th>Elective Subjects</th>
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<tr>
<td>Professional subjects</td>
<td>Administration of Libraries-General&lt;br&gt;Administration of Libraries-Special Type&lt;br&gt;Methods of research</td>
<td>3 of the following:&lt;br&gt;Social Science&lt;br&gt;Humanities&lt;br&gt;Science literature&lt;br&gt;Advanced Technical Services&lt;br&gt;Children’s Literature&lt;br&gt;History and comparative study of Libraries&lt;br&gt;Librarianship and society</td>
</tr>
<tr>
<td>Academic Subjects</td>
<td></td>
<td>2 of the following:&lt;br&gt;Philosophy of science&lt;br&gt;Sociology II&lt;br&gt;Scientific Language II or any approved elective</td>
</tr>
<tr>
<td>Year One</td>
<td>Group</td>
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<td></td>
<td>Professional subjects</td>
<td>The modern library</td>
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<td></td>
<td></td>
<td>Bibliographic organisation</td>
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<tr>
<td></td>
<td>Academic Subjects</td>
<td>Non-Library major Part I</td>
</tr>
<tr>
<td>Year Two</td>
<td>Professional subjects</td>
<td>Library administration</td>
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<td></td>
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<td></td>
<td>Academic Subjects</td>
<td>Non-library Major Part II</td>
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<tr>
<td>Year Three</td>
<td>Professional subjects</td>
<td>Research seminar and paper</td>
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</tr>
<tr>
<td></td>
<td>Academic Subjects</td>
<td>Non-Library Major Part III</td>
</tr>
</tbody>
</table>

From these examples we can identify some clear boundaries surrounding the content of each sector’s content, such as the use of machines and technology in the technicians’ course, and emphasis on administration in the librarians’ course. This is clearly an attempt to characterize the work of each category of employee in the sector. Most notable is the omission of reference services from the technicians’ qualification, an area of future contention. However, even in these early days, as noted by Young, there were points of concern surrounding the classification and cataloguing areas contained in Library Procedures 1A and 1B, which included ‘Classification schemes, descriptive cataloguing. Filing problems, call numbers, shelf listing’ (Footscray Technical College 197? p.5).
UNDERPINNING STRUCTURES

Structurally, the technicians’ course set in place a programme which encouraged early school leavers to complete Leaving English (Year 11); the subject Communication I was for those who had not completed this level of schooling. They then completed an equivalent to the sixth year of secondary school through the General stream. This structure appears to have enabled possibilities for articulation, whether intentional or not. The LAA policy regarding graduate entry had been under pressure throughout the 1960s. LAA’s acceptance of undergraduate entry in 1968, through its Statement on Recognition of Courses in Librarianship, also enhanced the possibilities for articulation. One can only speculate that this was to some degree intentional, yet we know that the original three-year undergraduate course, the RMIT Associateship Diploma, was always intended to allow limited articulation from the technicians’ course and had this premise built into it, as did the library technicians’ course. Brown stated:

After the Branch’s Sub-Committee had drawn up an outline of course content and given the Department’s representative an assurance that the exceptional* student could proceed to the RMIT Diploma in Librarianship course as a mature age entrant and to the Library Association of Australia’s Registration Examination under Regulation A2, work proceeded on drawing up the detailed course outline.

*It was clearly understood that only the very exceptional student should be admitted to professional studies and it was also realised that most of the students for the Technician Course would be of a practical rather than an academic turn of mind and would have no interest in proceeding further (1970, p.112).

It is difficult to measure the degree to which this position was influenced by Education Department policy in Victoria and the location of the Diploma course at an institute of technology, on the one hand, and the attitudes of both the Victorian LAA Committee on Education for Librarianship and Library Technicians and, later, the Course Standing Committee on the other. Yet it seems that pressure was brought to bear on the LAA to allow this articulation, as Brown’s comments reflect some reluctance on the part of the LAA members. This response to articulation was, however, reinforced by the 1976 Workshop. Margery Ramsey, writing on the issue of articulation whilst reporting on the outcomes of the Workshop, stated:

The question of articulation between librarianship and library technician courses was also raised. The main concern was to ensure that qualified library technicians could embark on librarianship courses if they wished. Library technicians who are eligible to matriculate can usually gain admission to a university or college, although where quotas apply they need
a good matriculation. On the other hand, library technicians without matriculation are often required to matriculate before being allowed to proceed – that is, the library technician course is not accepted as the equivalent of matriculation. It was the object of overcoming this problem, as well as for other reasons, that the exit level for library technician courses was specified as at least equivalent to that of the a final year high school student, and every effort must be made to ensure that students who reach this level will be accepted by tertiary institutions (1978, p.138).

The definitive issue at this time with regard to difference between the courses was not curriculum, but the entry level required for the various courses. This issue was also the deciding factor in the success or failure of Jean Hagger’s attempt to introduce a three-year Diploma into RMIT, as Murray-Smith and Dare noted:

During 1963 Hagger put forward a very important proposal for an institute diploma course, but she came up against what at the time appeared to be an insuperable difficulty. The Library Association of Australia required Matriculation (year 12) as a prerequisite, but the institute’s [RMIT] established policy had always been to accept the final year of the technical schools’ course (from 1964 Leaving Technical Certificate or year 11) as the highest required entry level to its diploma course (Murray-Smith and Dare 1987, p.370).

The difficulty this imposed is reflected in what was to become the entry point for the library technicians’ course:

The course is open to both males and females and the normal minimum educational level for admission is completion of the fifth year at high school or technical school, although mature and experienced person without this educational background, who it is thought can complete the course successfully, will be admitted (Brown 1970, p.109).

It was problematic that so little time separated the change of the entry to the professional qualification from the technician qualification. This added to the drive to find further points of difference, genuine or contrived.

**The concept of a paraprofession**

Despite later views that the technicians’ course was a pre-professional course, the structure and content of this course, as well as the rhetoric and stated position of the LAA at the time of its introduction, were not so clear-cut. This raises the question of whether it was only later, through the influence of reports, such as the Kangan Report (1974), that the concepts of equal but different began to be imposed on the language of the industry and education for it, so that existing structures and courses were then made to fit the emerging views of technical and university education. There is no reference in
the Australian literature prior to the Kangan Report of the use of the term paraprofessional, a term that came to imply the existence of parallel professional groups providing equal but supporting roles for each other, of equal value and status. Rather, the literature of the 1950s and 1960s uses terms like “sub-professional”, “non-professional”, “clerical”, “mid-level” and “auxiliary staff” for a group who would fill the employment gap left by apprentice librarians educated in the tertiary sector rather than the workplace. The early curriculum for technicians does have embedded within it training for tasks designed to take the clerical burden from professionals, but these are defined largely as those tasks deemed too routine, too “non-professional” for librarians, tasks for the “perennial lower and middle-rankers” (Ramsey 1963, p.18). The aim of this training was envisaged as

to free our professionals, and that we might free our professionals of a lot of unnecessary responsibility and inappropriate work if we paid attention to the development of a strong body of non-professionals who could carry responsible jobs under professional supervisions (Ramsey 1963, p.19).

Ramsey spent some time considering the naming of such personnel, seeing the lack of any accepted terminology for library workers “as one of the chief sources of confusion in discussion” (1963, p.20). Interestingly, she presents possible titles for library workers including “chartered librarian”, “student librarian”, “Library Aide” and “Library Clerk”, but not library technician, or even the North American term, library technical assistant. In 1969 Lester Asheim, then Director, Office of Library Education of the ALA, while in Australia spoke at the fifteenth annual LAA conference on education for librarianship in the US and used the terms “library technician” and “library technical assistant”, yet, even here, the concept of paraprofessional is absent. He spoke of “terminal” courses, a concept not present in the original Australian course, and of technicians as being “strictly non-professional, supportive staff, whose training in routines and skills, and whose limited general education, disqualify them from advancement into professional ranks” (Asheim 1971, p.45-46). Young, echoing Asheim, said the new library technician course was “designed to provide training for sub-professional library staff whose work requires a practical knowledge of library functions and services” (1970, p.26).

The term paraprofessional seems to be linked to the general drive towards technician training and the manpower shortages associated in Australia and Britain at the time, resulting in education emerging to fill skills gaps and meet manpower needs. The timing of Asheim’s visit in 1969 may have introduced these concepts into the mix of
influences vying for dominance in the emerging educational structure of the time. Within the Australian library context, it is during the post-Kangan years that the language of parallel professions working alongside each other emerged.

**A sub-profession**

Training for “sub-professional” work, rather than paraprofessional work, drove the educational agenda in the stages prior to, and during, the establishment of the original library technicians’ course, and the curriculum reflects this. What occurred in the 1970s was a shift in rhetoric, rather than in curriculum, as it was some years before substantial changes were to occur in the library technician curriculum. The pressures brought to bear on the Victorian Branch of the LAA by the Education Department Technical Division may explain this. The outcome was a disjunction between the expectations of training on the part of the library community and the underpinning educational paradigm at work in the wider community. What ensued was a shift away from discussion of articulation and sub-professional education amongst educators and other interested parties, towards embedding the concepts of terminal parallel professional education. Yet the library community still used workers with these so-called paraprofessional skills to define the segmentation of the workplace and the nature of the professionals’ work.

Nowhere is the post-Kangan perspective clearer than in the keynote address given by Noel Watkins, Assistant Director, Technical Education Division at the 1976 Workshop noted in Chapter 2 (Watkins 1976). In this address Watkins laid out clearly the driving educational forces governing education in the TAFE sector.

**The paraprofessional**

Two changes of note to the curriculum that did occur as a result of this 1976 Workshop were the introduction of reference work into the library technicians’ course, focusing on the area of ‘Ready Reference’ and the introduction of the concept of library technicians being able to supervise other staff, such as library assistants. This reflects the changing emphasis at the time towards the concept of paraprofessionalism, equal but different, parity of esteem (however it was labelled), and brought pressure to bear on the curriculum to follow the professional curriculum more closely, as, rather than identifying unique skills, the curricula appear to have moved closer together. This
resulted in what will be shown to be a more incremental, overlapping model, and was coupled with the continuation of articulation between sectors.

The change in focus is demonstrated in areas such as cataloguing, where we see the emergence of workplace structural concepts in the curriculum. Curriculum content became defined in terms of the division of labour, or what part of the content was used and how it was used in the workplace, rather than differences in actual subject matter – for example, whether one performed original or copy cataloguing, whether one answered directional and ready-reference questions or complex research queries, whether one supervised or managed. These distinctions were used to define workplace parameters. This reflected a corralling of certain skills educationally to ensure divisions within the workplace. It also saw a decrease in the purely technical and mechanical divisions previously in place. Contrasting this, there was also a need for better-trained and higherr-skilled paraprofessionals to fill workplace shortages. The result was a broadening of the skills taught, but with restrictions being imposed on the extent to which paraprofessionals could apply them in the workplace.

The National Curriculum

Many years later, in the 1990s, similar changes, particularly with regard to the re-definition of what constituted professional work for librarians, influenced the content and implementation of an expanded national curriculum, and, led training package. In their first embodiment in the national arena for library technician education, competency standards took the form of a national curriculum, replacing the state-by-state accredited Associate Diplomas. It placed competency standards within the framework of a traditional curriculum providing module outlines and content with guidelines for assessment. This national curriculum was replaced in 1998/9 by the Library and Information Services Training Package, which presented educators with key competencies outlining outcomes and underpinning knowledge, but with no prescribed curriculum. The content of the national curriculum, and later the training package, while maintaining the integrity of the original technical side, such as working with audio-visual materials and promotion and display, also broadened markedly the skills base for library technicians into what had been considered traditionally professional duties. An important departure from the underpinning philosophy of the past was that while historically, as we have seen, the curriculum for library technicians involved a general education component (that is, communications skills, literature, the
sciences and history), with the exception of the communications skills element, this was largely lost.

An examination of later curricula in the education of library technicians and librarians gives us an insight into the complementary and evolutionary nature of the curriculum for each sector. Because of industry input through course standing committees and the professional association, the training curriculum was subjected to considerable pressure to meet industry expectations. The examination of the curricula also provides evidence of how the shape of one sector evolved, and may have helped define the other sectors, as suggested by Wheelahan. However, such an examination also emphasises the degree of content overlap that appears to have occurred over time as industry needs put pressure on training programmes. This growing overlap, and the dominant educational paradigm, highlights the need for educators and trainers to emphasise teaching strategies and approaches as points of difference (pedagogical practice) over content. In contrast, changes that were to happen in some university courses had little to do with the industry and its needs, and were more likely to be associated with finding a place to survive in the sector and establishing new niche areas of expertise to aid and abet this survival.

If we examine the curricula for the 1980s, before major restructures and contractions in higher education occurred, we can see that the curricula in the two sectors look remarkably similar, particularly in terms of general library practice such as cataloguing and classification, reference work and general education about the industrial context. What distinguishes them in terms of content is the ‘other’, that is the nature of the non-library major undertaken in the degree programme and the inclusion of technical elements in the TAFE course, such as Display and Promotion and Audio-Visual Techniques. In implementation terms, the TAFE course continued its policy of mature entry, but, importantly, now moved to a post-Year 12 entry point, the same entry point as for the undergraduate degree. It continued to be a largely part-time course with a requirement, in Victoria but not in all states, to be in paid employment in a library.

Table 7.4 outlines the major curricula associated with the two qualifications in the late 1980s. A comparison of curricula during key change years is included in Appendix 4; key dates in curriculum development are outlined in Appendix 1; an outline of the development of the RMIT undergraduate course is included in Appendix 5.
Table 7.4: Curriculum for Library Technicians in Victoria and Librarians at the RMIT, 1988

RMIT Librarian Curriculum

<table>
<thead>
<tr>
<th>Title of Course</th>
<th>Institution</th>
<th>Entry Level</th>
<th>Duration</th>
<th>LIS Subjects Taught (Excluding Non-Library Majors)</th>
</tr>
</thead>
</table>
| Bachelor of Social Science           | RMIT        | Approved course of secondary education (6th year of secondary school or mature entry) | 4 years F/T  | Year 1
|                                      |             |                                                                              |              | Practicum 1
|                                      |             |                                                                              |              | Introduction to librarianship and information work
|                                      |             |                                                                              |              | Information transfer and Communication
|                                      |             |                                                                              |              | Information organisations 1
|                                      |             |                                                                              |              | Computer applications in business 1
|                                      |             |                                                                              |              | Database systems
|                                      |             |                                                                              |              | Non-librarianship major
|                                      |             |                                                                              |              | Year 2
|                                      |             |                                                                              |              | Practicum 2
|                                      |             |                                                                              |              | Information sources
|                                      |             |                                                                              |              | Information organisation 2
|                                      |             |                                                                              |              | Non-librarianship major
|                                      |             |                                                                              |              | Context curriculum
|                                      |             |                                                                              |              | Context curriculum
|                                      |             |                                                                              |              | Year 3
|                                      |             |                                                                              |              | Practicum 3
|                                      |             |                                                                              |              | Management of information sources
|                                      |             |                                                                              |              | Research methods
|                                      |             |                                                                              |              | Information sources and retrieval
|                                      |             |                                                                              |              | Non-librarianship major
|                                      |             |                                                                              |              | Year 4
|                                      |             |                                                                              |              | Thesis
|                                      |             |                                                                              |              | Resources Project
|                                      |             |                                                                              |              | Issues in information transfer
|                                      |             |                                                                              |              | And two electives from
|                                      |             |                                                                              |              | Records management
|                                      |             |                                                                              |              | Library work with children
|                                      |             |                                                                              |              | Small bibliographic database design
|                                      |             |                                                                              |              | Community information services
|                                      |             |                                                                              |              | Conservation and asset management
|                                      |             |                                                                              |              | Advanced information storage and retrieval
|                                      |             |                                                                              |              | Context curriculum
|                                      |             |                                                                              |              | Context curriculum

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### Library Technicians Curriculum in Victoria

<table>
<thead>
<tr>
<th>Title of Course</th>
<th>Institution</th>
<th>Entry Level</th>
<th>Duration</th>
<th>Subjects Taught</th>
</tr>
</thead>
</table>
| Associate Diploma of Social Science         | Box Hill College of TAFE           | 6th year of secondary school/mature age entry | 23 subjects 17 compulsory and 6 electives Each unit 1 semester in length and of either 36 or 54 hours in length 24 weeks of full-time, concurrent paid library-related employment | **Stage 1**  
  Introductory Unit  
  Organising Resources 1A  
  Organising Resources 1B  
  Acquiring Resources 1A  
  Acquiring Resources 1B  
  History & Library Services A  
  History & Library Services B  
  Communication Skills 1  
  Communication Skills 2  
  Keyboard skills  

|                                      | Footscray College of TAFE         |                                      |                                                                          | **Stage 2**  
  Acquiring Resources 2  
  Organising Resources 2A  
  Organising Resources 2B  
  Organising Resources 2c  
  Reference Services A  
  Reference Services B  
  Computer and Information Systems A  

|                                      | Prahran College of TAFE           |                                      |                                                                          | **Electives**  
  6 of the following  
  Keyboard Skills B  
  Computer and Information Systems B  
  Organising Resources 2D  
  The Sciences  
  Children’s Literature  
  Conservation  
  Government Publications  
  Display and Promotion A  
  Display and Promotion B  
  Introduction to Audio-Visual Management  
  Photography  
  Literature and the Arts A  
  Literature and the Arts B  
  Audio-Visual Resources A  
  Asia-Visual Resources B  

|                                      |                                     |                                      |                                                                          | 840 hours concurrent paid, library-related employment |

If the national curriculum for library technicians in the 1990s is contrasted with the RMIT undergraduate course (by then within a business stream), as shown in Figure 7.1, a number of key issues emerge. In curriculum terms we see the movement away from the generalist social sciences by both groups, the embedding of generic IT skills in courses, the introduction of business subjects into the RMIT degree course, and the introduction of library management subjects, such as Collection Development, and generic workplace modules, such as Occupational Health and Safety, into the
technicians’ course. Major structural changes also occurred. The Diploma replaced the previous Associate Diploma for library technicians and provisions for an Advanced Diploma were made. The work requirement was removed from the library technicians’ course, and a two-year full-time course emerged as an option. Within the degree course, structural changes had also occurred a little earlier (in 1991), with the introduction of a three-year plus one model and the change of name from the Bachelor of Social Science (Librarianship) to the Bachelor of Business (Information and Library Management). This model entailed three years of academic study and one of supervised practice between the second and third year. This eventually contracted to a three-year undergraduate degree in 1997. This expansion and contraction of the academic requirement for the undergraduate degree is an interesting reflection on the concerns expressed at the very beginning of the undergraduate degree about the proposed contraction of academic study from four years to three to enter the profession, with the introduction of the three year Associateship Diploma. At RMIT the course has vacillated between three and four years for a large part of its history.
**Certificate III**

**Entry Level:** 6th Year of Secondary School or mature entry

**Duration:** 1 Year FT or PT equivalent

Total of 700hrs of study including 40 hrs of electives

**Core**
- The Information Industry
- Information Literacy
- Information as a product
- Collection maintenance
- Lending Services 1
- Bibliographical control
- Materials receipt
- Library Ordering Procedures
- Library Promotion and Display 1
- Multimedia Equipment Usage
- Work Team Communication
- Managing Effective Working Relations
- Dealing with Customers and Clients
- Dealing with Conflict
- Introduction to Instruction in Library Use
- Working in the Information Industry
- Occupational Health and Safety for the Library User
- Database Searching and Retrieval
- Word Processing Operations
- Spreadsheet Operations
- Computer Systems Basics
- Work Experience 1

**Electives**
- Library Promotion and Display 2
- Literature and the Library User
- Research Project
- Specialist Information Research Development and Access
- Promoting an Information Agency
- Preservation Of Material
- Indexing and Abstracting
- User Need Analysis
- Community and Information Networking

---

**Figure 7.1: Curriculum for Library Technicians in Victoria and Librarians at RMIT, 1995**

**Diploma**

**Entry Level:** Completion of Certificate III

**Duration:**
- Diploma: 2 year FT or PT equivalent
- Total of 1380 hours of study including 100 hours of electives

**Core**
- Basic Reference Skills
- Research Sources and Strategies
- Lending Services 2
- Bibliographic Description and Access
- Library Classification
- Subject Access
- Cataloguing Procedures
- Library Acquisitions
- Collection Development
- Managing and Information Agency Environment
- Information Access for Client Groups
- Managing Change
- Managing Self
- Client Education and Training
- Occupational Health and Safety Management in the Library
- Client Interaction
- Data Communication Applications

**Electives**
- Research Project
- Specialist Information Research Development and Access
- Promoting an Information Agency
- Preservation Of Material
- Indexing and Abstracting
- User Need Analysis

(ActRAC 1995, pp B4-B5)

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**RMIT: Bachelor of Business in Information and Library Management**

(Excluding Non-Library Majors)

**Entry Level:** 6th year of secondary school or mature entry

**Duration:** 3 years academic study plus one year supervises practice between the second and third year

**Year 1**
- Information Services Context
- Information organisation & retrieval
- Business computing
- Information Sources 1
- Information Organization and retrieval 2
- Systems analysis
- Approved Business cluster*

**Year 2**
- Information Sources 2
- Database creation and management
- Subject Specialisation 1
- Approved Business Cluster 2
- Information Counselling
- Information Organization in Libraries
- Subject specialisation 2
- Professional Information Work

**Year 3**
- Supervised Practice

**Year 4**
- Information Resources Project
- Subject specialisation 3
- Approved Business cluster 3
- Approved Business Cluster 4
- Information Services Management
- Information Services Elective 1
- Information Services Elective 2
- Subject Specialisation 4

(RMIT 1995, pp.104-105)
The role of industry

The LIS industry played a large role in choosing outcomes or competencies for the library technicians’ course curriculum. It is tempting to suggest, given the evidence, that the new National Curriculum was used to shore up those areas that had been lost in many of the undergraduate programmes as they contracted, merged with other areas, or disappeared altogether. There was little consultation with grassroots educators at this stage and dialogue between educators in each sector had also begun to decline, so industry was the driving force behind the direction taken by the curriculum. A response paper to a request by the ALIA Board of Directors to investigate curriculum overlap in 2001 states:

Regarding the blurring of the roles between library technicians and librarians, the TAFE teachers spoken to state that the industry has to accept responsibility. The current curriculum for the library technicians’ course has considerable input from the profession. It was the profession that wanted management subjects, collection management, training small groups and assessor qualifications in the course (ALIA 2001, p.2).

