



If you have discovered material in AURA which is unlawful e.g. breaches copyright, (either yours or that of a third party) or any other law, including but not limited to those relating to patent, trademark, confidentiality, data protection, obscenity, defamation, libel, then please read our [Takedown Policy](#) and [contact the service](#) immediately

**INVESTIGATING THE SUPPLY AND DEMAND RELATIONSHIP IN A
PROFESSION: THE ENGLISH AND WELSH SCHOOLS OF
LIBRARIANSHIP AND INFORMATION STUDIES AND THE HIGHER
EDUCATION LIBRARY AND INFORMATION SERVICES
EMPLOYMENT SECTOR IN ENGLAND AND WALES.**

MICHAEL JOHN FREEMAN, MEd, FLA, MIInfSc, Chartered Librarian.

Doctor of Philosophy.

THE UNIVERSITY OF ASTON IN BIRMINGHAM.

January 1994.

This copy of the thesis has been supplied on condition that anyone who consults it is understood to recognise that its copyright rests with its author, and that no quotation derived from the thesis and no information derived from it may be published without proper acknowledgement.

THE UNIVERSITY OF ASTON IN BIRMINGHAM

**'INVESTIGATING THE SUPPLY AND DEMAND RELATIONSHIP IN A PROFESSION:
THE ENGLISH AND WELSH SCHOOLS OF LIBRARIANSHIP AND INFORMATION
STUDIES AND THE HIGHER EDUCATION LIBRARY AND INFORMATION
SERVICES EMPLOYMENT SECTOR IN ENGLAND AND WALES'**

Michael John Freeman.

Doctor of Philosophy. 1994.

Concern has been expressed in the professional literature - borne out by professional experience and observation - that the supply and demand relationship existing between the 13 English and Welsh Library and Information Studies (LIS) Schools (as providers of 'First Professional' staff) and the Higher Education Library and Information Services (HE LIS) sector of England and Wales (as one group of employers of such staff) is unsatisfactory and needs attention. An appropriate methodology to investigate this problem was devised. A basic content analysis of Schools' curricular and recruitment material intended for public consumption was undertaken to establish an overview of the LIS initial professional education system in England and Wales, and to identify and analyse any covert messages imparted to readers. This was followed by a mix of Main Questionnaires and Semi-Structured Interviews with appropriate populations.

The investigation revealed some serious areas of dissatisfaction by the HE LIS Chiefs with the role and function of the Schools. Considerable divergence of views emerged on the state of the working relationships between the two sectors and on the Schools' successes in meeting the needs of the HE LIS sector and on CPD provision. There were, however, areas of substantial and consistent agreement between the two sectors. The main implications of the findings were that those areas encompassing divergence of views were worrying and needed addressing by both sides. Possible ways forward included recommendations on improving the image of the profession purveyed by the Schools; the forming of closer and more effective inter-sectoral relationships; recognising fully the importance of 'practicum' and increasing and sustaining the network of 'practicum' providers.

KEYWORDS: LIBRARIANSHIP. PROFESSIONAL EDUCATION. UNIVERSITY LIBRARIES. COLLEGE OF HE LIBRARIES. POLYTECHNIC LIBRARIES.

ACKNOWLEDGEMENTS.

Firstly, the author's great debt of gratitude must be expressed to his supervisor Dr. Gloria L. Lee - "Primus inter pares" - whose unflagging interest, drive and cheerful harrying provided the motivation and support to enable him to struggle through dismal periods of despair, confusion and unremitting tedium to completion.

Secondly, my grateful thanks must go to my wife Jayne and daughter Zoe, without whose forbearance and encouragement this opusculc would never have been finished.

Finally, my great appreciation of Aston University's superbly professional (in the widest sense of the word) Library and Information Services must be recorded, coupled with much gratitude for the valued advice, support and reassurance given by Sheila Corrall, Jim Hadlow and Nick Smith. Also, profuse thanks are extended to Miss P.J.Owen; the invaluable Pam Lewis and "the Treasures of the Eleventh Floor"; to Carole Fisher; to the BLR&DD for their advice and support; and last but not least, the Chief Librarians of the Higher Education Institutions of England and Wales and the Heads of the 13 English and Welsh LIS Schools who gave so generously of their time and thoughts during the course of this research study. Thank you one and all.

Mike Freeman

Jan. 1994.

LIST OF CONTENTS.

	Page.
Title Page.....	1
Summary.....	2
Acknowledgements.....	3
List of Tables, Figures and Maps.....	7
Glossary	10
Chapter 1: Introduction to the Research Problem.....	13
Chapter 2: The profession of librarianship in the UK and its system of initial professional education.....	19
2.1: Outline history of librarianship.....	19
2.2: Brief overview of the history of LIS education in England and Wales.....	20
2.3: Nature, work and some concerns of the LIS profession today ...	24
2.4: Professional bodies of the LIS profession.	31
2.5: Structure of the educational system for the LIS profession and some of its current concerns	36
2.6: Some trends for the future	45
Chapter 3: The Higher Education arena and the Higher Education Library and Information Services sector in England and Wales.....	52
3.1: The developing role of HE libraries.	53
3.2: Issues of cooperation.	55
3.3: Resource constraints upon the HE LIS sector.	57
3.4: LIS growth in the Polytechnic sub-sector	60
3.5: Staffing issues in HE LIS Units.	62
3.6: Future concerns.	64
Chapter 4: The issues to be identified and the research methodology to be employed..	67
Section 1: The issues to be identified	67
4.1.1: Summary	63
Section 2: Methodology.....	83
4.2.1: Factors in using a Postal Questionnaire	84
4.2.2: The approach to the design and ordering of materials	86
4.2.3: The Semi-Structured Interview	87
4.2.3.1: The interviews in practice	88
4.2.3.2: Factors affecting the choice of SSI interviewees.....	90
4.2.3.3: Interviewing the 'FPs' and PreLIS Graduate Trainees.....	94
4.2.4: Content analysis of curricular materials	95
Chapter 5: The presentation of findings and analysis of results.....	96
5.1: Content analysis of curricular materials: findings and analysis.	96

	Page.
5.1.1: Teaching and learning methods.....	97
5.1.2: 'Practicum'	97
5.1.3: Assessment methods	98
5.1.4: Entry requirements	98
5.1.5: Course structures.....	99
5.1.6: Imagery and textual analysis	100
5.2: Results and analysis of Questionnaire and Interview data...	102
Chapter 6: Discussion and Conclusions.....	151
6.1: The system of LIS initial professional education in England and Wales today	151
6.1.1: Entry requirements.....	151
6.1.2: Outputs and oversupply	153
6.1.3: Course structures	156
6.1.4: Components of an ideal curriculum for intending HE LIS librarians.....	158
6.1.5: Teaching, learning and assessment methods in the Scho	159
6.1.6: 'Practicum' issues	160
6.1.7: The 'image' of LIS work as portrayed by the Schools.....	162
6.2: Issues surrounding recruitment into HE LIS 'FP' posts. ..	163
6.2.1: Schools matching the recruitment needs of the HE LIS sector.....	163
6.2.2: Recruitment of 'First Professionals' by the HE LIS sector: the PG versus UG dimension.....	167
6.2.3: Chiefs' preferences for a particular LIS School's product.....	169
6.2.4: The 'generalist' versus 'specialist' issue	170
6.2.5: Ranking the desirability of employment in the HE LIS sector	172
6.2.6: Mechanisms used by the LIS Schools to create awareness of the HE LIS job sector..	174
6.3: The LIS School/HE LIS interface.	175
6.3.1: The working relationships between the two sectors.....	175
6.3.2: Using HE LIS practitioners in the work of the LIS Schools.....	177
6.3.3: Responsiveness of the Schools to HE LIS needs	178
6.3.4: Views on the major changes impacting upon HE LIS...	179
6.4: Other related concerns.....	180
6.4.1: Continuing Professional Development issues.....	180
6.4.2: Opinions on the 'Information UK 2000' Report.....	181
6.4.3: The geographical distribution of the LIS Schools.....	182

	Page.
6.4.4: Defining a LIS School and its role	185
6.5: Brief summary of findings.... ..	186
6.6: Further comments on the findings.....	188
6.7: Concluding thoughts	190
Bibliography and References.	192
Appendix One: Content Analysis matrix.	215
Appendix Two: Main Questionnaire: Chiefs.....	216
Appendix Three: Semi-Structured Interview instrument: Heads.....	230
Appendix Four: Semi-Structured Interview instrument: Chiefs.....	243
Appendix Five: Semi-Structured Interview instrument: PreLIS.....	254
Appendix Six: Semi-Structured Interview instrument: FPs.....	261
Appendix Seven: List of Institutions and Personnel consulted.....	268
Appendix Eight: List of Institutions visited.....	270
Appendix Nine: Tables of data.....	272

LIST OF TABLES, FIGURES AND MAPS.

	Page.
Figure 1: 'First Events' model of the professionalization process as applied to Librarianship in the UK.....	23
Map 1: Location of LIS Schools in the UK.....	91
Map 2: North East England cluster of HE Institutions.....	92
Figure 2: Summary table of data sources.....	84
Table 1: Chiefs' preferences on the recruitment of 'First Professionals'.....	103
Table 2: Chiefs' preferences for particular LIS Schools' products.....	103
Table 3: Perceptions of LIS Schools' responsiveness to HE LIS needs.....	106
Table 4: Do the LIS Schools match recruitment needs of the HE LIS sector?.....	106
Table 5: Perceptions of the working relationships between the LIS Schools and the HE LIS sector in England and Wales.....	109
Table 6: Chiefs' preferences on a 'General' versus 'Specialist' curriculum for FPs.....	111
Table 7a: Perceptions of the importance of a basic Foreign Language ability.....	114
Table 7b: Perceptions of the importance of IT knowledge and skills.....	114
Table 7c: Perceptions of the importance of Writing and Editing skills.....	116
Table 7d: Perceptions of the importance of Research skills.....	116
Table 7e: Perceptions of the importance of basic Educational Theory.....	118
Table 7f: Perceptions of the importance of basic Teaching Skills.....	118
Table 7g: Perceptions of the importance of Interpersonal Communications skills.....	121
Table 7h: Perceptions of the importance of basic Management Theory.....	121
Table 7i: Perceptions of the importance of some Financial Management skills.....	123
Table 7j: Perceptions of the importance of Marketing and PR skills.....	123
Table 8: Perceptions of the importance attached to 'Practicum'.....	125
Table 9: Ranking of main functions of CPD for 'First Professionals'.....	127
Table 10a: Perceptions of the importance of higher customer expectations of LIS.....	129
Table 10b: Perceptions of the importance of the creation of multi-media CBL environments.....	129
Table 10c: Perceptions of the importance of the growth of interactive and independent learning styles.....	131
Table 10d: Perceptions of the importance of fewer 'traditional' information posts.....	131
Table 10e: Perceptions of the importance of issues of Total Quality Management and Performance Indicators.....	133
Table 10f: Perceptions of the growing importance of distance learning methods...	133

	Page.
Table 10g: Perceptions on the issue of an ageing LIS workforce.....	135
Table 10h: Perceptions of the importance of issues of 'Fee or Free' access to information.....	135
Table 10i: Perceptions of the issue of Copyright problems in the new media and IT.....	137
Table 10j: Perceptions of the importance of the issue concerning the influx of LIS personnel from the EC.....	137
Table 11a: Major change: Rapid growth of student numbers?.....	140
Table 11b: Major change: Impact of IT and electronic information sources.....	140
Table 11c: Major change: Shift to independent learning.....	140
Table 11d: Major change: Impact of 'Quality' and Accountability/Resource limits..	140
Table 12: Involvement of HE LIS Chiefs in the work of the 13 English and Welsh LIS Schools.	146
Figure 3: Content Analysis matrix.....	215
Data Table 1: Chiefs' preferences on the recruitment of 'First Professionals' and Heads' perceptions of those preferences.	272
Data Table 2: Chiefs' preferences for particular LIS Schools' products, and Heads' perceptions of those preferences.	272
Data Table 3: Perceptions of the LIS Schools' responsiveness to HE LIS needs.....	273
Data Table 4: Do the LIS Schools' match the recruitment needs of the HE LIS sector?	273
Data Table 5: Perceptions of the working relationships between the LIS Schools and the HE LIS sector in England and Wales.	273
Data Table 6: Chiefs' preferences on a 'Generalist' versus 'Specialist' curriculum for a 'First Professional' entering HE LIS work, and Heads' perceptions of those preferences.	274
Data Table 7a: Perceptions of the importance of a basic Foreign Language ability.	274
Data Table 7b: Perceptions of the importance of IT knowledge and skills.	274
Data Table 7c: Perceptions of the importance of Writing and Editing skills.....	275
Data Table 7d: Perceptions of the importance of Research skills.	275
Data Table 7e: Perceptions of the importance of basic Educational Theory.....	275
Data Table 7f: Perceptions of the importance of basic Teaching Skills.....	276
Data Table 7g: Perceptions of the importance of Interpersonal Communication Skills..	276
Data Table 7h: Perceptions of the importance of basic Management Theory	276
Data Table 7i: Perceptions of the importance of some Financial Management skills....	277
Data Table 7j: Perceptions of the importance of Marketing and PR skills.....	277

	Page.
Data Table 8: Perceptions of the importance attached to 'Practicum'	277
Data Table 9: Ranking of main functions of CPD for 'First Professionals'	278
Data Table 10a: Higher customer expectations of LIS	278
Data Table 10b: Perceptions of the importance of creation of multi-media CBL environments.	278
Data Table 10c: Perceptions of the importance of the growth of interactive and independent learning styles.	279
Data Table 10d: Perceptions of the importance of fewer 'traditional' information posts	279
Data Table 10e: Perceptions of the importance of issues of Total Quality management and Performance Indicators.	279
Data Table 10f: Perceptions of the growing importance of Distance Learning methods.....	280
Data Table 10g: Perceptions on the issue of an ageing LIS workforce.....	280
Data Table 10h: Perceptions of the importance of issues of 'Fee or Free' access to information	280
Data Table 10i: Perceptions of the issue of Copyright problems in the new media and IT	281
Data Table 10j: Perceptions of the importance of the issue concerning the influx of LIS personnel from the EC.	281
Data Table 11a: Rapid growth of student numbers?	281
Data Table 11b: Impact of IT and Electronic Information sources?	282
Data Table 11c: Shift to Independent Learning?	282
Data Table 11d: Impact of 'Quality' and Accountability/Resource Limits?	282
Data Table 12: Involvement of Chiefs in the work of the 13 English and Welsh LIS Schools.	283

GLOSSARY OF TERMS, ACRONYMS AND ABBREVIATIONS USED.

- AAL: Association of Assistant Librarians.
- ABLISS: Association of British Library and Information Studies Schools (now reformed as BAILER).
- ACCESS: Courses, usually of 'A' Level GCE standard, primarily designed to enable mature students to fulfil entry requirements into the Higher Education system.
- ALA: Associate of the Library Association.
- ASLIB: Association of Special Libraries and Information Bureaux: The Association for Information Management.
- AUT: Association of University Teachers.
- BAILER: British Association of Information and Library Education and Research.
- BINARY DIVIDE: The former administrative and financial division between 'public sector' Higher Education, i.e. the Polytechnics and CsHE, and 'private sector' Higher Education provided by the Universities.
- BLDSC: British Library Document Supply Centre.
- BLISS: British Library Information Sciences Service.
- BLLD: British Lending Library Department (now BLDSC)
- BLR&DD: British Library Research and Development Department.
- BTEC: Business and Technology Education Council.
- CAT: College of Advanced Technology.
- CBL: Computer based learning.
- CD-ROM: Compact Disc- Read Only Memory.
- CHARTERED LIBRARIAN: A librarian who is entered onto the Professional Register of The Library Association, in the grade of Associate or Fellow.
- CsHE: Colleges and Institutes of Higher Education, consisting of the rump of the former Colleges of Education sector after various mergers with other HE providers (e.g. Universities), and after some dissolutions had been carried out.
- CHIEFS: The Heads of the various HE Institutions' Library and Information Services. Other job titles are sometimes used, e.g. Director, Librarian, Coordinator, but for simplicity and consistency the term 'Chief' has been used to differentiate this group from the Heads of the LIS Schools.
- CNAA: The Council for National Academic Awards.
- CoFHE: Colleges of Further and Higher Education Group of the Library Association.
- COPOL: Council of Polytechnic Librarians.
- CORE CURRICULUM: Common elements in a curriculum which are taken by all students.
- CPD: Continuing Professional Development; i.e. after Initial Professional Education and Training has been completed.
- DES: Department of Education and Science (now DfE).

- DfE: Department for Education.
- DipLIS: (PG) Diploma in Library and Information Studies.
- DNH: Department of National Heritage.
- DTI: Department of Trade and Industry.
- EC: European Community (now European Union: EU).
- ELECTIVE: Courses, often modularised, which are free choices by students. Often called Options.
- EU: European Union.
- FE: Further Education.
- FP or FIRST PROFESSIONALS: Newly qualified librarians emerging from the LIS Schools into their first professional posts and who are not yet Chartered.
- FIInfSc: Fellow of the Institute of Information Scientists.
- FLA: Fellow of the Library Association.
- GCE: General Certificate of Education
- HE: Higher Education - in the sense of that education offered by the Colleges and Institutes of Higher Education and the newly enlarged University sector.
- HEADS: The Heads of the thirteen Library and Information Studies Schools in England and Wales.
- HEFC(E): Higher Education Funding Council (England).
- HIDDEN CURRICULUM: The informal, unstructured curricular milieu instilling social and instrumental skills and attitudes.
- HMSO: Her Majesty's Stationery Office.
- IFLA: International Federation of Library Associations.
- IIS: The Institute of Information Scientists.
- IT: Information Technology.
- LA: The Library Association.
- LAPL: Library Association Publishing Ltd.
- LEA: Local Education Authority.
- LIP: Library and Information Plan
- LIS: Library and Information Studies (or Services).
- LISC: Library and Information Services Council.
- LIS SCHOOLS: Library and Information Studies Schools. Some have different titles, e.g. School of Information Studies; Department of Information and Library Management.
- LSE: London School of Economics.
- MIInfSc: Member of the Institute of Information Scientists.
- MLS: Master of Library Studies.
- MODULAR: Units of work in a course of instruction, which are virtually self contained, 'stand alone' entities.
- NAB: National Advisory Board for Public Sector Higher Education.
- NALGO: National and Local Government Officers' Association (now UNISON).
- NATFHE: National Association of Teachers in Further and Higher Education.

- 'NEW' UNIVERSITIES: The former Polytechnic sector of HE provision in England and Wales, now merged with the 'Old' Universities.
- NFER: National Foundation for Educational Research.
- NVQ: National Vocational Qualification.
- OAL: The Office of Arts and Libraries (now subsumed within the DNH).
- OL: Open Learning.
- 'OLD' UNIVERSITIES: The original University sector of HE provision in England and Wales
- PARACURRICULUM: See Hidden curriculum.
- PC: Personal computer.
- PDR: Professional Development Report.
- PG: Postgraduate
- PI: Performance Indicator
- PL: Public Library.
- PLACEMENT: A substantial period of attachment of a LIS student to a LIS unit for practical work and observation. The duration of a placement can be up to nine months and can be paid.
- PR: Public Relations.
- PRACTICUM: Term used to encompass 'work experience' and 'placement'.
- QUANGO: Quasi-Autonomous Non-Governmental Organisation.
- SCONUL: Standing Conference on National and University Libraries.
- SRHE: Society for Research into Higher Education.
- SSI: Semi-Structured Interview.
- SEMESTER: A division of the Academic Year into two Terms, each of approximately 15 - 18 weeks duration.
- SEMINAR: Small group discussion session, particularly one following the presentation of an essay, or a lead lecture.
- TFPL: Task Force Pro Libra: a private sector library and information education, training and placement company.
- TQM: Total Quality Management.
- TUTORIAL: Personal face to face teaching in a small interactive group.
- TYGLIS: The UGC/NAB Transbinary Working Group on Librarianship and Information Studies. 1986
- UC&R: University College and Research Group of the Library Association.
- UCL: University College, London.
- UFC: Universities Funding Council.
- UG: Undergraduate.
- UGC: University Grants Committee.
- UGCAS: University Graduate Careers Advisory Service.
- VSO: Voluntary Service Overseas.
- WORK EXPERIENCE: Usually of short span, rarely more than three or four weeks, often in a variety of LIS Units and sequenced within a curriculum.

