## Development of Library and Information Science Education (LIS): Global Point of View

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Title</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Introduction</td>
<td>19</td>
</tr>
<tr>
<td>3.2</td>
<td>History of LIS Education of the World (by Continent)</td>
<td>20</td>
</tr>
<tr>
<td>3.2.1</td>
<td>LIS History of South African LIS Education</td>
<td>20</td>
</tr>
<tr>
<td>3.2.2</td>
<td>History of LIS Education of Australia</td>
<td>30</td>
</tr>
<tr>
<td>3.2.3</td>
<td>History of LIS Education of Asian Countries</td>
<td>36</td>
</tr>
<tr>
<td>3.2.3.1</td>
<td>China</td>
<td>36</td>
</tr>
<tr>
<td>3.2.3.2</td>
<td>Iran</td>
<td>40</td>
</tr>
<tr>
<td>3.2.3.3</td>
<td>Japan</td>
<td>41</td>
</tr>
<tr>
<td>3.2.3.4</td>
<td>Malaysia</td>
<td>42</td>
</tr>
<tr>
<td>3.2.3.5</td>
<td>Indonesia</td>
<td>44</td>
</tr>
<tr>
<td>3.2.3.6</td>
<td>Kuwait</td>
<td>45</td>
</tr>
<tr>
<td>3.2.4</td>
<td>LIS Education Development in Europe</td>
<td>46</td>
</tr>
<tr>
<td>3.2.4.1</td>
<td>United Kingdom (Britain)</td>
<td>46</td>
</tr>
<tr>
<td>3.2.4.2</td>
<td>Netherland</td>
<td>49</td>
</tr>
<tr>
<td>3.2.4.3</td>
<td>Ireland</td>
<td>51</td>
</tr>
<tr>
<td>3.2.4.4</td>
<td>Spain</td>
<td>55</td>
</tr>
<tr>
<td>3.2.4.5</td>
<td>Germany</td>
<td>58</td>
</tr>
</tbody>
</table>
CHAPTER-3: DEVELOPMENT OF LIBRARY AND INFORMATION SCIENCE
EDUCATION (LIS): GLOBAL POINT OF VIEW

3.1 INTRODUCTION:

Modern libraries and Information centers need professionally educated and trained personnel who expected to be a scholar with love for books; a sociologist with an understanding of society to whom he/she has to serve; a scientist and researcher for further education and development of subject; an administrator with a special knowledge of scientific management.

Melvil Dewey” who pioneered library education in the United States viewed the course to 'be systematized and condense the time span of training in the techniques and methods of library operation [Dewey, Melvil, 1879].

Shera' has stated that the graduate professional study should be directed towards the students acquiring the knowledge of the

- Role of library in communication process of society
- Basic theory to organize and interpret the library materials; exposure to practical library experience, etc. [Shera, Jesse H., 1962].

Thus, the library schools cany an important responsibility to prepare professional manpower for the present and future needs in the country. Saunders [Saunders, Wilfred L., 1978].

While discussing the role of library schools says, "implicit in all this is the acceptance by all those responsible for the professional education of a wider responsibility than merely producing practitioners, for the situation as it is at present; a professional school must also identify the future professional trends and needs and prepare the practitioners to meet them". The responsibility to achieve this falls on the efficient library schools, where one can learn the skills of analytical mind and sound interpretation. Next comes the faculty who teaches not the routine works but the principles which helps in useful services to the clientele.
3.2 HISTORY OF LIS EDUCATION OF THE WORLD

3.2.1 LIS HISTORY OF SOUTH AFRICAN LIS EDUCATION:

The history of the development of libraries and information services in South Africa is dominated, during its early period, by the establishment and administration of services which were used mostly by a small proportion of the white cultural group. Kesting remarks:

“Library services in south Africa became securely established only in the 20th century, although library had been in existence since the second half of the 18th century. This slow development had many causes. One cannot divorce the history of libraries from the history of South Africa and its peculiar conditions. South Africa has always had a sparse population scattered over large areas; in fact, it was only the 1940s that provision was made for tax-supported libraries for isolated rural communities. The division of the literate white population into two language groups (English speaking and Africans speaking), each with its different needs and customers, and the existence of the large black population have had repercussions for library development.”

Contemporary debate has highlighted the view, one of importance for the current debate in South Africa about the need to redress past injustices, that library services were used mostly by the white group because intrinsic in their foundation was an expectation that they would only be used by that group. The later development of apartheid legislation (the notion of so-called ‘separate development’) reinforced a pattern of cultural dominance which had its roots in conquest and colonialism.

Whatever the view taken, the consequence for library and information science education of this pattern of development has been two-fold; firstly the greater part of the professionally trained group of libraries and information workers has been composed of
whites and, secondly, there has been only a slow recognition of a need to provide a core of professional studies geared to the provision and maintenance of services to near-literate, rural population, migrant workers and those living in the townships which surround many South African cities.

The earliest libraries in South Africa were small private collections for family use; it is the bequeathal, in 1761, by Joachim Nikolaus von Dessin of his private collection to the Groote Kerk (the main church of the Dutch Reformed Church in Cape Town) which marks the beginnings of collections which could be used by the public. The foundation at Cape Town, in 1820, of the South African Public Library allowed this collection to be housed in a setting which made it more easily accessible. Kesting notes that the Library was supported, until the introduction of a subscription after 1829, from income generated by a local tax on the gauging of wine, making this the first library in the world to be supported directly from taxes. The foundation of other subscription libraries elsewhere in many of the towns established by early White settlers quickly followed. The management of such libraries, and the care of the collections, was in the hands of scholars, with apprenticeship offering the only form of training for those wishing to assume the role and carry out the duties of a librarian.

The colonial influence has always been strong and in the early part of the twentieth century several South Africans pursued their professional education and training in Britain and the United States of America. Immelman notes that, "As far as can be traced, a few South African Librarians began, from 1904, to sit the examinations of the British Library Association"; study was through the medium of correspondence courses conducted by the Association of Assistant librarians(a separate body which was later subsumed as a separate group into the Library Association),and progress must have been slow because it was not until the early 1920s that the first south African Librarian (Miss P.M. Speight of Johannesburg Public Library) qualified for the diploma of the Library Association. In addition, many of the librarians who reached senior positions during this
time were immigrants from Britain who had received their professional training there. Several librarians provided training courses for their staff and linked career development to successful completion: for example, by 1924 obtaining the qualifications of the library Association was necessary for promotion in the Johannesburg Public Library. However, it was not until 1938, with the commencement of the first formal course in librarianship at the University of Pretoria, that it became possible to undergo a comprehensive programmed of professional education and training within South Africa.

For modern library development in South Africa, the South African Library Conference, held at Bloemfontein, 15-17 November 1928, was seminal. Amongst other recommendations there emerged two which provided the impetus for the establishment of professional education: that a professional association for librarians is formed and that provision be made for education for librarianship. This latter recommendation was supported by the evidence of Milton Ferguson and S. A. Pitt, who in 1928 had been sponsored by the Carnegie Foundation to study and advice on the state of libraries in Southern Africa: they reported that there were no library schools in South Africa and, although they doubted whether there would be sufficient numbers of people wanting to be trained to justify the establishment of a school, they recognized that professional education should be grounded in the particular needs of a country rather than being a reflection, or import, from elsewhere. The Carnegie Corporation, which had also supported the Conference, provided substantial grants to assist with the implementation of these and the other main recommendations.

In particular, the founding of the South African Library Association (SALA) in 1930 began a trend towards planned development of professional education and training, the immediate tangible evidence of this being the drawing-up by a newly-formed Education Committee, in 1933, of an examination syllabus based on the model of the correspondence courses offered in Britain by the Library Association; tutoring was undertaken by White group because intrinsic in their foundation was an expectation that
they would only be used by that group. The later development of apartheid legislation (the notion of so-called ‘separate development’) reinforced a pattern of cultural dominance which had its roots in conquest and colonialism.

Whatever the view taken, the consequence for library and information science education of this pattern of development has been twofold: firstly, the greater part of the professionally-trained group of librarian and information worker has been composed of Whites and, secondly, there has been only a slow recognition of a need to provide a core of professional studies geared to a provision and maintenance of services to near-literates, rural population, migrand workers and those living in the townships which surround many South African cities.