The inclusion of areas of expertise traditionally seen as those of librarians may have resulted from industry fears about the decline of library-specific education. The lack of wide consultation with all stakeholders may have also contributed to the changes wrought.

In subsequent incarnations outcomes for modules/competencies, such as those listed in Figure 7.1, were significantly pared back after the evaluation of the 1999 training package in 2004. This paring back led to some competencies disappearing from the paraprofessional level altogether, and others changing their level from perhaps Certificate III to Diploma or Advanced Diploma. Modules. Such modules included Managing and Information Agency Environment and Collection Development or, at least, the competencies attached to them. They were moved out of the diploma level. Other modules/competencies, such as those attached to Database Searching were moved from Certificate II, III, or IV level. Some changes resulted from the greater input of VET educators in these revisions, while others were the result of industry pressures. The emergence of the Advanced Diploma is also set to pose some ongoing issues with regard to articulation. A number of VET programmes have introduced or will introduce this programme, with some colleges in Victoria implementing programmes in 2007 and 2008. No RTO implementing the Library and Information Services Training Package delivered to Advanced Diploma level between 1998-2004. To date there are no
advantages for technician students in undertaking an Advanced Diploma in terms of articulation, as no undergraduate LIS course has increased its credit arrangements even though the universities teaching these courses were signatories to the 1998 Australian Vice-Chancellors Committee policy on cross-sector qualification linkages. It remains ALIA policy that, at Diploma level, students have the officially recognized title Library Technician; the Advanced Diploma has not yet altered this. A complication is a reduction in the number of competencies needed at diploma level, since the revision has meant that many students of the original National Curriculum in fact have completed large sections of the current Advanced Diploma.

The comparative changes in the librarianship and library technicians’ course at the time of introduction of the National Curriculum are outlined in Figure 7.1. This curriculum was clearly couched in terms of levels, and broke down the skill level for delivery based on the qualification. Modules at Certificate II and III were seen to be appropriate for work performed by library assistants, and Certificate IV and Diploma appropriate for library technicians. They also reflected, not surprisingly given the degree of industry input, the ALIA Work-Level Guidelines. What is often not understood is that this structure largely flew in the face of the educational philosophy of the national training body. This philosophy was that training packages and competency standards were not to be incremental but were, rather, holistic in nature, allowing for entry and exit at any point and encompassing all skill levels. Even the labelling of modules according to their perceived qualification level (Certificate II modules having a ‘2’ at the beginning, i.e. LIS 204 and Certificate III, a ‘3’) was seen as inappropriate in light of the underpinning philosophy of training packages. When later modules were added, this numbering system had to be abandoned to meet training guidelines. This conflict can be seen as a reflection of the perceptions and needs of industry conflicting with those of the educational structures on which it was being built, and can also be seen as a continuation of the tension between these two forces, which have shaped the training agenda.

The resulting curriculum, driven by industry, demonstrates that within the library field there are clearly perceived areas still considered unique to each sector. It also maintains many of the original subject fields, while extending into new areas such as management and collection development, which were previously not included. The emphasis on topics such as circulation, audiovisual repair and usage, and promotion and display
work was still evident in the early stages (Certificate II/III level of the technicians’ course) and does not appear at all in the degree course. Differences between the diploma level and degree level subjects are less clear-cut. If we examine the library studies component of each at the time of these revisions we see, at least in terms of subject title at the Certificate IV/Diploma level of the technicians level and in the degree, what appears to be a great deal of commonality.

Areas of dispute

As previously stated, over the years there have been areas of particular tension with regard to the content overlap of the two sectors, yet no two areas seem to have caused more difficulty than those associated with cataloguing and classification and reference work. Even in the earliest stages of the courses, defining the range of responsibilities for each sector and industry group was contentious, and, as time has progressed, the issues associated with these areas seem to have caused the most angst and disaffection. The 1976 Workshop outlined the following responsibilities for technicians in these areas

1. Searching and verifying bibliographic data
2. Revising printed cards to conform to library’s practice
3. Cataloguing duplicates, new editions and fiction
4. Preparing descriptive cataloguing entries for library materials
5. Classifying selected materials
6. Assigning subject headings to selected materials
7. Filing catalogue entries below the rod. [an important distinction to ‘above the rod’ in terms of responsibility]
8. Explaining library rules and procedures to users (Library Courses Vocational Standing Committee 1976, p.15)

The addition of reference work to the curriculum in the mid 1970s expanded this list of activities. The degree of perceived overlap seems most often to rest on these particular subject fields, as demonstrated by responses to Section 3 of the research questionnaire, which deals with perceptions of overlap.

COURSE OVERLAP

A section of the questionnaire sent to those who had completed both library technician and librarian qualifications (see Chapter 6) included questions asking respondents to outline those areas where they felt there was overlap between course content of the two sectors. They were also asked to describe those areas felt to be most different. Some limitations in the responses to this question emerged, because some respondents had been granted credit for many of the subjects they though would overlap. This response
is summed up by Respondent 3 who noted, “It is difficult to make a comparison in my situation because I received a number of credits/exemptions for my L.T. qualification”. Respondents as a whole were very articulate about what they perceived as similarities between the two courses, and were particularly interested in commenting on the differences or lack thereof as they saw them. Generally the respondents were evenly divided in their response to overlap. Question 3.5 asked them to indicate their view of the degree of overlap in course content in professional and paraprofessional LIS courses. Responses were as follows:

Question 3.5
Can you indicate which response best indicated your view of the degree of overlap in course content in professional and paraprofessional LIS courses?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No overlap</td>
<td>8</td>
</tr>
<tr>
<td>Some small overlap</td>
<td>19</td>
</tr>
<tr>
<td>A great deal of overlap</td>
<td>12</td>
</tr>
<tr>
<td>Complete overlap</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

Respondents could comment in Question 3.6 on their views of common areas, and include more than one area if they wished. In terms of those content areas viewed as having been covered by both courses the responses were very varied, and were often modified by further comment discussing approach and scope. Responses to this question were as follows:

Question 3.6: Areas perceived as common to both courses
Can you reflect and comment on those areas you felt were common to both paraprofessional and professional courses

<table>
<thead>
<tr>
<th>Area</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information organization and retrieval (Cataloguing &amp; classification)</td>
<td>19</td>
</tr>
<tr>
<td>Reference</td>
<td>11</td>
</tr>
<tr>
<td>First Year</td>
<td>10</td>
</tr>
<tr>
<td>Computer skills</td>
<td>4</td>
</tr>
<tr>
<td>Collection development</td>
<td>4</td>
</tr>
<tr>
<td>Procedural tasks such as end processing</td>
<td>3</td>
</tr>
<tr>
<td>Information retrieval</td>
<td>3</td>
</tr>
<tr>
<td>Communication skills</td>
<td>2</td>
</tr>
<tr>
<td>Client services</td>
<td>2</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
</tr>
</tbody>
</table>
Management 2
The industry 1
Professionalism 1
Acquisitions 1
History of libraries 1
Most areas approach is different 1

Question 3.7: Areas most similar

Please nominate the area you believe was the MOST similar between the professional and paraprofessional LIS course.

<table>
<thead>
<tr>
<th>Area</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cataloguing/classification</td>
<td>18</td>
</tr>
<tr>
<td>Reference work</td>
<td>9</td>
</tr>
<tr>
<td>Communication skills</td>
<td>5</td>
</tr>
<tr>
<td>Collection development</td>
<td>3</td>
</tr>
<tr>
<td>Professionalism/ethics</td>
<td>2</td>
</tr>
<tr>
<td>All</td>
<td>2</td>
</tr>
<tr>
<td>Management</td>
<td>2</td>
</tr>
<tr>
<td>Computer technology</td>
<td>2</td>
</tr>
<tr>
<td>Acquisitions</td>
<td>2</td>
</tr>
<tr>
<td>Information literacy</td>
<td>1</td>
</tr>
<tr>
<td>Budgeting</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
</tr>
</tbody>
</table>

The areas previously discussed as areas of historical contention are raised by respondents as the areas of most commonality. The many other areas noted as potentially having some overlap are also coupled with views on the differences. The differences in content are not surprising, given the traditional divisions within the industry. Areas of difference were seen to be: the degree of theory involved; practical or hands-on experiences, and; teaching of management within the degree course. The management component of the degree course was viewed by many as the key area of difference in content. Areas mentioned are listed below. A respondent could comment on more than one area in their responses.
Question 3.8: Areas of difference

Can you comment on those areas of difference that you felt were evident between the professional and paraprofessional courses?

<table>
<thead>
<tr>
<th>Area</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>19</td>
</tr>
<tr>
<td>Theoretical component</td>
<td>13</td>
</tr>
<tr>
<td>Practical element</td>
<td>11</td>
</tr>
<tr>
<td>Level of scholarship</td>
<td>4</td>
</tr>
<tr>
<td>Approach to teaching</td>
<td>4</td>
</tr>
<tr>
<td>Approach to assessment</td>
<td>2</td>
</tr>
<tr>
<td>Reference work</td>
<td>2</td>
</tr>
<tr>
<td>Information management</td>
<td>2</td>
</tr>
<tr>
<td>Budgeting</td>
<td>2</td>
</tr>
<tr>
<td>Other academic study</td>
<td>2</td>
</tr>
<tr>
<td>All</td>
<td>1</td>
</tr>
<tr>
<td>Customer service</td>
<td>1</td>
</tr>
<tr>
<td>Cataloguing</td>
<td>1</td>
</tr>
<tr>
<td>Supervisions</td>
<td>1</td>
</tr>
<tr>
<td>Database Searching</td>
<td>1</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>1</td>
</tr>
<tr>
<td>Electronic document management</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 3.9: Area MOST dissimilar

Please nominate the area you believe was the MOST dissimilar between the professional and paraprofessional LIS course.

<table>
<thead>
<tr>
<th>Area</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>8</td>
</tr>
<tr>
<td>Electronic document management</td>
<td>5</td>
</tr>
<tr>
<td>Focus of study</td>
<td>5</td>
</tr>
<tr>
<td>Practical element</td>
<td>5</td>
</tr>
<tr>
<td>Level of scholarship</td>
<td>4</td>
</tr>
<tr>
<td>Level of scholarship</td>
<td>4</td>
</tr>
<tr>
<td>Emphasis on team work</td>
<td>3</td>
</tr>
<tr>
<td>Non-library major</td>
<td>3</td>
</tr>
<tr>
<td>Cataloguing</td>
<td>2</td>
</tr>
<tr>
<td>Information theory</td>
<td>2</td>
</tr>
<tr>
<td>Customer service</td>
<td>1</td>
</tr>
<tr>
<td>Reference work</td>
<td>1</td>
</tr>
<tr>
<td>Nothing</td>
<td>1</td>
</tr>
<tr>
<td>Budgeting</td>
<td>1</td>
</tr>
</tbody>
</table>

What these results seem to emphasise is a difference, not so much in content, but in approach. A repeated and consistent view of the respondents was that the differences were not in subject matter, but in how it was delivered and the approach to the learning of this information.
Responses to question 3.8 included many comments on these themes, some examples of which follow:

The professional course had a larger emphasis on the theoretical component of the subjects sometimes to the extent that it was difficult to relate to the real world (Respondent 19).

Degree course aimed at strategic issues, management topics covered extensively (Respondent 16).

Librarianship course was to give an overall background on the philosophy and purpose of providing information. It was to allow one to become a good manager. Library technician course was very practical with hand-on skills such as cataloguing being taught… The Librarianship course was much more academic with the emphasis being on reading, research and essays (Respondent 20).

Basically paraprofessional is a very practical course-hands-on. Professional is more theory and management with more sociology and philosophy (Respondent 4).

The most obvious area of difference I experienced was the level of scholarship required in the different courses, although I should point out that I found specific subjects within each course did not support that premise (Respondent 1).

Lib. Tech Course-much more hands-on practice looking at everyday tasks performed in libraries.
Librarian course-focus on theoretical issues. Essays and reports based on theory of libraries rather than being applied to work in libraries (Respondent 28)

These responses seem to support the view that content is not the key issue associated with difference; rather it is the approach, focus and means of assessment which dominate perceptions of difference. This echoes Young’s views on the balance rather than the content being the issue and supports the suggestion of pedagogical rather than epistemological differences echoed in the workforce through work levels. Educationally the application of a taxonomy, or hierarchy of learning better fits this model than does the prescribed parallel equity of esteem. This is further supported when we examine some areas considered open to contention.

Subjects compared
Tables 7.5 and 7.6 compare the content of the curriculum in two key areas during specific periods in the development of courses. Subjects selected are those primarily concerned with either reference work or cataloguing and classification. However, elements within each may also appear in other curriculum areas. If we look at these
subjects and their delivery side by side, the reasons for the perceived overlap start to emerge, because, while structure is often different, core content is not. This comparison of subject content does however highlight a key difference between the two sectors that has not been highlighted previously. What is clearly different is the starting point for the VET course. This returns us to the very early issues of entry levels as a key division between sectors. It becomes clear that, while the eventual outcome often appears the same, the initial stages of the VET programmes begin at a much more fundamental level, catering as they do to those with a variety of educational backgrounds. The use of Recognition of Prior Learning (RPL) as a tool within VET becomes vital in ensuring appropriate entry points into training for those with advanced industry and educational experience. This approach seems to be largely based on the origins of the library technicians’ course as a post Year 11 or ‘Leaving’ course, despite this not having been the case for many years, and on the context of TAFE as a provider of alternative entry to education. As the content advances past these initial skills levels, the content and outcomes become clearly more alike, and also reinforce the concept of an incremental and developmental approach to skills development, rather than one based on differences in content.

While there was much comment amongst respondents about the difference in assessment, an examination of tools used to assess students in the two fields indicates that they are often very similar, particularly in the areas seen to overlap. The assessment tools for two subjects often seen as areas of overlap, IS 170 Information Organisation 1 (from the 1990 RMIT course) and LIS023 Bibliographic Description and Access (from the 1995 library technician curriculum assessment), are described in exactly the same terms as consisting of practical exercises, assignments and written tests. The RMIT course listed an examination within its assessment tools, an approach not in the technicians’ course. Other areas within the RMIT course listed essays as a key assessment strategy, an approach not favoured with the technicians’ course and perhaps the point of difference noted by the participants.
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(These subjects remained largely unchanged for this period)</td>
<td>(These subjects remained largely unchanged in both courses)</td>
</tr>
<tr>
<td><strong>LI 121: Library Resources I</strong></td>
<td><strong>Reference Service 1A and 1B</strong></td>
</tr>
<tr>
<td>1. List the various departments and section of a library and state their</td>
<td><strong>Topic Headsings 1A</strong></td>
</tr>
<tr>
<td>comparative function</td>
<td>1. Explanation of reference work, reference services and the personnel involved in different types of libraries</td>
</tr>
<tr>
<td>2. List the types of materials acquired by libraries and indicate their role</td>
<td>2. Overview of reference services</td>
</tr>
<tr>
<td>as information sources</td>
<td>3. Evaluation of services in general</td>
</tr>
<tr>
<td>3. Outline the nature of reference work in the library</td>
<td>4. Evaluation of specific types of sources e.g. directories, word sources, yearbooks</td>
</tr>
<tr>
<td>4. Demonstrate an understanding of reference interview and search strategy</td>
<td>5. Explain orally the importance of dealing tactfully with library users</td>
</tr>
<tr>
<td>technique in reference work</td>
<td><strong>Topic Headsings 1B</strong></td>
</tr>
<tr>
<td>5. Carry out typical research queries based on a familiarity with a selected</td>
<td>1. Current awareness services</td>
</tr>
<tr>
<td>range of standard reference tools</td>
<td>2. The reference interview</td>
</tr>
<tr>
<td>6. Outline the work of the acquisitions department and the procedure</td>
<td>3. Evaluation of specific types of resources e.g. encyclopaedias, biographical sources, geographical sources,</td>
</tr>
<tr>
<td>followed in the ordering and acquiring of library materials</td>
<td>indexes and abstracts</td>
</tr>
<tr>
<td>7. Carry out typical searching and verification problems in standard</td>
<td>4. Subject bibliographies</td>
</tr>
<tr>
<td>searching tools</td>
<td>5. Inter-Library loans</td>
</tr>
<tr>
<td>8. Demonstrate an understanding of the procedures followed in the different</td>
<td>6. On-Line information retrieval</td>
</tr>
<tr>
<td>methods of circulation of library material</td>
<td></td>
</tr>
<tr>
<td>(RMIT Department of Librarianship (1982) Subject Outline: LI 121 Library</td>
<td></td>
</tr>
<tr>
<td>Resources I)</td>
<td></td>
</tr>
</tbody>
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(Footscray College of TAFE (1988) Submission for reaccreditation as an Associate Diploma p.50)