CHAPTER 1.

INTRODUCTION TO THE RESEARCH PROBLEM

The origins of this thesis lie in an ongoing, persistent issue reported in the professional literature over a considerable period of time (Cronin 1982, Rayward 1984, Havard-Williams 1986, Cronin 1988a, Bowden and Wood 1990, Beauchamp 1992). This was reinforced by observations made by the researcher over a period of 28 years professional practice in the Further Education and Higher Education sectors of librarianship. These observations - a mix of casual remarks and asides by colleagues, articles and letters in the professional press, statements from educators and HE LIS Chiefs, combined with personal experience - gradually coalesced to form a series of inter-related questions. Most of these questions centred around the supply of 'First Professionals' to the HE LIS sector of employment. 'First Professionals' are newly qualified librarians emerging from the LIS Schools into their first professional post and who are not yet Chartered. There was an uneasy, yet definite, impression amongst some HE LIS practitioners that a 'mismatch' existed between the output of the LIS Schools and the needs of the HE LIS sector. There seemed to be a vague, general feeling in existence that the LIS Schools were not providing exactly the 'right product' to fit HE LIS requirements for 'First Professional' staff and that this was symptomatic of poor professional relationships between the Schools and the HE LIS sector. The mechanisms by which the LIS Schools identify and respond to the needs of the HE LIS sector appear unclear and, in some cases, ineffectual. This feeling of mismatch between the 'supply' side and the 'demand' side and concern about a 'gap' between educator and practitioner, incidentally, seemed to co-exist in other sectors of professional practice, e.g. public librarianship, school librarianship, judged by comments occasionally surfacing in the professional press. For instance, one researcher noted, apropos Public Library attitudes to the Schools, that:

"Employers - notably Public Library Chiefs - say that the Library Schools do not provide the sort of junior professional librarians that they need. Library School Heads say that librarians are unable say what they need, and anyway, sniping at the Library Schools has always been a popular sport... Between the defensiveness of the educator and the carping attitude of many practitioners an apparently unbridgeable gulf continues to yawn".
(Brenda White Associates 1989:82)

Establishing quite what the needs of the HE LIS sector are and what the sector requires of the LIS Schools is difficult and subject to equivocation, misunderstandings and the intervention of vested interests. This very confusion is unhelpful to the Schools in their mission to be responsive to the profession by tailoring their outputs to meet the expressed needs of the market. One Midlands Head remarked apropos the perceived relationship between the Schools and the LIS profession generally, that:

“We have not always explained ourselves very well to our colleagues in professional practice, especially to those in key senior positions”. (Feather 1994:31)

Underlying all of this is the notion of an unhelpful and counter productive ‘tension’ existing between the Schools and the HE LIS sector; a tension manifesting itself perhaps in the idea of a ‘mismatch’ between supplier and employer. The existence, scope and maintenance of a productive working relationship between the two sectors is a relatively unexplored domain. Therefore, it appeared to be a fruitful area to research, as the findings of such an investigation would not only make an original contribution to knowledge but could also prove to be of some practical value to the wider profession. One of the prime aims of this research is to establish what are the attitudes, beliefs and expectations about the LIS Schools and the HE LIS sector held by both groups - the Chiefs of the HE LIS units in England and Wales and the Heads of the thirteen English and Welsh LIS Schools. What knowledge do HE LIS Chiefs possess about the work of the LIS Schools? Is there a lack of dialogue between the Chiefs and Heads? And, if so, why?

Possibly the geographical location of the Schools might be a factor in whether HE LIS Chiefs have any knowledge of or involvement with the Schools. The 13 LIS Schools are unevenly distributed across England and Wales; for instance, London has four Schools, whilst East Anglia has none and Wales only one. The 142 HE Institutions are also dispersed widely throughout England and Wales. Many are, of course, situated in the great conurbations such as Birmingham, or in major towns such as Preston, but others, particularly some of the Colleges of HE, are often geographically remote, e.g. Charlotte Mason College in Ambleside and Gwent College of HE in Caerleon. Thus, there will always be a sizeable number of the HE LIS units physically distant from a LIS School. It might logically be expected that dialogue and involvement by HE LIS staff with a LIS School would diminish in direct relationship to the geographical distance between the School and the HE LIS unit. Or, are there other less obvious factors operating? Items such as the personalities of the Chiefs and Heads, knowledge of HE by Heads, traditional links, ease or difficulty of ‘networking’, ‘practicum’ arrangements, CPD provision, increasing workloads

on School and HE LIS staffs, might militate against any constant and fruitful dialogue and involvement.

Various problems present themselves, capable of being grouped into broad clusters, such as recruitment of FPs, working relationships, curricular problems, 'practicum', CPD provision and take-up, present and projected changes in LIS work, and general responsiveness to the needs of the HE LIS sector. Because of the smallness of the LIS Schools sector (only 16 Schools in the whole of the UK) and the existence of coordinating bodies such as the Association of British Library and Information Studies Schools (ABLISS) - now transformed into the British Association for Information and Library Education and Research (BAILER) - it might be expected that a fairly cohesive general consensus would emanate from the 13 Heads of the English and Welsh LIS Schools. With the greater size and diversity of the HE LIS sector a measure of dissension and divergence appears more likely. It would be informative to see whether agreement is common between the three sub-sectors of the HE LIS sector: CsHE, 'New' Universities and 'Old' Universities, given their differences in size, origins, and function.

The series of problems addressed in this research commence with a group concerned with the recruitment of 'First Professionals'. Do Heads' beliefs' concur with Chiefs' practices when appointing FPs? Do Heads believe, for instance, that Chiefs prefer to recruit FPs from the PG output of their Schools? Do they believe that Chiefs have a 'league table' of LIS Schools in mind when appointing FPs?

An interesting question is that of whether Heads believe their output meets the needs of the HE LIS sector, and whether Chiefs believe the same. If not, then why not? - possible responses from Chiefs might centre around a perceived poor calibre of entrant or inappropriate curriculum followed. How do Heads perceive employment in the HE LIS sector for their output? How are students made aware of the HE LIS employment sector? What would be an ideal and productive working relationship between the Schools and HE LIS? How involved are the HE LIS Chiefs in the work of the Schools - in what roles and how often? How important is it to use LIS practitioners generally - and HE LIS practitioners specifically - in the work of the Schools? Arguably, practitioners can bring a breath of the 'real world' of LIS to the work of the School; bringing wide experience, 'state of the art' practice, new developments and a generally broader view of the profession and its work - putting theory into context.

Moving on to curricular matters, what is the 'best' curriculum for a FP in HE LIS to have followed at LIS School: a 'generalist' or 'core' curriculum or a 'specialist' dedicated curriculum? There is a general perception of the curricula of all the LIS Schools being broadly 'generalist' in nature. Various special interest bodies in LIS have raised their voices at this growing trend towards the production of generalists - map librarians and music librarians have been particularly vociferous in their claims for their 'specialisms' to be covered adequately in LIS curricula. Central to this is the problem of who actually designs, controls and delivers the curriculum; is it the Schools themselves, the profession at large, or a mix of the two? With the striking rapidity of change underway in LIS work how long will a LIS curriculum remain viable before obsolescence sets in? What is in, and what is out? How can new topics be packed into a finite curriculum? Is there agreement between Heads and Chiefs on a 'model' curriculum for HE LIS work - components of which might be, for example, interpersonal communications skills, IT, teaching skills?

Another key interface, where the Schools interact with the practitioners, is that of 'practicum' - the useful term used by McGarry (1990a) to denote the 'work experience' and 'placement' units within a LIS curriculum. Is 'practicum' worth the logistical, financial and professional effort devoted to it? What do students get out of it? And employers? Do Chiefs agree with Heads about the importance of 'practicum'? There appeared, a few years ago, the novel idea of the profession using 'teaching libraries' analogous to 'teaching hospitals' in the medical education and training sphere. In these 'teaching libraries' - which would be major, well resourced Public or University Libraries - LIS students would learn in a practical, professional and service orientated environment. Is there any credence given to this concept by Heads and Chiefs?

The growing importance of Continuing Professional Development (CPD) for the LIS profession needs to be addressed:

"LIS workers are increasingly operating in a changing, more competitive, market driven milieu amidst growing emphasis on 'Quality', 'competence' and 'accountability' by the consumer. There is a convergence of trends, pressures and interests going on here which will encourage and sustain the growth of CPD in all its multifarious forms into the foreseeable future"
(Freeman 1992a:20)

There is a question of what involvement the Schools have in this arena - or indeed whether they should be involved in it at all. The impression gained by many practitioners is that the Schools are not very active in this important area. If this is so, why not? There are problems inherent in the provision of CPD to the profession which may lead to the Schools abdicating from any CPD provision role. The costs of providing CPD, dangers of oversupply, the fragmentation of the market, the calibre and experience of LIS School staff, the extensive and well motivated range of competitors are all factors militating against the entry into CPD provision in any meaningful way by the Schools. How is CPD perceived and ranked by Chiefs and Heads - as 'Remedial', 'Additional' or 'Developmental'? Do the Heads and Chiefs differ in their perceptions of CPD?

Are the Schools attuned to the needs of the HE LIS sector? What do they know of the sector and how do they find out about the developments and needs of that sector? The wide-ranging Report for BLRD&D "Information UK 2000" (Martyn *et al.* 1990) identified a spectrum of major changes impacting upon LIS work generally, e.g. higher customer expectations of LIS providers, copyright problems in the new media and IT. Do the Chiefs agree with the Heads on the list of identified changes and how they are ranked? A commonality of opinion might be expected; alternatively, wide and consistent divergences might be indicative of serious misunderstandings of these oncoming changes and their effects on the LIS world. Following on from this is a problem of identifying the major changes happening in the HE LIS sector at the moment, e.g. Quality issues; rapid growth in student numbers. Do the Heads agree with the Chiefs about these oncoming changes? A further question of some relevance is whether the Chiefs believe the Schools are responsive to needs arising from the changes affecting the HE LIS sector. Do the Heads themselves think their Schools are responsive to these needs?

Finally, in a time of flux in HE, what are the Heads views of the role of the LIS Schools? There are threats of mergers afoot, of convergence and the dissolution of the boundaries of the LIS disciplines, the disappearance of the discrete identity of a LIS School and its products. How would the Heads define a LIS School today and what are its unique characteristics?

This broad collection of problems and subsequent questions encompasses the major concerns and issues of both the HE LIS sector and the LIS Schools themselves. The data collected by interview and questionnaire will attempt to throw some light on the issues and

problems and enable conclusions to be reached. It will provide an up to date picture of attitudes, perceptions and impressions held by both Chiefs and Heads and whether there is any significant measure of disagreement between them.

This Chapter has attempted to present the major issues and concerns addressed by this investigation. The HE LIS employers' views and preferences (particularly in relation to the output and employability of 'First Professionals'), the attitudes of Heads to employment of their outputs in the HE LIS sector, and the views of both sectors on the value of 'practicum' needed to be established and analysed. Issues such as the 'ideal curriculum' for a potential HE LIS professional; the workings of the 'interface' between the Schools and HE LIS sector; geographical factors; CPD provision also warranted investigation.

CHAPTER 2.

THE PROFESSION OF LIBRARIANSHIP IN THE UK AND ITS SYSTEM OF INITIAL PROFESSIONAL EDUCATION.

In approaching this subject it is helpful to establish first quite what 'librarianship' is, (including a brief history of the occupation itself), and what librarians do in their everyday work, before proceeding to some of the major concerns and issues occupying the profession today.

2.1: An outline history of librarianship

Libraries have existed since the birth of writing and thus, with the growth of recorded information which had to be acquired, stored, organised and retrieved for use, a need developed for a corps of skilled personnel to do this work. Whilst essentially curatorial in aspect, the role of librarian was an important one and, because of the requirement to be able to read and write, the librarian was often a scholar, sometimes a cleric and occasionally achieved fame such as the poet librarian Callimachus (c250BC) and the philosopher librarian Eratosthenes (275-194BC).

The great libraries of antiquity, such as Aristotle's Lyceum Library (c336BC), the Pergamos Library of the 2nd Century BC and the renowned Library and Museum of Alexandria (founded 3rd Century BC, destroyed in the 4th Century AD) were substantial centres of learning and scholarship serviced by large numbers of library staff and scholars (Landau 1966, Corbett 1966, Kelly 1973). This linking of erudition and scholarship with the librarian role lasted well into the present century, particularly in academic libraries, and is still present vestigially - for instance the Librarian of the Library of Congress in the USA is usually a noted scholar (an example being the historian Daniel Boorstin), the former Director of the National Library of Argentina was the renowned writer Jorge Luis Borges and the eminent poet, Philip Larkin, was Librarian of the University of Hull.

With the passing of the Public Libraries Act in 1850, - and with the help and encouragement of the Carnegie Foundation - Public Libraries in the UK grew rapidly. One writer noted how this growth was spasmodic and unplanned in its early days:

“It is true to say that no nation is so well provided with libraries as Great Britain. They have come into being in piecemeal fashion as demands have dictated, and in their early days at least were largely stimulated by bequest and philanthropy” (Corbett 1966:3)

The Public Library sector became the major employer of library staff and dominated the profession until well after World War Two. Since then the advent and growth of Special Libraries of all types, coupled with the expansion of the Further Education and Higher Education sectors, has led to a diminution in the size and influence of Public Libraries. Public Libraries are still significant employers of library personnel however and it is estimated that about 40% of the total LIS workforce is currently employed in the Public Library sector (Information Partnership 1992:57).

2.2: A brief overview of the history of LIS Education in England and Wales.

The traditional method of becoming qualified and passing the Library Association's Certificate of Proficiency examinations in the early years of the profession was based around 'Learning by doing'; by the well established system of apprenticeship in a library environment. The Bodleian Library, for instance, had, in 1882, introduced a successful apprentice system of training, which had the advantage of being cheap to run, with 'boy labour' being paid low wages and having the benefit of lectures on librarianship once a week. The Libraries themselves - whether Public, National or Academic - were the training schools and librarianship was seen as essentially practical and vocationally based. In 1884 H.R.Tedder asserted that:

“It is impossible to train librarians except in connection with a large library. No amount of professional lecturing or intimate acquaintance with mere book lore is, without practical experience, of much value in preparing for the administration of a Library. Every library is a training school in an informal manner” (Tedder 1884:163)

Aside from the pejorative 'mere book lore' reference this assertion of the value of the library as the training school without equal, in opposition to the claim of the Library Schools for paramouncy in the education and training of librarians, has been at the core of the 'practitioners versus educators' debate for a hundred years. A middle way sometimes proposed is to have a Library School within a functioning library - the 'teaching library', in effect. Uniquely, Loughborough University of Technology has its Library School within the Pilkington Library building. A former President of the LA has pointed out that:

“Ideally, every library of any size should be a teaching library - just as medicine is learnt in teaching hospitals. What should be sought above all is the integration of learning and practice” (Line 1983:33)

Several of the early United States LIS Schools were based within a functioning library rather than in an academic institution; indeed Melvil Dewey's own School was lodged in the New York State Library at Albany for some years. The Library Association in the UK had, in effect, a stranglehold on the development of Library Schools by its adherence to the 'apprentice system' and the array of correspondence courses (introduced in 1904) and part time classes it organised for members. David Gerard, speaking of his thoughts upon entering the service of Liverpool City Libraries as a junior assistant in 1941, remarked upon the 'Samuel Smiles' tradition commonly pervading library education then:

"The 19th Century philosophy of 'self help' was the basis of professional training: everyone studied at home late at night like Kipps, with assistance from meagre classes at the local College of Commerce, typical of the establishments far down in the educational hierarchy" (Gerard 1983:41)

There was, however, a growing realisation that part time classes run in an uncoordinated fashion in differing institutions were not suitable to meet the burgeoning needs of the libraries sector - particularly the numerous Public Libraries being founded under the impetus of the Carnegie UK Trust's financial inducements. There had been an interesting attempt to form an embryonic Library School within the London School of Economics and Political Science in 1902. Sidney Webb had urged the LSE to commence part time classes in librarianship, with the full cooperation of The Library Association (who tightly controlled the syllabus and teaching staff of the course). Webb had suggested: "That it was inappropriate for professional bodies to be involved in the technical education of their members ... the true role of the professional association is to conduct examinations and issue the appropriate certification of efficiency" (Bramley 1981:56). Part time classes commenced in late 1902 with 36 students, of whom 33 were from the public libraries sector. The classes were fairly successful and welcomed by the profession at large, so much so that a few institutions in the provinces (e.g. Liverpool Technical College) started similar part time classes in librarianship. By the 1910/1911 Academic Year there were 71 librarians enrolled at LSE, this dropped to 33 in 1911/12 and continued to wane until the outbreak of war in 1914 when classes were suspended for the duration. The reasons for the decline in attendance at LSE are not totally clear, but it is thought that the classes were too rigorous, the LA examinations too difficult and prolonged, and that there was severe friction and difficulty between the LSE and the LA over the management of the course. When eventually the first School of Librarianship was founded in 1919 at University College London it was against bitter opposition and protracted infighting by both the Library Association and the Library Assistants' Association - possibly occasioned by their experience previously with the LSE.

The protectionism of the LA in particular and the fear of the autonomy of the University whittling away the power and influence the professional body had on the education and training of librarians combined to create an antagonistic and unhelpful atmosphere.