The earliest libraries in South Africa were small private collections for family use: it is the bequeathal, in 1761, by Joachim Nikolaus von Dessin of his private collection to the Groote Kerk (the main church of the Dutch Reformed Church in Cape Town) which marks the beginnings of collections which could be used by the public. The foundation at Cape Town, in 1820, of the South African Public Library allowed this collection to be housed in a setting which made it more easily accessible. Kesting notes that the Library was supported, until the introduction of a subscription after 1829, from income generated by a local tax on the gauging of wine, making this the first library in the world to be supported directly from taxes. The foundation of other subscription libraries elsewhere in many of the towns established by early White settlers quickly followed. The management of such libraries, and the care of the collections, was in the hands of scholars, with apprenticeship offering the only form of training for those wishing to assume the role and carry out the duties of a librarian.

The colonial influence has always been strong and in the early part of the twentieth century several South Africans pursued their professional education and training in Britain and the United States of America. Immelman notes that, ”As far as can be traced, a few
South Africans began, from 1904, to sit the examinations of the British Library Association; study was through the medium of correspondence courses conducted by the Association of Assistant Librarians (a separate body which was later subsumed as a separate group into the Library Association), and progress must have been slow because it was not until the early 1920s that the first South African librarian (Miss. P.M. Speight of Johannesburg Public Library) qualified for the Diploma of the Library Association.

In addition, many of the librarians who reached senior positions during this time were immigrants from Britain who had received their professional training there. Several librarians provided training courses for their staff and linked career development to successful completion: for example 1924 obtaining the qualifications of the Library Association was necessary for promotion in the Johannesburg Public Library. However, it was not until 1938, with the commencement of the first formal course in librarianship at the University of Pretoria, that it becomes possible to undergo a comprehensive programmed of professional education and training within South Africa.

For modern library development in South Africa, the South African Library conference, held at Bloemfontein, 15-17 November 1928, was seminal. Amongst other recommendations there emerged two which provided the impetus for the establishment of professional education: that a professional association for librarians is formed and that provision is made for education of librarianship. This latter recommendation was supported by the evidence of Milton Ferguson and S. A. Pitt, who in 1928 had been sponsored by the Carnegie Foundation to Study and advise on the state of libraries in Southern Africa: they reported that there were no library school in South Africa and, although they doubted whether there would be sufficient numbers of people wanting to be trained to justify the establishment of a school, they recognized that professional education should be grounded in the particular needs of a country rather than being a reflection, or import, from elsewhere. The Carnegie Corporation, which had also
supported the Conference, provided substantial grants to assist with the implementation of these and the other main recommendations.

In particular, the founding of the South African Library Association (SALA) in 1930 began a trend towards planned development of professional education and training, the immediate tangible evidence of this being the drawing-up by a newly-formed education Committee, in 1933, of an examination syllabus based on the modal of the correspondence courses offered in Britain by the Library Association; tutoring was undertaken by qualified librarians. Examinations were held for the first time in August 1934.

In addition, the state library in Pretoria was able to make use of some of the Carnegie funds to run vacation schools of two weeks duration to give some elementary instruction to librarians from the many isolated communities scattered around the country; the first was held in 1933. Despite this development, the enquiry conducted in 1936 by the interdepartmental committee on the Libraries of the union of South Africa into the organization of libraries identified, amongst other matters, the need to improve the training of staff and considered that the provision for this was minimal.

“The Committee rightly considered that the demand for suitable training facilities was inextricably linked to the development of libraries were still underdeveloped, the establishment of formal training facilities was thought to be premature. The correspondence and vacation courses arranged by SALA fulfilled the professional needs of the time and its first professional diploma was awarded in 1937.”

The influence of SALA on professional education was considerable but most clearly evident during the years 1933 to 1938 when no other organization was involved. Even after the establishment of library schools, beginning with that of the University of Cape Town in 1939, the Final Diploma of SALA remained the criterion for judging the
adequacy of courses offered by other institutions. It was not until 1963, when SALA passed over its responsibility of providing correspondence courses to the University of South Africa, that its influence in this respect declined.

The correspondence courses consisted of three stages: Elementary, Intermediate and Final. In 1945 the syllabi were revised in order to extend the range of subjects examined and to permit some specialization in the finals papers.

Study through correspondence has often been viewed as a long and difficult task, suitable only for highly-motivated people unable to attend a full-time course. The problems associated with such study were apparent from experience elsewhere, particularly in Britain, and it was evident that students found difficulties in gaining access to adequate bibliographical and reference resources in all but the largest libraries. It was also difficult to find tutors and, although some libraries tried to run cooperative schemes to assist students, it soon became evident that it was the needs of the aspirant librarians from the smaller communities who were neglected by the correspondence scheme. The results were regarded as being disappointing: for example, by 1938 only four librarians in the Cape Province had become qualified. Immelman remarks:

“It should be pointed out on the one hand that the South African Library Association had been successful in getting the principle accepted that only qualified librarians should be appointed to professional posts. On the other hand, it was evident that if the development of libraries in the country was not to be seriously hampered by lack of trained staff, drastic measures would have to be taken to train larger numbers of library assistants.”

In the period following the Second World War, as a result of surveys and reports on public library provision, new Provincial Library Services were set up: this immediately focused attention on the lack of suitably-qualified staff to develop and maintain such services. The problem was exacerbated by expansion in university and special library
provision arising from the change from a war-time to a peace-time economy. Several qualified librarians were recruited from Britain but this did not prevent some newly-qualified South African librarians suddenly finding themselves appointed to senior position for which they lacked experience.

The establishment of library schools based at universities can thus be seen as an expedient measure, taken to address a serious shortfall in the availability of professionally-qualified and experienced personnel. The first to be established, that of the University of Pretoria in 1938, concentrated at first on the staffing needs of its own library; it is with the establishment of the school of librarianship at the University of Cape Town, in 1939, that the concept of a school serving the needs of a larger library community becomes apparent. Immelman commented in 1941:

“The status of any profession depends largely on the high standard imposed for admission to its ranks. The status of libraries in the community and of the library profession generally can be improved by the better professional and academic preparation of librarians. It is to meet this need that the university of Cape Town course in librarianship was instituted, in the conviction that it had a contribution to make towards building of a library profession in South Africa, which would be a profession in every sense of the word….”

In view of the urgent need to produce more professionally trained people, one might have expected the development of a university-based library school would be welcomed by SALA: however, SALA did not immediately welcome the initiative, because it was concerned by the prospect of possible conflicts of interest with its own training scheme and difficulties over the maintenance of standards. SALA also expressed concern last too many qualified librarians be produced. It expressed, as Malan notes, “…..film disapproval (in 1939) of all library education not subjected to its entire authority.”
An agreement was reached in 1940, after the University of Cape Town had invited SALA to conduct an investigation of the courses offered in the new school, whereby successful completion of the one-year postgraduate programme offered by the University of Cape Town was considered equivalent to passing the final examination of SALA. This arrangement was later extended to similar programmes, which were subsequently established by other universities, but the path to this recognition was sometimes difficult. The University of Pretoria alleged, for example, that it had requested recognition from SALA when it had first set up its own internal course in 1938 and had received no reply. A dispute developed and for some years SALA refused to recognize some of the courses offered by Pretoria.

By 1948 there was agreement that a fresh approach to accreditation was needed and the complementary roles of professional association as guardian of standards and the educational institution as provider of adequate programmes of professional education and training began to emerge; new standards for accreditation were agreed.

In 1948, the University of Pretoria established a Department of Librarianship thus opening the courses which had hitherto been only available to its own library staff to all. In part, this recognition of the academic status of librarianship as a field of study by two universities encouraged SALA, in 1952, to confine entry to its Final examinations to graduates only.

The continuing lack of sufficient numbers of professionally qualified librarians to satisfy the job market encouraged other universities to establish library schools; a complete table of the foundation dates of university library schools is:

**Library schools at Universities in South Africa:**

<table>
<thead>
<tr>
<th>1) University of Cape Town</th>
<th>1939</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) University of Pretoria</td>
<td>1948</td>
</tr>
<tr>
<td>3) University of South Africa</td>
<td>1955</td>
</tr>
</tbody>
</table>
4) Potchefstroom University for Christian Higher Education 1956  
5) University of Stellenbosch 1958  
6) University of Witwatersrand 1958  
7) University of the Western Cape 1960  
8) University of the Orange Free State 1964  
9) University of Fort Hare 1964  
10) Rhodes University 1906  
11) University of Durban-Westville 1967  
12) University of Zululand 1968  
13) Rand Afrikaans University 1969  
14) University of Natal (Pietermaritzburg) 1973  
15) University of Transkei 1973  
16) University of the North 1976  

**Notes:**  
(a) Library school closed from 1992  
(b) Library school closed from 1988  

With the exception of the University of South Africa (UNISA), all the universities are residential; UNISA bases it programme on distance learning, mainly using correspondence courses.  