Table 7.5: Reference Syllabi Content: RMIT and Victorian Library Technician Course
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>IS 140 Introduction to librarianship and information work</strong></td>
<td><strong>LIS020 Basic Reference Skills</strong></td>
</tr>
<tr>
<td>Topics</td>
<td>Learning Outcomes:</td>
</tr>
<tr>
<td>1. Introduction to the processes of production, organisation and dissemination of information</td>
<td>1. Use the appropriate ready reference resources to locate and provide information</td>
</tr>
<tr>
<td>2. Nature of library and information agencies and activities</td>
<td>2. Determine and implement appropriate search strategies to answer ready reference questions</td>
</tr>
<tr>
<td>3. Roles and tasks of librarians and information managers and requisite skills</td>
<td>3. Communicate with clients and interpret their needs</td>
</tr>
<tr>
<td>4. Introduction to information sources in library and information science</td>
<td>4. Maintain records appropriate to the reference environment</td>
</tr>
<tr>
<td>5. Introduction to RMIT resources</td>
<td>5. Apply appropriate standards, procedures, legal and ethical requirements in the receipt of information</td>
</tr>
<tr>
<td>6. Introduction to related professional associations</td>
<td></td>
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<tr>
<td>7. Introduction to tertiary study skills</td>
<td></td>
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<tr>
<td>8. Management of time and self-directed learning</td>
<td></td>
</tr>
<tr>
<td><strong>IS 240 Information Sources</strong></td>
<td><strong>LIS021 Research Sources and Strategies</strong></td>
</tr>
<tr>
<td>Topics</td>
<td>Learning Outcomes:</td>
</tr>
<tr>
<td>1. Advanced reference work and information sources</td>
<td>1. Identify potential information sources to satisfy client needs</td>
</tr>
<tr>
<td>2. Selection and evaluation of information sources</td>
<td>2. Evaluate information sources for reliability, currency, validity and relevance for clients needs</td>
</tr>
<tr>
<td>3. Methods of information collection</td>
<td>3. Conduct a reference interview to determine the information needs</td>
</tr>
<tr>
<td>4. Provisions and production</td>
<td></td>
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<tr>
<td>5. Promotion techniques</td>
<td></td>
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<tr>
<td>6. Evaluation of reference work</td>
<td></td>
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<tr>
<td>7. Collection and promotions</td>
<td></td>
</tr>
<tr>
<td><strong>IS 184 Information management</strong></td>
<td><strong>LIS013 Database searching and retrieval</strong></td>
</tr>
<tr>
<td>Topics</td>
<td>Learning Outcomes:</td>
</tr>
<tr>
<td>1. Developing Search strategies</td>
<td>1. Explain reasons for selecting information databases for given requests</td>
</tr>
<tr>
<td>2. Government information</td>
<td>2. Search a range of databases for information to suit client requests</td>
</tr>
<tr>
<td>3. Private vs. public information centres</td>
<td>3. Record and transmit electronically the retrieved information</td>
</tr>
<tr>
<td>4. Community resources</td>
<td></td>
</tr>
<tr>
<td>5. Data base developments and on-line searching</td>
<td>(ACTRAC 1995 LIS020)</td>
</tr>
</tbody>
</table>

(RMIT 1990, pp.62-89)
<table>
<thead>
<tr>
<th>RMIT Associateship Diploma/Bachelor of Social Science (librarianship) 1972-1985 (These subjects remained largely unchanged for this period)</th>
<th>Victoria, Education Department: Certificate of Applied Social Science 1974 -1988 and Associate Diploma of Social Science-1989-1994 (These subjects remained largely unchanged for these courses)</th>
</tr>
</thead>
</table>
| **LI 122 Bibliographic Organization I**  
**Topics**  
1. Introduction to bibliographic organization terminology  
2. Practical cataloguing and indexing  
3. Bibliographic control  
4. Cataloguing theory  
5. Subject indexing  
6. Dewey Decimal classification  
7. PRECIS indexing  
8. Library of Congress subject headings | **Organising Resources 1A**  
**Topic Headings: Catalogue Resources**  
1. Describe library Cataloguing operations, the library technician’s role, cataloguing and types of entries  
2. Identify and label parts of catalogue entry  
3. Search for copy cataloguing data, order catalogue entries, add location data to machine readable records  
4. Check and revise entries to conform to libraries practice  
5. Examine a book technically  
6. Apply basic descriptive cataloguing rules to simple problems  
7. Apply rules for Cutter-Sanborn book numbers to simple problems |
| **LI 222 Bibliographic Organization II**  
**Topics: Section A**  
1. Cataloguing of special and non-book material  
2. Physical forms of catalogues  
3. The organization of the cataloguing process including: Workflow in the cataloguing department; personnel and division of responsibility  
4. Co-operation in cataloguing services | **Organising Resources 1B**  
**Topic Headings:**  
1. Filing 1968 rules  
2. Filing 1980 rules |
| **Topics: Section B**  
1. The subject approach to information  
2. Post-Cutter contributions to the dictionary catalogue and the resulting | **Organising Resources 2A**  
**Topic Headings:**  
1. General rules for description and coding  
2. Main and added entries including coding  
3. Construction of personal, geographic, corporate name and uniform title |
evaluation an criticism of traditionally used subject readings lists
3. The bibliographic form of the catalogue-Dictionary and classified
4. Chain indexing and the classified catalogue
5. Leading classification schemes other than DDC
6. Formularised structure in subject headings
7. Co-ordinate indexing and thesauri

(RMIT Department of Librarianship 1975 Subject Outline: LI 222
Bibliographic organization I)

heading with appropriate authority file work
4. Input of coded entries into computer library packages

Organising Resources 2B
Topic Headings
1. Descriptive cataloguing of maps, sound recordings, motion picture and video recordings, graphic material, computer software, realia, microfilms, serials, duplicates, new editions, supplements and indexes
2. Input of coded records into library databases
3. Generation of catalogue products from input

Organising Resources 2C
Topic Headings
1. Dewey Decimal Classification Scheme
2. Library of Congress subject headings
3. FLASH
4. Subject authority records and reference

Organising Resource 2D
Topic headings
1. Classify material using Auxiliary Tables 3-7 of DDC
2. Classify material using other classification schemes e.g. UDC, Boggs and Lewis, LC
3. Examine other sources of Keywords, e.g. ASCIS, LC
(National curriculum) |
|---|---|
| **IS 170 Information Organisation 1**  
Topics: Semester 1  
1. Purpose of catalogues and indexes  
2. AACR2 and ISBD  
3. Name and series authority files  
4. Filing  
5. Sources of bibliographic records  
6. Copy cataloguing  
7. Editing bibliographic records  
8. Physical formats of bibliographic records  
9. Machine-readable catalogues  
10. MARC and AUSMARC  
11. Networks  
12. ABN  
Topics: Semester 2  
1. Subject analysis  
2. Abstracting  
3. Pre-coordinate indexing  
4. Thesauri  
5. Searching  
6. Alphabetical subject headings  
7. Dewey Decimal classification  
8. Dynix System Input and search mode | **LIS006 Bibliographical control**  
Learning outcomes  
1. Use the components of a standard bibliographic description to retrieve bibliographic data i.e. MARC tags, ISBD  
2. Explain the purpose of bibliographic control  
3. Use the accepted bibliographic standards to locate, retrieve and transfer bibliographic records and/or bibliographic information  
4. Use authority data to facilitate bibliographic searching  
**LIS023 Bibliographic description and access**  
Learning outcomes  
1. Construct bibliographic descriptions with access points adapting nationally accepted standards to suit client needs  
2. Create and maintain name authority records  
3. Undertake catalogue support and maintenance activities  
**LIS024 Library Classification**  
Learning outcomes  
1. Classify standard library materials using a selected classification scheme  
2. Demonstrate classification procedures for given non-standard library materials  
**LIS025 Subject Access**  
Learning outcomes  
1. Explain subject access and control  
2. Provided subject access to standard library materials using a
1. Traditional and modern classification and indexing theory and its applications  
2. Dynix Systematic training  
3. Catalogue file structures  
4. Serials cataloguing  
5. ABN and other automation options for information retrieval  
6. The use of automated indexing procedures  
7. Registry filing systems  
8. Storage procedures and systems  
9. Thesaurus and classification scheme construction  
10. Document retrieval systems for a range of materials  
11. Classified catalogues  
12. Index performance evaluation

selected list of subject headings  
3. Implement authority control procedures

**LIS037 Indexing and abstracting**

Learning outcomes

1. Explain indexing and abstracting techniques  
2. Prepare indexes to selected library materials  
3. Prepare abstracts for a range of library materials

(ACTRAC 1995)

(RMIT 1990, pp.62-89)
This examination of these areas, both historically and within the contemporary context, highlights the degree to which some overlap of content within the two courses has always existed. There is no doubt that there is commonality in content and the indications, both from curriculum, and from the experiences of those undertaking cross-sectoral study in the field, support this. The broader picture relating to the whole curriculum suggests some shifts in content reflecting emerging workplace needs, the complex nature of the library workplace and economic pressures. More contemporary curricula, at least in Victorian, suggest a greater divergence in content between the sectors, as the professional education models for librarianship have been submerged into more generic fields of study less focussed on libraries. The library technician field of study has remained fundamentally focused on work within libraries and associated industries, evolving into something that resembles previous professional courses.

**EVOLUTION**

The evolution and realignment at the university level has not solely been because of workplace pressures for new skills, but has also been a result of structural educational pressures and economies of scale within universities. The call by industry for the development of skills held previously to be ‘professional’ in the library technicians’ course may be viewed as an adjustment in the traditional workplace structures and practices or, alternatively, as an attempt to fill a skills gap not being met by professional education. The latter may be an outcome of the path being followed as a result of these institutional pressures to generalise curriculum into the realm of ‘The information professional’. Phil Teece saw this as a real danger to the future of librarians and drew attention to research in Britain and Canada that indicated how small this potential area of employment was for librarians. He concluded:

> New categories will develop beyond traditional boundaries and there may be opportunities both for individual professionals to obtain interesting work and for ALIA to spread its membership net a little wider. But, while significant, the trend appears peripheral in aggregate employment terms (1999, p.44).

In Victoria, where industry-specific education has declined, although the need for specific industry skills still seems to exist, an educational discordance may occur, resulting in the need to up-skill the paraprofessional to fill a workplace need. This could also be viewed as redressing the structural imbalance, both in librarian and library
technician numbers, as it was never envisaged that librarians would dominate the library workplace but rather that they would fill very specific academic and management functions, as noted by Jean Hagger: “it had been estimated by Australian librarians that two third support staff to one-third professional staff represents an economically and professionally sound ratio” (Hagger 1971, p14). There is some evidence to suggest that the realignment of the balance of staff may have already happened. A growth of 38% in technician numbers against a decline of 8.2% in librarian numbers in recent years in Australia (Teece 2004, p.24) and the 2007-2008 implementation of the Advanced Diploma for library technicians may be further evidence of this.

While the situation across Australia for library technician education is stable and uniform, there is a range of situations at the professional education level that make it much more difficult to generalise. Different course content being delivered at different institutions, as well as different access points to professional studies and to the profession, exist Australia-wide. Clearly identifiable professional courses appear to be in high demand, particularly amongst articulators. This is evidenced by the size and strength of the CSU undergraduate course having over 500 of the approximately 800 enrolments in undergraduate LIS qualifications in Australia. The struggles experienced by programmes at RMIT and Monash University, which have been forced to generalise, merge and take on generic titles such as business, ICT or management, are further evidence. Both programmes have experienced a decline in demand, reflected in lower Year 12 entry scores, and have in recent years had to ‘re-badge’ their programmes. The relative success of the CSU programmes suggests a demand for programmes that provide opportunity of access and flexibility of delivery for those who are employed. The relative of growth of the library technician workforce in contrast to that of librarians in Australia as outlined by Teece (2005) also suggest that traditional library skills are being sought by libraries. As it stands, there appears to be some mismatch between the demands of the workplace and the education for it. What is taught, how it is taught, and who is taught have been used as tools by the sector in the past to define the workplace. Yet as both the workplace and educational context changes, many of the underpinning constructs are brought into question.

Examination of the sectors and their curriculum indicates there are some clear content, structural and pedagogical differences between the sectors. Yet these differences do not seem to exist for the reasons often stated, that is preparing people for different work and
different work contexts or because of the different intellectual capabilities of those involved. Status, for both the learner and of the instructor, seems to have some bearing on the promulgation of difference. Some of the differences have clearly been contrived in an effort to define difference and thus maintain status; others are the result of the context of, and progression through, a different model of learning with a different group of students. None indicate parity of esteem.
CHAPTER 8: CONCLUSION

I have emerged, as we all should emerge from any course of study, with mingled feelings of admiration, cynicism, hope and despair – in other words, with what I hope is understanding. I have also emerged with the feeling that there are masks that have to be removed from our perceptions of technical education in our society before we can see its true delineaments (Murray Smith 1988, p.13).

To answer the research questions posed in this thesis involves unravelling and reassembling the many themes about both the LIS sector and the broader community. Pulling together the many strands making up the fabric of Australian LIS education is complex and has involved gathering both historical and contemporary insights, establishing relationships between the past and the present, idealism and pragmatism, and investigating narrow industrial considerations, as well as considerations of society as a whole. Through this unravelling it becomes clear that education has been used as the primary tool both to shape the status of the library profession and to define roles and structures in the workplace. It also becomes clear that the LIS industry in Australia was often not master of its own destiny and was reliant on the approbation, influence and support of those outside the industry.

A number of broad aims were outlined for this research. These were:

- to examine the themes, both broad and narrow, which have contributed to the complex educational and industrial environment of education for employment in libraries in Australia;
- to investigate any overlaps which have occurred in the curriculum for librarians and library technicians, in order to develop an understanding of the degree to which these two groups differ in their knowledge base and core professional concepts; and
- to identify the factors which have contributed to continued debate about the educational needs of the industry.

These broad considerations resulted in a number of themes emerging from the contemporaneous literature, as outlined in Chapter 1, including the necessity to consider the research question from a number of different perspectives. These were:
• the historical and social, outlined in Chapter 2. This involved placing the LIS industry in Australia in its historical context and examining the development of LIS education;
• the political and cultural, outlined in Chapter 3 which explored internal and external influences and pressures on Australian LIS education and the role they played in shaping it;
• the educational, as discussed in Chapters 4 and 7, which explored the impact of contemporary educational paradigms during the period of development of LIS education, and the curriculum which evolved for the paraprofessional and professional out of these paradigms; and finally,
• the human dimension - the people, as outlined in Chapter 6 which explored the nature of the LIS workforce and examined many of the assumptions and perspectives about professional and paraprofessionals.

Specifically, this research aimed to address some key questions associated with role and task blurring within the industry, and to contribute new knowledge to understanding the nature of education and training for the LIS profession in Australia and the forces that have driven it. By presenting a focus which included not just a narrow, contemporary, industry perspective but also a broad historical overview, this research has placed education for the LIS industry on a larger stage, reflecting the role of libraries and those who staff these institutions within the context of the broader community. Previous research had been conducted into the history of LIS education in Australia and into Australian and international education generally, but the present study differs from this research because it places LIS education in a wider context.

In the problem identification stage of the research, a number of questions were addressed which guided the research and resulted in seven contentions, as outlined in Chapter 1. Addressing these contentions and examining their validity involved posing a number of key questions.

• Is there really an equal but different structure in our educational and professional paradigm, or as Johnson said, is it “that roles and responsibilities of professional librarians and support staff are on the same continuum with paraprofessionals moving ever towards the professional side” (Johnson 1996, p.280)?
• Is there really a difference in what is being taught in each sector, or is the
difference in delivery and assessment, rather than in content or core knowledge
(pedagogy vs. epistemology)?
• Are there differences in the types of students the two sectors attract, and do these
differences explain perceived differences in educational and employment status?
• Why do some people choose to do a VET sector course in preference to a
university course?
• What articulation arrangements and activity occurs between the sectors, and
what are the implications for course structure and delivery, particularly in terms
of curriculum overlap?
• How much of the difference that is maintained between the sectors is the result
of professional gate-keeping, by both the industry professionals and by those
who educate for it in the university sector?
• Why has there been continued debate over nearly eight decades about the correct
educational entry point to professional employment in the library sector and,
implicit in this, about the degree to which librarianship is truly a profession?

The research has addressed each of these key questions to examine the validity of the
initial contentions (stated in Chapter 1). The main conclusions are summarised next.

**Contention 1**

*The vision that the professional level of the library industry had of itself and the
perception of the broader community have been at odds, leading to a continued battle
for professional acknowledgement and status and a tenuous foothold in the university
education sector.*

Intrinsic to the quest for professional recognition has been the presence of a number of
influential individuals and the climate and social context in which these individuals
operated. The quest for a university-based education system for the industry was the
lodestone for these individuals. Yet powerful external influences and forces were also at
work that sometimes assisted, and at other times stymied, these ambitions. Little was
achieved in terms of establishing education in universities until the general educational
climate was attuned to the expansion of post-secondary education, which encompassed
previously vocationally-based occupations. This was outside the influence and control
of an industry-specific body such as the Library Association of Australia. The vision
significant industry figures had for the profession of librarianship was also often only
achievable through the intervention, interest and patronage of influential figures outside the industry, particularly in the field of education. In some respects this meant that the fate of the industry often rested with the attitudes of outside bodies, including education departments and State and Federal governments, towards the ambitions of the sector and its elite. The vision, driven as it was by influential industry figures, did not always reflect the needs or opinions of large numbers of less prominent workers. This led to a dissonance and dual vision of the future needs of education for the profession.

Contestation 2

Because university-level education in the field has never really been accepted by the broader community, the LIS profession has suffered ongoing setbacks in continuing as a stand-alone discipline. Despite its best efforts librarianship has had to merge, in many cases, with other groups such as business and IT to maintain its hold in the higher education sector. This has led to a change in the core skills set delivered at the professional education level, rather than a change in the skills and knowledge base required by the industry. There have been a number of consequences, both positive and negative. First, professional librarians have broadened their employment capabilities outside libraries into the field of knowledge and information management; second, this has led to a dilution, generalisation or, at least, change in the core library concepts taught at professional level, based on survival rather than a necessary change in the underpinning knowledge base required by the profession; and third, this in turn has led to a gap in education and employment which may be being filled by paraprofessionals and paraprofessional education.

One of the key dilemmas that have faced the library industry since the introduction of accredited tertiary/VET education is the degree to which the two sectors of library employment converge. Examination of education for the library industry has historically been conducted from an industrial perspective and has largely focussed on the nature of education for professional levels. Little attention appears to have been paid to those factors that influenced the development of paraprofessional streams of education, or of the concomitant relationship that has evolved and had an impact on the nature of educational content within these two areas. We need to ask: if there was no education for the paraprofessional, would professional education look the same? One of the key features of the VET sector has been its ability to adapt to the changing needs of
industry. There can be no doubt that the VET sector has done this continuously, as its very being depends on reflecting what industry requires of it. Industry, in the form of professional bodies such as ALIA, has in the last ten years been responsible for the establishment of what it believes are the key outcomes for training in the sector. How have the changes at the professional education coalface been a response to what has happened in VET, and how many of the changes in VET have been in response to perceived shifts occurring at the professional level? This is particularly pertinent in the current climate as professional level library schools throughout the country seek to define themselves or fight for survival.

Equally, how does the changing nature of paraprofessional education impact upon and/or reflect the nature of education for professional levels of education? The symbiotic relationship that should exist between professional and paraprofessional should be reflected in education for the two fields of endeavour. Rarely, if ever, are the two streams of education and training examined side by side, nor are the wider issues of philosophy, pedagogy and jurisdiction examined within the context of education and training rather than industry. Having done this examination, the study has revealed that the deep vocational foundations of library industry, considered as issues of content, delivery and educational outcomes, appear not to be the product of a deep and steadfast professional past or a clearly stated view of educational philosophy, but of a professional group closely aligned to its vocational and industrial arm. As has been said in the field of hospitality education, which also has strong vocational roots,

Definition and discipline confusion, combined with an absence of a conceptual framework or general agreement on the nature and content of the hospitality curriculum leads some academics to puzzle over how the subject area can be taught if broad parameters cannot be defined (Morrison and O’Mahony 2002, para. 7).

The drive towards greater responsiveness to industry within the paraprofessional stream is both understandable and part of the mandate of the sector. What does it say, however, when a profession is driven by the needs of the workplace rather than fundamental, generally understood and universal set of principles and a core body of knowledge? What pressures have been brought to bear on the education arm of the industry to create a professional stratum for the industry through education? Has the LIS industry met what have been defined by others as key challenges in vocationally-oriented professions, including defining the parameters of the profession itself, and reached an “agreement on a conceptual framework and core body of knowledge that achieved
vocational/liberal balance; and teaching and learning styles that incorporate both the pragmatic and reflective” (Morrison and O’Mahony 2002, para 13)? Education appears to have a role in defining professional boundaries, yet these boundaries require reflection and interrogation because librarianship seems to suffer from conflict and disagreement about the qualifications required to enter the profession, confusion about its own identity, a willingness both to “integrate” and to “colonize” (Winter 1996, p.1/25) in its attempts to survive by vacillating between generalisation of its content and subsuming or making claims upon associated disciplines. New challenges are also emerging for education and industry in the field and in defining these boundaries because

librarianship presents a case in which a number of functions originally assigned and carried out internally have now split off into newer occupational groups which have grown so much they are now taking over substantial parts of the old qualitative domain. The most dramatic example is the library assistant, whose functions originated in the clerical end of technical services and which, to automation and other trends, have now colonized much of the routine task areas of acquisitions and cataloging within libraries (Winter 1996, para.25).

Contention 3

Concepts of education and training for the industry have been subjected to broader social and political pressures which have often led to major compromise in long-held beliefs and objectives for education in the industry. Such compromise has led to confusion, with the outcome reflected in the state of education and training.