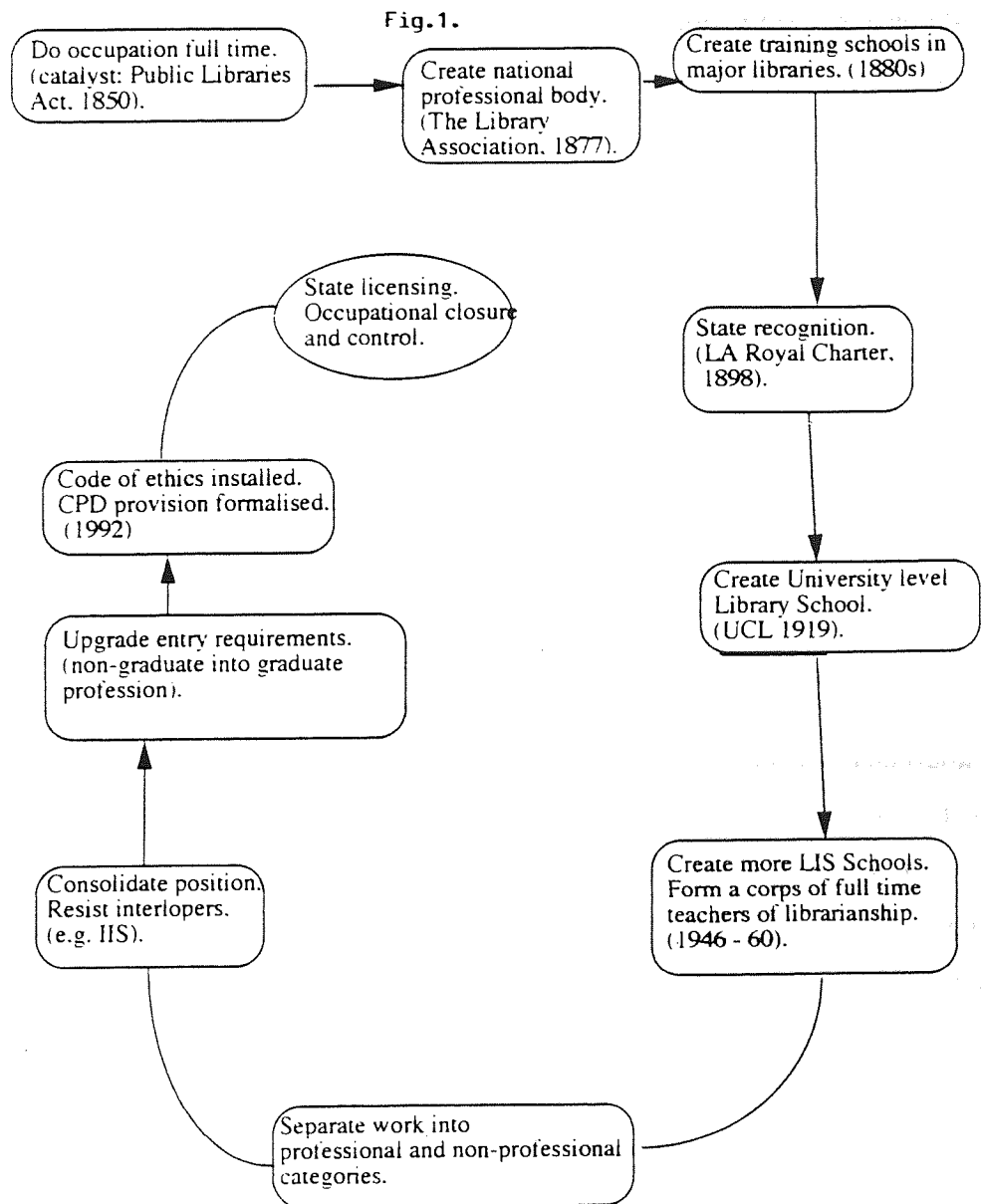
Nevertheless, there was a strong feeling amongst the senior members of the profession that a proper, full time system of education and training for librarianship was long overdue and was to be welcomed. This 'full time education' was seen as being lodged within the University sector, with all the resultant kudos that such a provider could bring to a profession struggling to gain status and recognition as a true profession. As one writer has noted:

"University graduation carries prestige, if for no other reason than because of its early association with the upper-middle classes. A profession which achieves the status of a graduate profession thereby achieves higher social prestige relative to other professions which do not". (Dore 1976:26)

Bramley observed that:

"Part time classes had not created the corpus of librarians necessary to administer and organise the nation's library services. If part time study was not the answer then the logical alternative was to establish a School of Librarianship, at which students could attend a full time course of study, unencumbered by the need to earn a living".(Bramley 1981:67)

Much earlier, Dr. Ernest Baker, the Secretary of the Education Committee of the Library Association, put a Resolution to the 40th Annual Conference of the Library Association in 1917: "A system of library schools for the British Isles should be established as early as possible, under the control of the Library Association" (Baker 1917:509). Interestingly, he stresses the 'control' of the system has to lie within the professional body, and although not specifying 'full time' education this is implied in many of his other writings and statements of the period. Regrettably, after the founding of the UCL Library School in 1919 relations were soured between UCL and the LA to such an extent that no new Schools were founded until 1946 when five (later to be seven) new Library Schools were established, with the consent and blessing of the LA, in the Commercial and Technical Colleges sector, e.g. Liverpool College of Commerce. This sector, controlled and funded by the Local Authorities and responsive to local demands proved to be one in which Public Librarians particularly could have some influence - after all, the new LIS Schools and the Public Libraries were all within the same over-arching system of local government. Public Libraries were the major employers of the outputs of these new Schools too. The Public Library-dominated LA could thus take a much more active and decisive role in the running of the Schools and their curricula and examinations. Finally, in 1964, full time LIS education became the standard practice, with a two year course for non-graduates and a one year course



A 'FIRST EVENTS' MODEL OF THE PROFESSIONALISATION PROCESS AS APPLIED TO LIBRARIANSHIP IN THE UK. (After Wilensky, 1964)

for graduates being established.

Once this became accepted, the next step - that of allowing the Schools to examine their own students - was taken in 1966, followed by the gradual erosion of direct LA influence on examinations and syllabus content. By the early 1980s, the LA's own professional examinations had withered away and a proper system of accreditation of the LIS Schools' Diplomas and Degrees was installed (Landau 1966; Bradley 1967; Bramley 1981). The LA's formal role in LIS education now is to maintain an accreditation and inspection system; to visit and approve the Schools, their curricula and teaching methods and to exercise some discreet overall control of the Schools as best it can. This is still a role of some considerable importance and value to the profession: if a LIS School cannot obtain Course approval and accreditation from the paramount LIS professional body then searching questions are asked and the School is placed in jeopardy.

In retrospect, and despite the critiques of the model by Torstendahl and Burrage (1990) and Abbott (1988), librarianship has followed fairly closely the sequence of 'First Events' of the professionalization process of occupations outlined by Wilensky (1964), as shown in Figure 1. The workforce moved from a voluntary, part time, essentially 'amateur' role to that of the full time 'professional' worker, due mainly to the passing and implementation of the 1850 Public Libraries Act which brought forth a need for properly educated and trained personnel to staff the new libraries created by this legislation. A professional body - The Library Association - was founded in 1877 to look after and represent the interests of this growing workforce; training schools were created in the major public libraries and the State officially recognised the professional body by the grant of the Royal Charter in 1898. The first University level LIS School (University College London) was founded in 1919, followed by more LIS Schools after World War Two and the steady growth of a body of full time teachers of librarianship. The actual work done in libraries was analysed and separated into categories of non-professional and professional work and the strengthening of the status and influence of the professional body continued. Entry requirements to the profession were upgraded, competitors firmly resisted, a code of ethics and a requirement to undertake Continuing Professional Development was introduced. The ultimate stage of State Licensing and occupational closure, with control delegated fully to the profession itself has yet to be reached.

2.3: The nature, work and some concerns of the LIS professional today.

The 20th century has brought radical, far reaching change in how knowledge is organised and disseminated and librarians have had to adapt to cope with these changes

successfully and guard against interlopers - such as the Information Technology/Computing personnel who pose what Abbott (1988:224) calls 'treatment substitution' by attempting to invade the professional domain of librarians and dominating the information work arena. The basic concept expounded by Landau that "Librarianship is the collection, preservation, organisation and use of recorded communication" (Landau 1966:249) remains broadly true, with growing emphasis upon the use of information. 'Information' is the basic product librarians deal with, their very 'raison d'etre'. Libraries and librarians are intimately bound up with the communication processes of society, as Blagden points out:

"All libraries have one thing in common and that is that they are there to transmit the recorded thoughts of one individual to another individual" (Blagden 1980:280)

The Library Association itself, in its advisory documentation for employers of librarians, attempts to define the role and function of the librarian in modern society as:

"Professional librarians formulate, plan, direct and deliver library and information services by identifying the needs and demands of actual and potential users; collecting, retrieving and organising knowledge and ideas in a variety of forms, from books and manuscripts to computerised databases and disseminating and marketing library and information services to clients." (Library Association 1991:3)

Changes in the pattern of information creation, transmission and dissemination have had considerable and significant impact upon the profession, as the Library Association observed:

"Technological developments, together with social and cultural changes, have affected patterns of demand for information. The complexities of everyday life and of the industrial and commercial environments and their implications for education have stimulated a rapid growth in information and advisory services, many of which are established outside traditional library institutions... library and information work is moving away from its traditional base and the range of skills required to provide services is greater than ever before". (Library Association 1985:4)

Line identifies librarianship as "the managing of information resources for the benefit of people" (Line 1990:162), and there is a growing realisation that librarians are essentially managers and should be entrepreneurial and creative in how they perform the management function in a 'market economy' for information. There is a steadily growing emphasis, driven by Governmental and societal pressures, to see information as a commodity, to be bought and sold in the market place: witness the Governmental Reports of the Alvey Committee (1982) and the ITAP Report (1983) on the markets for information products and services. This market orientation is leading to some stresses and strains within the

profession of librarianship today, as moral issues arise about 'freedom of information'; citizens' rights of access to information, intellectual property, and the possibility of the perceived neutrality of the librarians' role being weakened. The situation that Harries-Jenkins (1970) and Scott (1966) note - that of the professionals as salaried employees performing their duties within a structured framework inside a bureaucratic hierarchy - seems to be present for many LIS practitioners today, working in large heteronomous organisations (such as the Leisure Services Departments of a Local Authority). Often this leads to an element of role strain and role dissonance; a duality of interests as the professional tries to cope with loyalties and duties to two important groups: the profession and the organisation. Handy (1985:196) observed, apropos the professional within the organisation, that "specialists in organisations... often feel little allegiance to the organisation but regard it rather as a place to do their thing with some accruing benefit to the employer". However, Larson (1977) suggested that the professional-bureaucratic conflict will usually resolve itself and the two sides become compatible.

The 'mixed information economy' of the UK leads to strong implications for the profession concerning the political ownership and control of information services. One concern is that of the Library Service as a necessary bulwark of democracy. Swan (1988:342) postulated the future role for many librarians as being that of an information ombudsman for the 'information poor', a type of 'information welfare worker' in the broadest sense, and Schumann (1990:87) remarked that "librarianship is a profession of searching and discovery...we are a profession educated to solve information problems". A County Librarian observed that:

"It would seem that libraries are a particular modern manifestation of democracy. They have grown through the centuries as the growth of knowledge, education and awareness of society has developed, and I would suggest, with some trepidation, that they are the spearhead of an ongoing developing democratic development" (Smith 1980:31)

The Library Association's Evidence to the TYGLIS Group also stressed the democratic and political aspect of information in society and the important role of librarians in maintaining and buttressing the democratic process:

"It is the firm belief of the Library Association that the maintenance of a healthy democracy is dependent upon the existence of an informed population and that, in turn, is dependent upon the adequate provision of a range of library and information services" (Library Association 1985:1).

Many changes are impacting upon the LIS profession, some subtle and others overt and obvious. The arrival of IT has had the strongest effect, as the recent overview for the

British Library of the LIS work sector in the UK points out:

“The most striking feature of the library and information scene in the UK in the past decade has been the widespread penetration of information technology ... The effects are seen in the development of computerised catalogues, integrated library management systems.... computer based cooperation systems and the use of online databases, word processing electronic publishing, electronic mail and facsimile transmission” (Information Partnership 1992:34).

Earlier, the Deputy Librarian of Edinburgh University had pointed out to academic colleagues that IT's impact had brought librarianship to a critical stage of development. Librarians could embrace the new technology fully and flourish - or ignore it and stagnate ; to use Abbott's phrase - 'system disturbance' has been introduced by the pervasive impact of IT:

“There can be no doubt in the mind of any professional librarian that libraries and librarianship are at a crossroads. Society is in the middle of an information technology revolution” (Freshwater 1986:1)

This is a constant theme reiterated by observers within and without the profession, and with very few exceptions has been taken seriously by practitioners and the Library School

The Library and Information Services Council - the Governmental Quango dealing with library and information policies and progress - remarked that:

“Economic and social changes are already causing the library profession to become increasingly concerned with the information aspects of their work, but they are being pulled in two directions” (LISC 1986:14)

These 'two directions' are the needs for localised, targeted community information requirements (including the educational and commercial communities) as opposed to the dependence of more and more libraries on external sources of information such as databases and specialist collections where cost and distance of access to these facilities are of growing importance.

Apart from the 'commodification of information' having strong and enduring effects upon the contemporary librarian's role another significant factor has been the change in the media of communication. Formerly the print medium dominated libraries and the librarians' work - and many librarians were proud to be called 'bookmen' - and there was in existence a close, symbiotic relationship with the publishing and bookselling occupations. Now the picture has changed and librarians are having to deal with the whole and rapidly evolving spectrum of information carriers. Print is still important, and will remain so within the foreseeable future, but increasingly, information is conveyed by other media, particularly

electronic and IT media such as CD-ROM, computerised databases, interactive video, viewdata, teleconferencing and the impending arrival of the 'information highway'. Significantly, the print medium is not changing so rapidly and it is possible to detect signs of a schism in the profession between the "Young Turks" dealing with the new electronic media and IT in all its manifestations and the "Old Guard" clinging on to the old, familiar print medium and the traditional view of libraries and their role. The information world - the milieu within which librarians operate - is undergoing rapid, structural change and information acquisition and handling is becoming diffused amongst many occupations. Moore in his investigations of the potential market for LIS workers - both skilled professionals and support staff - noted that:

"A significant number of new jobs were being created, although only a small proportion of these were being filled by qualified librarians and information workers. What appears to be happening is that the information professions are expanding, increasing in diversity and calling for new skills and abilities" (Moore 1986:164)

Thus the range of work encompassed by librarians has expanded considerably in size, complexity and diversity over the past decade. The public library sector, at one time the largest employer of library workers, in 1989 employed only 29% of Library Association members compared to a figure of 43% in 1985 (LA Membership Statistics, 1989). This steady diminution and diversification of public libraries under the impact of the three policies of information as commodity; value for money and privatisation of public services, is matched by the steady growth of the non-traditional library and information sectors - the 'new markets' for information professionals that Moore identified:

"One direct effect of the increased importance of information in the economy as a whole will be to increase the significance of information and information handling in individual organisations... This will tend to increase employment in the information related occupations" (Moore 1987:11)

New employment opportunities have thus arisen whenever the need for skilled and professional acquisition, organisation and exploitation of information is required - which is to say in virtually all areas of modern life. Librarians can be commonly found, for example, working in law firms as legal research officers, prison libraries, governmental libraries, school libraries, architectural practices' libraries, hospital and health libraries, advice bureaux, and overseas with the British Council, VSO or, increasingly, with the EU. This cornucopia of diversity and opportunity poses considerable challenges to the profession. "Nothing is permanent but change" observed the Greek philosopher Heraclitus and the ferment of change and variety in British librarianship today certainly reflects that view.

The total number engaged in LIS work in the UK is difficult to establish with some certainty and clarity, partly because of the very diversity of the occupation and the scatter of the 'new markets', partly because of occasionally misleading job titles (such as information coordinator, researcher), and partly because no central agency - governmental or otherwise - appears to be recording and disseminating the figures as a whole. Figures emanating from the BLR&DD in 1992 suggested that the total number employed in the library and information work sector in the UK ranged between 38,800 and 50,000 plus - all depending upon the definition used. The Bray and Turner Report of 1991 estimated that a figure of 50,000 personnel comprised the UK LIS workforce, of which 17,000 were in professional posts. Of the two main professional bodies operating in the LIS arena, The Library Association had 24,368 members in 1989, 25,171 in 1992, and the Institute of Information Scientists (IIS) had 2,670 members in 1990, 2700 in 1992. There is some cross-membership between the two bodies, which also adds to the confusion. Additionally, a considerable number of LIS workers, particularly at the lower levels of work, never join either body and thus remain unrecorded and isolated. The LA, in particular, has targeted this diffused, elusive workforce for recruitment into the professional body and has created the grade of Affiliate Member to cater mainly for this new and potentially large membership. This has, incidentally, raised some interesting issues - to be addressed in a later chapter - regarding the essential nature of a professional body, the dangers of dilution and potential numerical dominance of a professional body by its non-professional membership category.

Within the female majority profession of librarianship some areas of professional work employ considerably more women than men. Bray and Turner noted that:

"In Public, Further Education and Special Libraries, around two-thirds of the professional workforce are women. In Higher Education the proportions are more even, with about 59% female as against 41% male. The dominance of the Library and Information profession by women is by no means unusual, and is the norm in most countries" (Bray and Turner 1991:22)

In the LIS arena, Childrens' and Young People's Librarianship has tended - along with Cataloguing - to be female majority subsectors of professional work. Cataloguing, in particular, is vulnerable to deprofessionalisation and deskilling because of the growing use of computerised network cataloguing. Yet, in other areas of professional work which are by their nature resistant to deskilling and deprofessionalisation (such as Reader Services), women seem to be gaining ground.

Davies stated that :

It is also interesting to note that, in a female dominated profession such as librarianship, interest in IT is buoyant amongst women. 69% of membership of the Library Association's specialist IT Group is female" (Davies 1993:152).

She further observed that the future seems bright for women in librarianship, perhaps more so than for men, quoting Handy's remarks that women will be better qualified to cope with the new, flexible part time and contract-based employment patterns of the future, whilst men will become steadily deskilled. She stated: "increasingly the skills called for in technology management are the 'feminine' skills of team building, empowerment and good human resource management" (ibid.:153).

A further area of considerable concern to the profession centres around the 'image' of the LIS profession itself and its effect on recruitment of the 'best and brightest' of students into librarianship. Spaulding remarked that librarians are usually perceived by society as being "passive, conservative, lacking in self confidence, introspective, orderly and meticulous" (Spaulding 1989:320). Quite how the LIS profession has achieved these negative accoutrements is not clear; media images of the meek, unassuming librarian may have contributed to the stereotype, perhaps in the past a self fulfilling prophecy operated in the field of recruitment into librarianship. A LISC report acknowledged the existence of the stereotype and its deleterious effect on recruitment to the profession, and tried to explain it in these terms:

"It seems likely that the profession does not attract its share of people with the listed qualities (i.e. of personal, social and managerial skills) though it does attract its share of good academic degrees. The reasons for this weakness are not precisely known, but it is widely believed that the low pay, relative to other professions, and the poor image of much traditional library/information work discourages many potential recruits" (Library and Information Services Council 1986:51).

The continuing existence of the stereotype of library and information work being perceived as 'the repository of the dim, dumb and daft' is a perennial worry for the profession as a whole - both educators and practitioners. However, an interesting piece of research by Bruijns -which tended to disprove this image - was undertaken for the Dutch Centre for Public Libraries and Literature (NBLC) who surveyed twelve countries' (ranging from Hungary to the Philippines) perceptions of the status and image of the librarian. The survey showed that: "In nearly all the countries' populations surveyed large parts of the population think unanimously that the librarian as a person is helpful and orderly, followed by being

friendly, calm and conservative. Librarians are not seen as 'sports loving'." (Bruijns 1992:38). He further remarked that: "The view people have of the librarian coincides with the view they have of the work of the librarian. The work is not seen as stultifying, old fashioned or one sided but it is also not seen as modern, difficult, strenuous or attractive" (Op.cit.:49). These are all interesting and constructive - if rather equivocal - comments, which seem to offer some encouragement to the profession.

2.4: The Professional Bodies of the LIS profession.

The Library Association dominates the UK LIS world by virtue of seniority (founded 1877, Royal Charter 1898), numbers in membership (LA 24,000; IIS 2,700: 1992 figures) as well as its breadth of interests. It is the second oldest LIS professional body in the world (the American Library Association founded in 1876 is the oldest) and has a substantial and well deserved reputation at home and overseas. The name itself is unusual in that it has no national or geographical component (e.g. as in The Canadian Library Association) and represents the place where the activity is carried out rather than the people actually doing the activity. At its conception on 5 October 1877 the official title was "The Library Association of The United Kingdom". However, on 30 January 1896 this was changed to "The Library Association" and received the Royal Charter under that designation on 17 February 1898. There have been occasional, sporadic attempts to change the name; the 'imperialistic' or 'old fashioned' nature of "The Library Association" as a name rankles with some members but suitable alternatives prove singularly difficult to emerge and gain support. Suggestions have included the "Association for Information Managers"; "The Information Institute"; "The Library and Information Association", even "The Royal Institute of Chartered Librarians and Information Specialists" - but these have found little support. Many members are fondly attached to the venerable title of their profession, inappropriate to the late 20th Century as it may be, and it is hard to see how it can be changed. Yet, symbolically at least, a change to a name more accurate and meaningful to the outside world would be beneficial in the long run. Originally very much concerned with the public library sector, the extensive societal and technological changes over the past two decades - such as the emergence of the 'information society', 'convergence' and the all pervasive nature of IT; the expansion of higher education; the 'commodification of information' - have altered the composition and concerns of the membership considerably. As mentioned earlier a serious issue has arisen regarding the 'hospitality of membership' of the Association; i.e. to take into membership as broad a spectrum of information workers as possible. This would include recruiting into membership such information workers as computer specialists, leisure services staff,

advisory centre managers, archivists, information officers, database creators and educational technologists. This broadening of the membership base could be seen to be a dilution and weakening of the concept and identity of the professional librarian or, conversely, a timely strengthening and consolidating of all workers in the information arena.