The pattern of profession education which gradually emerged in universities was complex, with several major differences in approach. Lower and higher diplomas in library Science were on offer, as were three and four year degree courses, together with Honours, Masters and doctoral programmes and a specialized diploma in school librarianship. Some rationalization resulted in a focusing on two basic first-professional qualifications: a four year undergraduate degree (known as the Baccalaureus
Bibliothecologiae, or B.Bibl) and the one-year postgraduate Higher Diploma in Library Science (later known as the Postgraduate Diploma in Library and Information Science).

In addition to university education, programmes in library and Information science education also developed at the technical education institutions (called “technikons”) mainly during the 1980s. The development was given impetus because many of the university schools were phasing out qualifications such as the lower Diploma in Librarianship and concentrating on the higher Diploma and first degree and higher degree programmes. Five departments teaching library and information science have been established:

Library Schools in Technikons in South Africa:

1) Port Elizabeth Technikon 1984
2) Cape Technikon 1985
3) Pretoria Technikon 1985
4) Natal Technikon 1986
5) M.L. Sultan Technikon(Durban) 1987
6) Technikon RSA 1993

The administration of a system of accreditation assumed increasing importance for SALA after it had disbanded it own correspondence courses in 1963, in favour of those offered by the University of South Africa. This experience quickly revealed major difficulties associated not only with the problems of comparing courses with fundamental differences of approach but also with the independent status assumed by universities of Pretoria and
South Africa had never applied for accreditation, for example, because they asserted the right of a university to function independently of a professional body and because they perceived their approach to professional education, which emphasized academic rather than pragmatic values, to be superior. The standards which emerged in 1964 had, consequently, little impact: Kesting comments, “…..the profession and employers of librarians showed little interest in the standards.” In 1974, the education committee of SALA initiated another review of the standard and their application; the review concluded in 1979 with the issuing of a complete revision; this set of standards remains in force under the aegis of the South African Institute for Librarianship and Information Science (SAILIS) which replaced SALA in 1980.

In 1989 the Academic Planning Committee of the Committee of University Principals appointed a committee to review the pattern of education in library and information science in universities in South Africa. This formed part of a larger, ongoing, policy study which aimed to investigate ways in which the South African University system could be rationalized in order to render it as cost-effective as possible.

A particular aim of the overall policy study was to seek to indentify programmes which were widely- offered but seemed to be under-utilized and make recommendations for rationalization. Three guidelines were established for the various review committees with the aim of ensuring that it would be possible, within the country, to pursue a programme of studies in either English or Afrikaans (both than, and for the time being, designated as the “official” languages of South Africa), that the exercise should not be taken as simply that of cost-cutting and that criteria other than cost-cutting (particularly quality considerations) should be employed by the review committee.

On the basis of the evidence it collected during 1989 and discussion of an interim report it prepared and circulated to universities and SAILIS, the review committee for library and information science concluded that the university programmes in librarianship were
not then cost-effective, that unnecessary duplication of programmes at residential universities were under-utilized. The remit of the review committee did not include a study of the programmes of library and information science education offered by the technical education institutions (the “technikons” and colleges of education; thus, the conclusions of the committee cannot be regarded as a complete statement about the needs and demands for professional and para-professional education in the country.

Perhaps because of this and perhaps because of a growing uncertainty amongst universities about the review processes in general, the practical effects of the findings of the review committee for librarianship have been confined to the closure of the library school at the University of Witwatersrand and the rationalization of university programmes in librarianship in the Western Cape region, where the university of Cape Town has ceased to offer programmes at undergraduate level whilst the Universities of Stellenbosch and the Western Cape no longer offer postgraduate studies [Kawatra, P. S., 1994].

3.2.2 DEVELOPMENT OF AUSTRALIAN LIS EDUCATION:

The national association which we know today as the Australian Library and information Association (ALIA) was founded in 1937 as the Australian Institute of Librarians. Its object were to “unite persons engaged in library work, and to improve the standard of librarianship and the status of the library profession in Australia”. Thus a major purpose for founding the institute was not only to establish librarianship as a profession but also to create professional courses and training. In 1939 the first Australian Library School opened in the Public Library of New South Wales, following an American model which had by this time ceased to find favor in states, i.e. establishing library schools in large, public libraries.

The Australian Institute of Librarians soon established a Board of Examination and Certification. And so education for librarianship in Australia was developed originally on
the British model of an examination system conducted by the professional association. Once a syllabus and a system of examining had been approved, the Institute conducted its first examination in 1944. These led to the Preliminary Certificate, the Qualifying (subsequently known as Registration) Certificate, and the Diploma.

The Institute’s successor, the Library Association of Australia (LAA), was formed in 1949; its Board of Examiners was empowered to make recommendations to the association’s General Council regarding a syllabus, examinations, the awarding of Certificates, and the qualifications for Fellow and Associate. Gradually the Registration Certificate was superseded by the Certificate of Associate ship. To this day a member cannot be professional member unless he is an Associate or Fellow.

In 1976 the Library Association of Australia required that to qualify as an Associate a member must have passed the Registration Examination and must hold an approved University degree or a comparable award of an institution of tertiary education. It was possible for that degree to be a first award in librarianship.

The Registration Examination could be taken in either librarianship or in archives. Every candidate had to pass nine papers out of the sixteen laid down in the syllabus and had to take three compulsory papers: Books and Related Materials; History and Purposes of Libraries and Librarianship; and Acquisition, Organization and use of Books and Related Materials.

Thus through its national examination system, the Library Association of Australia controlled profession education for librarians and archivists absolutely for twenty years. However, during this time the examination syllabi changed many times and there was a trend toward more elective courses which would allow more diversity in the education of
librarians. In 1981 the Library Association of Australia finally phased out its examination system in recognition of the growth and development of library schools in tertiary institutions.

The Formation of Library Schools:

The first school was established at the University of New South Wales in 1961, with John Metcalfe as its Director. In 1965 both Sydney Technical College and the Royal Melbourne Institute of Technology began their initial programs of studies. By 1982 nineteen institutions were conducting courses for librarians or teacher librarians; two were universities and the remainders were colleges of advanced education. By 1985 eleven institutions of technical and further education (TAFE) were offering courses for library technicians.

While most schools have had a vocational orientation because of the college sector in which they have been placed, two notable exceptions are the University of New South Wales and Monash University. In the latter case, one readily sees the influence of the research-based model of the former Graduate Library School at the University of Chicago; Monash Library School's foundation director,

Jean Whyte, has created what Rayward refers to as "a school critically focused in all its work, like its counterpart, on scholarly investigation". Most courses are either at the bachelor's level, i.e. three or four years' duration, or are one-year diplomas following first degrees in other fields. Masters and Doctorates are also offered. In Australia, a Masters level qualification is usually a post-initial qualification and requires two years of full time study after a graduate diploma or four year undergraduate degree. Appendix A lists the current schools.

Until 1988 and the implementation of the Dawkins' "Green Paper", the fact that the majority of schools of library and information science were part of colleges of advanced education (CAE) rather than universities meant that few institutions offered post-initial
Masters and doctoral programs. This should now change with the amalgamation of CAEs and universities into "mega institutions".

**Accreditation of Courses and Eligibility for Professional Membership:**

Unlike most other countries, courses in library and information science have two paths for accreditation. On the one hand the Board of Education of the professional association (ALIA) accredits the courses; on the other hand the respective state education authorities accredit courses. The latter is most obvious in the case of courses for teacher librarians.

The Association issues in its biannual *Handbook* a formal Statement on the Recognition of Courses in Librarianship as a guide for schools.

Evaluation and synthesis, this curriculum demonstrates the shift from a professional recognition system based on external examinations to one firmly located in tertiary educational institutions.