Dissatisfaction with the outcome is also evident in the industry.

After 1974 a new paradigm emerged in Australia for education, including education for the library profession and training for the paraprofessional. It was based on the concept of a dual education system with the two components working alongside each other, having complementary functions aimed at developing unique skills and knowledge.

Throughout the library literature prior to this period the idea of a sub-professional group, preferably of married women performing routine, non-professional tasks, dominated. This group was referred to variously as non-professional, middle-level or sub-professional workers. Education for these “sub-professionals” was supported by members of the LAA and was regarded as a component in establishing the professional status of librarians through an educational distinction or the creation of counterpoint
between professional and sub-professional. It was not until after the publication of the Kangan Report in 1974 that the view of technical education being for a sub-professional group began to diminish and the idea of an emerging paraprofessional career path became widely accepted. This change in terminology is important, as this shift has implications for the roles graduates of paraprofessional programmes were seen to play in the workplace. This change meant programmes such as that for library technicians came to be viewed as parallel career paths rather than short-term employment for women before having a family, or as a form of training similar to the apprenticeship system that had previously existed. The concept of “terminal” parallel technical education gained wide acceptance, at least in theory, in the LIS community and was promoted as an alternative career path to that of the professional, more like that of education for traditional trades. While these educational constructs were being articulated by the LIS profession there remained unease and imprecision caused by articulation into professional courses by paraprofessionals, and a continuation of the older debate about the need for the LIS profession to be a post-graduate, rather than undergraduate, entry profession.

It was considered that “Library technicians will always work in a direct professional relationship to a librarian, irrespective of physical location” (Schmidmaier 1987, p.13). This perception of the complementary roles in library work has driven education, particularly at the paraprofessional level, and informed training and curriculum decisions since the Kangan report. Whether these articulated differences were translated into a different knowledge set or epistemology is explored in Chapter 7. It is only with the emergence of dual sector universities that some of these structures started to be questioned on a large scale. As a result, it seems that, at the very least, a blurring of these distinctions has occurred as shifts in the professional skills sets have altered and educational imperatives have changed. These shifts should be reflected in the content of the courses devised to educate and train; an examination of the curriculum of education and training in the field is provided in Chapter 7 which gives insights into the nature of the changes and their later consequences. Whether these shifts have been about skills or are fundamental shifts “at the level of its theoretical knowledge” (Hall 1984, p.23) should be reflected at the educational level. Equally, education may provide us with an answer to the question raised about whether education for the industry is about pedagogical or epistemological differences. How we educate, and what skills and
knowledge a profession chooses to impart, should be illustrative of how a profession perceives itself and the skills and knowledge it values.

Contention 4

Histriocally, the professional group has always been divided about appropriate entry to the profession. This has been caused by, amongst other things, the dual cultural influence upon the form professional level education should take, divided – as the whole Australian education environment has been – between UK and US concepts of the profession. This has led to Australia adopting both US and UK patterns of education and entry to the profession, and continuously vacillating between the two paradigms.

Australia’s movement from a colonial British-based society to one in which American culture would predominate, and the tensions and conflicts this created, are also seen reflected in the shape and form LIS education took. Unresolved issues about appropriate entry points to the profession, and the preferred model of education for the professional level to meet perceived industry needs, were confused by the dual influences of Britain and the US on Australia. The twin cultural influences were reflected in the education of various elements within the library community. Many influential librarians, particularly those integral to the development of the professional association, received education outside the Australian environment, particularly in the period in which the Carnegie Corporation of New York played an active role in the Australian context. By the late 1960s a gap appears to have opened up between this group and the rank and file of the industry about what was perceived as requisite education for the profession. Evidence of this gap, as well as the need to bend to prevailing outside pressures, can be found in the change from the statement Graduate Qualifications for Librarianship in 1961 to acceptance of a first award (undergraduate) in librarianship by 1968. Not everyone accepted this change, and many of those who had previously favoured a US style post-graduate model were keenly disappointed (Rochester 1997, p.82).

Those who favoured the post-graduate model also saw a need for another industry group to fill the gap that would be left by the move of education for trainee librarians into the universities. This group was, until the late 1960s, named sub-professional or clerical, until a US and Canadian model was adopted, and with it the name ‘library technician’. This group and their training were derived from US and Canadian practice and their role and education was modelled on similar programmes in those countries. When library
technician programmes were originally conceived, the LAA was still working towards a post-graduate model and seemed to be having some success in this aim, with the establishment of the graduate school at the University of New South Wales and positive moves at the University of Melbourne towards another such school. However, history proved the enemy of such ambitions; the University of Melbourne department came to nothing, and various government reports on educations did not favour librarianship as a suitable candidate for university education. The LAA was left with access to a second tier of post-secondary institutions which emerged in the 1970s, that is the colleges of advanced education, to pursue their educational ambitions. The combination of a move to the acceptance of undergraduate qualifications as entry to the profession and the placement of such programmes in these newly created institutions seriously dented ambitions to create a US-style education system. Yet the professional association, particularly in Victoria, continued to pursue the concept of library technician education based on the structures presented by the US model. This led in 1970 to the establishment of an undergraduate education course in line with what was happening in the UK, alongside the establishment of a library technician course in line with the US and Canadian model for professional education. This duality led to the need for the roles of the professional and paraprofessional to be clearly defined, and a number of workshops were held with the intent of prescribing the work of the library technician in particular. Status became linked with education, and the boundaries dividing education sectors became the yardstick by which status was measured. It can be argued that education has been used by the industry as a vehicle to shape and define employment strata and status in the sector.

**Contention 5**

*The implementation of an undergraduate and a vocational qualification in the same year, 1970, in the same state, Victoria, presented a unique and continuing area of tension which has never been fully resolved. This has been further exacerbated by the nature of the tertiary institutions that emerged to deliver such programmes and by the lack of support for these programmes within the government and the institutions themselves.*

The history of education for the library industry in Australia is one which, in many ways, reflects the changing nature of Australian education and the development of many other professional groups such as teacher, journalist, nurse, social worker and
accountant – Abbott’s semi-professions (1999, para. 5). What appears to be unique to the library industry, however, is the establishment of both professional and paraprofessional courses almost at the same time, particularly in Victoria. The choice by the LAA’s Board of Education to accept a three-year undergraduate qualification in librarianship in 1968 (Whyte 1985, p.18) was defining enough, but that this was closely followed in 1970 by the establishment of the first paraprofessional course, at what was then Box Hill Girls’ Technical College (Melbourne), prior to the commencement of teaching at RMIT, must surely have had an impact upon the way in which these two sectors have developed. This occurrence appears to have been the result of the same forces driving the changes in policy and aspirations of the LAA and is also a reflection of the compromise needed to establish the profession in the tertiary sector. This led to the establishment of an undergraduate, rather than graduate, entry point to the profession. Concurrently, the professionals still pursued the structure of another tradition in establishing a sub-professional or paraprofessional group. This may have occurred as a result of timing, or it may have been a means of pursuing professional status by segregating the profession and establishing a sub-professional group to bolster the flagging ambitions of those in pursuit of status and professional recognition.

Contention 6

Many of the differences in both curriculum and teaching are the result of contrived and carefully managed differences in pedagogy, not in epistemology. These contrivances have emerged out of broader societal concepts of labour, intellectual capacity and industrial constructs, and have been maintained as a means of enhancing and restricting access to professional status and higher education.

Two questions needing to be addressed to understand this issue are not professional or industrial ones, but educational ones. These are the questions of how important the ‘what is taught’ and the ‘how it is taught’ are in developing the types of skills and intellectual capacity required by industry. We have seen in Chapter 7 that there are many ‘what?’ areas common to both sectors, and others that are assigned over time to the paraprofessional sector, having started life as professional. So the ‘what?’ is not a useful in defining differences and cannot be the key to answering the question of what type of education and training serves the industry best.
It then becomes the ‘how it is taught’ that defining difference must rest. The question is then: Do different methods of teaching and learning result in different outcomes, or are they different means to a similar end? As demonstrated in Chapters 4, 5 and 6, students can enter education at different points and successfully progress through the various layers of education. Chapter 7 demonstrates that the ‘how’ not the ‘what’ is often used by the LIS industry, other disciplines and by government to articulate and maintain boundaries between sector. Given these two factors we begin to establish a new definition of “equal but different”. This is a definition associated with the value of the educational sectors, not workplace roles and vocational paths. Education becomes the key to the culture of difference and the existence of the two educational sectors the wall that maintains the divisions, not the reality of the curriculum, student body or the workforce. It becomes then a question of who benefits from its maintenance, and to what end. This is a small educational field within a small industry, ideally situated to develop collaborative and innovative education models which could address both educational and industrial issues. The curriculum is both different enough and similar enough for change to occur in a way which will enhance the skills of all to the long-term benefit of the industry, as long as barriers to innovation and change are not thrown up to maintain status rather than improve education.

Contention 7

Library technician students as a cohort are more highly educated upon entry to training courses than other training groups; they also fall into the profile of those who are most successful. Many undertake VET training with the intention of accessing the university sector, which has either been denied them because of low initial academic scores at secondary school, cost of university education, cultural and socioeconomic differences or difficulties, or because they are career changers. VET training is viewed as a pathway to further educational access, though there is conjecture over the degree to which this is the case. Issues of gender, age and changing opportunities have had an impact on why those who undertake training start at VET level rather than attempt university education. These considerations may make it more likely they will undertake further study in the university sector than other groups.

Debate over the nature of library education has not to date fully addressed the issues of gender, age and changing opportunities raised, nor has it looked at the implications for the LIS industry of a group with extensive industry experience, not unlike the former
apprentices who inhabit this space, nor has it explored non-traditional models of education such as an incremental or integrated model combining the sectors. Until a clearer picture is established about who is undertaking training and education, and what advantages and disadvantages the educational options have for professional practice, the industry cannot fully address these issues. If this is not done, the industry may be acting precipitously to exclude many from the professional level of industry by raising further barriers to professional access. The quest must be to establish a clear picture of how best to achieve quality education and training outcomes without disenfranchising a key constituent of the sector. Given the rates of articulation and the historical relationship between LIS VET and undergraduate education, a clear picture of the current education environment is required.

To this end, one aim of the questionnaire developed as part of this research was to develop a profile of those who had undertaken to study in both sectors. Further research into why this cohort of students chose to complete a TAFE sector qualification prior to undertaking a degree course would need to be carried out to gain additional insight, as this issue was not addressed in the questionnaire. To fully develop an understanding of this area comparative analysis would be required of other industries such as hospitality, education, medicine and engineering, which have faced many of the same issues as the LIS industry. Into this complex mix we must also throw the vexed and emotional issues of ‘quality’ and tackle fully whether those who use VET as a backdoor entry to professional level qualifications have an impact on the academic and professional standards of the industry, or whether the academic and professional community are acting as gatekeepers to those who, for many reasons, do not attempt a higher education degree as their initial post-compulsory qualification. This is particularly pertinent given the ever-increasing cost of tertiary education. Given the many unanswered questions about the make-up of the industry and the background and motivations of VET participants, further research will need to be undertaken to fully answer the many questions raised.

**FURTHER RESEARCH**

Areas for further research identified during this research are:

- The age and educational background of those initially undertaking library technician training
• The employment status and workplace of those entering training
• The time lapse between completing TAFE training and undertaking professional level qualifications
• Reasons why those undertaking undergraduate qualifications chose first to attempt TAFE
• Numbers within undergraduate LIS programmes who fall into this cross-sectoral model, and the credit gained for their TAFE study.

This further research would provide greater knowledge and insight into the nature of those participating in education and assist in clarifying distinctions between education and industry. It would also allow for decisions about articulation to be based on empirical evidence rather than conjecture, and provide a picture of this movement as it really is. To achieve this, localising NCVER information to a particular industry, in this case the Library and Information Services (LIS) sector, and to the higher education sector in particular, would provide insight into the nature of movement within the industry, both in the workplace and in the educational arena, and provide us with some context for evaluating professional and paraprofessional inter-relationships and curriculum needs. It would also perhaps aid in pointing to redundancies, alterations and inconsistencies within education for the sector. It may also have implications for what is taught, how it is delivered, and the processes of articulation within the industry. To find that many of those beginning study in the vocational sector then proceed to professional study must have implications for the way we view our education model and how we view entry to the profession. Reasons why those with a higher education qualification choose to first attempt a library technician qualification before undertaking a professional level qualification would also be of interest. In addition, of great interest would be a comparison of LIS courses with the general trends for the larger student population to ascertain whether, for example, a LIS student is more likely to undertake post-TAFE study and whether LIS higher education schools are more likely to give credit for previous study than average.

SUMMARY

This research has provided insight into the many factors that have contributed to the continuing tensions between VET and university education for this industry. It has also provided a context for the development of these two sectors of the LIS industry in
Australia. By placing LIS education in a number of contexts – historical, educational, pedagogical and international – it has been demonstrated that, while the LIS professional group has had ambitions and aspirations of its own, these ambitions and aspirations have often been compromised or influenced by external agendas. This has resulted in a dichotomy between reality and ambition. Education has loomed large in this quest for status within the profession, but wider community perceptions have meant that the location and form of this education would rarely match the aspirations of the professional group. The quest for higher status, particularly in the eyes of the wider community, has driven much of the LIS educational agenda, but has met with little success. This is evidenced by the ongoing concern within the professional cohort to maintain educational hurdles and divisions. Undergraduate education, articulation, issues of equity of access and increasing levels of education for the paraprofessional group have continued to place pressure on the professional groups concerns about status. Such concerns have historically focussed on issues such as gender but may, in the future, focus on closing the back door to university education to maintain status.