The LA has two categories of professional membership: the Associate (ALA) and the Fellow (FLA). In 1992 there were 577 Fellows and 15,170 Associates. These two grades of membership comprise the Professional Register of Chartered Librarians maintained by the LA. Associateship, the basic professional practitioner category, is gained by completing an LA approved course of professional education (normally a First Degree in LIS or a Postgraduate Diploma/MA in LIS) followed by a specified period of 'professional internship' and submission of a Professional Development Report, normally after a year's professional practice. The Fellowship, the highest professional level, is gained by a combination of possession of the Associateship, a minimum of five years professional practice, and submission of published work or a thesis or substantial evidence of "significant professional achievement". The LA Equal Opportunities Survey of 1988 revealed that of the 24,368 members 75% were Chartered, (i.e. Fellows or Associates); 11% were unwaged or unemployed; 6.4% were in practice overseas and just over 2.5% were from the ethnic minorities. The figures from the LA's Equal Opportunities Survey of 1992 showed that 75% of members were female, unwaged and unemployed categories had dropped slightly to 10.5%; 5.3% were in practice overseas and 3% were from the ethnic minorities. As a researcher at the University of Central England's School of Information Studies commented:

"Change is occurring but at a very slow pace. Women and those of non-British origins are still far more likely to be in lower paid jobs" (Nankivell 1993:288)

One of the interesting problems thrown up by the garnering of this data is the very low numbers of ethnic minority members - many of whom will be employed within what is commonly regarded as the 'ghetto' of Home Office Section 11 funded posts in libraries (and even this funding is under threat at the moment). Another concern is the gender imbalance vis-a-vis male and female LA members. Librarianship is revealed as a 'female majority profession' (75% female) yet figures show that over 70% of 'top jobs' are held by men. The situation is changing slowly - for instance, three of the 16 UK LIS Schools' Heads are women, and the Director of the largest Public Library Service in the UK (Birmingham) is female. There seem to be analogies here with the development of the teaching and nursing professions - two other female majority occupations. Indeed, the "Times Educational

Supplement" of 8 October 1993, in an article upon "Teaching as a career for women" noted that opportunities for women's advancement in education had actually declined steadily over the last forty years. In 1951, 60% of Mixed Primary headships were held by women. By 1990 this figure had reduced to 48% - in spite of men making up less than 20% of the Primary School workforce. The article also pointed out that promotion prospects were "only marginally better for women at Secondary level".

The LA has a Headquarters building in Bloomsbury, London, complete with an efficient Secretariat and a Professional Publishing Company (Library Association Publishing Limited:LAPL). There is also a 'librarians' Library (The British Library Information Sciences Service: BLISS) run by the British Library and due to close and relocate eventually to the new British Library building at St. Pancras, London. The membership of the LA at large elects the Governing Council of sixty, and the Council has the usual array of Committees and Working Parties covering a wide and ever increasing range of professional matters, e.g. Disciplinary Sub-Committee, Education and International Relations Committees. There is an attempt to establish a regional democratic voice in that the UK is divided up into Regional Branches with their own Committees and a Branch Councillor representative on the National Council. e.g. Scottish Branch, West Midlands Branch. Also, the important subject specific roles and tasks that librarians perform are recognised by the existence of 23 Groups, e.g. Prison Libraries Group, Public Libraries Group - each of which sends an elected Group Councillor to represent its special interests at the National Council. The largest Group, with 9395 members in 1992 is, interestingly, a generalist body - the Association of Assistant Librarians (AAL). This Group was founded in 1895 as The Library Assistants' Association, changing its name to the AAL in 1922 and finally merging with the LA in 1930. The AAL, because of its prior independence, has managed to retain a certain amount of autonomy and influence. It has, for instance, a President, and currently five AAL members sit on the National Council of the LA. The AAL tends to concentrate on serving the young professionals, students and non-professional library workers and support staff who make up the bulk of its membership. The professional body's internal decision making and consultative structure is all rather cumbersome, slow and costly - £83,527 was spent in 1989 on LA Council meetings, Committees and Elections. Inevitably, much of the important policy implementation and 'behind the scenes' work of running the professional body is carried out by the experienced officers of the Secretariat, with Council formulating policy and serving as the democratic arena. Moves are afoot (1993) to reformulate the Library Association's structure into a leaner, more representative

and faster responding organisation to meet the manifold challenges the oncoming 21st century will pose to the LIS profession.

The other major player in the LIS workplace is the Institute of Information Scientists (IIS). Very much an 'arriviste' (founded in 1958) the IIS is, as the 35th Annual Report of the Institute observed in 1992/93: "The professional body in the UK for information scientists and information managers whose primary function is the identification, acquisition, storage, retrieval, evaluation and dissemination of information". (Institute of Information Scientists 1993:1)

This is not too dissimilar from the LA's own perceptions of the work of its members. This seeming similarity of interests, and cross-membership in some cases, led in 1989 to an eminent librarian and former President of the LA, Professor W.B. Saunders, issuing a reasoned and authoritative tract in 1989. This called for the dissolution of the LA, the IIS and ASLIB and the subsequent formation of a totally new professional body fully capable of dealing with the multifarious demands of the late 20th Century's information society and its needs, and possessing greater size numerically, increased power and professional cohesion. This plan for a 'Unified Profession' to meet and overcome, amongst other things, the problems of Governmental pressures, economic difficulties, privatisation, the impact of IT, the emerging 'new markets' for information workers, was, in the main, well received. Furthermore, this greatly enlarged and influential body would have been in a good position to establish what Abbott (1988) calls "jurisdiction" over the "information arena"; the "heartland of work over which it had complete, legally established control". However, after a great deal of costly meetings, internecine bickering, misunderstandings and quasi-legal argument the initiative collapsed when ASLIB withdrew from the negotiations, followed inevitably by the IIS - leaving the LA to 'go it alone'. This instability within the profession seems to indicate that librarianship might be perceived in terms of a process model of a profession, This is an alternative to a generally accepted view of librarianship being what Parsons (1966) called the 'functionalist' model of a profession, serving the 'central values' of society, such as education and the democratic process. This 'process model', according to Bucher and Strauss (1960/61), is one of loose segments of a discipline, held together by the centrifugal forces of an over-arching professional association. They see the 'segments' as developing and splitting away continually; undergoing fission and change - a link through to Abbott's (1988) notion of 'flux', and consequential weakening of the cohesive properties of 'colleagueship' or 'brotherhood' within the profession. The breakdown and

abandonment of the 'Saunders Talks' could lead possibly to a situation where the profession is further fragmented or to a scenario where the IIS collapses because of unviable membership numbers and resultant economic problems and the LA absorbs the displaced ex-IIS members. The IIS has a constant problem with viability of numbers in membership - not helped by an inappropriate organisational name.

The IIS has a small Headquarters office in Bloomsbury and a small Secretariat is located there. Membership of the Institute is gained by subscription and, additionally for professional members, by the possession of an approved LIS qualification or an appropriate degree plus a period of professional practice. Fellows (FIInfSc) composed 5.1% of the 2670 members in 1990; Members (MIInfSc) took 56.4%; Affiliates 28.4% and Student members 10.1%. Women comprised 47% of the membership - a much more even balance than the LA has achieved. The Institute has several special interest groups (analogous to the LA's Groups), e.g. The Small Business Group has four Regional Branches, viz. the Irish Branch, Northern Branch, Scottish Branch and Southern Branch, together with a democratically elected National Council and an array of Committees - such as the Professional Standards and Development Committee, which, amongst other things, looks after IIS Course approval, validation and monitoring.

ASLIB (The Association for Information Management) is a very different body from both the Institute and the LA. It offers no professional qualifications in LIS and is really an association of special libraries and information bureaux, such as the libraries of UKAEA and ICI. It was formed as a breakaway from the LA in 1924, has a Headquarters building in London and tends to concentrate on running short courses and conferences, publishing a Journal and being a central referral, research and coordinating unit for the 'special libraries and documentation' sector in the UK. There are just under 2000 members at present, over 20% of these being overseas. There are three Regional Branches and twelve 'Special Interest Groups' such as the Technical Translations Group and the Economic and Business Information Group.

Other minor players in the LIS arena are such bodies as the School Library Association (founded in 1937) and very much the domain of teachers rather than librarians; the Society of Archivists and the Museums Association - both small and specialised. The Government has an interest in LIS work through a general oversight exercised formerly by the Office of Arts and Libraries (OAL) under the control of the Minister for the Arts. The Office has now

been subsumed within the newly created Department of National Heritage as the Libraries Division, with overall responsibility for Government policy on library and information services. The afore mentioned Library and Information Services Council also has a role to play in advising the Minister. Other Governmental agencies such as the Department of Trade and Industry and the Department for Education also impinge upon the work of the LIS community. The British Council through its Books and Libraries Division has some influence on the international relations work of the profession and bodies such as the Booksellers' Association and the Publishers' Association also work in close association with the professional bodies of librarianship. Contacts are also maintained with the appropriate Trade Unions operating in the LIS field, such as NALGO (now UNISON), NATFHE and the AUT.

2.5: The structure of the educational system for the LIS profession and some of its current concerns.

The recruitment and formation of LIS professionals rests bilaterally with the professional bodies - notably the LA - and the 16 University LIS Schools in the UK offering First Degrees or Postgraduate Diplomas/Masters courses in LIS in the UK. An intriguing difficulty has arisen within the HE sector with some HE Institutions setting up courses which have an 'information' component and, in some cases, asking the LA and the IIS to inspect and approve such courses:

"Recently the situation has been complicated by the new 'information science' courses and options emerging in HFE Colleges, which, however desirable for purposes of user education, are less desirable for professional education"
(Library and Information Services Council 1986:20).

This threatened slow erosion of the LIS Schools' sector of work is a difficult, almost intractable, problem for the profession. The HE Institutions have full autonomy; if a market for graduates of 'information science-rich' courses exists - or is thought to exist - then the educational entrepreneurs will move in to exploit that gap in provision. Perhaps it is an indictment of the LIS Schools themselves for not entering this perceived niche or 'new market' sector. Or perhaps the very universality and size of the information markets is such that a plurality of education providers can operate quite amicably and effectively within it.

Prior to the abolition of the binary divide in HE in 1992 the 16 LIS Schools (13 in England and Wales, one in Northern Ireland and two in Scotland) were lodged in a cross-binary matrix of Universities, Polytechnics and a College of HE. They are all now firmly within the University sector and play a key role in the development of the LIS profession in the UK.

The LA remarked:

“It is clear that the profession needs and will continue to need a number of strong, well funded and well staffed Library Schools to provide initial professional qualification courses in LIS, with a significant role also in research and in the provision of continuing education opportunities” (Library Association 1985:28)

There have been criticisms of the system of initial professional education for librarians too. A former President of the LA maintained that:

“One of the worst features of the present system is the vicious circle whereby professional status demands a qualification, an educational system is created to produce the qualification and the educational system comes to determine the practice it should be serving. Librarianship becomes the prisoner of its own pretensions and is the sufferer thereby”.
(Line 1983:35)

Although written ten years ago Line's remarks still have validity and suggest the unease with which many practitioners regard the “push-pull” relationship of the education system to their professional work which is addressed in this research. Line is enthusiastic about the ‘deschooling of librarianship’, broadening curricula, moving lecturers back into professional practice, and, above all, is committed to the integration of theory with practice at all times. In similar vein, Baker (1986:39) speaking from a University Librarian's standpoint observed that “Librarianship is a vocational subject like law or accountancy” and quoted Larkin's remark that the attraction of librarianship lay in its “unique combination of the academic and the administrative”. A common refrain from many practitioners is that as long as the Schools realise that the vocational aspect is the paramount feature of librarianship and design their curricula and methods of teaching those curricula in a practice-orientated way then all should be well. Angell in a Report to the BLR&DD commented that:

“it must not be forgotten, however, that the LIS profession is primarily a practical one, requiring ‘hands-on’ experience. It is essential that courses are not over-intellectualised”
(Angell 1987:42)

McGarry also observed that :”we can never affirm enough that librarianship is a practical profession” (McGarry 1986:43). Herein lies a fruitful area of dissension and discussion between the educators and the practitioners. Similar concerns are often expressed by

members of the teaching profession, decrying the dominance of 'theory over practice' in the initial professional education of teachers, and the Government is attempting to switch much teacher training from the HE sector into selected schools; these schools to be analogous to the 'Teaching Hospital' or even the 'Teaching Library' for the medical and LIS professions.

The traditional two 'A' level GCE minimum entry level standard still applies for entry into the undergraduate courses. There has been a welcome and growing awareness lately of a need to extend entry to nontraditional groups also, e.g. mature students, ethnic minorities, and to under-represented groups such as people with disabilities; consequently, provision is usually made for 'nonstandard' entry to the LIS Schools' courses. The LA and the IIS both inspect and accredit courses in LIS offered in the UK - an important function of these two professional bodies. Approximately one thousand students a year emerge from the LIS education system with an initial LIS qualification at UG or PG level. For postgraduate courses a First Degree in any subject will suffice, although there is a steady and unsatisfied demand for graduates in the scientific, computing, management and technological disciplines who prove very desirable to employers after graduation. LIS Schools strongly prefer new entrants to have had some prior experience of working in a LIS environment but this is becoming increasingly difficult to achieve because of financial cutbacks and reorganisations in many libraries. Some of the LIS Schools are active in offering a part time route into the profession via undergraduate and postgraduate courses. The LIS Schools have, in the main, embraced the implications and ramifications of IT, the 'new markets', the need for management skills and continuing professional development. The TYGLIS Report identified the most urgent and major trends impacting upon LIS work - and therefore upon the LIS Schools - as:

"Increasing emphasis on information services; the continuing impact of IT; pressure for a more 'commercial' approach, combined with a grasp of the full value of information and the need for much greater cooperation in the provision of services"
(University Grants Committee/National Advisory Board: TYGLIS. 1986:16)

There have been sustained arguments within the profession regarding the existence of too many LIS Schools in the UK since the foundation of the first LIS School at University College London in 1919. This is a common refrain throughout much of the world. Two observers of the international situation vis-a-vis LIS education and training remarked that throughout the world, education for librarianship was in a state of change, and that the last decade had seen closures and mergers and the loss of identity of the discipline and its departments in many institutions, (Feather and Mann 1992:201). This has been particularly

noticeable in the United States. The growth of the UK LIS School sector has been fairly constant and has led to inequalities of size and geographical distribution. Line observing the transformation of the library education scene noted that:

“In 1940 Britain had one Library School offering full time education now there are sixteen. Nearly all library education used to be by part-time courses run by the Library Association: now it is nearly all graduate and postgraduate and is in the hands of the institutions. Courses have become more diverse and increasingly concerned with information management and less with traditional library practice as new careers open up to information trained graduates”.
(Line 1990:160)

In 1985 a major enquiry into the UK LIS education and training system was set up by the University Grants Committee (UGC) and the National Advisory Body for Public Sector Higher Education (NAB). Its full title was the UGC/NAB Transbinary Working Group on Librarianship and Information Studies, usually acronymised into “TYGLIS” for practical purposes. Its terms of reference were to “advise on the current provision of, and likely needs for, library and information courses at institutions within the areas of responsibility of the UGC and NAB... and to make recommendations for action”. However, not a great deal of structural changing of the LIS education and training system came from the TYGLIS investigation and subsequent Report (1986).

An interesting suggestion was made in the Report that a London Postgraduate Library School be established, using the existing four London LIS Schools plus the vast resources of the British Library itself, to operate as a consortium - rather like the present day London Institute does for Art, Design and Fashion courses. This proposal never reached fruition. The proposal to establish a new Library School in the South West to serve a scattered yet significant LIS population physically distant from any existing School - possibly by a relocation of Brighton LIS School - also fell on stony ground, regrettably. Although, as a result of the TYGLIS investigations one of the more bizarre manifestations of historical accident and local civic entrepreneurialism - the existence of two LIS Schools in the small market town of Loughborough - disappeared when Loughborough Technical College's failing Library School was closed down and its students and some staff transferred to Loughborough University's Library School nearby. This action reduced the number of UK LIS Schools from 17 to 16. The LA, in its evidence to TYGLIS, remarked, amongst other things, that the location of the then 17 Library schools did not provide equal regional access throughout the UK and recognised that finance would not be available to establish extra full time Library Schools to ensure a “more equitable degree of geographical access”

(Library Association 1985:9). The LA suggested relocating one or more of the present Schools from regions which have several - notably London and the South East with five Schools - to regions which have none, notably the South West and East Anglia. In response to this observation the subsequent proposal by TYGLIS to relocate the Brighton LIS School was made - but ignored by the authorities, and the geographical inequality of distribution still persists. What effect, if any, the geographical distribution of the Schools throughout England and Wales has on the HE LIS Sector's need and expectations is one of the topics under investigation in this research. The LA, in its evidence also urged Schools to develop distance learning modes of operation, and to consider seriously the offering of part time initial LIS qualification courses. Distance learning has not really been tried much by the Schools - only UCW Aberystwyth is a serious player in this arena (possibly because of their own geographical isolation) - the start-up costs and logistical effort involved are onerous and many Schools are sceptical about the latent demand for such courses in any case. Part time course provision has been rather better received and several Schools offer a range of courses in this mode of operation and this can be expected to grow as demand increases.

Disappointingly, the TYGLIS enquiry changed very little of the existing arrangements for initial professional education; one School closed its doors; Schools were recommended to widen access to their courses and to be aware of the 'new markets' for their products and also the substantial IT impact upon LIS work. Perhaps financial constraints, vested interests, and academic and professional inertia - or a combination of all - put paid to any of the more substantial proposals being implemented. The far reaching "Futures Report" of the Library Association (1985) identified several factors operating upon the provision of education for librarianship. There was the increasing number of people changing careers in mid-life entering or leaving librarianship, with a consequential increase in the mature student population of the Schools. There was an increasing demand perceived for part time modes of study, modular courses, credit transfer and mobility, and the growing popularity of Masters' courses compared to PG Diplomas. The growth and acceptability of 'non-standard' entry qualifications such as ACCESS awards, BTEC qualifications (and soon the National Vocational Qualifications (NVQs)) need to be fully recognised and acted upon by the Schools. There was a perception that many courses were being created in the HE Institutions which had 'information management and handling' as major components and thus overlapped considerably and significantly into the traditional LIS Schools market. The issue of Continuing Professional Development and who should provide it - the Schools or

the Profession, or a mixture of both - is also seen as of paramount importance by the LA.

A further difficulty endemic in the LIS Schools is that of recruiting suitable well qualified and experienced staff, fully 'au fait' with modern practice:

"In the past some Library and Information Schools and Departments have been criticized for not being sufficiently aware of modern equipment" (Library and Information Services Council 1986:24)

A salient characteristic of most of the Schools is their smallness; 10 to 20 staff, 100 to 200 FT students, and thus this factor, with few exceptions, leads to vulnerability and difficulty in undertaking extra yet necessary work (such as research or CPD provision) with such limited staff resources. A senior Officer of The Library Association remarked on this unhealthy situation for the future of the profession and the need for a 'critical mass' of staff to be achieved by the LIS Schools:

"We need institutions which are sufficiently large to employ staff with a wide range of knowledge, experience and abilities, to justify significant investment in equipment and software and to provide opportunities for the professional development of lecturers" (Shimmon 1986:27).