Professional membership in ALIA is granted to those individuals deemed to have either completed a course recognized by the association or satisfied a professional panel that she/he possesses an accepted overseas award in library or information science, or has completed a non-accredited course in Library and Information Science or a course in a discipline or disciplines related to Library and Information Science. In short, ALIA Board of Education monitors entry standards both at the individuals and level.

**Distance Education for Librarianship:**

Courses for general librarians and teacher librarians in Australia are offered through traditional internal studies, where students attend classes at a college campus, and, at selected schools, through external studies programs that require students to attend classes at special short schools or, in some cases, not to attend any formal classes at all. In a large country like Australia with a scattered population outside the metropolitan areas, it would be impossible for rural teachers, for example, to attend college classes on a regular basis. Thus most external students in library and information studies work are employed (but...
not necessarily in a library) and study part-time.

They are provided with detailed study guides and are supplied with books of compiled relevant readings as well as textbooks. Video and audio tapes and computer disks are also used to deliver instruction. L.A. Clyde's recent study indicates that many external students of teacher librarianship can be expected to have access to a wide range of media equipment in the local setting.

**Education for Teacher Librarianship:**

The massive development of school libraries in the 1970s and the many education programs for teacher librarians that began during this period were a result of the Commonwealth School Libraries Program, which provided federal funds for school library development from 1969 to 1986. As a result of this program, practically all of the 10,000 schools in Australia have a library. However, not all of these libraries are staffed full time, let alone by a qualified Librarian. Hallein cites a bleak statistic of 1% of primary schools being staffed with a professionally qualified, full time teacher librarian.

Tertiary level qualifications can be either a pre service qualification usually as part of a four year Bachelor of Education or as a program "Library Method" course in a one year Graduate Diploma of program. Post service courses are designed for trained experienced teachers and are usually a one year postgraduate Diploma course. In each of the Australian States (except Tasmania) and the Australian Capital Territory, there is at least one library school offering a specialized course for teacher librarians as well as for general librarians.

Australian library schools have been pioneers in offering external courses to teacher librarians, and schools such as the School of Information Studies at the Riverina, campus
of the Charles Sturt University have been teaching hundreds of prospective teacher librarians across the country each year.

In the 1960s and 1970s, educators assumed that there was a direct transfer of skills from those developed as a classroom teacher to those of the teacher librarian. Since that view is no longer held, library schools are now introducing educational skill such as cooperative curriculum planning and resource based teaching to their students.

Along with the traditional components of staffing, budgeting and planning, teacher librarianship courses have added program, evaluation, time and stress management, political skills, communication skills, and computer-based information retrieval.

All but one of the Australian school librarianship courses include a period of working in a school library under the supervision of a trained teacher librarian. The school library practicum is considered to be very important in the training of teacher librarians, especially since the educational program for teacher librarians "recognizes that the central role of the teacher librarian is that of an educator who uses a wide range of resources to improve the teaching and learning programs of schools."

The Australian School Libraries Association (ASLA) has been established as a federation of state associations of teacher librarians. Although there is no formal link with the ALIA, there is a joint standing committee to facilitate cooperation and there is a considerable common membership.

**Education for Librarian Technician:**

The Australian Library and Information Association, which also the professional accrediting authority for courses, states that:

Library technicians are paraprofessional staff capable of operating, maintaining and controlling established library systems in libraries. They perform a variety of tasks in both technical and reader services. The first course began in Victoria in 1970 and courses are now available in all States of Australia. In general courses are taught through
technical and further education (TAFE) institutions. Formerly offering a certificate these institutions now award an Associate Diploma. Library technicians form a section within ALIA and hold a biennial national conference. Victoria also has the Australian Library Technicians Association, which has been successful in several salary/status award issues. Library technicians have been eligible for membership in the national professional association since 1979 [Kawatra, P. S., 1994].

3.2.3 LIS EDUCATION DEVELOPMENT IN SOME ASIAN COUNTRIES:

3.2.3.1 CHINA

Profession advancement depends on qualified people and qualified people are produced by a good education.

Librarianship has a long history in china, whereas the education for library and information science as a base for qualified people has only a short history. Education for library and information science in china has advanced gradually since 1913. Importance changes have taken place since 1949, and especially since 1970’s, china has had an educational system with its own special characteristics.

In retrospect, china’s education for library and information science has achieved a lot; and looking forward, we expect there to be challenges brought forth by information professions to which we should study in order to deal with them to educate people so that they are capable of handling future developments. This paper deal with china’s education for library and information science in teams of history and future with an aim to assist its growth and improvement and to facilitate international exchange of library and information science education.
3.2.3.1.1 Brief History:

Professional Development:
Librarianship and information work can be divided broadly into two main parts: libraries and information units. Librarianship has a long history. There have been many achievements in library developments since new China was founded in 1949. There were over 300,000 libraries of various types with a collection of more than 1,200,000,000 books, and with an employment of 200,000 people in 1988. There were 2479 Public libraries (same as or larger than county libraries) with a collection of 270,000,000 books and 33,600 library staff. Over 80% of the counties in China have established their own public country libraries. In order to meet the needs of people in town and countryside and those who live far away from any library, 24 of the provinces, municipalities and autonomous regions have developed automobile libraries.

The number of children’s libraries reached more than 50 in 1987. There were 1053 academic libraries (libraries of universities and colleges) with a collection of 345,000,000 books, library staff was over 39,000. Special libraries in China developed quickly and its number has already reached 4,000. Shortly after the liberation of China there were only 44 trade union libraries, whereas in 1987 the number increased to 250,000 with a collection of over 410,000,000 books.

National systematic information work began in 1956. In working out the 12 year’s plan for science and technology in May, 1956 establishing scientific and technical information institutions and developing information work were placed on as one of the crucial duties in science and technology. According to the plan, the first national information institution, Science information Research institute in China’s Academy of Sciences, was founded thereafter. Since then, systematic national information work has been advancing, provinces, municipalities and autonomous regions and larger science research units and
big enterprises all set up their own information units. Hence, the national network of information was taken shape.

**Educational Development:**

The history of China’s library and information science education could be divided into the following stages:

A. 1913-1953. There 40 years saw great changes in the history. Although the education for library and information science started in 1913, it did not have much influence. The significant event in history is Wen Hua Library School in Wuchang which was established in March 1920. The school was converted into a department of library science in Wuhan University in 1953. In 1947, a Library science section was set up in the College of Arts & Literature, Beijing University.

B. 1954-1965. In 1954, South-west Normal Collage established a department of library and museum (3 year’s course). The two library departments in Beijing University and Wuhan University were changed from 3 years’ duration courses to 4 year’s duration courses in 1956, and also started to expand the scale and to admit students by mail in a larger scale. Beijing Cultural college set up a library science research class (3 year’s course) in 1958. Jinlin Normal University also founded a department of library science (3 year’s course) in 1960. All these 3 year’s duration departments stopped around 1962.

C. 1966-1977. The Cultural Revolution which was broken out in the summer of 1966 made China’s education paralyzed. The professional education for library science had been stopped for as long as 6 years. From 1972 to 1977, Beijing University and Wuhan University resumed normal admission to students. (At that time the students were worker-peasant-soldier students.)

D. 1978. Higher educational institutions resumed normal admission to undergraduate students and postgraduate students in 1978. Library science education also entered a new era since then. There were about 10 universities
and colleges established library and information science departments (or sections inside departments) in 1983, which changed the situation that only Beijing University and Wuhan University had this kind of departments. There were over 50 educational points (departments or sections within departments) with a total staff of more than 706 in 1988.

3.2.3.1.2 National Education System in China:

China’s education system for library and information science could be seen in two interrelated aspects. One is the national educational system, the other is classification of specialties.

National System for Library & Information Science:

During a comparatively long period, graduates who were educated on campus as full time students were all received 4 year’s training. This situation could not meet the needs of libraries and information institutions. Through several year’s reform, on campus education for library and information science has not only a scale but also different levels. The levels are as follows.