These issues have been unremitting since the beginning of tertiary-based education and have changed very little in their substance. Library technician education has therefore played an instrumental role in the development of the profession. Library technicians and their education have formed part of the development of the industry in Australia, and the shape and form of the paraprofessional group and the content of their education have provided a defining counterpoint to education for professionals in the field. Both the workplace and education have been shaped by the roles that the professional and the paraprofessional perceive each other as playing in relation to each other. The consequence has been that at no time could one sector develop without giving due consideration to the nature of education and the role of the other.
APPENDIX 1: CHRONOLOGY OF KEY EVENTS IN AUSTRALIAN AND INTERNATIONAL LIBRARY AND INFORMATION SERVICES AND IN EDUCATION HISTORY
<table>
<thead>
<tr>
<th>Year</th>
<th>Key events in Australian and international library and information services</th>
<th>Key events in the Australian and international education history</th>
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<tbody>
<tr>
<td>1821</td>
<td>Philosophical Society library founded in New South Wales.</td>
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<td>1827</td>
<td>Hobart’s first Mechanics’ Institute formed.</td>
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<tr>
<td>1833</td>
<td>Sydney School of Arts formed.</td>
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<tr>
<td>1838</td>
<td>First Mechanics’ Institute established in Adelaide.</td>
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<tr>
<td>1839</td>
<td>Library established at the Melbourne Institute.</td>
<td>Mechanics’ Institute movement established in the Port Phillip district (Melbourne Institute) delivering lectures.</td>
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<tr>
<td>1849</td>
<td>Brisbane School of Arts, Queensland established.</td>
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<tr>
<td>1851</td>
<td>First Universal Exhibition of the Industries and Products of All Nations held at the Crystal Palace, London.</td>
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<tr>
<td>1854</td>
<td>First National School in Queensland established.</td>
<td>First National School in Queensland established. Municipal Corporations Act in Victoria gives local authorities care of local amenities including libraries.</td>
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<tr>
<td>1855</td>
<td>Classes commence at University of Melbourne.</td>
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<tr>
<td>1865</td>
<td>University of Naples implements a course of library instruction.</td>
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<tr>
<td>1867</td>
<td>NSW passes Municipalities Act giving local authorities responsibilities for libraries.</td>
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<tr>
<td>1869</td>
<td>Minister of Public Instruction in Italy recommends a university course of library science over two years</td>
<td>Establishment in Victoria of the Technological Commission to oversee technological education for the colony. John Scott Russell’s book <em>Systematic Technical Education for the English People</em> published in London.</td>
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<tr>
<td>1870</td>
<td>First School of Mines in Victoria established at Ballarat. Free education implemented in Queensland.</td>
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<tr>
<td>1872</td>
<td>Victoria introduces compulsory education for children between 6 and 15.</td>
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<tr>
<td>1873</td>
<td>Working Men’s College established at the Sydney Mechanics’ School of Arts</td>
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<tr>
<td>1875</td>
<td>South Australia introduces compulsory education for children between 6 and 15. Queensland Education Act for free, secular and compulsory education enacted for Classes 1-5.</td>
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<tr>
<td>1876</td>
<td>Italian initiative to implement 1869 recommendation results in a commission developing a curriculum for a two-year course of study including history of books, book trade, history of printing, administration, catalogues and classification. American Library Association (ALA) formed. First issue of the <em>Library Journal</em> appears in the US with Melvil Dewey as editor.</td>
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<tr>
<td>1877</td>
<td>International Library conference in London; attendees included Andrea Crestardo speaking about the proposed Italian library course, Melvil Dewey (US) and Sir Redmond Barry (Australia). English Library Association established.</td>
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<tr>
<td>1878</td>
<td>W.E. Axon (Britain) calls for a professorship of bibliography.</td>
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<tr>
<td>1879</td>
<td>Melvil Dewey writes an article for the <em>Library Journal</em> entitled “Apprenticeship for Librarianship”.</td>
<td>First public secondary school in South Australia established.</td>
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<tr>
<td>1881</td>
<td></td>
<td>Royal Commission on Technical Instruction established in the UK.</td>
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<tr>
<td>1882</td>
<td></td>
<td>Brisbane Technical College established.</td>
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<td>1886</td>
<td>C.W. Holgate (an English barrister) writes <em>Account of the Chief Libraries of Australia.</em></td>
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<tr>
<td>1887</td>
<td>Library School at Columbia College in New York established.</td>
<td>Working Men’s College established in Melbourne.</td>
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<tr>
<td>1888</td>
<td></td>
<td>Hobart Technical College opened. First mention of technical education in the 9th ed. of the <em>Encyclopaedia Britannica.</em></td>
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<tr>
<td>1896</td>
<td>Library Association of Australasia established. First Library Association of Australasia Conference (Melbourne); H.C.L Anderson, principal librarian of the Public Library of NSW, suggests an examinations and certification process and indicates junior staff at his library had attended some classes in library economy.</td>
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<tr>
<td>1898</td>
<td>Melvil Dewey’s paper <em>Relation of State to Public Library</em> published in the US.</td>
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<tr>
<td>1901</td>
<td>Public Services Board of NSW conducts examinations for the position of cataloguer at the Public Library of NSW.</td>
<td>Technical Education Commission of Victoria’s <em>Final Report</em> (Fink Report).</td>
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<tr>
<td>1902</td>
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<td>Frank Tate appointed as first Director of Education for Victoria.</td>
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<td>1905</td>
<td>Mention of results for library assistants in the Public Library of NSW exams.</td>
<td>Melbourne Continuation School opened at Spring St., Melbourne, as the first public secondary school in Victoria.</td>
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<tr>
<td>1909</td>
<td></td>
<td>University of Queensland enrolls first student.</td>
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<td>1912</td>
<td>Library Association of Victoria founded.</td>
<td>First junior technical school established in Victoria. First state high schools in Queensland; leaving age raised from 12 to 14.</td>
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<tr>
<td>1914</td>
<td></td>
<td>World War I commences in August. Queensland Teacher’s Training College established.</td>
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<td>1916</td>
<td>Public Service Board of NSW <em>Higher Grade Examination for Librarians</em> introduced at Public Library of NSW.</td>
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<tr>
<td>1917</td>
<td>Carnegie Corporation in America changes focus from library infrastructure and stock to training and management for libraries. Creel Committee on Public Information (US) establishes libraries in Mexico to counter German propaganda.</td>
<td>US enters World War I. Carnegie Corporation establishes a British dominion and Colonies Fund.</td>
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<tr>
<td>1918</td>
<td></td>
<td>World War I ends (November).</td>
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<tr>
<td>1921</td>
<td></td>
<td>NSW Public Service Award for professional and clerical officers introduced.</td>
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<td>1926</td>
<td>Kenneth Cunningham meets Frederick Keppel, president of the Carnegie Corporation of New York (CCNY) while studying at Teachers College, Columbia University, and discusses way in which the Corporation could become involved in Australia. A small amount of money is sent to Australia by the Corporation to support libraries.</td>
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<td>1927</td>
<td>Library Association of Victoria re-established; Douglas Copeland first president; Frank Tate second president; instrumental in events leading to the Munn-Pitt report with the assistance of W. Ifould, J. Metcalfe, E. Pitt and E. Binns. US establishes first Latin American bi-national library in Buenos Aires.</td>
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<td>1928</td>
<td>Tasmanian Library Association and Library Association of South Australia established. Australian Library Association established (Melbourne); NSW librarians not members; founders Morris Miller and Alfred McMicken. H.R. Purnell (librarian Public Library of S.A.) delivers an address to the Australian library conference on recent UK initiatives regarding library education.</td>
<td>James Russell of the Carnegie Corporation visits Australia. Frank Tate, Director of Education in Victoria, secures support of the Directors in other states to apply for funds to establish an ‘Institute of Educational Research’ at their conference in Adelaide.</td>
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<td>1929</td>
<td>Leigh Scott, Librarian of the University of Melbourne, suggests at an Association meeting that an approach be made to the Carnegie Corporation to conduct a survey of Australian libraries like that conducted in South Africa.</td>
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<tr>
<td>1930</td>
<td>£50,000.00 donated by Carnegie Corporation of New York (CCNY) to establish the Australian Council for Education Research (ACER) headed by Frank Tate.</td>
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<tr>
<td>1931</td>
<td>Lotus Coffman sent to Australia by the Carnegie Corporation to report on grants for Australian libraries and universities.</td>
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<tr>
<td>1933</td>
<td>Last Conference of the Australian Library Association 23rd-24th November; Frank Tate attends; unimplemented motion put regarding education for librarianship; support given to investigation of Australian libraries by the Carnegie Corporation. Frank Tate writes to Frederick Keppel of the CCNY to formally apply for a survey to be conducted (November); immediate acceptance.</td>
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<td>1934</td>
<td>Ralph Munn arrives in Sydney (May)</td>
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<td>1935</td>
<td><em>Australian Libraries: A survey of conditions and suggestions for their improvement</em> (Munn-Pitt Report) recommends professional examinations for librarians run by the professional association and taught by the State Libraries. Free Library Movement established in Sydney by G.C (Geoffrey) Remington, Sydney solicitor, after a meeting with W.H. Ifould (Librarian, Public Library of NSW) and his deputy, John Metcalfe, who are key in its foundation. Library Group established to advise Australian Council of Educational Research.</td>
<td>New Education Fellowship Conference held, funded by the CCNY, in six states and the ACT and is a major catalyst for change; proceedings published as <em>Education for Complete Living</em>.</td>
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<tr>
<td>1937</td>
<td>Carnegie Corporation grants $25,000.00 for the development in Australia of the Australian Institute of Librarians (AIL), the Free Library Movement and library training. AIL established during the New Education Fellowship Conference (August); focus on the establishment of standards for library training in Australia with two levels -- Preliminary Examination and Qualifying Examination; W.H. Ifould, chairman. Victorian Branch of the Free Library Movement established by Frank Tate.</td>
<td>Education Reform Association formed in Victoria; Frank Tate chairman. US Department of State establishes an interdepartmental Committee for Scientific and Cultural Co-operation (SCC) and a Division of Cultural Co-operation to promote “good neighbourliness” through cultural exchange.</td>
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<tr>
<td>1938</td>
<td>AIL holds first conference, 11-13 June, with theme <em>Education for librarianship</em>. AIL appoints Committee on Standards and Training. Commonwealth Parliamentary Library conducts classes for library staff. Summer School held at the Public Library of NSW and State Library of Victoria for school librarians.</td>
<td>World War II commences (September).</td>
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<td></td>
<td>Carnegie Corporation provides grant for library training. Public Library of NSW begins generalist librarianship course to train people for the public service. Public Library of Victoria holds summer school to train school librarians and public library staff serving children. 2nd AIL Conference 10-12 June.</td>
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<td>1940</td>
<td>3rd AIL Conference 15-17 June.</td>
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<td>1941</td>
<td>4th AIL Conference 14-16 June. Board of Certification and Examination set up by AIL; chairman J. W. Metcalfe; advent of the AIL examination.</td>
<td>US enters World War II, 8 December 1941. The US International Visitor (IV) Program is established at the Department of State to bring overseas leaders to the US to meet directly with their US counterparts.</td>
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<tr>
<td>1942</td>
<td>US Office of War Information (OWI) opens its USIS library in London (December).</td>
<td>US Office of War Information (OWI) established 13 June (the overseas division is called United States Information Service (USIS)). US Office of War Information; British division officers arrive to lay foundations for Sydney office.</td>
</tr>
<tr>
<td>1943</td>
<td>State Library of South Australia establishes training school. First librarians of the US OWI arrive in Sydney in November.</td>
<td>Walker Committee “to consider the co-ordination of the Commonwealth’s role in education”.</td>
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<td>1944</td>
<td>First Professional examination held, chaired by J.W. Metcalfe and carried out by the AIL; compromise is needed as State Library of NSW already has recognition of certificate for graduates of their training school in place. First USIS library opens in Sydney, 16 February; librarian Harriet Root (former head librarian of the USIS in Washington, D.C.). Followed by establishment of Melbourne USIS library; librarian Helen Wessells (became a fierce advocate of free library movement</td>
<td></td>
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<tr>
<td>Year</td>
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|      | in Victoria and after return to the US became Chief of the Library Branch of USIS and editor of *Library Journal*  
Victorian Education Department introduces a pound for pound subsidy for school libraries. | |
| 1945 | Post-war influx of highly qualified library professionals from Britain begins.  
*Report on education reform and development in Victoria* calls for the establishment of school libraries in Victoria and training for specialist teacher-librarians.  
School Library Advisory Committee (Victoria) established; two Victorian teachers offered one-year training course at the Public Library of NSW (Warwick Eunson and J. B. Prictor chosen). | World War II ends.  
*Report on education reform and development in Victoria* released (W.H. Ellwood) |
| 1946 | 5th AIL Conference 17-19 April.  
Commonwealth Parliamentary Library establishes a full-time training school.  
School Library Advisory Committee (Victoria) calls for training of teacher-librarians.  
Public Library of NSW runs a teacher-librarian course for interstate teachers. | Free Library Services Board Act passed by the State of Victoria. |
| 1947 | 6th AIL Conference 10-13 October.  
McColvin Report, *Public Libraries in Australia* by L.I. McColvin (chairman) a distinguished British public librarian published; flagged the model of an association that was a union of laymen, librarians and libraries.  
OWI librarians leave Australia.  
School Library Service (Victoria) established.  
Minister for Public Instruction (Victoria) announces the two teachers | |
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<td>trained in the previous year at the Public Library of NSW are to be appointed as Victorian library service officer and librarian/trainer at Melbourne Teachers College.</td>
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<td>1948</td>
<td>First intake into State Library of Victoria (SLV) library training school’s 3 month course; 64 full-time and 31 part-time students; Francis Jacob Perry sole staff member until 1960. Public Library of Queensland establishes training for LAA examinations.</td>
<td>Phasing out of the Post-war <em>Commonwealth Reconstruction Training Scheme</em> begins decline in University enrolments.</td>
</tr>
<tr>
<td>1949</td>
<td>AIL becomes Library Association of Australia (LAA); first two LAA presidents are laymen Sir John Latham and Sir John Morris. One-year full-time course introduced into the SLV library training school 1st half year for Prelim. Cert. Exam 2nd Proficiency Certificate. Commonwealth Public Service Board (CPSB) Classification requires university degree + librarianship for promotion. Assistant librarians require leaving certificate. First teacher-librarian appointed to a school in NSW Warwick Eunson becomes lecturer in Method of Library Practice in the Department of Education at the University of Melbourne.</td>
<td>Establishment of the New South Wales University of Technology (NSWUT) under the control of the Public Service Board. Australian universities approach Commonwealth Government for support. Creation of the Commonwealth Department of Education with a focus on providing advice to government on issues such as State funding, statistics and research. Universities Commission established.</td>
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<td>1950</td>
<td>Membership of the Board of Examiners increased from 5 to 7. AIL officially changes its name to the Library Association of Australia (LAA).</td>
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<td>1951</td>
<td>LAA revises examination syllabus.</td>
<td><em>States Grant (Universities) Act</em> passed November. Diploma courses and staff are transferred from the NSW Department of Technical Education colleges to the NSWUT, 20 February.</td>
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<td>1952</td>
<td>Australian National University expresses interest in establishing course. LAA declines because of unresolved issues about appropriate</td>
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<td>place for librarianship training.</td>
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<td>1953</td>
<td>Librarian in charge of training appointed at State Library of Tasmania (SLT).</td>
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<td>1954</td>
<td>Board of Examiners recommends that graduates be no longer exempt from Preliminary Examination. Qualifying exam renamed Registration exam. Victorian students appeal against LAA’s Matriculation requirement for entry to examination (based on a report made to the Victorian Branch of the LAA by W. Eunson, C.A. McCallum and F.J. Perry); Victorian matriculation requirement longer than other states. Sir John Morris, LAA General President, delivers to the Victorian Branch a speech entitled <em>University Education for Librarianship</em>. Marjory Ramsey appointed Librarian in charge of training at SLT, responsible for all training at SLT, University of Tasmania Library and special libraries in Hobart. 17-21 May 5-day course on Children’s Librarianship held at Mosman library conducted by Miss N. Booker, Mrs M Cotton and Miss T. Thomas, with a lecture also given by Mr Maurice Saxby on methods used by teacher-librarians.</td>
<td>New England University College gains autonomy from Sydney University and becomes University of New England; key motivation was the establishment of distance education courses.</td>
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<td>1955</td>
<td>First tertiary course in the field of librarianship established at the Melbourne Teachers College; one-year Trained Teacher-Librarian Certificate under Warwick Eunson, Chief Librarian and later College Principal; dual teaching and library role for library staff. Evening classes introduced into the SLV training school for Registration Exam of LAA. Public Library of South Australia appoints its first training officer.</td>
<td>In December Sir K.A. Murray, Chairman of the University Grants</td>
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<td>university qualifications for librarianship.</td>
<td>Committee in Great Britain, appointed as Chairman of the</td>
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<td>Committee on Australian Universities to investigate the</td>
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<td>problems of Australian universities.</td>
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<td>1957</td>
<td>John Metcalfe appointed as LAA president, the first professional</td>
<td>In September Committee on Australian Universities Report 1957</td>
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<td>appointed to this position, following two members of the legal</td>
<td>(Murray report) released; leads to expansion of Commonwealth</td>
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<td>profession in this position.</td>
<td>funding of tertiary sector; recommends appointment of an</td>
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<td>Perth Technical College establishes training school for LAA</td>
<td>Australian University Grants committee, special emergency</td>
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<td>examinations.</td>
<td>grants in 1958, 1959 and 1960, establishment of a second</td>
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<td>university in Victoria, and renaming NSWUT University of New</td>
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<td>South Wales.</td>
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<td>1958</td>
<td>Keyes Metcalfe arrives in Australia as a Fulbright scholar to the</td>
<td>Monash University established.</td>
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<td>Parliamentary Library.</td>
<td>New South Wales University of Technology (NSWUT) becomes</td>
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<td>K.A. Lodewycks, librarian of University of Melbourne, recommends</td>
<td>University of NSW and Faculties of Medicine and Art</td>
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<td>establishment of a school of librarianship at that institution;</td>
<td>established.</td>
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<td>Professorial Board approves ‘in principle’.</td>
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<td>1959</td>
<td>Public Library of NSW discontinues 1 year full-time course.</td>
<td>UNSW converts all remaining diploma courses into 6-year part-</td>
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<td>John Metcalfe retires as Chairman of the Board of Examiners.</td>
<td>time degree courses.</td>
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<td>Central Technical College in Queensland establishes training school.</td>
<td>In May Federal government establishes the Australian</td>
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<td>Universities Commission (AUC).</td>
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<td>1960</td>
<td>Committee set up to pursue the issue of schools of librarianship in</td>
<td>Canberra University College and ANU merge.</td>
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<td>universities.</td>
<td>First report of the Australian Universities Commission, noting</td>
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<td>UNSW School of Librarianship opens with John Metcalfe as director;</td>
<td>a critical lack of ‘experienced staff of quality’ (Barcan).</td>
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<td>Metcalfe makes its establishment a condition of his employment;</td>
<td>NSW Committee of Inquiry into Higher Education recommends</td>
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<td>modelled on University College London course for delivery of a Graduate</td>
<td>establishment of a third NSW university.</td>
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<td>Diploma of Librarianship.</td>
<td>University College of Townsville established.</td>
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<td>School Library Association formed in Victoria and Tasmania (W. Eunson first</td>
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<td>CPSB recognises LAA Registration exam as library qualification.</td>
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<td>1961</td>
<td>SLV announces it will conduct day classes only.</td>
<td>Establishment of the Committee on the Future of Tertiary Education in Australia (Martin Committee).</td>
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<td>LAA Victorian Branch establishes sub-committee on library training.</td>
<td>Victorian Committee for the Development of Tertiary Education established (chair, A.H. Ramsey).</td>
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<td>9 November: Questionnaire sent to establish numbers for a library course in Victoria and alternative methods of study.</td>
<td>University of Adelaide establishes a branch at Bedford Park.</td>
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<td>LAA Committee on University Schools of Librarianship makes representations to the University of Melbourne’s Council and a request is made for a scheme for a librarianship school to be drawn up; Lodewycks writes to Myer Foundation outlining proposal for a librarianship school at University of Melbourne; Foundation requests cost estimate.</td>
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<td>Vic LAA asks SLV to make their lecture hall available for evening lectures; permission given reluctantly for 1962 only, so alternative arrangements needed for 1963.</td>
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<td>LAA General Council accepts policy statement <em>Graduate Qualifications for Librarianship</em>.</td>
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<td>Proficiency Certificate discontinued.</td>
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<td>Meeting in Melbourne leads to acceptance of UNSW exam in the Postgraduate Diploma of Librarianship conferring eligibility for exemption from LAA exams and amendment of Regulations.</td>
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<td>LAA Board of Examiners refuses to become involved in non-professional education; introduces a programme of examination for a Registration Certificate in Archives.</td>
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<td>1962</td>
<td>New syllabus for LAA Registration exam introduced.</td>
<td>UNSW Wollongong campus becomes Wollongong University College.</td>
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<td>Presentation of suggestions for a curriculum in librarianship presented to the University of Melbourne’s Professorial Board.</td>
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<td>LAA Victorian Branch approaches Education Department of Victoria’s Technical Branch with regard to establishing a course in librarianship.</td>
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<td>In June Victoria gets green light to establish draft application to establish a department at RMIT. Ministerial approval given for establishment of a school of librarianship at RMIT, 18 December. Jean Hagger appointed Lecturer-in-charge and first female department head at RMIT. LAA receive report of Committee on University Schools of Librarianship which recommends that LAA become an accrediting rather than examining body; years of experience for LAA professional membership from 5 to 3. Newcastle Library school established in association with the Newcastle City Council and NSW Library Board.</td>
<td>Macquarie University established. Ramsey Report presented with little impact.</td>
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<td>1963</td>
<td>Jean Hagger commences at RMIT as Lecturer-in-Charge; course of training in librarianship established, with night classes only in 1963. On 10 July Hagger proposes an Institute diploma to Board of Study (consisting of K.G. McIntyre (Free Library Service Board), C.H. Housten (Education Department), B. Reid (LAA Vic Branch) and J. Ward (RMIT), but LAA wants matriculation as minimum entry whereas RMIT policy is to accept after leaving certificate (year 11). On 12 July Hagger proposes establishment of a course teaching to the syllabus of the Registration Certificate part-time and a full-time course runs as a preparation for registration exam for next 2 years. LAA adopts in principle Licentiateship for non-graduate professionals.</td>
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<td>1964</td>
<td>LAA adopts <em>Minimum Standards for Recognition of Courses in Librarianship</em>. School Library Association of NSW established. Department of Librarianship RMIT proposal for Associateship Diploma in Librarianship accepted by RMIT Council.</td>
<td>Martin Committee report leads to the establishment of colleges of advanced education (CAEs) and an expanded Commonwealth role. La Trobe University established. Premier of Victoria announces that 8 technical colleges are to be raised to degree-conferring status.</td>
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<td>Day and night classes commence at RMIT.</td>
<td>University of Newcastle established from what had been Newcastle University College of the UNSW.</td>
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<td>Wattle Park Teachers College (SA) offers 6-month course for teacher librarians under direction of Joan Holland.</td>
<td>Victoria Institute of Colleges established.</td>
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<td>University of Melbourne Professorial Board formally endorses proposal for school of librarianship but downgrades head of school from professor to director.</td>
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<td>Monash University approves the establishment of a school of librarianship, controversially in conflict with University of Melbourne.</td>
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<td>1965</td>
<td>RMIT Associateship Diploma (2-year course) accepted by LAA (July).</td>
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<td>Request put by RMIT to LAA that exams within the course would allow for exemptions from LAA exams.</td>
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<td>Martin Committee report supports the concept of CAEs as the best place for librarianship.</td>
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<td>NSW Department of Technical Education and Sydney Technical College begin Certificate course in Librarianship (Miss M.M. Miller, head teacher).</td>
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<td>Hobart Technical College establishes LAA examination training school.</td>
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<td>LAA accepts RMIT and Sydney Technical College courses in lieu of Registration exams.</td>
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<td>First secondary teachers taken into the Trained Teachers Library Certificate at Melbourne Teachers College.</td>
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<td>1966</td>
<td>LAA issues statement <em>Graduate Qualifications for Professional</em></td>
<td>Bedford Campus of University of Adelaide becomes Flinders</td>
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<td>1967</td>
<td><em>Membership</em>, requiring members to be university graduates. Agreement reached between RMIT’s Board of Study and LAA for a diploma course with matriculation as entry level. Myer Foundation donates $1,500 dollars to assist in purchase of reference material for RMIT course. Ken Ling in Victoria suggests a training scheme for clerical staff be established. LAA publishes <em>Standards and Objectives of School Libraries</em> (Fenwick report). Burton Committee (enquiring into the need for a CAE in ACT) reports that nothing more than a 2-year Diploma course in librarianship is needed. University of Melbourne defers decision on a postgraduate school of librarianship.</td>
<td>University.</td>
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<td>1967</td>
<td>LAA Subcommittee on Library Recruitment and Training established; one of its terms of reference is to prepare a report on current practices with recommendations; recommendations include establishment of a course for the training of support staff. LAA publishes report <em>The Training of School Librarians</em>. RMIT Graduate Diploma course established. LAA appoints a Committee on Education for Librarianship. University of Melbourne downgrades proposed school of librarianship to lowest priority.</td>
<td><em>Colleges of Advanced Education</em> (Wark Report) published; establishes the concept of ‘tertiary education’ as a catchall for all post-secondary education.</td>
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<td>1968</td>
<td>LAA replaces its <em>Minimum Standards</em> with <em>Statement on Recognition of Courses in Librarianship</em> accepting both undergraduate and postgraduate qualifications as satisfying professional membership requirements. Request that a report be redrafted as a submission to the Library</td>
<td>Commonwealth Government introduces grants for secondary school libraries and teacher-librarians.</td>
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<td>Council of Victoria and the LAA General Council with regard to the establishment of a course for support staff. Wilma Radford becomes first Professor of Librarianship in Australia. LAA redrafts statement on graduate qualifications to allow CAE and undergraduate qualifications to satisfy LAA’s requirements. LAA accepts first award in librarianship as satisfying educational requirements of professional membership. RMIT introduces 1-year post-graduate Associateship Diploma of Librarianship. RMIT and Melbourne Teachers College receive Commonwealth government grants for education of teacher-librarians (secondary) and introduce undergraduate 4-year course in teacher-librarianship (68-70) with RMIT delivering the librarianship component; partial exemptions granted to Melbourne Teachers College graduates holding Teacher-Librarian Certificate; G. Corr, course designer. Commonwealth State Grants (Secondary School Libraries) Act opens up Commonwealth funding for education in school librarianship. F.A. Sharr visits UK and investigates new polytechnic courses. Secondary Teachers College at Nedlands (WA) introduces a 3-year integrated course for secondary school librarians in co-operation with Western Australian Institute of Technology (WAIT). School Library Association of Australia is formed.</td>
<td>Australian Commission on Advanced Education established. Report of the Committee of Inquiry into Awards in CAEs (Wiltshire Report) released Training of Skilled Workers in Europe: Report of Australian Tripartite Mission 1968-1969 (Tergillis report) released.</td>
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<tr>
<td>1969</td>
<td>Lester Asheim attends LAA conference in Adelaide. In July the LAA Committee on Recruitment and Training disbanded and Committee on Education for Librarianship and Library Technicians established. Meeting between Victorian Education Department and LAA Victorian Branch Committee about details of the new technicians</td>
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<td>course content. On 23 December letters requesting comment from key library figures about curriculum content sent. LAA recognises proposed South Australian Institute of Technology (SAIT) Diploma in Librarianship. Provisional recognition given to Diploma of Librarianship and Bachelor of Arts in Librarianship at Canberra CAE.</td>
<td>James Cook University established. The term TAFE becomes widely used for technical and further education.</td>
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<td>1970</td>
<td>First library technicians course (Library Technicians Certificate) established at Box Hill Girls Technical College, under direction of Wesley Young, with 20 full-time and 37 part-time students; Clerks Certificate 4 subjects; Technicians Certificate 10 subjects plus work experience. RMIT introduces 3-year first-professional award (Associate Diploma in Librarianship) and Graduate Diploma in Librarianship. Melbourne Teachers College and Secondary Teachers College introduce a stand-alone Higher Diploma of Teaching (Secondary) to train teacher-librarians. Canberra CAE introduces 1-year postgraduate Diploma in Librarianship and 3-year undergraduate diploma course (F.J. Balnaves, Principal Lecturer). National Library Training School stops full-time delivery of training. WAIT establishes Department of Library Studies. Queensland School Library Service and Brisbane Teachers College run a 6-month training course for teacher-librarians. Last intake into State Library of Victoria (SLV) library training school.</td>
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<td>1971</td>
<td>In August first undergraduate degree in librarianship at RMIT (Bachelor of Social Science: Librarianship) approved.</td>
<td>Griffith University established. Australian Council of Awards in CAEs established.</td>
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<td>1973</td>
<td>Training by the National Library Training School in Canberra for preparation for LAA registration exams ends. Queensland Institute of Technology to commence postgraduate course. Tasmanian CAE commences Graduate Diploma of Librarianship. Australian Library Technicians Association established (ALTA). School of Librarianship established at Melbourne Teachers College separate from Library; LAA-accredited Graduate Diploma of Librarianship established. LAA endorses the concept that there be one course in each capital city for librarianship at matriculation level and graduate level. Final report of the Advisory Committee on Teachers College Libraries (Eunson Report) released.</td>
<td><em>Quality of Education in Australia</em> (Karmel report) released. Murdoch University established. Australian Committee on Technical and Further Education (Myer Kangan, chairman) established.</td>
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<td>In July LAA ACT Branch approaches Canberra Technical College about introduction of a course for paraprofessional library workers. 2-year Library Practice Certificate for library assistants established at Sydney Technical College.</td>
<td>Teachers colleges become part of CAEs and are no longer a state responsibility.</td>
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<td>1974</td>
<td>Paid work is a requirement of Victorian library technician (LT) courses; off-campus LT study introduced. Prahran and Footscray LT courses established 100-hour Library Resource Centre Procedures course established with a school library focus at Kilkenny Technical College in South Australia; co-ordinated by Mike Friganiotis, Kilkenny Librarian. ALTA begin publication of a newsletter. Department of Librarianship emerges in the newly formed State College of Victoria-Melbourne from the Melbourne Teachers College School of Librarianship; first intake into the Graduate Diploma in Librarianship. SAIT introduces Graduate Diploma in Library Studies.</td>
<td>Australian Committee on Technical and Further Education report released: <em>TAFE in Australia: Report on Needs in Technical and Further Education</em> (Kangan Report). Deakin University established from the merger of State College of Victoria Geelong and Gordon Institute of Technology. Commonwealth assumes total responsibility for funding of tertiary education. Tertiary Education Assistance Subsidy (TEAS) introduced. Restructuring of higher education in South Australia.</td>
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<td>1975</td>
<td>Tasmanian LT course commences in Burnie, Devonport, Hobart and Launceston technical colleges (Roberta Talbot, original staff member); only available part-time. Ballarat College of Advanced Education establishes undergraduate librarianship course (Thelma Rungkat, head). Riverina CAE and commences 3-year first award. First students admitted to Kuring-gai CAE. In July LAA Library Technicians Section-NSW group is formed. Western Australian Secondary Teachers College introduces first LT course. Melbourne Teachers College phases out Higher Diploma of Teaching (Secondary) and introduces Bachelor of Education (Librarianship).</td>
<td>Ballarat CAE formed from tertiary division of School of Mines and Ballarat Teachers College. <em>TAFE in Australia: second report on needs in technical and further education</em> (Richardson report) released.</td>
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<td>1976</td>
<td>Graduate School of Librarianship established at Monash University (Jean P. Whyte, Professor and Director). University of Adelaide Library Studies Unit established.</td>
<td>Bendigo CAE emerges from merger of other institutions.</td>
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<td>1976</td>
<td>Master of Librarianship (MLib) programme commences at Monash University.</td>
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<td>1977</td>
<td>LAA recognises the Bachelor of Education (Teacher-Librarian) at Adelaide Teachers College. Secondary Teachers College Nedlands campus (WA) has teacher-librarian course accredited by LAA. Townsville CAE in Queensland introduces Graduate Diploma in Teacher-Librarianship.</td>
<td>Tertiary Education Commission established. Report, <em>Australia: Transitions from School to Work or Further Study</em> published by OECD.</td>
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<td>1979</td>
<td>ALTA adopts a formal constitution.</td>
<td><em>Education, Training and Employment: report of the Committee of</em></td>
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<td>Formation of the National LAA Library Technician Group</td>
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<td>Last intake into the Trained Teachers Certificate at Melbourne State college.</td>
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<td>Faye Patterson becomes the first Library Technician member of LAA.</td>
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<td>1980</td>
<td>LAA recognizes TAFE LT courses.</td>
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<td>NSW course replaced with library technician certificate course.</td>
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<td>SA first graduates; course only available through Open College of TAFE.</td>
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<td>In Tasmania Burnie LT course closes and moves to Devonport.</td>
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<td>Last Registration examination held by LAA.</td>
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<td>First National Library Technicians conference held in Adelaide.</td>
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<td>1981</td>
<td>LAA recognises Hartley CAE (SA) Bachelor of Education (Teacher-Librarian).</td>
<td>Commonwealth Government announces a requirement that the number of CAEs should be reduced from 68 to 30 (eventual number 35) and that 30 teachers colleges are to amalgamate or lose all Commonwealth funding.</td>
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<td>Graduate Diploma in Teacher-Librarianship introduced Adelaide College of the Arts.</td>
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<td>1982</td>
<td>UNSW introduces a Diploma in Information Management-Librarianship and Diploma in Information Management-Archives. Move away from task definition to nature of knowledge and skills for technicians. First role statement for librarians and library technicians. Riverina CAE in Wagga Wagga introduces Graduate Diploma of School Librarianship; School of Information Science and School of Computing Studies merge to become School of Information Studies.</td>
<td>Report, Learning and Earning: a Study of Education Opportunities for Young People, released by Commonwealth Tertiary Education Commission.</td>
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<td>1983</td>
<td>Library Technicians Course Review Workshop held Parkville, Melbourne.</td>
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<tr>
<td>Year</td>
<td>Key events in Australian and international library and information services</td>
<td>Key events in the Australian and international education history</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>1985</td>
<td>LAA introduces work level guidelines for librarians and library technicians endorsed by LAA General Council. Library Technician Certificate is formally incorporated to Associate Diploma and number of modules increased to 23. No further enrolments to the RMIT Dip. Lib (3-yr course) accepted. The first Graduate Diploma in Archives and Records Management offered through the Melbourne State College, later Melbourne CAE.</td>
<td>Kirby Committee recommends the restructuring of the Australian governments programmes for the skilled workforce and the introduction of traineeships. Hudson Committee recommends the maintenance of the binary system. Report of the Committee of Inquiry into Labour Market Programs (Kirby report).</td>
</tr>
<tr>
<td>1989</td>
<td>LAA changes its name to Australian Library and Information Association (ALIA). ALIA Library Technician of the Year awarded for the first time to</td>
<td>Special Ministerial Conference agrees to establish a competency-based training (CBT) system in Australia. Introduction of the Higher Education Contribution Scheme (HECS).</td>
</tr>
<tr>
<td>Year</td>
<td>Key events in Australian and international library and information services</td>
<td>Key events in the Australian and international education history</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>1990</td>
<td>Jean Bailey. Amalgamation of the Melbourne CAE with University of Melbourne. Improving Australia's Training System (Dawkins) report released.</td>
<td>National Training Board (NTB) established. 1990s shift from individual educational needs being met by TAFE to increased responsiveness to industry and professional bodies begins. Agreement to implement CBT by 1993 reached in November. Scott review of NSW TAFE.</td>
</tr>
<tr>
<td>Year</td>
<td>Key events in Australian and international library and information services</td>
<td>Key events in the Australian and international education history</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>1994</td>
<td>University of South Australia introduces restructured Bachelor of Arts (Library and Information Management). Last year of Graduate Diploma in Teacher Librarianship at University of SA.</td>
<td>Successful Reform: Competitive Skills for Australians and Australian Enterprises (Fitzgerald report) released. Towards a Skilled Australia: a National Strategy for Vocational Education and Training released. Working nation (Keating) released. University of Ballarat created.</td>
</tr>
<tr>
<td>1995</td>
<td>Registration of new competency-based national curriculum, Diploma of Library and Information Studies. University of South Australia introduces generic Graduate Diploma in Information Studies and restructured Bachelor of Education for teacher-librarians. University of Melbourne School of Librarianship merges with RMIT. Teacher-librarianship, archives and general librarianship courses discontinued at University of Melbourne. Monash University establishes undergraduate programme in Information Management (Bachelor of Information Management), Master of Information Management (Librarianship) and Master of Information Management (Records and Archives) replacing the Master of Arts (Librarianship).</td>
<td>Report of the Inquiry into the Australian National Training Authority released.</td>
</tr>
<tr>
<td>1996</td>
<td>Library competency standard endorsed by NTB and launched in July as a nationally recognized qualification. Department of Librarianship at University of Ballarat closed. Charles Sturt University introduces Master of Education (Teacher Librarianship) and MAppSci (Teacher Librarianship).</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>Strategic Review of Library Co-ordination (Gordini review) released. Records and Archives Competency Standards endorsed. Introduction of the Associate Degree and Bachelor of Science</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Key events in Australian and international library and information services</td>
<td>Key events in the Australian and international education history</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>1999</td>
<td>Accreditation of the first National Training Package for Library Technicians, Diploma of Library and Information Services. Monash Department of Librarianship, Archives and Records merges with the School of Information Management and Systems.</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Closure of University of South Australia’s undergraduate librarianship programme.</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>Major revision and accreditation of library and information services training package, Diploma of Library/Information Services. Closure of University of Canberra’s undergraduate course in librarianship. RMIT suspends intake into their undergraduate qualification, which ceases to be a qualification in its own right and becomes a stream of</td>
<td>Australian National Training Authority (ANTA) ceases to exist.</td>
</tr>
<tr>
<td>Year</td>
<td><strong>Key events in Australian and international library and information services</strong></td>
<td><strong>Key events in the Australian and international education history</strong></td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>the Bachelor of Business. Re-introduction of teacher-librarianship qualification at Canberra Institute of Technology. Monash University introduces a librarianship stream into their Bachelor of Education.</td>
<td><strong>Skilling Australia: New Directions for Vocational Education and Training</strong> released.</td>
</tr>
</tbody>
</table>
APPENDIX 2: QUESTIONNAIRE, CONSENT FORM AND INFORMATION STATEMENT
APPENDIX 2.1: QUESTIONNAIRE