With the publication of the Research Selectivity Exercise results by the UFC (1992) for Librarianship and Information Management, it is becoming clear that the LIS Schools are reflecting, in microcosm, the real situation vis-a-vis research in the HE sector. The 16 LIS Schools in the UK are becoming stratified by their research excellence - or lack of it. City, Sheffield, UCW and Loughborough have achieved top level gradings of five and four (work of international and national standing) whilst the 'new' Universities' LIS Schools, such as Thames Valley University and Liverpool John Moores University, have tended to be graded at level one (little or no research undertaken). Thus a 'League Table' of research-strong LIS Schools has been created. There is some ambivalence within the profession regarding the value of research and whether the LIS Schools should be involved in it at all - given the existence of the BLR&DD and its funding of research in LIS. Some LIS School Heads argue that good research underpins good teaching, others would beg to differ. Some practitioners have little time for research, claiming that librarianship is essentially a practical profession and that most research undertaken in LIS has little practical relevance to their everyday work. Others can see the value of research, particularly applied research in informing, illuminating and underpinning professional practice. Rayward has argued for the value of research to be demonstrated to the practitioner; that good, appropriate research can inform and illuminate professional practice and be a unifying force between the Schools and practitioners:

“Research allows our professional knowledge to accumulate and to be disposed of in an orderly way; it finds patterns, fits in pieces that seem for a time impossible to place; disposes of misapprehensions; confirms or challenges beliefs ... If we had more good research we would know much more than we know now about what is really happening in libraries and related ‘information’ organisations”. (Rayward 1984:167)

On this question of research opportunities and the benefits Rayward further observes that with the arrival of the LIS Schools on the professional education scene came a much needed requirement to undertake research; an important function usually neglected by the profession at large. If librarianship has any pretensions to being a true professional occupation then the incremental growth of the corpus of professional theory and practice is obligatory, and much of this growth of the body of knowledge will emerge from the research process:

“Research augments what is known and critically evaluates it; research is necessary for the growth of objective and public knowledge, as opposed to what is simply accepted and known through tradition and custom” (Op. cit., 154).

Salaries paid to LIS School staff are relatively poor and worsening; there is little turnover of staff in the Schools, and the image of what should be the most sought after occupation in librarianship -the educating of the future generation of professionals - seems, in general, to be poor. Also, there does seem to be a major resource - the practitioner in the field - which is not exploited to the full by the LIS Schools and this is an issue to be addressed in this research.

The career opportunities for a graduate in LIS leaving LIS School at the moment are reasonably good and varied: the ‘First Professional’ could start in a Public Library, get some suitable experience and write the Professional Development report (PDR), thus becoming Chartered, then move to a University Library or try a period in the burgeoning private sector, say in a legal partnership’s library or a business library and information unit, gaining good, sound professional experience and making contacts until settling into one specific area of work permanently.

Undoubtedly the old, well established tradition of entering, say a County Library service, at age 18 as a Junior Library Assistant and then progressing through the ranks - qualifying professionally en route - until the apotheosis into County Librarian is reached at age 50 or 55, seems largely to have disappeared. Movement now within the profession is much more swift and fluid, there is a plurality of professional subsectors in which to work and LIS Schools must be responsive to these changes in the employment markets. The

'traditional librarian' is rapidly disappearing under the pressure of technological and societal change, as BLR&DD researchers observed:

"More widespread use of technology, more automation, more computer literacy among the population at large, greater commercial pressures to sell information products of various kinds to the public - all these factors will tend to weaken the position of the traditional librarian or information scientist". Martyn, J. *et. al.*, (1990:23)

The EC and the Single European market of 1992, with all its far reaching implications for LIS personnel and services, poses many problems and brings opportunities too; as does the advent of a radically changed Eastern Europe:

"The changes in Eastern Europe presents a whole new range of opportunities for new markets and dangers of competition from lower-cost workforces that have to be taken into account by all parts of the information industry". (*Ibid.*: 24)

Whether the LIS Schools and the profession at large are fully cognizant of these opportunities and threats is debatable. The foreign language ability of most librarians is poor and the Schools seem to give little emphasis to this aspect of professional development. The innate conservatism and caution of many librarians is crumbling slowly under the impact of so many changes. The new breed of librarian is a very different 'animal' from those populating the library landscape of even twenty years ago. Line noted that :

"Librarians will need to be better equipped for the future. In addition to their professional skills - some of which, such as cataloguing, are no longer in such demand- they now need managerial and financial skills of quite a high order; staff management, marketing and public relations are called for".(Line 1990:162)

An intriguing development arising from the abdication of the LA from the teaching role has been the confusion amongst some employers about the difference between a 'qualified librarian' (e.g. a BA Librarianship graduate) and a 'Chartered Librarian' (e.g. ALA). Some employers will advertise for a 'qualified librarian' and take a graduate in LIS without the person being Chartered, thus a tacit equation is being formulated in some areas: 'qualified = chartered'. This poses a danger of dilution of the 'Chartered Librarian' as the 'basic model' professional librarian, will reduce membership of the LA and will diminish the power and authority of the professional body. It is a difficult problem, caused by the shift in control and provision of initial professional education from the professional body to the HE Institutions - from the control of the practitioner to the control of the educator.

The 'theory versus practice' argument seems to be a constant feature of the UK LIS scene. Theory integrated into practice is necessary, and it should be a major priority for both sides to agree upon the mechanism of how theory and practice should be meshed together.

Foskett remarked upon this topic that:

“The relation between theory and practice is one of the most difficult problems confronting all those who are concerned with preparing and conducting initial courses in a professional activity”.
(Foskett 1971:225)

Many other LIS School Heads agree with Foskett's view, and the theory versus practice controversy seems common in many countries. Writing of his Canadian LIS School experiences, Stokes remarked that: “I now believe that one of the most serious problems facing library education is the manner in which it can effect a balance between practice and theory” (Stokes 1973:2). The LIS Schools, trying to solve the tricky problem of how to ensure that theory informs practice, responded by introducing fieldwork (or ‘practicum’ as McGarry (1990a) usefully calls it), as fully integrated components of their curricula. ‘Practicum’, which broadly encompasses work experience, visits and placements, has had varied responses from the profession and from educators as to its efficiency and relevance. It has to be remembered that the logistics of arranging, visiting and monitoring ‘practicum’ are burdensome and costly to the Schools. The Library Advisory Council's Report on the “Supply and Training of Librarians” came down firmly on the necessity for fieldwork, by stating quite unequivocally that: “In our view, practical work in libraries should be planned as an integrated part of all full time courses” (Library Advisory Council 1986:21). ‘Practicum’ is present in all the LIS Schools' curricula; the problem lies in how much time can be allotted to fieldwork, particularly in a tightly packed one year PG course. Enough time has to be found to make the experience meaningful and worthwhile to the student, and for the host library to receive some value from it too. This latter point is difficult to quantify - the attitude of many practitioners is that hosting ‘practicum’ is a necessary - if onerous - professional obligation, and that the host libraries get very little benefit out of the experience themselves. The cost of ‘practicum’ can be quite heavy to a host library; these costs are often hidden, but the senior staff time involved and the inevitable disruptions to routine can be expensive. The opportunity to engage in ‘practicum’ provision is diminishing in many libraries also, due in large part to economic constraints, as a Midlands Head remarked:

“Support from the profession is vital if placements are to continue... Over the last two years there have been virtually no placements available in Public Libraries, largely due to the recession”. (Elkin 1994:33).

In the new era of income generation and market forces in HE it is quite feasible that ‘practicum providing libraries’ will look again at this hidden item of cost and start to charge appropriate fees to LIS Schools for the provision of ‘practicum’. This could well spread throughout the whole LIS sector in the UK. The effect might be that Schools will abandon

'practicum' altogether as too costly, or arrange higher student fees to cover the costs, or insist that 'practicum' is carried out in full before entering LIS School. This might prove very difficult to do in practical terms, apart from the other important aspect of the potential LIS student not yet possessing the theory to integrate into the practice.

2.6: Some trends for the future.

A noticeable feature of the LIS education and training sector is the steady, upward 'academic drift' of the initial professional qualification offered in the Schools. Even as far back as 1971 a then Library School Head observed that:

"It is, I think, clear that a number of younger people are seeing the advanced degree, the Master's degree and possibly Doctor's degree, as going to be the necessity for their careers in their forties and fifties" (Dudley 1971:8)

There is an increasing trend towards the Master's degree in the Schools. 12 out of the 13 Schools offer this qualification. This seems to be following the American pattern of the MLS becoming the basic professional qualification. Thus librarianship is evolving slowly into a postgraduate occupation, with all that signifies in terms of status, salaries and image. From a formerly non-graduate occupation, through to a graduate profession and now steadily evolving into a postgraduate profession, librarianship has shown an evolutionary pattern wholly typical of many professional bodies. Librarianship appears to adhere to Wilensky's (1964) concept of all occupations being in a 'continuum of professionalization', moving steadily along the continuum towards the ultimate goal of full occupational closure. Other important features of the LIS education and training system are the content and control of the curriculum of the LIS Schools. What is to be taught? By whom? How is the profession involved in curriculum planning and delivery?

Allied to these questions is a severe problem of the decreasing 'shelf life' of the average LIS curriculum. Most Schools talk now of a five year maximum lifespan - in reality closer to three years - before an initial professional LIS course has to be scrapped or extensively and thoroughly modified. This has led to LIS curricula being subject to constant, unremitting revision and rebuilding, with a growing trend towards modularisation of course components and the creation of 'flexible pathways' through a labyrinth of course offerings. Much argument has centred around identifying the 'core curriculum'; "that part of the total curriculum which must be mastered by all, no matter what specialisation he aims for" (Asheim 1954: 10). It used to be fairly easy to identify: cataloguing, classification, bibliography and reference work, administration, were commonly held to be the central

themes of the professional librarian's work. Now, with the steady impact of IT and computing on cataloguing classification and reference work and the automation of many library routines, the irreducible core disciplines of librarianship seem to centre increasingly around management, IT knowledge and skills and communication skills. These topics are those of the general manager; there seems to be little of librarianship within them. Combe asserted that: "Apart from this (the knowledge of books or 'bookmanship') there is little by way of a body of abstract knowledge, if any, related to librarianship"(Combe 1973:39). A LIS lecturer pointed out: "If there is no core, what is professional about an occupation that lacks a central essential body of knowledge?" (Grogan 1982:21). Surveying the contemporary LIS education system in Australia - which is not dissimilar to the UK scene - two British educators remarked that:

"Librarianship had a tendency to incorporate a wide range of extraneous subject knowledge into its courses, as either core or optional units, rather than to promote its unique offerings to cognate fields. The porosity of the field has increased of late" (Cronin and Davenport 1988:25).

This potential loss of identity; the fragmentation of the profession, is a disturbing problem, although Boll argues that there is a myth about our professional unity as librarians, the reality being that: "Librarianship is really a cluster of four or five interlocking subprofessions"(Boll 1972:195). In a sense, Boll is correct; librarianship can, by virtue of its specialist sectors of work, be perceived as a cluster of subprofessions. The defection of some LA members in 1958 to form the Institute of Information Scientists indicated dissatisfaction with the then Public Library orientation of the LA by librarians working in the special libraries sector, composed of industrial, commercial, legal libraries and information units. A University Librarian and a Prison Librarian occupy distinct subsectors of the profession, by status, tradition and the nature of the work carried out.

Library Schools are faced with a dilemma regarding provision of a 'core' (or perhaps more appropriately, a 'foundation' course) as opposed to the vociferous demands from some practitioners for specialisms; e.g. children's librarianship; business librarianship. The 'generalist' versus 'specialist' tensions exist, and practitioners are often loud in voicing their perceptions of the Schools' failings in providing appropriate specialist electives or options in their curricula. In response to such criticisms, a Head of a LIS School and the Education Secretary of The Library Association jointly pointed out:

"Erosion of specialisms concerns members of the profession who feel that their particular area of interest is no longer being taught. It is no longer possible, however, for Departments and Schools to cater for all specialist demands, or indeed, to raise false hopes in students in minority interest areas which

offer few job opportunities” (Wood and Elkin 1993:29)

Generally, the Schools have opted for a ‘core’ with a limited menu of electives. The difficulty, as always, is to identify a ‘core curriculum’ which is truly central in a rapidly diversifying profession and that can have some stability, currency and acceptability - both for teachers and practitioners. The LA in evidence to TYGLIS stressed that:

“We believe that there is a ‘central core’ of concepts, which all aspiring library and information professionals should study in their initial courses, and employers and clients have a right to expect a basic level of professional knowledge. It would, we feel, be unduly restrictive to prescribe such a core because simply setting it down would invest it with undue importance and that in a rapidly changing field it would quickly become out of date”
(Library Association 1985:10).

The central dilemma is whether curriculum designers can identify, with any certainty, the basic ‘core’ of the LIS disciplines - given the speed of change inherent in the ‘information world’, as Weingand pointed out:

“Occupational obsolescence is now a very real concern in all fields of work, but it is particularly critical in the information industry, for it is information and its pattern of access which are accelerating at its fastest rate” (Weingand 1991:266).

Within this topic of the curricula of the Schools, cognizance should be taken of the value of the ‘hidden curriculum’ operating within both the Schools and the ‘Practicum providing’ libraries which they use. The ‘hidden curriculum’ or ‘paracurriculum’ is rarely discussed in LIS education circles yet - as “the curricular milieu, instilling the instrumental social skills and attitudes, e.g. punctuality, social and professional norms” (Taylor and Richards 1985:114) - it has an important role to play in the socialisation and formation of ‘new LIS professionals’. It instils professional values and attitudes (and the role of the ‘practicum providers’ is clearly important in this respect) and reflects the beliefs and traditions of the LIS work place and what is expected of new entrants to the profession within this milieu. The LIS Schools are thus the main mechanisms providing the “informal and subtle ways in which an education institute mirrors and supports existing social values” (Page and Thomas 1977:161)

Linking in with the above is the question of Continuing Professional Development (CPD) and how the LIS Schools provide for this important sector of education and training - or, indeed, if they should undertake this work. A singular feature of being a ‘professional’ is the keeping abreast of new developments and practices within the profession and providing an acceptable level of professional performance in the workplace. Two LIS educators observed that professional education can never come to an end with graduation or indeed be

fully completed at all (Feather and Mann, op.cit.:206). The rapidity of change within 'the information milieu' endows CPD with considerable urgency and importance for contemporary librarians, their employers and clients. The Library and Information Services Council observed:

"Investment in people is adequately rewarded, and well trained staff will yield a rich dividend in the quality of service to users... only continuing education and training can help them improve upon their performance" (Library and Information Services Council 1986:63)

There has been a sea change over the last few years regarding the necessity for undertaking Continuing Education or Continuing Professional Development as it is better known. One observer remarked that: "The old idea that an initial professional qualification was a sort of "one-off for life" injection of professional education and theory coupled with a short and limited dosage of practice is obsolete" (Freeman 1992a:10). Many employers realise, in an age of financial stringency and retrenchment, that they have to make do with what staff they have got, and have therefore placed retraining, redeployment and CPD for staff high on their agendas. The professional bodies themselves, notably the LA as market leader, have grasped the CPD sector of work firmly and insist - by means of professional codes of conduct - that their members have a basic duty to undertake CPD and be kept up to date and knowledgeable of new practices and developments in the LIS sector. Behind these exhortations lies a disciplinary sanction of erasure from the Register of Chartered Librarians - although, admittedly, this step would be hard to carry out and fraught with legal difficulties; essentially a last resort. Nevertheless the necessity of undertaking CPD by professional librarians is readily gaining acceptance as a professional norm; whether employers will fund this fully or whether the practitioner will have to contribute financially is another, as yet unanswered, question.

A further interesting question is that of access to CPD provision and who are the providers of CPD? There are many players in the CPD arena at present. The professional bodies, notably the LA, are very active, both centrally and through their regional and sectoral groupings. The LA has introduced a 'Framework for CPD' complete with logbook for recording CPD activities undertaken and is publicising and stressing the importance of CPD to the various employer groups. A good deal of 'in-house' CPD goes on in libraries of all types, and groupings of LIS cooperative CPD providers (e.g. in Newcastle upon Tyne) are becoming popular, and are seen by practitioners and employers as well targeted and cost effective. An 'Old' University Librarian commenting on the need for 'reskilling' in a professional career observed:

“It is unreasonable, I suppose, to expect the Schools to turn out perfectly formed products of equal ability and containing all the skills necessary for all tasks. It is therefore necessary to assume that in-service training is essential. Further, the rate of change is demonstrably such that any new recruit to the profession can expect several sets of technical re-skilling in a career. The Schools have manifestly failed to take this on board”.
(Law 1989:6)

The LIS Schools have ventured only tentatively, and in a small way, into CPD; they are sufficiently occupied with initial professional education and research at the moment to be unable to devote extensive resources to a highly competitive and volatile market such as CPD. Add to this the uneven geographical dispersal of the Schools and the question of whether the LIS Schools' staff are numerous enough - or up to date enough - to staff any extensive CPD provision to practitioners, and the reluctance of the Schools to be involved to any significant extent can be understood. There are also some good, imaginative and vigorous commercial providers of CPD to practitioners, such as TFPL and ASLIB who would provide a difficult challenge to the Schools to overcome.

A controversial problem for the profession is that of whether to make CPD mandatory or voluntary. Roberts and Konn commented that: “mandatory requirements undermine professional integrity and inhibit the development of individual responsibility: the hallmark of the professional” (Roberts and Konn 1991:29). But they later proceeded to remark that:

“Experience in the US suggests that more UK professions can be expected to adopt compulsion in some form as they react to the expectations of better informed clients, the quality and regulatory demands of the Government and the European Community; the consequences of competition, the progressive example of other professions and the imperatives presented by knowledge growth and technological advances” (Op.cit.:44)

This realistic and pragmatic view requires that CPD be made available in sufficient quality and quantity and dispersed widely throughout the nation. It raises issues of equal opportunities, resource constraints, access and centralisation. Voluntary CPD, on the other hand, is perhaps too 'laissez faire'; peer pressure and employer requirements may well drive most practitioners to undertake some CPD, but what is to be done about the small minority who cannot - or will not - undertake appropriate CPD? Will the full might of the profession's disciplinary machinery fall upon them? How would the disciplinary process cope with special pleading, exemptions, mishaps and appeals - a bureaucratic nightmare looms... Additionally, as has been alluded to earlier, a spectre of deprofessionalisation and deskilling looms in many areas of librarianship today. IT has been a great liberator from many tedious (and barely professional) tasks in the LIS milieu yet at the same time is posing a current and future threat to the profession in the areas of deprofessionalisation and

deskilling. Remarking on the widespread and remorseless acquisition of information handling skills by the general public and its effect upon Library User Education and upon librarians generally, Cronin controversially observed:

“If future users (of libraries) are going to be informationally self reliant will there still be a need for professionally trained and qualified intermediaries of the kind produced by the Library Schools? It is tempting to conclude that the skills of the librarian will soon be the skills of everyman” (Cronin 1985:460).

To sum up, the LIS Schools and the LIS profession they serve have many varied, controversial and important problems facing them in the late 1990s. There is the problem of the smallness and consequent vulnerability of the LIS Schools' staff numbers; the loss of identity of the LIS disciplines and their Schools in an era of dissolving boundaries and absorption - what Cronin and Davenport (1988) called “the porosity of the field”. The Government is increasing student numbers in HE without concomitant funding; can the LIS Schools cope with increased student numbers and higher staff-student ratios? There is a problem of the ‘push-pull’ relationship of the Schools with LIS practitioners generally - should it be a reactive or a proactive relationship? A difficulty lies in identifying the very heart of the LIS disciplines in curricular terms - the ‘irreducible core’ of the LIS profession; and allied to this is unremitting pressure from practitioners to add new topics : more IT, Quality Issues, more Management and Communications, to be packed into an overcrowded and finite syllabus. Arguments abound regarding whether the Schools should be producing ‘specialists’ or ‘generalists’ (although the latter seems set to win the contest). Schools have great difficulties in recruiting high calibre, experienced teaching staff. There is also an endemic problem concerning the ‘image’ of the profession and its effect upon the recruitment of top calibre (in intellectual and personal terms) students into the LIS Schools. With the advent of the unified HE sector and the abolition of the binary divide it can be expected that parent institutions will begin to apply pressure on their LIS Schools to undertake more research, leading to a tension between the demands of research and the very different demands of the teaching role. There will also be a conflict likely between institutional demands and the wider profession's demands of the Schools.