Special Education in Higher Education:

There are three categories in it. The first is Ph. D. Programmes. Two Departments in Universities in China, Department of Library and Information science in Beijing University and college of library and information science in Wuhan University, have this kind of Programmes. In addition, many students are same abroad to study for Ph.D. furthermore. Masters Degree of Library and Information Sciences is a dominant part of the special education which is normally three years duration. Beijing University, Wuhan University, Nankai University, east China normal university, Najin University, Zhongshan University, China scientific and technical information research institute information center of China’s academy of
sciences are offering the master’s Programmes, just to mention a few. Lastly, there is two years research class education. It is well recognized that graduates from other fields of study such as physics, chemistry, medicine, engineering, foreign languages could do well in corresponding field of information work. The two years study covers the knowledge of Library and information Sciences. The major difference between master’s Programmes and research student class is that the students in the letter do not need to write thesis, and or course they are not offered the master’s degree [Kawatra, P. S., 1994].

3.2.3.2 IRAN

A peep into the annals of history of Iran would show that it has had rich and well organized libraries even in the distant past. Some of these libraries are famous for their rich collections especially that of manuscripts relating to religion, medicine, philosophy and arts. But Iran had no facilities for formal training and education in librarianship on modern lines till 1920's.

As a result of scientific policies, the first university of Iran was established in the capital (Tehran) in 1934. At that time, since new academic libraries faced many problems including trained manpower, therefore, the libraries continued to be organized and administrated by educated people without any formal education in librarianship.

During the second half of the 20th century, the role of libraries in educational, scientific, industrial and cultural development has been recognized. As such, concerted efforts have been made by the government to recognize libraries, library systems and library services on modern lines. Between 1939 and 1966, workshops and short courses were conducted in Tehran by Iranian librarians, having had training abroad, and a number of American librarians.

Within 1966 - 1978, Tehran University was followed by seven more universities in the establishment of regular library science departments in various parts of Iran. All of these
universities offered academic programs i.e. Post-Diploma /Associate Diploma of Library Science (ASS. DIP.); Bachelor of Library Science (B.L.S.) and Master of Library Science (M.L.S.).

After the establishment of the Islamic Republic of Iran in 1979, there has been a tremendous growth in the field of library and information science education in Iran.

Therefore, historically, the growth and development of library and information science education in Iran can be divided into four phases as follows:

1939-1965: Short courses and informal library education,
1966-1978: Formal library education,

3.2.3.3 JAPAN

Start of Library Science Education:

“The founding, in 1951, of the Japan Library School, now called the School of Library and Information Science, at Keio University, was of great significance in the development of librarianship in Japan and a remarkable example of international collaboration.” These are the words of Professor Michael K. Buckland, who edited an autobiographical narrative by Professor Robert L. Gitler (Gitler, 1999), the first director of the Japan Library School. The School opened after the end of World War II under the leadership of the Supreme Commander for the Allied Powers (SCAP) as the first formal college-level school for librarianship in Japan. The SCAP organized the reformation of the educational system in postwar Japan, and Keio University in Tokyo was selected as the optimal institute for establishing a school of library science. Under the support of the American Library Association (ALA), many American professors including Gitler visited
the Japan Library School and shared their high level of skills and knowledge on librarianship. Prior to the Japan Library School, there was a training institute for library staff in Japan although it was not part of a university. The institute, Monbu-sho Toshokanin Kyoshujo, was established in 1921 by the Ministry of Education and produced a high number of Japanese librarians before and after World War II with repeated organizational changes. In 1964, at last, the institute became the Library Junior College, and was located in Tokyo. The Japan Library School and the Library Junior College played an important role in library science education in Japan after World War II.

**Change to “Library and Information Science” and Start of Graduate Schools:**

In 1967, the Japan Library School at Keio University introduced a new graduate Masters program, “Library and Information Science” (LIS). Shortly afterwards, the School reorganized its undergraduate program and changed its name to the School of Library and Information Science. The 1968-1970 School Catalog (Keio SLIS, 1968) explains that the intention of adopting the new name was to integrate a library science approach and information science approach in its teaching and research activities. Furthermore, a Ph.D. program was established in 1975, and since then, the program has produced many Japanese LIS researchers. International Symposium on Library and Information Science Education: Trends and Visions Invited Paper 2011 Department of Library and Information Science, NTU At almost the same time, one of the laboratories in the Graduate School of Education at the University of Tokyo became another training center for young researchers of LIS (the predecessor to the laboratory was established in 1951, the year that the Japan Library School opened). This is the reason for the high number of LIS researchers receiving education at Keio University and the University of Tokyo. In 1979, the Library Junior College expanded into the University of Library and Information Science and moved to the Tsukuba area, which is a special region for science and technology slightly distant from Tokyo. Its Masters and Ph.D. programs were launched in 1984 and 2000 [Kisida, Kazuaki, 2001].
3.2.3.4 MALAYSIA

Library and Information Science Education in Malaysia was developed through the collaborative efforts of individuals, professionals and non-profit organizations and institutions (Abdoulaye, 2004). The movement for any form of library education and training in Malaysia could be traced to the formation of the Malayan Library Group in 1955. Zawiyah (1995) added that library training began in 1957 when the Specialist Teacher's Training Institute offered training to schools teachers. In the year 1955, the Malayan Library Group (MLG) was formed. The formation of MLG became the nucleus for the formation of the present Librarians Association of Malaysia or known as Persatuan Pustakawan Malaysia (PPM) (N.N Edzan and Abrizah, 2003). MLG was actively organizing classes in librarianship with the sole purpose of enhancing the quality of library services in Malaya because no formal library education programs were offered at that particular time (Abdoulaye, 2004).

3.2.3.5 INDONESIA

Indonesia Ministry of Education and Culture was started training course for library staff on October 15, 1952. The course had started for specialy who was finished librarianship training before 1945. The course name changed to Training Course for Library Officials in 1956 and in 1959 changed to Library School. The Indonesia government changed course duration from one year to two year.

3.2.3.6 KUWAIT

This was done in response to the desperate need for professional librarians and information specialists to staff the academic, public, and special libraries, as well as other information agencies in Kuwait. The program was also intended to provide opportunities for staff development and continuing education for existing library staff in
Kuwait. In accordance with the practice in many accredited schools and programs in advanced countries, and in line with the consultant's recommendations for the program, the MLIS program was placed in the College of Graduate Studies [Alimohammadi, D. and Jamali, H. R., 2001].

3.2.4 DEVELOPMENT AND HISTORY OF LIS EDUCATION IN EUROPE:

3.2.4.1 UNITED KINGDOM (BRITAIN)

The Development of library education in the United Kingdom:

The LA was founded in 1876 although it had some members from university libraries; it had largely developed out of the needs of the urban public libraries which were established under the Public Libraries Act of 1850:21 one of these needs was for the provision of training for new staff, for no such provision existed. The first generation of chief librarians had come from the older universities or from the library of the British Museum, or had no experience or training at all. As the public libraries grew in number, size and complexity, such a situation could no longer be tolerated. In 1904, the LA decided to offer an examination for a Certificate in Librarianship, and in the following year three candidates (of whom two were successful) came forward.

This Certificate, however, had no status outside the Association itself, and held few attractions to potential candidates. Many chief librarians continued to appoint staff who had learned by experience, virtually ignoring The LA'S examinations. This issue was addressed by the Council of the Association in the early years of The twentieth century, and led to the establishment of the professional register of "chartered" librarians in 1909. Chartered librarians, known as Associates of the Library Association (ALA), could obtain that status only by passing the LA sown examinations and meeting certain other requirements of experience and employment. For more senior members of The profession the higher title of Fellow of The Library Association (FLA) was introduced at the same fine "These new titles gave added status to The Association itself, and to its examinations. It was claiming to be a fully fledged professional body, regulating entry to
the profession and the conduct and standards of its members. Although it has never achieved formal or legal recognition of this claim, the LA, for much at the twentieth century, has exercised some control in the public library sector.

Having established a structure of professional qualifications, the Association was faced with the problem of how to enable potential chartered librarians to prepare for their examinations. Candidates were normally junior employees of libraries. They had usually left school at an early age (14 was typical), and were now studying on a part-time basis with their employers' help. To support them, evening classes, summer schools, and instruction by mail were introduced, and some suitable textbooks were written. The teachers were also part time, usually senior librarians instructing their own staff or a group of candidates from a number of libraries. The curriculum was revised when the Charier was introduced, but the whole process still largely consisted of learning by role. Nevertheless, by 1914 there was a basic but effective system of professional library education in place. It was, however, wholly outside established educational institutions and unable to offer any qualification recognized outside the library profession itself.