Questionnaire No:__________
Date Returned:____________

Charles Sturt University         School of Library and
Wagga Wagga                      Information Studies NSW
                                 Faculty of Science and Agriculture

Dear Colleague

I am writing to ask your assistance with PhD research into Role perception and the
library worker in Australian libraries. More extensive information about the nature of
this research is outlined in the Information Sheet enclosed with this questionnaire.

Your assistance is being sought as someone who has been employed in the Library
Industry in Australia and has qualifications as a Library Technician and as a
Librarian. This questionnaire will address the issue of why Library Technicians choose
to then become librarians and personal reflections upon the differences and similarities
found in tasks and roles as well as education for these two occupations by respondents.

Please complete all sections of the questionnaire. The questionnaire should take no
more than 30 minutes of your time. If you have any further comments you would like
to make please include these in the section provided.
Please ensure you sign the Consent Form enclosed to allow use of the information
provided.

Return questionnaires to:

Print Copy

Mary Carroll
C/O Library Studies Department
Victoria University
P.O Box 197
Footscray, Victoria
3011

Electronic Copy

mary.carroll@vu.edu.au or
mbcarroll@bigpond.com
Section 1: General Background Information

This section aims to provide non-identifying contextual details about you.

Please circle the category which applies to you

1.1 **AGE**

Please indicate the Age Range which applies to you

<table>
<thead>
<tr>
<th>Age Range</th>
<th>18-24</th>
<th>25-30</th>
<th>31-35</th>
<th>36-40</th>
<th>41-45</th>
<th>46-50</th>
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<tbody>
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<td>19-24</td>
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<td>25-55</td>
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<td>26-60</td>
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<td>27-65</td>
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</table>

1.2 **WORKPLACE**

Please indicate the library title which best applies to your current workplace

<table>
<thead>
<tr>
<th>Type</th>
<th>National</th>
<th>State</th>
<th>Public</th>
<th>School</th>
<th>TAFE</th>
<th>University/Academic</th>
<th>Government</th>
<th>Non-Government</th>
<th>Special</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
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<td>School</td>
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<td>TAFE</td>
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<tr>
<td>University/Academic</td>
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<td>Government</td>
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<tr>
<td>Non-Government</td>
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<tr>
<td>Special</td>
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<tr>
<td>Other</td>
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<td></td>
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</tr>
</tbody>
</table>

1.3 **STAFFING LEVELS**

Please indicate Equivalent Full Time Staff Numbers in your library


1.4 **EMPLOYMENT MODE**

Please indicate the employment mode which best applies to you.

<table>
<thead>
<tr>
<th>Employment Mode</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time/Permanent</td>
<td></td>
</tr>
<tr>
<td>Full-Time/Contract</td>
<td></td>
</tr>
<tr>
<td>Part-Time/Permanent</td>
<td></td>
</tr>
<tr>
<td>Part-Time/Contract</td>
<td></td>
</tr>
<tr>
<td>Short term Contract (less than 6 months)/Full-Time</td>
<td></td>
</tr>
<tr>
<td>Short Term Contract (less than 6 months)/Part-Time</td>
<td></td>
</tr>
<tr>
<td>Casual</td>
<td></td>
</tr>
<tr>
<td>Not currently employed</td>
<td></td>
</tr>
</tbody>
</table>
1.5 **LENGTH OF EMPLOYMENT IN THE LIBRARY INDUSTRY**

Please indicate the time period which best reflects your total employment period in the library industry. This does not have to be continuous.

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- greater than 30 years

1.6 **CURRENT EMPLOYMENT STATUS IN THE WORKPLACE**

Please indicate the title which most closely reflect your current official employment status

- Librarian
- Library Technician
- Library Assistant/Clerk
- Administrative assistant
- Teacher-Librarian
- Library Attendant
- Other

1.7 **CURRENT ROLE DESCRIPTION**

Please indicate the title which best describes your current role in the workplace

- Library Manager
- Section Manager
- Assistant Manager
- Librarian
- Library technician
- Audiovisual Technician
- Loans officer
- Information Technology Specialist
- Cataloguer
- Other
Section 2: Educational Background

The aim of this section is to provide information about your educational background and range of educational experiences.

2.1 SECONDARY EDUCATION

Please indicate the highest level of Secondary Schooling you completed. If schooling was completed outside Australia select that option which most closely reflects your level.

Year 10 or earlier  Year 11  Year 12

LIBRARY AND INFORMATION SCIENCE QUALIFICATIONS

2.2 CURRENT LIBRARY AND INFORMATION STUDIES QUALIFICATION

Please indicate which title best reflect your current Library and Information Qualification

Undergraduate Degree  Postgraduate Diploma  Masters Degree

PhD  Other _______________________

2.3 Name of institution from which you received your award

_________________________________________________________________

2.4 MODE OF STUDY

Please indicate the method which best describes your mode of study for your current Library and Information Qualification

Full-time/On Campus  Full-Time/Distance  Full-time/mixed mode

Part-time/On Campus  Part-time/ Distance  Part-time/ mixed mode

2.5 DURATION OF STUDY

Please indicate the time range which reflect the time it took you to complete your current Library and Information Qualification

1 year  18months  2 years

3 years  4 years  5 years
2.6 Please indicate the title of your current Library and information studies qualification.


2.7 Year you completed this qualification________________________

2.8 MAJOR STUDY FOCUS
Please indicate the area which best reflects the major focus your study in the Area of Library and Information Studies.

Librarianship  Information Technology  Marketing
Management  Business  Education
Other_________________________

2.9 FIRST LIBRARY AND INFORMATION SCIENCE QUALIFICATIONS
Please indicate the category which best reflects your FIRST LIS qualification.

Certificate  Associate Diploma  Diploma
Advanced Diploma  Degree  Post-Graduate Degree

2.10 MODE OF STUDY
Please indicate the method which best describes your mode of study in your FIRST LIS qualification.

Full-time/On Campus  Full-Time/Distance  Full-time/mixed mode
Part-time/On Campus  Part-time/ Distance  Part-time/mixed mode

2.11 DURATION OF STUDY
Please indicate the time range which reflect the time it took you to complete FIRST LIS qualification

Less than 6 months  6months-1 year  18months
2 years  3 years  4 years
5 years  greater than 5 years
2.12 Please indicate the title of your FIRST Library and information studies qualification.

__________________________________________________________________________________________

2.13 Year you completed this qualification________________________

2.14 Name of institution from which you received your award

__________________________________________________________________________________________

2.15 OTHER POST SECONDARY EDUCATION QUALIFICATIONS

Please indicate the category which best reflects your FIRST post-secondary qualification if different than above.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Associate Diploma</th>
<th>Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Diploma</td>
<td>Degree</td>
<td>Post-Graduate Degree</td>
</tr>
</tbody>
</table>

2.16 MODE OF STUDY

Please indicate the method which best describes your mode of study in your FIRST post-secondary qualification.

<table>
<thead>
<tr>
<th>Full-time/On Campus</th>
<th>Full-Time/Distance</th>
<th>Full-time/mixed mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time/On Campus</td>
<td>Part-time/Distance</td>
<td>Part-time/mixed mode</td>
</tr>
</tbody>
</table>

2.17 Please indicate the title of your first Post Secondary qualification

__________________________________________________________________________________________

2.18 Year you completed this qualification________________________

2.19 Name of institution from which you received your award

__________________________________________________________________________________________
Section 3: Professional Background

This section aims at establishing the reasons you chose to move from a paraprofessional to professional qualification in the Library area and the impact their choice has had.

3.1 After you qualified as a Library Technician were you ever employed in that capacity?

   YES    NO

If YES how long were you employed as a Library Technician?

__________________________________________________________

If NO in what capacity were you employed

__________________________________________________________

__________________________________________________________

3.2 When you graduated with your professional LIS qualification were you employed in a capacity which reflected this qualification? (Librarian level)

   YES    NO

If NO, in what capacity were you employed

__________________________________________________________

__________________________________________________________

3.3 Are you currently employed in a librarian level position?
3.4 If NO, in what capacity were you employed?

________________________________________________________________________

3.4 Can you indicate the reason/s you had for deciding to pursue a professional qualification (you can indicate more than one)

Suggested that these be rated from most important reason to least

<table>
<thead>
<tr>
<th>Professional Satisfaction</th>
<th>Personal Satisfaction</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased employment opportunities</td>
<td>Money</td>
<td>Workplace initiatives</td>
</tr>
</tbody>
</table>

Other

________________________________________________________________________

3.5 DEGREE OF COURSE OVERLAP

Can you indicate which response best indicated your view of the degree of overlap in course content in professional and paraprofessional LIS courses.