Not all the issues and concerns raised here could be surveyed within the time and resource constraints imposed upon this research; some items are peripheral in any case. The important, encompassing issues to be tackled here are those surrounding the establishment, maintenance and development of the inter-sectoral professional working relationships

between the Schools and HE LIS units and whether the Schools are producing the 'right product' to meet the needs of the HE LIS employment sector. The issues of a 'model curriculum'; 'image' of the profession emanating from the Schools; the 'specialist' versus 'generalist' debate; 'practicum'; CPD; trends in HE LIS; geographical distribution of the Schools are other items to be addressed here too.

CHAPTER 3.

THE HIGHER EDUCATION ARENA AND THE HIGHER EDUCATION LIBRARY AND INFORMATION SERVICES SECTOR IN ENGLAND AND WALES.

Before addressing the issues specific to the profession of academic librarianship and the role of the LIS Schools, it is essential to possess some understanding of the arena within which the HE LIS sector functions. Therefore, this Chapter will attempt to define and examine the basics of the Higher Education (HE) system of England and Wales, and outline some of the issues therein. This is the milieu within which the Higher Education Libraries and Information Services (LIS) operate. The HE environment has become ever more diverse as mergers and new Institutional creations occur. As Sir Brian Follett remarked in his Review of the University Library sector for the Joint Funding Councils:

“An important feature of the HE sector for which the new Funding Councils are responsible is that it is more heterogeneous as well as larger than its predecessors” (Joint Funding Councils: 1993:26).

The salient point to be borne in mind is that each HE LIS unit operates within an organisation and is thus committed to serve the overarching mission of that body. The Librarian of the former Manchester Polytechnic underlines the importance of holding a holistic view of the organisation:

“The first and most important principle is that the Library is part of its parent institution, a sub-system within a system and not a free standing system in its own right” (Rogerson 1982:85)

The pressures, concerns and opportunities found in the HE system are transmitted through to the LIS of that system and thus shape and control their roles and functions. Some understanding of these pressures and issues is helpful in establishing how the HE LIS system as a whole has evolved and what are the major issues impacting upon this system today.

The Library and Information Services (LIS) of the HE sector in England and Wales are, as might be expected, a mirror of their parent institutions and present a picture of diversity - ranging in size from small single site Colleges of HE with six LIS staff such as Charlotte Mason College in Ambleside, to large ex-Polytechnics, such as Manchester Metropolitan University with 90 LIS staff spread across several sites. Their primary role

and function is supporting the teaching, learning and research activities of the parent institution. To serve, as F.W. Ratcliffe once said "as the fulcrum of the University" or as Cronin (1988b:2) stated, using a 'medical' or 'institutional health' analogy: "The Library has often been described as the heart of the University, pumping knowledge through the circulatory system, and ensuring the vitality of the academic body". Many HE Librarians are busy at this moment formulating their 'Mission Statement', to enable them to focus with greater clarity upon their LIS unit's role within the institution and to derive operational objectives from such mission statements. Aston University's LIS, for instance, declares in its Mission Statement that the mission of LIS is to "facilitate access to all forms of information by continuous improvement of resources and expertise to meet customers needs; information management skills within the Aston Community; and cooperation through local, national and international networking to support learning, research and other University activities" (Aston University:1992)

Apart from the HE LIS units themselves the major professional body for librarians - The Library Association - is also active in supporting the development of LIS in the sector; the IIS less so. The LA has two HE LIS Groups within its constituent structure: The University, College and Research Group (UC&R) founded in 1929 and having 3742 members in 1991, and the Colleges of Further and Higher Education Group (CoFHE) founded in 1969 and having 2193 members in 1991 (LA Statistics 1992). With the arrival of a unified HE system in England and Wales it is conceivable that these two groups will fuse together to form a large and influential Academic Libraries Group within the Library Association. Outside the LA structure lie two important autonomous groups of HE Librarians; the Standing Conference of National and University Libraries (SCONUL) representing the 'Old' University libraries (and the National Libraries such as the National Library of Wales), and The Council of Polytechnic Librarians (COPOL) representing the 'New' University libraries. With the Polytechnics becoming Universities the two previously autonomous groups of HE librarians merged in November 1993, retaining the name 'SCONUL'. The Trade Union NATFHE also has an active Library Section covering those members working within the Further and Higher Education sectors of librarianship.

3.1: The developing role of HE libraries.

Historically, the libraries of the HE sector have shown fairly consistent development, although often in spasmodic growth, followed by a period of retrenchment depending on the ebb and flow of Governmental funding and support. There seem to be three stages of

historical evolution of the role of libraries and librarians in general - and HE LIS and librarians follow this developmental pattern fairly closely. Firstly comes the storehouse, curatorial period, when everything is collected by purchase or donation; the librarian is seen as the collector and preserver, keeper and guardian of recorded knowledge (well exemplified in the character of the monastic librarian of Umberto Eco's novel "The Name of the Rose"). Knowledge resided predominantly in printed or written manuscript format as books, serials, and Mss, and were regarded as passive, restricted sources of information to be exploited by the limited numbers of literate and scholarly users allowed access. Following this came the service period, when the idea gained ground of encouraging greatest use of the library's holdings by the greatest number; a growing conviction that cooperation, openness of access and availability was necessary. There was a transformation of the librarian from keeper to service provider and manager, particularly as the 'quality' movement began to impinge upon HE libraries increasingly. This is the stage most HE libraries are at now : increasingly 'Quality' and 'customer-driven' organisations - again reflecting the corporate ethos and policies of the parent Institution. Beyond this stage lies an arena that few librarians have entered in a substantial way, as yet. This is the stage where the educational function of the library is paramount and obvious; where total convergence with IT / Computing/Media has been brought about; where learning is heuristic and centred around the library; and where independent learning is based upon the library with its vast hi-tech resources in print and non-print form. This is the transformation of the librarian openly as facilitator of learning, as educator and guide. There are distinct echoes of the American 'Library College' idea of the 1960s in this vision of the oncoming future for HE libraries and librarians. Some of the more far seeing libraries in the HE system in England and Wales are entering this stage with the creation of unified Learning Resources Centres, e.g. Plymouth University.

An unusual problem, deriving from the Legal Deposit Act of 1727, for the Bodleian Library of Oxford University and the Cambridge University Library, is that both of these major academic libraries are 'legal deposit' libraries receiving and holding a copy of every work published in Britain. This is of tremendous value, particularly for researchers, but is costly over and above the normal running costs of a University library. The government acknowledges this extra burden by extra funding of £2 million per annum via the HEFCE. This problem of 'special collections' is a difficult one to resolve and bears heavily upon many of the 'Old' University libraries which had acquired substantial valuable and rare holdings by gift or purchase over the years. Leeds University, for example, has a series of valuable

holdings such as the archives of the 17th century Quaker movement and a Bronte manuscripts collection. Keele University possesses unique collections on Wedgwood and Arnold Bennett. These collections have to be maintained and improved and are, essentially, national research resources rather than local. As the University Librarian of Leeds pointed out, in referring to the difficulty of funding both a research library and an undergraduate library:

“One of the main difficulties for a major library such as this is that we are trying to be all things to all men. If we were just a research library that would be one set of problems but in fact are also committed to the very pressing needs of very greatly increasing student numbers” (Griffiths 1993:21)

This problem is echoed in a similar comment from the Librarian of the London School of Economics - one of the largest Social Sciences libraries in the world - who asks: “Is it right the Institution pays for those (i.e. external researchers) or should there be some external funding in recognition of that research role?”

3.2: Issues of cooperation.

There have been various reports from Government Committees investigating aspects of HE Libraries over the years which have, in general, proved helpful to the sustained growth and importance of the library in the academic institution. Perhaps the most important, controversial and far reaching in its implications was the University Grants Committee's Report “Capital provision for University Libraries” 1976, (commonly called the Atkinson Report, after its Chair). This Report recommended the adoption of the principle of a ‘self renewing library’ of limited growth, one in which new accessions would be balanced or offset to a considerable extent by withdrawal of stock. There should be greater reliance on the British Library's lending services and greater regional cooperation with other academic and Public libraries. Greater use of microforms to alleviate storage problems was advocated. These proposals seemed to be sensible and timely - bearing in mind Pareto's 80:20 rule which certainly seemed to apply to much library stock. The need for cooperation and integration of library services of whatever type was becoming clearer as prices of books and serials rose inexorably, and cost sharing became an obvious way to bear the burden. This was particularly so in big conurbations where there were many libraries - Public, Academic and Special - often in close proximity to each other. With such close proximity and professional interaction came also some critical views on the nature and worth of each others services. One Polytechnic Librarian remarked that:

“University librarians should emerge from the collectors’ syndrome and recognise that service depends upon the efficient exploitation of an active up-to-date stock stripped of the dross of past acquisitions” (Steele 1978:45).

Cronin (1988b:8) also remarked upon the rigidity and conservative nature of many University libraries now being exposed by the go-ahead, entrepreneurial spirit of most of the Polytechnics’ LIS units.

Many librarians of all types had moved increasingly to favour interlending and cooperation between libraries, realising that funds were limited and that resources bought from the public purse should be made available to all. The Librarian of the Library Association Library advocated, apropos cooperation, that:

“The library system of this country is becoming more integrated as it needs to be, and it will be necessary to ensure that everything possible is done to exchange information, to compare new techniques, to adapt to changing circumstances” (Taylor 1980:252)

This atmosphere of sharing and openness is to be applauded, and the idea of a fully integrated national library system, incorporating public, academic and special libraries is a utopian vision dear to many librarians’ hearts. However, with the increasing competitiveness of libraries, moves towards privatisation and independence and requirements for libraries of all types to generate income, the question must be asked as to whether such cooperation would be feasible in present circumstances. A ‘dog in the manger’ attitude might prevail, particularly amongst those HE libraries with valuable and specialised collections built up painstakingly over the years. The Atkinson Report came under fire from several quarters, including some academics who were unhappy with the concept of a ‘steady state’ library in which to do their research. The Library Association was perturbed with some of the recommendations, and the University of London argued forcefully for the need for each University to have a strong research collection and not to rely on the BLL’s holdings - and the vagaries of cost and time inherent in using the Post Office’s services to support University teaching and research. Nevertheless, the ‘self renewing library’ principle has to a large extent been adopted by the HE LIS sector and seems to be working - as Smethurst (1987) observed in his review of the impact of the Atkinson report a decade later. The role of the BLL is of singular importance in this system of interlending and cooperation. If, under Governmental pressure to generate more income, the BLL increases its loan charges heavily then the borrowing libraries, of all types, are going to be in serious trouble. Perhaps regional LIS cooperative systems could step in in such an eventuality.

The idea of an integrated 'Library and Information Plan' (LIP) for each region and major conurbation is being actively explored at the moment under Government initiatives from the Department of National Heritage.

Increasingly, economic pressures are bearing hard upon the HE LIS environment. Accountability and 'value for money' are becoming permanent and paramount concerns, as an 'Old' University librarian recognised back in the 1970s:

"A University Library is no longer part of an ivory tower world; it is a practical service institution, accountable for every aspect of its performance" (Thompson 1979:11)

The transformation from the 'ivory tower' world of secluded, introspective and scholarly academic libraries into the 'practical service institution' it now is - outgoing, customer and 'quality' driven, - has been noticeable over the past decade. The comfortable and reassuring assumption by many HE librarians that their libraries were automatically 'a good thing', sacrosanct and insulated from the harsh economic climate outside, has been overturned, and libraries must work very hard now to 'earn their keep' and justify their existence. The widespread trend towards the establishment of 'cost centres' in HE Institutions and the provision of an 'internal market' for LIS services and products coupled with the higher expectations of service provision by clients - as the Information UK 2000 Report (Martyn, J. *et al* 1990) showed - and the gradual Institutional shift from teaching to learning are all factors impacting hard upon HE LIS units today. Also, the implications of the possible lengthening of the academic year in HE (as intimated by the Higher Education Funding Council (England)'s Report of 1993, chaired by Lord Flowers) are considerable for LIS units. Apart from a need for increased and more flexible staffing there are also considerable implications of wear and tear upon Library stock, space, equipment and staff engendered by such intensive, unremitting all-year use. It is noticeable that academic librarians are having to become increasingly more 'managerial' and 'cost conscious' in their everyday professional roles and this has clear implications for the type of product emerging from the LIS Schools and entering the HE LIS sector of employment.

3.3: Resource constraints upon the HE LIS sector.

The internal competition for adequate resourcing of LIS within the HE Institution has become rigorous, searching and combative; libraries are no longer 'protected entities' (or should it be 'sacred cows'?) - their role and function within the Institution are under continual questioning, and HE librarians are struggling constantly to justify and maintain their LIS services to the Institution. The funding goal of HE LIS has usually been to try to

reach or surpass the UGC Parry Report (1967) recommended figure of 6% of the Institution's annual budget being earmarked for library resourcing. DES Statistics for 1973-74 showed considerable and widespread differences in funding for libraries existed, ranging from Oxford with 8.1% to Heriot Watt University with 2.9%. SCONUL Statistics for 1976 showed a figure of 5.7% overall had been reached but again with considerable variations between Institutions being displayed. This pattern of funding inequality still persists and the entry of the 'New' Universities - with their often inadequate resourcing of LIS - into the funding arena will probably exacerbate matters. The Information Partnership, in its 1992 Overview of libraries and information provision in the UK for The British Library remarked, apropos contemporary funding of 'Old' University libraries that "Less than 4% of total university expenditure is on Libraries, and this has fallen steadily in recent years". Clearly, this is a worrying situation for the HE Institutions and their LIS. Pressures upon library budgets are considerable, particularly where they are caused by external factors such as devaluation of sterling and inflation reducing the purchasing power of the bookfund. Fewer books and serials are bought; libraries cope by 'doing without', reducing foreign purchases, relying on microforms or, increasingly on CD-ROM and On-Line Searching; cutting staff numbers and reducing services and opening hours. Reporting on likely outcomes of the Follet Committee's enquiry into University Libraries the Times Higher Educational Supplement (1993:viii) remarked, apropos resourcing of LIS, that:

"Higher Education libraries are under more pressure as a result of funding and space shortages than ever before. The number of readers per seat has increased. The price of journals has in recent years risen at between two and three times the rate of inflation, and the average library's share of the total university budget has decreased".

Considerable stress is put upon the HE LIS Chief in such trying times of continuing economic restraint and the number of roles expected of the Chief Librarian seems to be limitless:

"The University Librarian is expected to be a fund raiser, a campus politician, a learned man and a reader of books, an expert on electronics (now IT) and an expert in the science of management".
(Ellsworth 1967:21)

These words from a quarter of a century ago are prophetic; the strain and the myriad roles expected of the Chief Librarian - and the senior staff - seem to be increasing remorselessly and causing concern. Thompson observed, in similar vein:

"Inadequate resources, overcrowded buildings and hand to mouth funding, combined with harassed university administrations and ever increasing expectations from users, have tended to place a considerable strain upon Chief Librarians". (Thompson 1976:21)

Reviewing the challenges brought by slowly declining resources for university libraries during the 1977-87 decade one observer noted how:

“Most of the old style benevolent librarians have given way to younger, hard-headed managers more prepared for difficult decision making”. (Rodger 1988:374).

The era of expansion in HE LIS accompanied the general growth of HE in the UK after World War Two. The decade of the 1960s showed particularly strong growth and diversification. The Robbins Report on Higher Education (1963) gave rise to a number of so-called ‘plateglass’ Universities built on green field sites, (e.g. York 1965 and Warwick 1965). The existing Colleges of Advanced Technology (CATs) were elevated to Technological University status in the mid-1960s (e.g. Aston 1966 and Bath 1966). This sudden growth led to considerable expansion of staffs in the University LIS sector, as one observer noted:

“Between 1966 and 1971 there was an average growth rate of 33% in establishment of senior staff in University Libraries, and in the Technological Universities as high as 50%”. (Smethurst 1989:67)

Most significant of all was the creation in the mid-1960s of 30 quasi-Universities - the Polytechnics - thus creating the ‘binary divide’ between public sector Polytechnics and private sector Universities. This great expansion in the HE sector was also reflected in the growth of HE libraries and library staffs. From 1950 to 1975, as Thompson pointed out:

“Library staffs multiplied by anything from six to ten times. As a direct consequence of this increased staffing there was a shift in professional emphasis from book processing to reader services. Open access became the norm, programmes of reader instruction sprang up”. (Thompson 1976:2)

This considerable expansion, albeit often from a low original base line of staffing, enabled the significant change from ‘curatorial’ library to ‘service orientated’ library to come about. The Polytechnics, and their libraries in particular, were handicapped by severe under-resourcing for a University-level sector of education, as one Polytechnic Librarian noted:

“With hardly any exceptions the Polytechnic libraries, like their parent institutions, developed from small, scattered, underfinanced and understaffed beginnings... Consequently, the transition from Technical College standards to a level appropriate to the needs of the new Polytechnics involved the adoption of fresh attitudes, the creation of new policies and a vast increase in allocation of resources to the Library” (Cowley 1975:13)

Moore in his 1986 'Study of the LIS Workforce' demonstrated how Polytechnic LIS staff had doubled during a major growth period occurring from 1972 to 1976, as the following Table of Average Sizes of Qualified LIS Staffs show:

	UNIVERSITIES			POLYTECHNICS		
	1972	1976	1981	1972	1976	1981
Full Time Qualified LIS Staff:	7.6	9.2	9.0	7.9	16.3	17.5

(Source: DES Census of Staff in LIS work in the UK, 1981)

Moore also pointed out that the University and Polytechnic sector occupied 14% of the total employment market for librarians and information workers in 1981, according to the DES Census 1981. These figures do not include the LIS staffs of the Colleges of HE sector; always a difficult and nebulous area from which to garner accurate statistics due to its fluidity and instability - particularly during the period of mergers and closures in the late 1970s and 1980s.

3.4: LIS growth in the Polytechnic sub-sector.

The Polytechnic LIS sub-sector has been the one area faced with the greatest challenge: to bring their often poorly resourced and inadequate libraries up to an acceptable standard of University-level provision. Assisted by the CNAAs own fairly minimal standards for LIS and by generous funding in the late 1960s the Polytechnics grew rapidly in quality and quantity of their stock, services, staff and space. LIS Staffing was, initially, a difficult problem in the newly created Polytechnics, as one Polytechnic Librarian pointed out:

"One of the major problems in Polytechnic libraries is staffing. The Polytechnics are faced, even more than the ex-CATs, with a total change of function and status ... This is not to blame the staff of the older colleges, who were appointed to posts having nothing to do with the Polytechnic Library as we know it." (Harris 1971:84)

The problem was eventually resolved, helped by the influx of staff in the mid-Seventies from the libraries of the severely reduced Colleges of Education sub-sector and by substantial improvements in salaries and staffing numbers, usually in response to the criticisms and requirements of the CNAAs, and pressure from The Library Association:

"The major influence, undoubtedly, has been the CNAA, which has been the means by which inadequate library services have been improved. Visiting subject teams have not hesitated to comment clearly and decisively on library deficiencies"
(Plumb 1981:28)

Plumb, a Polytechnic Librarian, further commented on how pressure was exerted upon Polytechnic management and Local Education Authorities by CNAA to upgrade library funding and staff salaries and numbers. The 'Old' Universities were never quite in the fortunate situation of having a powerful national validating body inspecting and assessing their LIS - and recommending changes which had to be implemented. However, it must be remembered that most 'Old' Universities - particularly those with strong research interests, e.g. LSE, Cambridge - possessed a long established culture of scholarship and learning that valued and supported their libraries. The Polytechnics had been lucky in their initial funding and the support of the CNAA, which gave them a good 'head start' and attracted many excellent, energetic and creative librarians to work in the Polytechnic sector. Moore, commenting on the rapidity of the growth of the Polytechnic LIS sector, noted that:

"It is not just the extent and nature of growth which is impressive, it is also the fact that Polytechnic libraries have been able to develop innovative services in response to particular needs ... If nothing else, such a tradition of innovation should ensure that Polytechnic librarians are able to make best use of whatever resources are available to them"
(Moore 1986:124)

The types of innovation Moore refers to, such as integrated learning resources at Plymouth or Brighton Polytechnics, Cooperative Technical Information Services at Hatfield Polytechnic, advanced IT applications at the Polytechnic of Central London, all contribute to an image of a dynamic and rapidly evolving sector of LIS work.