Even before 1914, it was recognized that this was an unsustainable situation. Before the end of World War One, the LA had already decided in principle to find means of improving the position. It was eventually decided to press for the establishment of a library school in which full-time university-level education would be available, following the pattern already well established in the United States (and indeed in British India at the University of the Punjab, Lahore (now Pakistan)). The outcome was the establishment, with the support of the Carnegie United Kingdom Trust, of the first library school in the United Kingdom, at University College London (UCL), opened in 1919.

The UCL School initially offered a diploma which was obtained by taking the LA examinations. It was a success, but found no imitators. Most young librarians continued to take the LA examinations without attending the school. The national demand for preparation for the examinations could only be met by continuing the older practice of
holding evening courses, with occasional weekend and summer schools. Gradually, a rift developed between The UCL School and the LA which had been its principal founder. Public librarians looked with suspicion on the UCL diplomats, and continued to prefer those who followed the more traditional pattern of apprenticeship, LA examinations and The ALA The UCL school became primarily a supplier of staff to university libraries.

The problem still remained, however, of how candidates were to prepare for the examinations by the end of World War Two, Thus had become actual, and a number of local colleges were encouraged by the LA to establish courses in librarianship which taught both full and part-time students for the Association's examinations and led to the ALA. The first group of the new library schools (at Glasgow, Leeds Liverpool, and Loughborough.

Manchester and at the City of London College) opened in the autumn of 1946 AIJ offered full time education to prepare students for the LA examinations. The course was for two years. The great majority of entrants to the profession were slid non-graduates, the small graduate entry being the diplomats from UCL which became more and more isolated from the general pattern of library education, as well as a significant number of graduates who went directly into both academic and special libraries without any formal professional training, new library schools were doing no more Than training candidates for an examination over which they had no control: indeed, it was not until the mid-1960s That the schools were allowed to examine the courses themselves By that Time, however, many of them had sought and obtained Their independence from the LA through another route.

In 1964, the government established the Council for National Academic Awards (CNAA) to validate degree-level courses at colleges which were not universities it was through the CNAA that the first Bachelor's degrees in librarianship were introduced in Britain in 1970 (at Newcastle Polytechnic) All the CNAA courses were of three years duration and all were in polytechnics. These institutions, most of which had grown out of local col-
leges, were established in the late 1960s to provide a more distinctively vocational education than that in the universities. By the mid-1970s, BA and B.Sc degrees in librarianship were established at seven polytechnics and one College of Higher Education in England, and at one so-called Scottish Central Institution in Scotland, all with CNAA validation.

The polytechnics and their CNAA degrees were not, however, the only innovations in the 1960s and 1970s. A second university school was founded at Sheffield in the late 1960s, rapidly followed by others at Strathclyde, City, Loughborough and Queen's University Belfast. These university institutions were independent both of the LA and of the CNAA, and II was they, together with the school at Aberystwyth (which offered University of Wales degrees) which finally broke the power of the LA over British library education. Librarianship was established as an academic discipline in its own right. The LA, through its Board of Accreditation, recognized the courses in the new library schools, and exempted their graduates from its examinations. Eventually, the two-year route to the ALA was abolished in the mid-1930s, leaving education for librarianship in the hands of the library schools themselves.

This complex history left the United Kingdom with a unique system of library education, whose effects are still apparent. There are both undergraduate and postgraduate courses accredited by the Library Association. Most schools offer both, but the undergraduate degrees vary considerably between schools, and the postgraduate courses include many specialized Master's degrees as well as postgraduate diplomas. To understand this a little further, we need to set it against the background of current educational developments [Kawatra, P.S., 1994].

3.2.4.2 NETHERLAND
In the Netherlands there are two Types of higher education: university education and polytechnic education. The first type are graduate courses which lead to a master degree, the second type are undergraduate courses leading to a bachelor degree. Admission to university education is possible with a high school diploma of VWO/Gymnasium and to be admitted to a polytechnic Is VWQ Gymnasium Form, HAVO or a MBO diploma necessary Admission to a university programme is also possible with a high school diploma from a polytechnic with the requirement there is a relationship between the subject and the graduate study one wants to follow.

The proportion between VWO and HAVO students at a Polytechnic differs very much of the curriculum polytechnics offer. The last couple of years the percentage of VWO students attending Polytechnics is decreasing. E.g. the proportion between VWO and HAVO students in the Library and information science departments of Polytechnics changed from 1:1 to 1:2.

Finally there is more and more integration in curricula of Universities and Polytechnics Some Universities offer special Two year programmes for undergraduates of Polytechnics to complete a graduate study at a master degree level.

**Library Education:**

The library organizations in The Netherlands founded in 1964 the first library school in Amsterdam, the Frederik Muller Academic The school offered full-time library courses. The school was set up as an independent foundation and not as a faculty or department of a University or Polytechnic. The Ministry of Education gave its approval to the school and subsequently subsidized it for 100% the school kept its independent status for almost 25 years.

Before 1964 librarians to be followed a two year part-time library course while working in a library. The curriculum was divided in two parts. The first phase was a two year full-time course leading to the assistant librarian diploma. The second phase was a one year
specialization in particular library field documentation, public libraries, music libraries, school libraries or children's library work.

The start of the school was a great success. There was definitely not a lack of interest among students to go into Librarianship. The intention of the founders was that students with the assistant librarian diploma should work first in a library or documentation centre before they could follow the second phase of the curriculum. This idea was quickly dropped because the majority of the students preferred to continue their studies.

The capacity of the school was too small to accept all high school graduates and experienced librarians who applied for the courses the school had to turn down quite a lot of students. They were put on waiting lists. In the sixties and seventies there was a great demand for librarians. The supply of librarians could not meet the demand. Economic growth, especially in the sixties and a new public library law in the early seventies was important factors for a healthy job market for librarians. Graduates hardly had to apply for jobs and often could choose between couples of library positions. Sometimes young graduates started at a (senior) management level.

To end the waiting list and to meet the demand for librarians the Library organizations founded in a period of 5 to 10 years another live library schools in the Netherlands (see appendix al page 113 for the addresses of the library schools). All five schools were approved by the Ministry of Education and subsequently fully subsidized. Now, almost twenty years later, one can question the strategic policy of the library organizations to start up live new library schools in such a short period of time. However, the need to increase professionalism of librarians in the short-term prevailed over long learn policy based on prognoses of the market for librarians in the next decade(s).

At the end of the seventies the situation was as follows:
Library schools with a Central Board of Administrators (members were representatives of the main sections of the library and information world.

A post graduate course (part-time) at the University of Amsterdam for academic librarians;

A variety of pan-time courses at a, library technician level, undergraduate and (post-graduate level by the Foundation for Library and Information Science Education in The Hague [Kawatra, P S., 1994].

3.2.4.3 IRELAND

Ireland is a small island of some 85,000 square kilometers which accommodates two political entities on the extreme western edge of Europe. In the North East lie the six counties of Northern Ireland, which is part of the United Kingdom of Great Britain and Northern Ireland. The remainder of the island is the territory of the republic of Ireland, which gained its independence from Britain in 1921 and become a sovereign republic in 1948. Although both parts of Ireland have their own arrangements for professional education and training, [he small size of the island and everyday matters of professional concern, mean that there is a considerable degree of overlap in the work of library and information professionals. It makes sense. Therefore, to consider the respective arrangements for education and Training in a comparative manner In this paper the term 'Ireland' is used to refer to the island as a whole, with Northern Ireland (also known as the North) and The Irish Republic (the South) being specified as such where necessary.

Education or Training:

Until comparatively recently it was customary to draw a clear distinction between education (The transmission of theory and general principles] and training (the transfer of skills). Recent writers have deemed the distinction unhelpful, arguing that in a profession such as librarianship, any learning activity undertaken might help the individual to perform their job more effectively. (1) Indeed, it has been suggested that as librarianship is not a 'pure' discipline it has no universally accepted boundaries between the cognitive
(or academic) and the skills (practical) domains. (2) Rather than become involved in and disputes over terminology, it seems infinitely more profitable lo emphasize the continuing need in all kinds of libraries for education and training. This need is just as pressing in Ireland as it is anywhere else.