<table>
<thead>
<tr>
<th>No Overlap</th>
<th>Some small overlap</th>
<th>A great deal of overlap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete overlap</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.6 COURSE CONTENT

Can you reflect and comment on those areas you felt were common to both paraprofessional and professional courses
3.7 Please nominate the area you believe was the MOST similar between the professional and paraprofessional LIS course.

3.8 COURSE DIFFERENCE
Can you comment on those areas of difference that you felt were evident between the professional and paraprofessional courses.
3.9 Please nominate the area you believe was the MOST dissimilar between the professional and paraprofessional LIS course.

3.10 TASK DIFFERENTATION
Reflecting upon your experience both in paraprofessional and professional roles in the library industry can you comment on the degree of difference you believe occurs in the tasks performed by these two groups.
3.11 Can you nominate tasks that you as a paraprofessional were deemed in your workplace not qualified to perform but were in fact trained to do?
3.12 To what degree do you believe you have benefited from your change from paraprofessional to professional?

- A great deal
- to a limited degree
- very little
- not at all
- not yet sure

Would you like to make further comment on this issue?
THE END: YOU HAVE COMPLETED THE QUESTIONNAIRE

Thank you for your participation. Please ensure you complete the Consent Form and return it with the Questionnaire.
If you would not mind me contacting you regarding your responses to the survey please provide contact details below. It would be greatly appreciated.

Name

Mailing Address

Email Address

Contact numbers Hm(    ) Wk(    )
APPENDIX 2.2: CONSENT FORM

Research Project Name
Role perception and the library worker in Australian libraries: the role of library education in defining roles and tasks of librarians and library technicians since the introduction of the Library Technician course in 1970

Details of Principal investigator
Mary Carroll
2 Valnere St Maribyrnong
Vic. 3032
(03) 93173039

Please read and sign the following

I understand that I am free to withdraw my participation in the research at any time.

Signature………………………………………………………………………………………………………………………………

The purpose of the research has been explained to me and (I have read the information sheet given to me) OR (I have been given opportunity to ask questions about the research and have received a satisfactory answer).

Signature………………………………………………………………………………………………………………………………
…
<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I permit the investigator to take my photograph</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I permit the investigator to publish my name</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I permit the investigator to tape any interviews</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Signature………………………………………………………………………………………………

Charles Sturt University’s Ethics in Human Research Committee has approved this study.
I understand that if I have a complaint or concerns about this research I can contact

Executive Officer
Ethics in Human Research
Committee
The Grange
Charles Sturt University
Bathurst NSW 2795
Phone (02) 6338 4628
Fax (02) 6338 4194

Signature………………………………………………………………………………………………

Date………………………………………………………………………………………………..
APPENDIX 2.3: INFORMATION STATEMENT

Investigator: Mary Carroll

Host institution: Charles Sturt University

Project Title: Role Perception and the library Worker in Australian Libraries: the Role of library education in defining roles and tasks of librarians and library technicians since the introduction of the library technicians’ course in 1970

Project Outline

The focus of this research will be an examination and comparison of the education and training of professional (librarians), and paraprofessional (technicians) library workers in Victoria since the introduction of the Library technicians’ course in 1970. It will examine course content and expected outcomes from the courses to evaluate the degree of content overlap between professional and paraprofessional courses. The impact of any possible overlap on role perception and task distribution within the work environment will be considered as will the impact of education and training on the perception of role blurring and task confusion within the library industry.

Objectives

• To develop an overview of the content of education for the library industry since 1970
• To establish any areas of similarity and difference within professional and paraprofessional course content
• To present an overview of the difference in expected outcome from professional and paraprofessional courses and examine these in light of the curriculum content
• To present an overview of the way in which library work has changed
• To establish the way in which education and training for the library industry has reflected the changing tasks being performed by the various sectors of library worker

Information for the participant

DATA COLLECTION AND ANALYSIS

Curriculum documentation from professional and paraprofessional level courses in Victoria will be collected and analysed. A comparative historical analysis of changes in the curriculum of the two library industry levels will be performed and changes in focus and content of the curriculum will be tracked over the last thirty years since the introduction of the Library Technician’s course in Victoria in 1970.

Interviews will be conducted with key library educators. It is expected that the interviews with key library educators will take between 45 minutes to 1 hour. These interviews will be conducted in a mode most convenient to the participant.
These interviews are intended to give historical context to this research providing primary resource material about the background to the establishment of paraprofessional education with particular emphasis being given to the development of curriculum.

**Questionnaires** will be sent to identified paraprofessionals who have ‘moved across’ the library spectrum and undertaken professional level qualification.

These questionnaires should take approximately 30 minutes to complete. The aim of these questionnaires will be to establish views participants have about the nature of education at paraprofessional and professional level, perceived differences in content and degree of difficulty and areas of overlap. They will also attempt to establish why participants chose to change their career while remaining in the same industry.

This data will be used to develop an in depth historical analysis of the content divergence and overlap within professional and paraprofessional education and place this within the workplace to conceptualised the perception of role blurring and to establish the degree to which education has contributed to this.

There should be no risk to the participants involved in this project. Quotes from participants responses will be used where necessary with the consent of the participant. The participant is free to withdraw from the project at any time.

For further information please contact:

Mary Carroll
2 Valnere St Maribyrnong
Vic. 3032
(03) 93173039
mary.carroll@vu.edu.au
APPENDIX 3: CORRESPONDENCE
APPENDIX 3.1

Technotes: 25/09/01

Many of you who subscribe to LIBTEC may have noticed a request I made for assistance with some research I am undertaking into “Role Perception and the Library Worker in Australian libraries”. For those of you who don’t know me my name is Mary Carroll and I am a teacher in the library studies unit at Victoria University in Footscray. After many years of talking about the issues and implications surrounding the changes that have occurred in education and training for the library industry in the 1990’s I finally decided to formally pursue answers to many of the questions I had. To this end I have commenced a Ph.D. through Charles Sturt University. My research is in its early days yet and has raised a myriad of previously unimagined issues. It has been in the investigation of the history of education and training for the Library Industry in Australia that I have found inspiration. When viewing the history of education and training for the library industry in Australia you are struck by the many individuals, largely unknown to the wider library community who through their vision, passion, commitment and intellect made it possible for education and training for the library industry to exist. These individuals are the cornerstones upon which our training and education has been built.

In addition to this I am intrigued by what I see as a shift in vision about the role of library technician training. The shift, as I see it, appears to be from training for a unique but complimentary career, to training as part of continuum that leads to a professional qualification. This is not unique to the library and information industry but a general shift in the philosophy and vision that is held by the powers that be about the nature and role of Vocational Education. My key objectives for my research are;

- To develop an overview of the content of education for the library industry since 1970
- To establish any areas of similarity and difference within professional and paraprofessional course content
- To present an overview of the difference in expected outcome from professional and paraprofessional courses and examine these in light of the curriculum content
- To present an overview of the way in which library work has changed
- To establish the way in which education and training for the library industry has reflected the changing tasks being performed by the various sectors of library worker

I know I should be a little more ambitious but I am after all only human!!!

As part of my research I have requested assistance with a questionnaire aimed at those that have undertaken library technician training and then chosen to undertake librarianship qualifications. If you are one of these please contact me as I would love to hear from you. In addition, if any of you have comments or opinions on the issues I have been addressing feel free to email me as I would enjoy your input.

Mary Carroll
mary.carroll@vu.edu.au
From: alialibtec-admin@alianet.alia.org.au on behalf of

Sent: Monday, 10 November 2003 10:52 AM
To: 'alialibtec@lists.alia.org.au'
Subject: [aliaLIBTEC] New Librarianship Students

Mary Carroll is one of our library studies lecturers from Victoria University in Footscray Vic. and she is researching for a PhD. Her topic is the course overlap between Librarianship and Library Technician courses and the impact this has had on role perception. Out of this research has come the question which Mary would like to further investigate which is "Why do so many library Technicians choose to do the Library Technicians course first before attempting to do a university degree in librarianship or related fields?"

Mary is interested in all sorts of reasons, not just the academic ones. She would like responses to this question with the understanding that these comments may be quoted in the final research. Please contact Mary via email at mary.carroll@vu.edu.au

In addition, if there are any LT's who have recently qualified with a Librarianship Qual. who would they be willing to complete a questionnaire, if they have not already done so, Mary would love to hear from them.

Cheers,

Convenor - Victorian ALIA Library Technicians

MELBOURNE VIC 3000
APPENDIX 3.3

From: Mary Carroll
Sent: Monday, 9 July 2001 1:42 PM
To: library@vu.edu.au
Subject: PhD questionnaire help required/Mary Carroll

To all library staff

I am hoping that some of you may be able to assist me in trialing a questionnaire as part of some research I am doing. The questionnaire is aimed at Library Technicians who have then become librarians. I know that there are many such staff in the VU library and would love their help.
I need at least six such people to trial my questionnaire before I sent it Victoria wide. It will take about 30 minutes.
If you can help let me know via email and I will forward the information to you. I would also be interested in others you know who fit into this category.
I would like to conduct the trial over the next week or so.
Please Help!
Mary Carroll
mary.carroll@vu.edu.au
APPENDIX 3.4

From: Mary Carroll  
Sent: Friday, 13 July 2001 11:55 AM  
To: library@vu.edu.au  
Subject: Questionnaire-Library Technicians/Librarians

With thanks to the four VU library staff who responded to my request to trial a Research Questionnaire aimed at Library Technicians who have since qualified as Librarians. Your response is greatly appreciated.  
I do still need a few more to trial this questionnaire. It is not difficult and will not take up too much time so if you are a former Library Technician who is now a qualified Librarian would you please consider helping out? You do not have to be employed as a Librarian just have the qualification. In addition if you know of anyone in this situation elsewhere please pass this request on.

Once again your time and help is appreciated Mary Carroll Library Studies  
mary.carroll@vu.edu.au
Dear LIBTEC members
I am seeking your assistance with some research I am conducting into "Role perception and the Library worker in Australian libraries" As part of this research I am conducting a questionnaire aimed at Technicians who then undertake (and have completed) librarianship qualifications. I was hoping that some of you are in that situation and would offer to complete the questionnaire or know of others who have done so. The questionnaire will take about 30 minutes and will be confidential.

If any of you would like to comment on why you have chosen NOT to follow this career path or have comment on how tasks/roles/education has changed since the inception of the technician course I would also be interested in hearing from you informally via email perhaps directed at me personally at the following email address mary.carroll@vu.edu.au

with thanks
Mary Carroll
Library Studies
Victoria University
mary.carroll@vu.edu.au
Greetings

Some (long) time ago many of you responded to a request I made to answer a questionnaire about your reasons for undertaking a Librarianship degree after the completion of a Library Technicians qualification. To those of you who completed this many thanks. For those of you who may have not had the opportunity at the time I am attaching another copy of the documents in the hope that you may now find the time to complete it and return it to me.

I also have another request for those of you who have time and are willing. As a result of the responses that you gave I am interested in another question which some of you may like to respond to in any way you wish.

The question is;
Why did you choose to do the Library Technicians course first before attempting to do a university degree?
I know there will be many reasons and each will be different but I am interested to hear what you have to say in light of the questionnaire responses.

Hoping for your assistance and many thanks

Mary Carroll
mary.carroll@vu.edu.au
APPENDIX 4: COMPARISON OF CURRICULUM IN TAFE COLLEGES IN VICTORIA AND RMIT, 1970-1995
### Appendix 4: Comparison of curriculum in TAFE colleges in Victoria and RMIT, 1970-1995

#### 1970

<table>
<thead>
<tr>
<th>Course title</th>
<th>TAFE Colleges</th>
<th>RMIT</th>
</tr>
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<tbody>
<tr>
<td>Library Technician Certificate (LIB002)</td>
<td>Associateship Diploma in Librarianship Course A</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Box Hill Girls’ Technical School</td>
<td>RMIT</td>
</tr>
<tr>
<td>Entry level</td>
<td>Leaving (5th year of secondary school or work within the industry)</td>
<td>Completion of the 6th year of secondary or technical school</td>
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<tr>
<td>Duration</td>
<td>2 sessions of 16 weeks with 26 hrs of class per fortnight over a minimum of 2 years, with compulsory work component. Two levels: Clerks Certificate after completion of 4 subjects Technicians Certificate after completion of a total of 10 subjects including 4 Core and 3 Stage II subjects</td>
<td>3 years</td>
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<tr>
<td>Subjects taught (excluding non-library majors)</td>
<td>STAGE 1 Core subjects</td>
<td>Each year consists of 3 terms.</td>
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<tr>
<td></td>
<td>Communication 1 (if Leaving English not achieved)</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; year The Modern Library Bibliographic Organization</td>
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<tr>
<td></td>
<td>Libraries and Library services</td>
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</tr>
<tr>
<td></td>
<td>Library Procedure 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four of the following Australian Social Structure Acquisitions 1 Searching 1 Business procedures 1 Library Layout and Equipment 1 Machine Operating 1 Data Processing 1 Systems Appreciation 1 Library Records management 1 Art and Display/Display Techniques Audio Visual Techniques 1 Reprography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAGE 2 Core subjects</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year Collection Building and Use Cataloguing/Classification Library Administration</td>
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<tr>
<td></td>
<td>Communication II Libraries and Library services II</td>
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<tr>
<td></td>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; year Research Seminar or Paper Comparative Librarianship Library Systems Analysis Information Retrieval Descriptive Bibliography Library Services to Children</td>
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<tr>
<td>Library Procedure II</td>
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<td>Introduction to Society</td>
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<tr>
<td>Supervisions I</td>
<td></td>
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<tr>
<td>Acquisitions II</td>
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<td>Searching II</td>
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<td>Business procedures II</td>
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<td>Library Layout and Equipment II</td>
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<tr>
<td>Machine Operating II</td>
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<tr>
<td>Data Processing II</td>
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<tr>
<td>Systems Appreciation II</td>
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<tr>
<td>Library Records management II</td>
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<tr>
<td>Art and Display/Display Techniques II</td>
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<tr>
<td>Audio Visual Techniques II</td>
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<td>Reprography II</td>
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<td><strong>RMIT</strong></td>
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<td>Certificate of Applied Social Science (Library Technician) (LIB002)</td>
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<td>Bachelor of Applied Science (Librarianship)</td>
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<tr>
<td>Institutions</td>
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<td>RMIT</td>
</tr>
<tr>
<td>Whitehorse Technical College (Box Hill)</td>
<td>Prahran College of Advanced Education</td>
<td>Footscray Technical College</td>
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<tr>
<td>Entry level</td>
<td>Completion of 5\textsuperscript{th} year of secondary school or sufficient maturity Employment in a library</td>
<td>6\textsuperscript{th} year of secondary school</td>
</tr>
<tr>
<td>Duration</td>
<td>2 years or part-time equivalent 20 units of study including 10 core and no more than 6 ‘General’ units + 24 weeks equivalent full-time work</td>
<td>3 years</td>
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<td>Subjects taught (excluding non-library majors)</td>
<td><strong>General</strong></td>
<td>Core subjects</td>
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<td>English 1A, 1B Australian Social Structure 1A, 1B Behavioural Studies 1A, 1B Literature and the Arts 1A, 1B</td>
<td>Library Resources 1 Bibliographic Organization 1 Library Resources 2 Bibliographic Organization 2 Systems Analysis 1 Administration Library Systems and Admin. Library Resources 3 Bibliographic Organization 3 Advanced Librarianship Research Methods</td>
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<tr>
<td></td>
<td>Library (*indicates core subject)</td>
<td>Electives (1 of the following)</td>
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<tr>
<td></td>
<td>*Library Services 1A, 1B *Library Procedures 1A, 1B Acquisitions/Searching 1A, 1B *Library Procedures 2A, 2B Art and Display Audio/Visual Techniques 1A, 1B Audio/Visual Techniques 2A, 2B (Whitehorse only) Government Publications 1A Machine Operating 1A, 1B Data Processing 1A, 1B (Prahran only)</td>
<td>Descriptive Bibliography Library Work with Children Problems in Reading Non-book Library Materials Library Mechanization Library History Technical Library Services Comparative Librarianship Practicum</td>
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<td>Certificate of Applied Social Science (Library Technician) (LIB002)</td>
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<td>Diploma/Bachelor of Social Science in Librarianship RMIT</td>
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<td>Institutions</td>
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<td>Entry level</td>
<td>Completion of 5th year of secondary school or sufficient maturity Employment in a library</td>
<td>6th year of secondary school</td>
</tr>
<tr>
<td>Duration</td>
<td>2 years or part-time equivalent 20 units of study including 10 core and no more than 6 ‘General’ units + 24 weeks equivalent full-time work</td>
<td>3 years for Diploma 4 years for Bachelors degree</td>
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<td>Subjects taught (excluding non-library majors)</td>
<td>General English 1A, 1B Australian Social Structure 1A, 1B Behavioural Studies 1A, 1B Literature and the Arts 1A, 1B Library (* indicates core subject) *Library Services 1A, 1B *Library Procedures 1A, 1B Acquisitions/Searching 1A, 1B *Library Procedures 2A, 2B Art and Display Audio/Visual Techniques 1A, 1B Audio/Visual Techniques 2A, 2B (Whitehorse only) Government Publications 1A Machine operating 1A, 1B Data processing 1A, 1B (Prahran only)</td>
<td>1st year Library Resources 1 Bibliographic Organization 1 Data Processing Non-library Major 1 2nd year Field Study Library Resources 2 Bibliographic Organization 2 Systems Analysis Administration Non-Library Major 2 3rd year Field work: Diploma Library Systems and Administration Library Resources 3 OR Bibliographic Organization 3 Non-Library Major 3 4th year Advanced Librarianship Research Methods + 1 of the following ½ year subjects: Descriptive Bibliography</td>
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<td>Library Work with Children</td>
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<td>Non-Book Library Material</td>
<td>Library Mechanization</td>
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<td>Library History</td>
<td>Technical Library Services</td>
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<td>Comparative Librarianship</td>
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<td>Course title</td>
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<td>RMIT</td>
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<td>Institutions</td>
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<td>Entry level</td>
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<td>Duration</td>
<td>23 units of study, each unit of 1 semester; 17 compulsory and 6 elective units + Concurrent paid employment</td>
<td>3 years</td>
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<td>(excluding non-library majors)</td>
<td>Maintaining and Circulating Resources</td>
<td>Intro. To Library and information work</td>
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<td>Organising Resources 1A</td>
<td>Information Organisation 1</td>
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<td>Organising Resources 1B</td>
<td>Information Transfer and Communication</td>
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<td>Acquiring Resources 1A</td>
<td>Data Procession</td>
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<td>Acquiring Resources 1B</td>
<td>Practicum 1</td>
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<td>Maintaining Automated Systems 1A</td>
<td>Information Organisation 2</td>
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<td>Histories of Books, Libraries and Printing</td>
<td>Information Sources and Methods</td>
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<td>Library Services</td>
<td>Administration</td>
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<td>Practicum 2</td>
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<td>Keyboard Skills for Library Technicians</td>
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<td>Acquiring Resources 1C</td>
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<td>Research Methods</td>
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<td>Servicing User Needs 1B</td>
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<td>Alternative Classification</td>
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<td>Maintaining Automated Systems 1B</td>
<td>Library Work with Children</td>
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<td>Basic Supervision 1B</td>
<td>Problems in Reading</td>
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<td>Children’s Literature 1A</td>
<td>Non-book Library Materials</td>
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<td>Government Publications 1A</td>
<td>Library Mechanization</td>
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<td>Audiovisual Resources 1A, 1B</td>
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<td>Audiovisual Resources 2A, 2B</td>
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<td>Keyboard skills for library technicians</td>
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<td>Behavioural Studies 1A, IB</td>
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</table>
### Course title

**Associate Diploma of Social Science (Library and Information Studies) National Stream 3400**

### Institutions
- Box Hill College of TAFE
- Footscray College of TAFE
- Prahran College of TAFE
- RMIT

### Entry level
- 6th year of secondary school / mature age entry
- Paid library employment
- Approved course of secondary education (6th year of secondary school) or mature entry

### Duration
- 23 subjects
- 17 compulsory and 6 electives
- Each unit 1 semester in length and of either 36 or 54 hours in length
- 24 weeks of full-time, concurrent paid library-related employment
- 4 years full-time