The University sector - as noted earlier - was also undertaking a massive expansion in the 1960s, fuelled largely by Government funding arising from implementation of the Robbins Report's recommendations on Higher Education (Great Britain: Prime Minister. 1963). In the 1967-68 Academic Year, 376,000 students were enrolled in Universities compared to 217,000 in the 1962-63 Academic Year. The arrival of the then 'New' Universities and the expansion of existing Universities brought many opportunities, challenges and problems to University librarians - most pressing of which was how were libraries to be funded in these new circumstances?

The University Grants Committee: Committee on Libraries' Report of 1967 (Chaired by T. Parry) with its firm recommendation that 6% of the overall expenditure of the

University should be earmarked for the Library's funding, was invaluable in enabling expansion to commence and be maintained. Bookfunds increased, staffing expanded and the UGC also spent £23 million on building and extending University libraries. This expansion, particularly of the New Universities created as a result of the government's Enquiry into Higher Education chaired by Lord Robbins, continued apace until the mid 1970s, when financial constraints and forecasted demographic drop in potential student numbers combined to force a cessation of growth. This affected the LIS of the HE Institutions severely and was one of the reasons contributing to the Atkinson Report's recommendations (1976), cited earlier, on the merits of the 'self renewing library'. However, growth started again in the late 1980s: 517,000 FTE students in HE Institutions in 1988 - 89 rising to 811,000 FTE students in 1992- 93 (Joint Funding Councils' figures, 1993). Although the Government is striving to achieve a target of over a third of the age participation group entering HE by the year 2000 the likelihood of reaching this goal is problematical as Central Governmental resourcing of HE continues to be cut back.

3.5: Staffing issues in HE LIS Units.

One area in HE LIS which has suffered as a result of the 'stop - go' syndrome is that of staffing. Just as staff-student ratios in HE generally have deteriorated under economic restraints so have LIS staff - student ratios too. Also, into the 1980s the organisational culture within the HE LIS units began to change slowly, primarily under the impact of external financial pressures. This internal culture of the organisation moved from a former 'professional' dominance to the paramountcy of 'management', as a group of academic librarians noted:

"During the 1980s, with falling resources, professional librarians have been forced to develop managerial skills ... professional staff should devote more time to managerial tasks than to librarianship ones". (Davies, Kirkpatrick and Oliver, 1992:79).

One factor affecting staffing levels has been the massive impact of IT upon libraries. IT and the automation of many 'library housekeeping routines' have had a significant and pervasive effect on HE LIS work, saving time which can be used to improve and extend the quality and range of LIS 'customer care' services but leading, undoubtedly, to deskilling in some areas of traditional professional work, such as cataloguing, and reductions in staff numbers or grades. Whilst many - if not most - librarians in HE have grasped the IT nettle with alacrity and enthusiasm there is a danger in placing too much reliance on IT; it is not a

'magic bullet' which will solve all the many problems of HE LIS, as an officer of the Further Education Unit pointed out:

"There exists a set of assumptions about IT, all of which need to be tempered by reality... All IT has obsolescence built in, which means that we must constantly spend more in order to keep up to date. Nor does IT necessarily ensure good learning. Whilst mass higher education (and, increasingly, further education) depends on technology, the technology does not itself deliver learning, except in a highly mechanistic way... Currency and access to IT are major problems"
(Donovan 1992:8).

Conversely, Rodger (1988:346) remarked on this point that "It was in the whole area of IT that the most exciting changes took place in University libraries in the past decade (i.e. 1977-87). As a result, library users have seen great improvements in services, in spite of the cries of anguish from University Librarians at the severity of the cuts imposed upon them".

A further problem in the staffing arena is that of equivalence of status and salary with academic staff. This is a perennial problem and is slowly being resolved as a unified HE system is being shaped and brought into operation:

"The professional staff of University and College libraries have a common grievance, one which is echoed in many academic libraries overseas. This is that, in comparison with teaching staff, they feel themselves disadvantaged to a greater or lesser extent ... Salaries and tenure are the two major areas in which equivalence is likely to be desired"
(Durey 1976:108)

'Old' University LIS professional staff are placed on an 'academic-related' salary scale, which, although not unduly generous, does have linkage and status with normal academic salaries. The difficulties lie in the 'New' University and the CHE sectors, where tradition, pragmatism and local conditions have led to a variety of salary scales and accompanying status and conditions of service. For instance, 'Hybridity' - a system whereby a professional librarian would be paid a Burnham salary (or Pelham in the old Colleges of Education sector) but would have NJC conditions of service (i.e. those appertaining to the administrative and clerical staff) caused some problems. There are still disparities in the system, but as the newly enlarged University sector settles down then, hopefully, an integrated salary system - for academics as well as librarians - will emerge. The CHE sector, with its wide variations of LIS staff numbers and services, will be difficult to harmonise satisfactorily.

A constant problem in HE LIS work is that librarians themselves are often equivocal about their 'educational' role within an academic institution. A prominent Scottish 'New' University Librarian argued strongly that librarians in educational institutions are 'de facto' teachers because of 'the nature of the work carried out' (echoes of Abbott's concept of 'jurisdiction between and amongst professionals' rebound here) -by which he means the management and delivery of the learning environment and learning resources:

"It is unarguably academic to manage the environment and resources amidst which teaching is carried out, just as it is unarguably academic to do the teaching itself... If a librarian is not an academic in thought, in deed and by establishment, he risks being ignored and he and his library may be seriously disadvantaged" (McElroy 1981:137)

The American sociologist, Goode, remarked on this problem of gaining academic status and salaries for librarians in the educational environment:

"Librarians are thought to be, and in fact are, attached to learning ... they are service orientated rather than self interested ... by defining much of their task as 'teaching' College and University librarians can make a fair case for their claim to faculty status" (Goode 1961:306)

However, the opposing view which might be taken is that there could be severe and limiting disadvantages in gaining academic status and salaries, which would detract from the essential mission of the LIS itself:

"With the benefits of faculty status might come substantial disadvantages and extra, burdensome responsibilities - class contact; a 'teaching' load; research and publication obligations; stringent performance standards and evaluation" (Freeman 1984:75)

With the slow, pervasive shift from 'teaching' to 'learning' presently underway in HE and the extra responsibilities this places upon HE librarians and libraries, the issue of 'librarians as educators' will come to the fore. Maybe the arrival of the 'third stage' of LIS evolution -into an American-style 'Library -College' or total learning environment based on and in a huge ultra-modern, hi-tech Library will resolve the question.

3.6: Future concerns.

The Joint Funding Councils have recently set up a Committee of Enquiry under the chairmanship of Sir Brian Follett, to enquire into the management, staffing and resourcing of HE LIS, and to provide an up to date, 'state of the art' picture of LIS in the newly integrated HE sector, together with feasible recommendations for improvement. Possible solutions,

according to the 'Times Higher Educational Supplement' might be to increase usage of IT; to identify 'research' libraries and predominantly 'teaching' libraries and fund them accordingly. The 'Times Higher Educational Supplement' further noted that:

"Talk is of the possibilities of paperless buildings, peopled by students at work stations with personal computers, on to which they can summon up the texts they want to read: of 24 hour access, of an electronic journal, of the so-called 'glass library'" (Griffiths 1993:7)

The Follet Report has now emerged (December 1993) and, in general, is supportive and encouraging of the role of LIS in the University sector - recognising at the same time the severe financial constraints operating upon HE. The Report urges several measures to make do with existing funding and enable creative juggling of the money available from the Funding Councils to HE LIS units to occur. A 'strategic view' of research collections is recommended, along with greater cooperation between Libraries and a wider recognition of the impact of IT and the possibility of the 'Virtual Library' in HE Institutions. The Libraries' roles in teaching and learning should be recognised more explicitly in 'Teaching Quality' assessments undertaken by the Funding Councils and more space should be created wherever possible for HE LIS units. More and better training of LIS staff is needed; the Committee remarking that: "In 1991 - 92 the total recurrent spending on libraries across the HE sector currently exceeds £200 million each year - just over half of this is library staffing costs" (Joint Funding Councils 1993:18). HE LIS units should also develop clear strategies for meeting the information needs of students and staff.

Thus, the HE LIS sector is undergoing rapid and significant change at present; driven primarily by political, economic and technological imperatives. The synergistic convergence of IT, computing, educational technology and libraries is becoming a salient feature of the HE LIS world. Quite who is to manage these huge and expensive 'learning resources units' is problematical - will it be librarians or IT/Computer specialists, or a new breed of 'Information Managers'? This is a challenge already facing the LIS profession and particularly the LIS Schools: to meet the rapidly changing needs for information professionals in the HE LIS workplace. The 13 LIS Schools in England and Wales are, as a result of the abolition of the binary divide, now firmly ensconced within the University sector, and thus can perceive and respond to the pressures and issues bearing upon HE LIS staff.

The recommendations of the Follett Committee's Report on University Libraries will be

eagerly seized by practitioners in HE LIS, and by the LIS Schools also. The key question is whether the Government, in financially difficult times, will find the money to fund any cost-bearing recommendations. The HE sector has arrived at an interesting and critical juncture. On the one hand, it has become a unified and logical system following the abolition of the 'binary divide' and the harmonising of the funding mechanisms (although the CsHE pose a continuing problem of 'academic drift'). On the other hand, it has become a stratified system. This is primarily due to inequalities of funding provision and the inherent elitism about 'social acceptability and ranking of HE institutions' and the importance attached to the research - as opposed to the teaching - function of such institutions.

CHAPTER 4.

THE ISSUES TO BE IDENTIFIED AND THE RESEARCH METHODOLOGY TO BE EMPLOYED.

This Chapter will be presented in two sections. The First Section will address the issues for investigation as identified from the literature search and other sources. The Second Section will outline the methodologies adopted and how these were put into practice. together with reasons for selecting the particular methodologies used.

SECTION ONE: THE ISSUES TO BE IDENTIFIED.

4.1.1: Summary.

The main issues and questions to be addressed in this investigation are as follows:

- (1) The existence of an unhelpful measure of tension and disagreement between the 'supply side' and the 'demand side' of the LIS profession.
- (2) The alleged mismatch between the actual product emerging from the LIS Schools and the desired product wanted by the employers in the HE LIS sector.
- (3) The 'gap of misunderstanding' between the Schools and the HE LIS sector. which affects adversely good professional working relationships between the two groups.
- (4) Disagreement between the two sectors on key issues facing librarianship today.
- (5) Whether the Schools are meeting the recruitment needs of the HE LIS sector.
- (6) Disagreement between the two sectors on the content of an ideal curriculum for HE LIS 'FPs'.
- (7) The issue of the 'Generalist' versus 'Specialist' product and whether the Chiefs have any preference for either one.
- (8) The issue of whether Chiefs have a preference for a particular LIS School's product.
- (9) Whether Chiefs have a preference for PG or 'First degree in LIS' holders for FP posts in their LIS.

(10) The issue of CPD: what do the Schools think is their role in providing CPD to the profession, and is their view echoed by the HE LIS Chiefs?

(11) The role, operation and value of 'practicum'.

Several other important issues are also to be addressed, such as the image of librarianship communicated by the Schools' publicity and curricular material, the Heads' perceptions of the role and identity of the Schools today, and the possible effects for the HE LIS sector of the inequality of geographical distribution of the Schools throughout England and Wales.

Cronin's (1982) study of the mismatch between the supplier and the employer of LIS personnel in the UK arrived at a conclusion, amongst other things, that a measure of tension existed between the LIS Schools as suppliers of a product and the LIS sector generally, as employers of that product. The basis of this tension was believed to be the failure to agree on the purpose and constituent elements of a professional education for LIS work. These measures of tension and disagreement between the two sectors are long established features of the LIS professional scene, seemingly intractable to resolution. Cronin observed that LIS educators were widely believed by practitioners to be lagging behind on current trends and developments. Conversely, there was the perception by the educators that practitioners themselves were possessed of a narrow and unrepresentative view of the work of the LIS Schools. Cronin further believed that inter-sectoral tensions were caused by the Schools' reluctance or inability to accept a fairly passive 'service agency to the profession' role, coupled with an inbuilt distrust of 'academics and ivory towers' by practitioners themselves. Cronin, it has to be remembered, was something of a maverick amongst LIS School faculty and it is to be expected that he would wish to proselytise the potentially dynamic and proactive role the LIS Schools should undertake. A LIS School Head, McGarry (1983a), also noted in similar vein the "clash and conflict of values" between educator and practitioner and observed the way practitioners often deplored the 'academic drift' of LIS courses originally designed to meet the everyday skills needs of an essentially practical profession. Another former LIS School Head remarked upon the practitioners' perceptions of the work and role of the Schools by stating that:

"The profession takes a different view....'Library Schools' - itself - a somewhat old-fashioned term - are thought to be too theoretical, out of touch with reality and not producing the practical, down to earth librarian of which the country has need." (Havard-Williams 1986:66)

Anecdotally, there seems to be relatively little contact and dialogue between practitioners and the LIS Schools themselves: a situation which, if true, does not augur well for the future wellbeing of the profession. Concern has been expressed publicly by the Chief Library Adviser to the Department of National Heritage:

"It is not my intention to indulge in some fashionable baiting of the Library Schools. But I do think that there is an often total lack of understanding and dialogue between the practitioners and the educators. This needs redressing. And addressing." (Beauchamp 1992:101)

Two knowledgeable observers from the major UK LIS professional body have also remarked upon the existence of a divide between the two sectors:

"A gap exists in most professions between educators and practitioners ... In the early years of the new decade (i.e. the 1990s) such a gulf is likely to develop as teaching is influenced by such processes as modular delivery and integration of DLIS into larger units. A recognition of the problem is crucial" (Bowden and Wood 1990:3)

Another observer thought that there would always be tension between the supply and demand sides of the profession; that it was inherent in the way that the Schools had become separated and differentiated from the practice:

"There is a serious conflict between library educators and practitioners. There are reasons to suppose that this is natural, a structural phenomenon deriving from the differentiation of education for practice from practice itself" (Rayward 1984:152)

This appears plausible, even reasonable and understandable; an inevitable structural flaw in the make-up of the profession. However, to what degree is such a flaw acceptable? At what point does the tension cease to be acceptable and creative and become counterproductive? Cronin employs the term 'symbiotic equilibrium' to describe the ideal relationship between the LIS Schools and the profession at large (Cronin and Davenport 1988:288). There does seem to be an 'area of displacement' occurring, whereby the Schools are expected to educate 'generalist professionals' yet at the same time provide enough specialist training so that the new 'First Professional' can "slot immediately into the job" as one 'New' University LIS Chief put it during interview.

Conflict and disagreement between practitioners and educators is not uncommon in other professions either, nor is it just a British phenomenon. The teaching profession - another occupation which sees itself as largely practice-based - has long displayed a

measure of unease and disagreement between the Departments and Faculties of Education as suppliers and the Schools as employers. Disagreement has usually centred around the content of the curriculum and the amount and range of 'practicum' the trainee teacher should experience. Commenting on this conflict, one researcher said:

"Schoolteachers complained that education lecturers dealt in airy-fairy and irrelevant theories, and were totally out of touch with the harsh realities of classroom life; Lecturers despised teachers as intellectually illiterate and given to peddling out of date and educationally unacceptable practices" (Becher 1990:141)

Recently, the Government is trying, in a limited, experimental way, to reduce the cost and influence of the educators by supporting consortia of schools providing 'school-centred initial teacher training', validated and certificated by the Local Education Authority (e.g. Wandsworth LEA) and recognised by the DFE as bestowing 'Qualified Teacher' status. If this system can produce professionals at lower cost and with greater efficiency then there could be a model here for other 'practice-based' occupations such as Social Work and Nursing. Librarianship, as one such 'practice-based' profession has already toyed with the idea of the 'Teaching Library' - without much success, admittedly. Nevertheless, the idea of a consortium of libraries providing initial professional education and training could be worthy of further investigation by the profession.

Criticism of the system of initial professional education and training for LIS work comes from various quarters and relates to a variety of issues. A Canadian LIS professor remarked:

"It has often been contended that there exists a gap between theory and practice in Library and Information Science education. The assertion is more likely to come from practitioners than educators, and it reflects -sometimes bitterly - the fact that colleagues in the field feel they are powerless to influence the education and training of their colleagues-to-be". (Denis 1987:154)

So it would seem to be a problem not confined solely to the UK but common to other countries' LIS education and training systems. A major contributor to this rift is the way that, historically, initial professional education for librarianship has shifted from being carried out 'in situ' and on the job in 'real' libraries across to the present situation of separation from the practice by being lodged within HE Institutions. This is a classic example of Wilensky's 'professionalisation continuum' (Wilensky 1964) whereby the education of the aspirant professionals is moved into a full time, discrete HE milieu away from the practice. This seems to be common amongst most countries' provision for the education of librarians. Third World nations often follow the Western model - even

though it may be inappropriate to their needs - of setting up LIS Schools within Universities: Kenya and India are good examples of this practice. This usually results in a severe diminution of the powers of the professional body. In the UK situation Rayward (1984:157) remarked that "the hegemony of the Library Association as a qualifying association, established formally - but exercised earlier -- by the Royal Charter in 1895, and which it fought every step of the way to protect, was by the mid-1960s irrevocably lost". An unfortunate consequence of this long rearguard action by the Library Association, was a certain souring of relations between the practitioners and the educators. Another consequence springing from 'the loss of hegemony of the Library Association' was that the everyday practical involvement of experienced practitioners in the education of potential LIS professionals was broken, or placed at one remove - a situation leading to mistrust and misunderstanding.

Rayward (Op.cit.:159) noted that:

"A problem of communication is at once created where none existed before when training, examination, registration and practice formed a seamless whole in the hands of the same group of persons, or when the Schools that existed were simply vocational training schools closely tied to libraries and employing as teachers those who were, or regarded themselves as, primarily professional librarians'.

Thus it can be seen that not only was the professionalisation of librarianship occurring by the creation of dedicated LIS Schools but also the professionalisation of the LIS educators themselves; a moving away from being a group of practitioners who taught - usually part time - towards a body of professional educators who teach full time and undertake research and whose primary allegiance was towards their parent Institution. This corpus of professional educators became physically and psychologically removed from the hurly-burly and ferment of change in the field of professional LIS practice, where economic, political and educational pressures could lead to fruitful and far reaching professional innovation - for example, the concept of Integrated Learning Resources pioneered at Brighton Polytechnic and Plymouth Polytechnic.