Education for librarianship and Information work in Ireland:

Education for librarianship in Ireland dates back to the 1920s, with correspondence courses for the British Library Association examinations available in Northern Ireland from 1926 and a fulltime course provided at the School of Library Training, University College Dublin since 1928. In 1953, the Library Association of Ireland introduced its own correspondence courses and then in 1958, part-time classes to prepare students for the British Library Association examinations were introduced by the Belfast Education Authority, As elsewhere in the British Isles, however, fulltime education for librarianship was really a product of the 1960s In 1964, the School of Library Studies was established at the Queen's University of Belfast. In Dublin the library school which was established in 1923 and linked to the library University College, Dublin, continued to provide a Diploma in Library Training until 1976, when the Department of Library and Information Studies was established as a separate department within the Faculty of Arts. In the period from the 1960s to the present, there has been a fair amount of change in the role and mission of the two centers for library and information education in Ireland, both North and South. More recent developments are considered later in this paper.

The role of professional associations in education and training:

The two library associations in Ireland, the Library Association of Ireland and the Northern Ireland Branch of the Library Association (U.K), have long been involved in education, although the nature of this involvement has undergone considerable change in the last decade. In Northern Ireland, Librarianship courses at the Queen's University of Belfast have always been accredited by the Library Association in London. The Northern Ireland Branch of the Library Association is represented on the Library Association
Council, London and on Ms various committees, including The Education Committee which, through the Board of Assessors, maintains close links with the educational institutions. This has meant that graduates of librarianship courses at both undergraduate and postgraduate level at the Queen's University of Belfast have been eligible to apply for admission to the professional register of the British Library Association and, if elected, use the post nominal ALA (Associate of the Library Association).

The Library Association of Ireland is a volunteer body relying on the efforts of part-time staff. Since ceased to conduct 115 own examinations in 1971, the Association has operated a Fellowship scheme, available to members in good standing who hold a recognized professional qualification in librarianship and successfully present a thesis on an agreed topic. Since 1989, the Association has introduced an Associate scheme, both to reflect the changing background and mix of qualifications of new entrants to the profession and to enhance the monitoring of professional standards. The Associate scheme is open to personal members of good standing with a recognized qualification in librarianship and who can satisfy certain criteria relating to professional experience. As with the Fellowship (FLAI) successfull candidates can use the post-nominal ALA. The Library Association of Ireland has not been involved with the accreditation of courses at Queen's University. All though it has had a continuing relationship with the Department of Library and Information Studies at University College, Dublin, with for example, one member of staff of the library school being invited to serve on the Association's Education Committee. The Dublin school has sought accreditation for its courses from both the Library Association (U.K.) and the Institute of Information Scientists (U.K) and, more recently from the Library Association of Ireland. However, the entire picture as regards professional qualifications changed in 1991, with the 'European Community directive on the mutual recognition of professional qualifications' (EEC/89/4S) For every profession to which the directive applies, in any member state, relevant organizations are named as 'competent authorities' or 'designated authorities' to receive and assess applications from holders of qualifications in their fields from other member states. The directive has not been fully implemented by all member states but in the United Kingdom.
and Ireland, the competent authorities will be the respective library associations. This will add considerably to the workload and responsibilities of these associations and marks an important stage in the development of a European market for library and information professionals.

Finally there is the Institute of Information Scientists. Although its Journal would be read by information professionals in both parts of Ireland, it is scarcely a mass membership organization, with 54 members in The Republic of Ireland and in Northern Ireland. Such education and training events as would be organized by the institute would tend to be initiatives of its southern arm, The Institute of Information Scientists (Ireland Branch). Northern Ireland members would in the main be catered for by events on the mainland of Great Britain. There is little information available on the extent to which Irish members take advantage of training opportunities outside the state. However, as with their counterparts in both libraries and information units in Northern Ireland, a shortage of funding, coupled with the prohibitive costs of travel to Britain render this very much a minority activity.

The influence of these professional associations, therefore, is rather more marathon constitutional. Representatives of the associations serve on the same committees as academics from the universities, and attend the same conferences and seminars. Both the library associations in Ireland have their own Education Committees, which scrutinize educational developments and undertake the more formal aspects of course recognition and/or accreditation. There is no guarantee that this will continue to be the position, however, and some would like to see a more active and influential role for the professional bodies. This could perhaps entail the specification of minimal amounts of professional experience related to demonstrable proficiencies linked to particular stages of educational attainment in an effort to control admission to and advancement within the library profession [Kawatra, P S., 1994].
3.2.4.4 SPAIN

Historical precedents of Librarianship and documentation studies:

Librarianship and documentation studies in Spain are relatively new, except in the city of Barcelona, and are undergoing a period of spectacular growth, in both regulated and non regulated education. The major problem facing documentation studies in Spain is, precisely, its excessive dispersion. This dispersion makes the regulation of these studies a matter of some urgency which, as we will see, has been attempted by the Spanish Ministry of Education.

This sensitization within the Spanish Slate to the need to provide some kind of specific training for personnel responsible for the conservation and organization of archives and libraries can be dated to 1835, shortly after The Law of Disentailment. With the proclamation of this law, the cultural property of religious orders came into the hands of The Slate. Much of This property consisted of important and valuable libraries and archives, so that the new -Proprietors" of the documental funds found themselves obliged to appoint specialized experts to care for, conserve and organize them. In 1836, the Royal Public Library was converted in to The National Library, and the Slate was once again faced with the problem of training experts able to take care of it.

These were the main reasons behind the founding, in 1856 (Royal Decree 8HQ/1356), of the "Diplomatic School", on the basis of a proposal formulated four years previously by the History Academy. The School's Study Plan included, among other subjects, paleography, Latin, Classification, Spanish History and Archaeology

The Title granted was that of Paleographer and allowed professional practice in public archives and libraries which conserved manuscripts. Shortly afterwards, these graduates were called paleographer-librarians, and finally, archivist librarians.

In 1853, the "Facultative Body of Archivist-librarians' was created, with the aim of defending the interests of this new group of professionals. In 1867, the School's powers
and responsibilities were extended with the training of antiquarians, later called archaeologists. The professional association also integrated them into their body, now becoming the "Facultative Body of Archivists, Librarians and Archaeologists”

The Diploma School studies lasted three years, but Philosophy and Letters graduates could take them all together in one year. The existence of a clash between the School and the Faculty of Philosophy and Letters ended, in 1900, with the disappearance of the School and the Transfer of subjects taught there to the Faculty's History Department. The motives for this disappearance would seem to stem from professional rivalry between the two teaching institutions, as well as the problem of finding subsequent employment for the School's students.

As a result, in 1900 academic training for librarians disappeared and was confined to a book to prepare for public examinations (which were called never endingly) and a body of civil servants. The professional profile was from then on, that of graduates in philosophy and letters who would have received supplementary training in the subject. The "Body" via small academies created for this purpose, from then on covered the specific education necessary to add to the title of graduate. This situation was to change, for Spain as a whole, in 1952. With the initiation of "Courses for the Technical Training of Archivists, Librarians and Archaeologists" which, in 1964, were to become the "School of Documentalist".

In any case, the situation in the community of Catalonia was different. In fact, in 1915, Catalonia's Mancotnunitat created the "High School of Librarians", which was the first of its type in Spain and the second to appear in Europe, after the Leipzig School (Germany), founded in 1914. In 1990, the School celebrated its first 75 years of existence, and its history can be divided into different periods, each one of which is very closely linked to the social and political development of the country. In any case, (his School laid down the guidelines for all those which were later created, and has retained some unchanging
features throughout the years, such as the three-year course, the existence of an entrance examination and final examinations or graduate dissertations.

It is not until 1973, thanks to Royal Decree 3104/78 of 1st December, that Librarian and Documentation studies were introduced at University level it was this factor which allowed the creation, starting in the eighties, of new centers scattered around Spanish territory.

The current position of documentation studies:

Documentation studies which are included within the sphere of university education can be divided into three main groups:

A. The University School of Librarianship and Documentation (1st level):

All the University Schools of Librarianship and Documentation in Spain (with the exception of the Barcelona School) were created after the proclamation of Royal Decree 3104/73 These schools teach the first cycle, duration of studies being three years, and grant the official title of "Diploma-holder". At present in Spain there are various Schools of Librarianship, each one of which belongs to a different University: University of Barcelona (1915), University of Granada (1983-84), University of Salamanca (1987-88), University of Murcia (1988-B9), University of Zaragoza (1989-90), Carlos IIF University of Madrid (1990-91), and University Complutense of Madrid (1990-91).