### Subjects taught (excluding non-library majors)

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<td>Organising Resources 1B</td>
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<td>Acquiring Resources 1A</td>
</tr>
<tr>
<td>Acquiring Resources 1B</td>
</tr>
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<td>History &amp; Library Services A</td>
</tr>
<tr>
<td>History &amp; Library Services B</td>
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<td>Communication Skills 1</td>
</tr>
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<td>Communication Skills 2</td>
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<td>Keyboard Skills</td>
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<th>STAGE 2: Core subjects</th>
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<td>Organising Resources 2A</td>
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<td>Organising Resources 2B</td>
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<td>Organising Resources 2C</td>
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<td>Reference Services A</td>
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<td>Reference Services B</td>
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<td>Computer and Information Systems A</td>
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<td>Computer and Information Systems B</td>
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<td>The Sciences</td>
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<tr>
<td>Children’s Literature</td>
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### 1st year
- Practicum 1
- Introduction to Librarianship and Information Work
- Information Transfer and Communication
- Information Organisation 1
- Computer Applications in Business 1
- Database Systems
- Non-librarianship Major

### 2nd year
- Practicum 2
- Information Sources
- Information Organisation 2
- Non-librarianship Major
- Context Curriculum
- Context Curriculum
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<tr>
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<tbody>
<tr>
<td>Practicum 3</td>
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<td>Management of Information Sources</td>
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<tr>
<td>Research Methods</td>
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<tr>
<td>Information Storage and Retrieval</td>
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<tr>
<td>Non-librarianship Major</td>
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<th>4th year</th>
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<tr>
<td>Thesis</td>
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<td>Resources Project</td>
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<td>Issues in Information Transfer</td>
</tr>
<tr>
<td>+ two electives from:</td>
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<td>Records Management</td>
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<tr>
<td>Library Work with Children</td>
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<tr>
<td>Small Bibliographic Database Design</td>
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<td>Community Information Services</td>
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<td>Conservation and Asset Management</td>
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<tr>
<td>Advanced Information Storage and Retrieval</td>
</tr>
<tr>
<td>Context Curriculum</td>
</tr>
</tbody>
</table>

<p>| 1995 |
|---|---|
| <strong>TAFE Colleges</strong> | <strong>RMIT</strong> |
| <strong>Course title</strong> | Diploma in Library and Information Studies (incorporating Certificate III) | Bachelor of Business in Information and Library Management |
| <strong>Institutions</strong> | Western Melbourne Institute of TAFE (WMIT) Swinburne Institute of Technology Box Hill College of TAFE | RMIT |
| <strong>Entry level</strong> | Sixth year of secondary school or mature age entry | Approved course of secondary education (6th year of secondary school) or mature entry |
| <strong>Duration</strong> | Cert.III Exit 1 Year FT or PT equivalent Diploma 2 year FT or PT equivalent Total of 1380 hours of study for the Diploma including 100 hours of electives | 3 years academic study plus one year supervised practice between the second and third year |
| <strong>Subjects taught (excluding non-library majors)</strong> | <strong>Cert. III Exit Core subjects</strong> The Information Industry Information Literacy Information as a Product Collection Maintenance Lending Services 1 Bibliographical Control Materials Receipt Library Ordering Procedures Library Promotion and Display 1 Multimedia Equipment Usage Work Team Communication Managing Effective Working Relations Dealing with Customers and Clients Dealing with Conflict Introduction to Instruction in Library Use Working in the Information Industry Occupational Health and Safety for the Library User Database Searching and Retrieval Word Processing Operations Spreadsheet Operations | <strong>1st Year</strong> Information Services Context Information Organisation and Retrieval Business Computing Information Sources 1 Information Organisation and Retrieval 2 Systems Analysis Approved Business cluster* |
|  | <strong>2nd Year</strong> Information Sources 2 Database Creation and Management Subject Specialisation 1 Approved Business cluster 2 Information Counselling Information Organisation in Libraries Subject Specialisation 2 Professional Information Work |
|  | <strong>3rd Year</strong> |</p>
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<td>Library Promotion and Display</td>
</tr>
<tr>
<td>Research Sources and Strategies</td>
<td>Literature and the Library User</td>
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<tr>
<td>Lending Services 2</td>
<td>Community and Information Networking</td>
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<tr>
<td>Bibliographic Description and Access</td>
<td>Client Groups and Information Needs</td>
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<td>Library Classification</td>
<td>Writing Workplace Documents</td>
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<td>Subject Access</td>
<td>Australian Political Process and Information</td>
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<td>Diploma</td>
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<td>Core subjects</td>
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<td>Collection Development</td>
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<td>Managing and Information Agency Environment</td>
<td>Research Sources and Strategies</td>
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<td>Information Access for Client Groups</td>
<td>Lending Services 2</td>
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<td>Managing Change</td>
<td>Bibliographic Description and Access</td>
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<td>Managing Self</td>
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<td>Occupational Health and Safety</td>
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<td>Client Interaction</td>
<td>Collection Development</td>
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<td>Data Communication Applications</td>
<td>Managing and Information Agency Environment</td>
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<td>Electives</td>
<td>Information Resources Project</td>
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<td>Specialist Information Research</td>
<td>Approved Business cluster 3</td>
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<td>Development and Access</td>
<td>Approved Business cluster 4</td>
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<td>Promoting an Information Agency</td>
<td>Information Services Management</td>
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<td>Preservation Of Material</td>
<td>Information Services elective 1</td>
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<tr>
<td>Indexing and Abstracting</td>
<td>Information Services elective 2</td>
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<td>User Need Analysis</td>
<td>Subject Specialisation 4</td>
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<td>Supervised Practice</td>
<td>4th Year</td>
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<th>4th Year</th>
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<td>Subject specialisation 3</td>
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<td>Approved Business cluster 3</td>
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<tr>
<td>Information Services elective 2</td>
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<td>Subject Specialisation 4</td>
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Appendix 5: Victorian Undergraduate Course Development
1963-1997
## Appendix 5: Victorian Undergraduate Course Development 1963-1997

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Course title</th>
<th>Duration</th>
<th>Structure</th>
<th>Entry requirements</th>
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<tbody>
<tr>
<td>1963</td>
<td>State Library of Victoria</td>
<td>Registration Certificate of the LAA</td>
<td>Part-time</td>
<td>9 subjects based on LAA registration exam</td>
<td>Matriculation Certificate or Acceptance into the LAA Registration Certificate Examination</td>
</tr>
<tr>
<td>1966</td>
<td>Royal Melbourne Institute of Technology</td>
<td>Associateship Diploma-Librarianship</td>
<td>2 years full-time or part-time equivalent</td>
<td>1\textsuperscript{st} year - 8 professional subjects plus History of ideas and one other approved elective and participation in professional activities 2\textsuperscript{nd} year - 6 professional subjects plus two approved electives and professional activities</td>
<td>Matriculation or an approved equivalent</td>
</tr>
<tr>
<td>1973</td>
<td>Royal Melbourne Institute of Technology</td>
<td>Associate Diploma (Course A)</td>
<td>3 years or part-time equivalent</td>
<td>Major studies in two fields (librarianship and one other) 1\textsuperscript{st} year - 2 library subjects plus non-library major 2\textsuperscript{nd} year - 2 library subjects plus non-library major 3\textsuperscript{rd} year - 2 library subjects plus non-library major</td>
<td>Completion of an approved course of secondary education and those who have an approved tertiary level qualification</td>
</tr>
<tr>
<td>1974</td>
<td>Royal Melbourne Institute of Technology</td>
<td>Associate Diploma of Librarianship</td>
<td>3 years or part-time equivalent</td>
<td>Major studies in two fields (librarianship and one other) 1\textsuperscript{st} year - 2 library subjects plus non-library major</td>
<td>Completion of an approved course of secondary education and those who have an approved tertiary level qualification. Entry</td>
</tr>
<tr>
<td>Year</td>
<td>Institution</td>
<td>Course title</td>
<td>Duration</td>
<td>Structure</td>
<td>Entry requirements</td>
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<td>------</td>
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<tr>
<td></td>
<td></td>
<td>Bachelor of Social Science (Librarianship)</td>
<td>Total 4 years = 3 years of the Diploma plus 1 further year or at least 7 years part-time</td>
<td>2nd year – 2 library subjects plus non-library major &lt;br&gt; 3rd year - 2 library subjects plus non-library major &lt;br&gt; Inclusive of Diploma subjects 2 further compulsory library subjects + 1 library elective</td>
<td>into first year needs grade D or higher in the Victorian Higher School Certificate in four subjects including English; or a standard equivalent of the above Entrance conditional upon the satisfactory completion of the diploma year (the third year)</td>
</tr>
<tr>
<td>1977</td>
<td>RMIT and RMIT School of External Studies</td>
<td>Diploma of Librarianship</td>
<td>3 years or part-time equivalent</td>
<td>Major studies in two fields (librarianship and one other) &lt;br&gt; 1st year - 2 library subjects plus non-library major and 1 single subject &lt;br&gt; 2nd year – Field study + 4 library subjects plus non-library major &lt;br&gt; 3rd year - Field work, + 2 library subjects + non-library major</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Social Science (Librarianship)</td>
<td>Total 4 years = 3 years of the Diploma plus 1 further year OR at least 7 years part-time</td>
<td>Inclusive of Diploma subjects + 2 further compulsory library subjects + 1 library elective</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Institution</td>
<td>Course title</td>
<td>Duration</td>
<td>Structure</td>
<td>Entry requirements</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>1986</td>
<td>RMIT</td>
<td>Bachelor of Social Science, Field: Librarianship</td>
<td>4 years of full-time study OR 7-8 years part-time study</td>
<td>Major studies in two fields (librarianship and one other) 1\textsuperscript{st} year - practicum + 3 library subjects + non-librarianship major 2\textsuperscript{nd} year - Practicum + 3 Library subjects + 1 ‘context curriculum’ subject + non-librarianship major 3\textsuperscript{rd} year - Practicum + 3 library subjects + non-librarianship major 4\textsuperscript{th} year - 3 library subjects + 1 ‘context curriculum’ subject + 1 library elective</td>
<td>Completion of an approved course of Year 12 secondary education, an approved tertiary orientation programme, a middle level certificate at a Victorian TAFE college or an equivalent qualification. Year 12 English as a prerequisite</td>
</tr>
<tr>
<td>1991</td>
<td>RMIT</td>
<td>Bachelor of Business (Information and Library Management)</td>
<td>3 years of academic study plus 1 year of supervised practice between the 2\textsuperscript{nd} and 3\textsuperscript{rd} year of academic study</td>
<td>1\textsuperscript{st} year - 4 information services subjects + 4 business subjects + 2 ‘context’ subjects 2\textsuperscript{nd} year - 5 information services subjects + 2 business subjects + 2 Minor specialisation subjects + 2 ‘context’ subjects 3\textsuperscript{rd} year - Supervised Practice 4\textsuperscript{th} year - 4 information services subjects + 2 minor specialisation subjects + 2 business subjects</td>
<td>Completion of an approved course of Year 12 secondary education</td>
</tr>
<tr>
<td>Year</td>
<td>Institution</td>
<td>Course title</td>
<td>Duration</td>
<td>Structure</td>
<td>Entry requirements</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------</td>
</tr>
<tr>
<td>1997</td>
<td>RMIT</td>
<td>Bachelor of Business (B. Bus. Inf. &amp; Lib. Man.)</td>
<td>3 years</td>
<td>1\textsuperscript{st} year - 5 Information Systems subjects + 3 context curriculum subjects + business subject</td>
<td>1\textsuperscript{st} year - 5 Information Systems subjects + 3 context curriculum subjects + business subject 2\textsuperscript{nd} year - 5 Information Systems subjects including one industrial experience subject) + 2 subject specialisation subjects + 1 business subject 3\textsuperscript{rd} year - 4 Information Systems subjects + 2 subject specialisation subjects + 2 business subjects</td>
</tr>
<tr>
<td></td>
<td>Department of Information Management and Library Studies</td>
<td>Bachelor of Business (Honours)</td>
<td>1 year</td>
<td></td>
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</table>
APPENDIX 6: SAMPLE SUBJECT OUTLINES FROM RMIT AND VICTORIAN EDUCATION DEPARTMENT
LI 122 BIBLIOGRAPHIC ORGANIZATION I

This subject involves four hours per week of class contact: a one-hour lecture, one-hour tutorial, and a two-hour practical.

It provides an introduction to the terminology and theory of bibliographic organization and instruction in the use of the more basic indexing tools and systems.

Objectives

This subject aims to give a broad understanding of the theoretical aspects of bibliographic organization on which the methods and systems most commonly used in libraries are based. As such, LI 122 provides a foundation for the corresponding second-year subject LI 222. Instruction is also given in the use of the following systems and tools, which are widely used in Australian libraries:

Dewey Decimal Classification, 19th edn.

Library of Congress subject headings, 9th edn.

PRECIS

Anglo-American cataloguing rules, 2nd edn.

ALA Rules for filing catalog cards, 2nd edn.

A more detailed statement of the objectives of the subject will be found in the syllabus which is appended to this Subject Outline.

Staff

The lecturer-in-charge of this subject will be Dr. Anton Stavik, who will deliver lectures and take some of the practical classes and tutorials. The other practical classes/tutorials will be taken by Mr. Gordon Kirby and part-time tutors.

Anton Stavik and Gordon Kirby will be available for consultation by students outside the scheduled class hours. Details of their availability will be published in the Department's newsletter, Hermes.

Presentation

The subject will be presented through lectures, tutorials, and practical classes. An outline of these is given in the "Outline of classes" appended to this handout.

From this outline, it can be seen that topics covered in the first semester relate primarily to cataloguing: LCSH, filing, book numbers, indexing and abstracting and the main topics covered in practical sessions and tutorials. During the second semester the main emphasis is on the subject approach to information, and in practical sessions on DDC and PRECIS; one practical session per week will also be devoted to the construction of entries for a dictionary and a classified catalogue, and the
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>STUDENT OBJECTIVES</th>
<th>STUDENT ACTIVITIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Terminology.</td>
<td>A student should be able to: Define 39 terms in the area of bibliographic organization unlisted from the 'Glossary of terms' included in the Style manual.</td>
<td>Self-directed familiarization with the 'Glossary of terms' and its contents.</td>
<td>Style manual (supplied to each student).</td>
<td>Final exam.</td>
</tr>
<tr>
<td>II. Practical cataloguing and indexing.</td>
<td>Select access points (headings for main and added author, title and series entries) with 65% accuracy, given a monograph or transcript from a monograph.</td>
<td>Practical work in class.</td>
<td>AACE (student to purchase).</td>
<td>Self-assessed exercises.</td>
</tr>
<tr>
<td></td>
<td>Create a bibliographic description of an item with 75% accuracy, given a monograph or transcript from a monograph, and copies of AACR2 and the Style manual.</td>
<td>Completion of a Workbook.</td>
<td>Style manual (supplied to each student).</td>
<td>Assignment II.</td>
</tr>
<tr>
<td></td>
<td>Summarize the subject of a given document in an abstract of not more than 30-35 words.</td>
<td>Some additional exercises.</td>
<td>Cataloging workbook (supplied to each student).</td>
<td>Practical cataloguing test.</td>
</tr>
<tr>
<td></td>
<td>Dewey Decimal Classification.</td>
<td>Practical work in class.</td>
<td>Some additional exercises.</td>
<td>Assessmen II.</td>
</tr>
<tr>
<td></td>
<td>Assign subject headings and references to given subject statements with 90% accuracy as to main class placement, and 60% accuracy as to the construction of the class number, given a copy of the 19th edition of DDC.</td>
<td>Tutorials.</td>
<td>Cataloging practice collection.</td>
<td>Self-assessed exercises.</td>
</tr>
<tr>
<td></td>
<td>PRECIS Indexing.</td>
<td>Exercises.</td>
<td>Multiple copies of articles from various.</td>
<td>Assignment II.</td>
</tr>
<tr>
<td></td>
<td>Assign PRECIS strings to given subject statements with 75% accuracy.</td>
<td>Assign PRECIS strings to given subject statements with 90% accuracy.</td>
<td>Dewey workbook (supplied to each student).</td>
<td>LOQ practical test.</td>
</tr>
<tr>
<td></td>
<td>Write out PRECIS entries with 90% accuracy, given a PRECIS string.</td>
<td>Assembly a given set of descriptors into a hierarchy to show their semantic relationships, with 75% accuracy.</td>
<td>LCSH - 8th ed. (available from the Department).</td>
<td>Self-assessed exercises.</td>
</tr>
<tr>
<td></td>
<td>Write out references with 90% accuracy, given a number of descriptors with their RINs and accompanying reference operators.</td>
<td>Exercises.</td>
<td>LCRI Workbook (supplied to each student).</td>
<td>Assignment II.</td>
</tr>
<tr>
<td></td>
<td>File 30 headings in the correct sequence with 85% accuracy, given a copy of AIA rules for filing catalog cards. 2nd ed.</td>
<td>Assignment II.</td>
<td>PRECIS workbook (supplied to each student).</td>
<td>Assessed exercises.</td>
</tr>
<tr>
<td></td>
<td>Filting exercises.</td>
<td>AIA rules for filing catalog cards.</td>
<td>Practical filing test.</td>
<td>Assignment II.</td>
</tr>
</tbody>
</table>
library studies
1972

lib. 211-1

LIBRARY PROCEDURES
1A

education department
victoria
1. **Purpose**

To enable the student:

1.1 to develop a practical knowledge of library procedures and an ability to apply standard library tools, methods and procedures to the service needs of the library.

1.2 to develop an understanding of the differences among procedures in different types of libraries due to the differences in objectives, users and collections.

1.3 to define the role of the Library Technical Assistant in technical processes.

1.4 to define special terminology.

1.5 to develop and improve skills associated with support operations in various library procedures.

1.6 to develop a fundamental mastery of accurate bibliographic description.

1.7 to become acquainted with the fundamental operations associated with the mechanical preparation and maintenance of library materials.

1.8 to supervise operations in a work situation comparable to one the student may encounter in a future job.

1.9 to practice on the job under the supervision of a librarian the tasks (performance objectives) listed in this syllabus.

2. **Performance Objectives**

After instruction, the student should be able to perform objectives as listed in the detailed syllabus.

3. **Instruction**

3.1 Two hours per week should be allotted to the unit for a semester.

3.2 Classroom teaching should be oriented towards student participation. It should include topic introduction, group and class discussion, role plays, lecture, demonstration, field trip, assigned exercises, testing problem solving, essay writing, simulation.

3.3 Instruction methods should include team teaching, programmed instruction and individualized instruction.

3.4 Selected instruction and didactic teaching should be kept to a minimum. Emphasis should be given to training students to think for themselves and apply basic information to problems closely related to the work situation.

3.5 A laboratory should be established for independent study, observation and practice by students, under guidance, until the desired level of skill and knowledge is obtained.

3.6 Home assignment work should form a significant part of the work.

3.7 In teaching the subject, the following points should be noted:

a. Problems should be as practical as possible

b. Library documents should be used wherever possible

c. Specialist lectures should be used to supplement the normal teaching.
<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Suggested Activities</th>
<th>Syllabus Topic</th>
<th>References</th>
<th>Time (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. construct a catalog entry</td>
<td>The student will reproduce information on a catalog card and follow format and spacing according to a selected form in the proper sequence.</td>
<td>C. a. Choice of format and spacing in the making of catalog entries. b. Style manual.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7. construct a unit card</td>
<td>Given 5 books, the student will prepare a set of unit cards for each book: a. typing individual cards b. mechanical duplication.</td>
<td>Card Reproduction</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8. explain the characteristics and notation of DDC</td>
<td>Given a list of 20 numbers the student will explain how they are constructed.</td>
<td>Explanation and introduction to D.D.C. 1. Current Decimal Classification 2. Purpose of classification, basic principles 3. How to use the schedules 4. How to use the relative index.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9. alphabetise with speed and accuracy</td>
<td>Games and exercises to re-inforce knowledge of alphabetical order. Given a specially prepared deck of cards the student will file 50 cards in 10 minutes with 99% accuracy. Given cards and card sorter, the student will practice pre-sorting.</td>
<td>ALPHABETIZATION 1. Letter by letter 2. Word by word</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>10. preset by type of entry</td>
<td>Given cards for entries in a divided catalogue, the student will preset 50 cards in 3 minutes with 100% accuracy.</td>
<td>Identification of entries: a. Entry title c. Subject b. Edition and date d. Series</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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