B. University Faculties (2nd level):

Some University Faculties consider in their Study Plans specific subjects from the sphere of Librarianship and Documentation, such as "Applied Documentation", "Librarianship", "Bibliography", or Archivist". These subjects may be optional or main, obligatory courses, put are generally taught as instrumental subjects adapted to each particular sphere. In theory at least, each University may have an area of Knowledge called "Librarianship and
Documentation", to be responsible for the teaching in different faculties. Some of the faculties in which there are subjects related to this field are.

**C. Post Graduate Courses (3rd level):**

In some Universities, specific third-cycle and Masters Courses are given in applied documentation. We can, for example, cite the "Medical Documentation" Masters Courses promoted by the Faculties of Medicine of the University of Valencia and the Autonomous University of Barcelona. There is also third-cycle courses aimed at those with higher qualifications in the Faculties of Information Science at Madrid's Complutense University and Barcelona's Autonomous University, or in the Law Faculty, and the Translation Faculty of (his same University and the Faculty of Chemistry at Madrid's Autonomous University [Kawatra, P.S., 1994].

**3.2.4.5 GERMANY**

In Germany there exists a developed system of education and training in the field of Archival Studies, Library and Information Science. This is no rigid organizational framework, but a variety of programmes, contents, prolongations, responsibilities. The reasons are as follows: On the one hand one will find out, that archive, librarianship and documentation have a rather old tradition and without doubts belong to the developed ones in today's world. There one can find as well integrated programmes in Archival Studies, Library and Information Science, but separate programmes predominates in the majority of schools. Another reason for the wide range of activities in education and training in our fields but in other fields as well, is the political federal system in Germany. The responsibilities in this federal stale are set in a way, so Thai nearly all competencies in culture, education and training belong to the federal stales whereas the central government can mainly influence by recommendations and by offering financial assistance sponsoring projects being in their interest.
A third reason for the variety of education and training programmes is that archives, libraries and information centers exist in nearly all areas of society: in public administration, in cultural institutions, in sciences, arch and development, in industry, army, police, and mass media. The particular conditions and tasks of these different areas are reflected in the contents, as well in the organizational framework of education and training. And not to forget the responsibility of The German professional organizations for training and continuing education whilst the federal government mainly takes care of education, the professional organizations look for the training and continuing education programmes and acknowledge the professional degrees and certificates.

In our field there are about 70 institutions which offer different professional educational programme in archival studies, library or information science. The number of institutions which offer training courses and continuing education is not included. Their number is at least twice as much.

**Educational programmes can be divided into three levels:**

- Vocational training (degrees/certificates as library assistant, archival assistant, documentation assistant)
- Undergraduate college education (diplomas as archivist, librarian, documentalist)
- Academic (university) programmes (university diplomas, MA of LIS)

A rather big number of postgraduate programmes and continuing education is offered by universities, colleges, central institutions, archives libraries and information centers,

**Undergraduate college education:**

The undergraduate college education (Fachhochschulausbildung) is a special kind of college programme and takes as a rule three to four years full time studies at a specialized
college (Fachhochschule) it is much more comparable to the BA programmes in the USA or UK.

In Germany undergraduate college programmes are offered as well as for archival studies, for librarianship, as for Information and Documentation and also possibilities of further specialization within these fields.

About 30% of the professional degrees earned in archival programmes, librarianship and information field belong to this kind of professional education. The "university maturity" (as a rule the Abitur) which student acquire after 12, respectively 13 years of high school is prerequisite for the admission to undergraduate college education.

Programmes In librarianship:

College graduated librarians become appointed to sophisticates activities in libraries of all types: public libraries, special libraries, academic libraries, information institutions in science, technology and industry. They can hold positions, including management positions, for which no specific knowledge of one or other disciplines or fields is necessary.

Typical professional duties of college graduated librarians are subject cataloguing, bibliographic information, literature acquisition (esp. grey literature), lower level indexing, abstracting and classification, information services..., in public libraries esp. public relations, managing of user services, to hold positions as department manager esp. manager of branch libraries.

Theoretical topics of the studies are lock building, book supply, analysis of book stocks, bibliography, law, administration and office management, applied informatics and communication technologies, media, sociology, foreign languages and others.

The practical part (the practical courses) varies from college to college1 complex theoretical and practical programmes including a number of short-time practicum or
separate phases of theory and up to 1/2 years of duration practical courses in public, special or other libraries. The librarianship education has two main directions a) separate programmes for public and academic libraries from the very beginning and b) integrated programmes with the possibility to specialize during the study in public or academic librarianship. Some colleges offer additional specialization, e.g. for school libraries, music libraries,

**Postgraduate and continuing education:**

Universities, colleges, libraries, archives, information institutions, central methodical institutions, the professional organizations and commercial education companies offer a variety of postgraduate and continuing education and training.

**Postgraduate education:**

The most common way to prepare academic graduates for occupations in libraries and archives are postgraduate programmes esp. the so called “Referendariat”. This means that after the graduation from a university a complex theoretical and practical education in archival studies or librarianship, with the aim to reach a professional position follows. After graduation the participants (postgraduate students) are offered positions as civil servants on libraries and archives.

The postgraduate education is organized part-time. It takes 2 years and ends with a state-controlled examination. A unique programme exists at Humboldt-Universität Berlin: postgraduate studies of library science as distance learning with two years duration. A university degree is prerequisite for the participation. The successful graduation entitles to bear the professional degree “Fachbibliothekar” (special librarian). In the field of information science one has the choice between various postgraduate programmes of full-time or part-time studies of 1 to 2 years duration. After having passed their exams, the participants are entitled to bear the professional degrees "Fachinformator" (information specialist) at Humboldt-University or "Wissenschaftlicher Dokumentar" (academic documentlist) at Universitäts Potsdam. As mentioned above universities, colleges.
Central institutions e.g. the German Library Institute, the professional organizations a.s.o. offers a wide spectrum of continuing and further education. The actual emphasis of continuing education programmes lies on the application of modern communication and information technologies, of microcomputers, databank technology, online-retrieval, networking and furthermore normalization/standardization, catalogue and net working, conservation and preservation, international cooperation of libraries. Numerous conferences, workshops, seminars, round tables are used by archivists, librarians, documentlist for continuing professional education.

Labour offices (exchanges) offer retraining programmes to unemployed archivists, librarians and documentlist These activities are aimed at the application of modern information technologies, but at information economics, desk-top-publishing (DTP), online-retrieval, too with a duration of 3 to 14 months.

**Doctoral studies:**

Interested scholars in archival, library and information sciences have the chance to pursue doctoral studies (Ph. D) at a few German universities The Humboldt-University Berlin, where a few hundred scholars have received their doctoral degree since 1955 has the most comprehensive programme.

**European aspects of education and training:**

The reunification process of the two German states 1990 [West Germany and East Germany] has produced a number of new experiences in the archival field, librarianship and scientific information, too, which concern the equivalencies, reorganization and adaptation of education and continuing education programmes. These experiences made in solving the problems of equivalences and reciprocity in our professions in the reunited Germany will help find solutions and suggestions in dealing with probably similar issues in the coming decade in the European community. The reality of the open labour market
for archival, library and information professionals in the EC can be seen in a part as analogous to the current German situation, although the language aspect will complicate the issue...

But until today one has to state, that Germany's and other central European countries education systems considerably differ from those of the Anglo-American area. The harmonization and unification is a precondition for equal chances of professionals in the European labor market. EUCLID, the recently founded European Association of Schools for Library and Information Science, has chosen this as one of their major goals. Another issue to be discussed is the special privileges of civil servants in Germany and some other European countries. It means, that e.g. in Germany non-German citizens have nearly no access to the many, especially well played, professional positions. These limitations and restrictions must be removed. It remains to be mentioned another special problem - the language barrier. The free information flow is promoted not at least by archivists, librarians and information specialists therefore foreign language training within the educational programmes in our fields will play a rather important role [Kawatra, P. S., 1994].

References:


5. Association for Library and Information Science Education (ALISE). Vezi:

6. BUCKLAND, M. The Academic Heritage of Library and Information Science: Resources and Opportunities. Vezi: 
   
   (www.sims.berkeley.edu/buckland/alise00.html) accessed on 15th October, 2011