Another issue in this area is the perceived lack of experience of 'real librarianship' amongst the newly qualified by many practitioners. A common complaint by various commentators over the years is that of the output of the LIS Schools possessing too much theoretical knowledge and not enough practical experience to put that theory into context in the 'real world'. Brunt (1984:210) observed that : "The newly qualified are often rich in

theory and poor in library experience". A British academic librarian stated:

"For many years employers in academic libraries have found that newly qualified recruits have not had the level of practical experience necessary for real life posts. The comparison of current course content and job requirements reveals that, sadly, this mismatch still exists" (Coutts 1991:9)

She further remarks on the value of a well structured induction course for the 'First Professional' entering academic library work and commends a particular emphasis be put on the place of LIS within the overall structure and mission of the parent Institution. She expresses concern about the difficulties 'First Professionals' experience in managing personnel and that practical staff management is the subject least well taught in the LIS Schools, yet is of considerable importance in their future professional career - although one could argue that this topic is best learnt 'on the job' in any case. This raises an issue of whether the Schools should even attempt to teach 'practical staff management' in any meaningful way, given the difficulty of imparting realism to such a practical and complex subject. It is also unlikely, in many cases, that a 'First Professional' will have any staff management responsibilities for some time anyway. Coutts does offer some words of mitigation, however, by observing that the Schools have to make their student output capable of entering any one of a number of employment fields and this necessitates a broad education. This seems particularly pertinent today, given the severe economic constraints in play and the paucity of jobs in the academic libraries sector, coupled with the rapidity of change within the 'information' work sector generally. Havard-Williams and Brittain's (1982) Survey of LIS Schools in the USA noted there the desire to broaden curricula in order to make the Schools' output more employable across a broader spectrum of job opportunities. From the preceding comments it can be seen that there are issues of theory versus practice, and of the content, breadth and depth of the curriculum as yet unresolved.

There is always a difficulty in perceiving with any clarity the outlines of the problems; much depends upon the perspective of the observer and the recognition of vested interests. There is much ignorance on both sides; it could be that some practitioners feel that having undertaken a professional LIS course themselves (no matter how long ago) this then qualifies them to analyse and criticise the work of the present-day LIS Schools. A Midlands Head commenting on the faulty and outdated perceptions of LIS Schools held by many practitioners, noted that:

"The great majority of librarians spend between one and three years in a LIS Department at the beginning of their careers and then never set foot in the place again. As a result, for most people 'library School' is what it was when they were there five, 10, 20 or 30 years ago. But anyone who is now over 45 and has been a librarian for 20 years has seen the profession change almost beyond recognition" (Feather 1994:30).

Thus there may be total or partial ignorance present about the LIS Schools themselves - their present day role and function and their relationship to the LIS profession. There may be antipathies and misunderstandings, petty slights and feuds, even possibly an underlying dismissiveness about the importance and relevance of the LIS Schools to the 'real world' of the HE LIS practitioner. The relationship between the two sectors of supplier and employer should be, ideally, a close, symbiotic one; mutually rewarding and satisfying. Unfortunately this seems to occur only rarely. A former LIS School Head, Dain (1963:252) remarked 30 years ago that: "some closer links between the Schools and the practical side of the profession, allowing for a more direct bearing of criticism on practice seems to be called for". This lack of 'closer links' has been constantly lamented by observers from all sectors of the profession - to little avail. A Public Library practitioner observed that:

"Educators can shrug off a bad year (of student output) and do better next time but libraries are stuck with the products, the mis-shapes of professional education" (Hepworth 1969:35)

This concern that the Schools do not produce "mis-shapes" to be 'fobbed off' on to libraries, whilst laudable and understandable in its concern for both the employing library and the LIS School product, does nevertheless beg the question about the efficiency of the selection procedures used in staffing these libraries.

The professional consultancy group of Brenda White Associates (1989:82) remarked:

"Employers - notably public library chiefs - say that the Library Schools do not produce the sort of junior professional librarians that they need. Library School Heads say that librarians are unable to say what they need, and anyway, sniping at the Library Schools has always been a popular sport ... Between the defensiveness of the educator and the carping attitude of many practitioners an apparently unbridgeable gap continues to yawn"

This vivid portrayal of a squabbling profession engaged in interminable internecine warfare neatly outlines some of the underlying problems. There is the persistent sniping at the Schools wearing away morale and goodwill and adding to the 'laager' mentality that comes with the defensiveness of the LIS Schools; the carping attitude of many practitioners

who cannot or will not articulate their needs clearly, and a general pervasive aura of distrust and incomprehension.

On a related issue Brenda White Associates (Op.cit.:p85) remarked that:

“There is very little formal, ongoing dialogue or consultation between LIS Schools and employers of any kind. Most of it comes through the placement schemes, and employers see little evidence of their requirements being fed into teaching”

An academic librarian noted, with some concern. that:

“It cannot be a healthy sign that we do not mix routinely with those who educate our staff, yet it would appear that we are not the natural peer group to which they turn” (Law 1989:1)

Quite what the ‘natural peer group’ is to which LIS staff would turn is problematical. The overwhelming impression is that they form their own peer group and mix little with those outside the Schools- the isolationist attitude recurring. As Institutional pressures bear inevitably upon the LIS Schools, the temptation to identify necessarily with the other academic staff of their own Institution and less with any external practitioners will probably increase. This ‘role distancing’ from the LIS practitioner cannot help inter-sectoral relationships flourish.

Practitioners sometimes express concern about the calibre and professional experience of LIS School staff and their alleged remoteness from ‘real professional practice’. Recruitment into what should, ideally, be perceived as the elite and most professionally satisfying sector of librarianship: -the education of the future generation of LIS practitioners- suffers from a poor image amongst practitioners, relatively poor salaries, worsening conditions of service and a general ‘ivory tower’ and ‘dead end’ perception by outsiders. New (1963:187) observed that:

“The type of librarian most difficult to attract into teaching in LIS Schools is the University librarian, probably because of the long scale of salaries paid in academic libraries and the opportunities for promotion caused by the expansion of the Universities”

Whilst this observation must be seen in the context of the rapid expansion of the University Library sector in the 1960s, nevertheless the general tenor of his comments remains valid today. With the reasonable salaries paid in the HE LIS sector now, coupled with a general feeling of HE being a dynamic, professionally exciting arena in which to work, it is difficult to recruit suitably senior and well qualified HE LIS practitioners to teach in the LIS Schools. As most University LIS Chiefs are currently paid at the professorial equivalent

rate - a minimum of £30,398 p.a.- and Deputy Librarians within the range of £26 - 29,000 p.a. (April 1993 figures) a move into LIS School teaching (annual salaries in the Lecturer 'A' and 'B' grades range from £12828 to £25,107) incurs a loss not just in status but financially. With the current tight funding constraints upon staffing in HE Institutions generally, the LIS Schools are tending not to replace staff who retire and are making do with fewer staff (even though Staff Student Ratios are increasing). Thus the opportunities to enter the LIS teaching field today are so severely limited both in numbers and in salary grade as to make the recruitment of senior, experienced librarians from the HE LIS work sector virtually impossible.

This factor of funding restrictions is just one example of the many difficulties the Schools find themselves in today and some of these problems are to be addressed in this research, where they impinge upon the educator-practitioner relationship. The pressures and demands upon the 13 LIS Schools in England and Wales are considerable and steadily increasing. The Schools themselves, now firmly lodged within the English and Welsh University system, have to follow the trends and directions of their own parent bodies. At the same time the Schools have to be cognizant of the profession's needs in the rapidly changing information world outside and be responsive swiftly and fully to the employers' needs. Bowden and Wood (1990:4) commented on the increasing IT bias of LIS courses and the advent of information management studies edging out the social (or societal) aspects of the profession. They remarked upon the new Faculty structures within which the LIS Schools are being incorporated, as being often of a technological nature, with all that implies for the convergence of disciplines and the dilution of a discrete professional identity. The number of LIS Schools featuring the 'L' word (for Librarianship or Library) seems to be diminishing rapidly, whilst 'Information Studies' appears to be gaining ground steadily. Will 'Librarianship' disappear entirely from the titles of the LIS Schools to be replaced by 'Information Management' for instance? If so, what does this signify to the outside world - and to potential recruits to the profession?

A key issue is that of the curricula of the LIS Schools. The curriculum, the "secret garden of the educators", is being brought increasingly into the open for scrutiny and comment by practitioners and other interested parties. What constitutes the irreducible core of the LIS discipline is becoming problematical as the nature of LIS work changes in response to societal and technological change. McGarry (1990a:7) observed:

“Whereas traditional education for librarians has centred upon the library as the primary focus: information now becomes the centre”

‘Information Studies’ has now supplanted what was formerly called ‘Library Studies’ to a very large extent; the very breadth of the concept ‘Information’ can be seen as beneficial in recruiting students onto LIS courses and in the eventual placing of those students in the workplace upon graduation. Conversely, the all-embracing universality of ‘Information’ can lead to difficulties in defining an appropriate curriculum for a LIS student to follow. McKee (1986:238) pressed for a distinction between knowledge (with its sociocultural dimension) and information (a pure, objective product) to be recognised and that LIS Schools should offer a ‘knowledge based’ academic discipline for a first degree, combining philosophy, cultural studies, linguistics and information science, whose output would find employment in ‘information related fields’ such as research, database creation, information systems design, marketing, the media, publishing and journalism - (the ‘emerging markets’ that Moore (1988) had previously identified).

McKee (op. cit.:239) further noted:

“That librarianship is too job specific and too limiting to provide the intellectual core of a degree course. The concept of librarianship and information studies as a step forward - away from vocation-specific training and towards a broad academic discipline”

Whilst one can see what McKee is striving for in his argument for a wider academic base the difficulty of relating such a broad and largely theory-orientated degree to a strongly vocationally based profession as LIS seems insuperable. Quite what differentiates this degree from a ‘Communications’ degree is also difficult to detect. As remarked upon earlier, there is a growing problem concerning precisely what are the core disciplines of the profession:

“Credibility as a profession depends in large measure upon the recognition of a body of knowledge, but particularly of a body of skills that are distinct to the practice of that profession, upon which the provision of a quality professional service depends”
(White 1992:3)

This linking inextricably of the body of knowledge to the body of skills is a key issue and one upon which practitioners and LIS educators are not always in agreement.

The Transbinary Group during its investigation of the Library and Information Studies Courses in England and Wales remarked upon the difficulty of formulating a clear,

coherent view of the work and identity of the LIS profession, given the rise and diversity of the 'new markets', the all-pervasiveness of 'information' in society, and the existence of other players (e.g. IT specialists) within the arena:

"With most other professions, such as medicine, law and teaching, there is a general and reasonably accurate understanding of the work they entail but this is not the case with the library and information profession ... the profession is not neatly defined" (University Grants Committee/National Advisory Board: Transbinary Working Group on Librarianship and Information Studies 1986: 2).

Within this confusion of a profession 'not neatly defined' LIS School Heads seem to be taking an increasingly pragmatic view about the way the profession is heading and this in itself raises the interesting question of their relationship with the profession at large. Is it a 'push' or a 'pull' relationship? Is the role of the LIS Schools to be one of reactivity or proactivity? In the absence of clear, unequivocal guidelines from the LIS profession itself, coupled with institutional pressures to innovate or die, many Schools have embarked upon fairly radical restructuring of their course offerings. Indeed, the question of what the Schools themselves perceive their role to be vis-a-vis both their own Institution and the wider profession they putatively serve, needs to be asked. One LIS School Head stated the mission of his Department in lucid terms:

"We in the Schools are concerned with preparing our students for entry into a profession ... we have between one and three years to achieve our objective, and we are therefore seeking to produce well educated generalists with a broad understanding of librarianship and associated activities. We naturally follow, as well as sometimes trying to lead, the trends in the profession at large. In recent years this has led us to emphasise the skills of management, and also to teach students the understanding and use of technology, which all librarians need in their work. None of this is to the exclusion of the basic skills of professional library work.... It seems to me to be wholly logical that the Schools should be concerned with initial professional education (as well as research) and that the profession itself, through its various representative bodies, should accept the responsibility for continuing professional development" (Feather 1992:449).

This model clarifies what should be the role ideally of the Schools vis-a-vis the profession, with its clear demarcation of initial professional education and research placed within the remit of the Schools and CPD being firmly within the ambit of the profession itself and its practitioners. Another Head assured the profession that:

"The last decade has seen significant attention given by the British LIS Schools to the changing needs of the job market and an emphasis on curricular development. Most of the Schools have developed innovative programmes" (Johnson 1991:11)

The Schools are under severe constraints of time in their course offerings; from one to three years as Feather mentions above. New (1986:223) remarked upon the fact that Post Graduate courses have only about 24 teaching weeks in which to complete the curriculum and students complain incessantly of too much pressure of work. He further goes on to note the difficulty of Schools being asked by various interest groups within the profession to include something else, but, he observes, not only must a convincing argument be made for inclusion but that the feasibility of leaving something out must be demonstrated. The problem lies in keeping a curriculum up to date and responsive to change: this rapidity of change in the information sector means that LIS curricula have a limited lifespan, usually a maximum of five years (and more often three) before they have to be radically restructured. Can curriculum designers identify with any certainty the central core of LIS work in a rapidly changing employment sector? - furthermore, a core which will have considerable stability, permanence and relevance?:

“Occupational obsolescence is now a very real concern in all fields of work, but it is particularly critical in the information industry; for it is information and its pattern of access which are accelerating at the fastest rate” (Weingand 1991:266).

So what is the answer to this endemic problem of occupational obsolescence as it applies to the LIS profession? What should be the ideal curriculum content of an initial professional education at LIS School? What is ‘in’ and what is ‘out’? The drive towards a ‘generalist’ curriculum which is becoming less and less specifically vocational is leading to some dissent and misgivings amongst specialist groups of LIS practitioners. There appear to be good, pertinent arguments for the ‘generalist’ approach to be the most appropriate response to the demands of the changing LIS work environment. Clayton presents the example of Japanese management preferring the generalist to the specialist in their workforce and wonders whether lessons could be learnt from Japan which could be of value and relevance to the UK LIS profession. He remarked:

“Problems with meeting the career aspirations of specialists in library work and with integrating them into library structures have long been a theme of our professional literature. Recent public sector responses to such problems have included ‘generic’ duty statements and ‘multiskilling’. Here too, the Japanese approach of preferring generalists would make sense in a library environment” (Clayton 1992:300)

Increasingly, it seems that ‘peripheral’ subjects (such as map librarianship or music librarianship) will have to be taught mainly by CPD methods as post-qualification subject specialisms, with a mechanism of credit accumulation and transfer systems in place to make

the process more accessible and easier. Bowden and Wood (1990: 6) observed that:

“As resources continue to be squeezed so specialisms will be omitted from the curriculum. It can be expected that the teaching of, for instance, map librarianship, childrens’ librarianship, music librarianship and other subjects not in the ‘core’ or heart of major employment areas will increasingly have to be covered from CPD activities”

The Librarian of the Royal Northern College of Music lamented the “complete neglect of music in library schools curricula” and reiterated the still extant need for “trained musicians with computer and general library administration skills to run music libraries” (Hodges 1992:573). Schools must be responsive to the market, and within their finite resources of staff, equipment and budget must make difficult decisions regarding their strengths and weaknesses - not least the availability of experts to teach a specialist subject and the size and potential growth (or lack of growth) of the market for various subject specialists in the UK LIS sector generally. However, a Midlands Head observed that ‘modularity’ can bring some alleviation of this problem:

“There is little prospect that the general pattern at first professional level will change significantly, with respect to specialist options, although, with the spread of modular courses, students will have more opportunities to choose from allied courses across an Institution”. (Elkin 1994:33).

Wood and Elkin (1993:29) pointed out that:

“The erosion of specialisms concerns members of the profession who feel that their particular area of interest is no longer being taught. It is no longer possible, however, for Departments and Schools to cater for all specialist demands or indeed to raise the hopes in students in minority areas which offer few job opportunities”

This raises an interesting point about the gradual homogenisation of the LIS Schools’ product nationwide; with the drive for a ‘generalist’ product and a growing consensus of opinion gaining ground concerning a model curriculum for LIS Schools the danger arises of a School producing a bland, functional anodyne product indeterminate from any other LIS School’s product. If specialist interests are marginalised by the Schools there could be problems regarding future supplies of, say, music librarians or business librarians to the profession. Allied to this is the unconscious and deep feeling that a professional identity, e.g. as a Map Librarian or a Children’s Librarian is being eroded and that the pride and professionalism of being a ‘specialist’ is under threat. There seem to be interesting parallels with the training of teachers and the difficulties experienced in the education work sector of getting suitably qualified and trained specialists, e.g. in music, maths, science and

RE. Areas in LIS work such as cataloguing are showing signs of diminution and dissolution under the impact of IT and widespread mechanisation and 'deskilling' of the cataloguing process. Law (1989:6) remarked upon the huge and undeniable change in the operation of cataloguing over the last fifteen years. There has been, he said, a very visible deskilling of departments as great swathes of assistant librarians have disappeared or been replaced by clerical assistants; the supremacy of the cataloguer seems to have gone. Thus, cataloguing - and classification, to a certain extent - are diminishing as key components of a LIS core curriculum under the impact of IT in particular. The penetration of IT into LIS work has been substantial and continues to grow in importance. Most practitioners and LIS Schools recognise and accede to this process quite readily. The Chairman of the Transbinary Review stated quite categorically:

"Information Technology is now established and the information manager of the future will have to be competent in the new skills as well as in those of traditional librarianship - IT is here to stay but so are books" (Morris 1986:214)

In similar vein, a former Head of a LIS School remarked:

"IT has become a significant factor in most library and information work, but especially for posts in the emerging markets". (Meadows 1989:69)

If, as many observers point out, obsolescence is the permanent, enduring and identifying feature of LIS work today then the task of the LIS Schools in preparing students for such a rapidly evolving and disparate work environment is made even harder. Arguably, it is impossible, a Sisyphian task, as developments in information practice and technology will always outstrip the capacity of the LIS Schools to catch up. The ability of the LIS Schools' staff to keep up to date and teach new developments is also a problem, exacerbated by the costly yet vital need to keep up to date with new IT and computing equipment and services.

Practitioners and employers constantly demand that more and more knowledge and skills be inserted into the curriculum so that the LIS School leaver can "hit the ground running". Yet the Schools have only a limited timespan in which to achieve this goal. New knowledge and skills can only be inserted into a curriculum if something is displaced. This is an old, recurrent problem. Two American librarians observed that:

"Library education and training must alter radically. Client centred librarianship needs more behavioural sciences input, communications, maths, information sciences, computers - rationalise LIS School provision, provide centres of excellence" (Hanks and Schmidt 1975:175)

There are some interesting items of overlap and consensus here with McKee's model LIS curriculum mentioned previously.

One possible route out of this conundrum of obsolescence in a curriculum is to provide massive, accessible - and possibly mandatory - programmes of Continuing Professional Development (CPD) as Feather pointed out earlier. CPD is an issue on which many practitioners have strong views, probably because it impinges directly upon them in their everyday professional workplace. The Chair of the Transbinary Group, commenting on the value and necessity for CPD, observed that:

"It is no longer enough to think that initial training can be career long, so continuing education is the key to the development of skilled librarians/information managers in the future. Students must be provided with the very best training to cover the first six or seven years of their working life and must then be given the opportunity to learn new skills, update their existing ones and become familiar with new techniques" (Morris 1986:214)

This comment that initial professional education plus CPD should last six or seven years seems ambitious and costly, and there seems to be an indication that CPD provision will be made available automatically - although he does not address the important issue of compulsory versus voluntary participation.

A LIS School Head and the Library Association's Assistant Director for Education remarked that:

"A First Course is only a professional beginning. With increasing diversity of job opportunities in information work specialist or specific job training must be added later" (Wood and Elkin 1993:29)

This concept of the 'professional beginning' to be constantly refreshed and topped up by CPD is growing in acceptability, related as it is to the requirements of professionalism and professional responsibilities to a clientele. There seems to be a maturing process going on within the profession; a realisation that professionalism has to be sought for and equipped with appropriate checks and balances to ensure the maintenance of professional standards and quality. A former Head of a LIS School offered early thoughts on the LIS School's role and CPD some 30 years ago:

"I would never suggest that a School of Librarianship can produce a trained and qualified librarian. What it can do is to produce somebody who is well prepared, so that the detailed training in a particular post in a particular library can be really effective" (Stokes 1963:299)

A University Librarian, writing much later, put forward a similar view with regard to the role of the LIS Schools and CPD:

“It is unreasonable, I suppose, to expect the Schools to turn out perfectly formed products of equal ability and containing all the skills necessary for all tasks. It is therefore necessary to assume that in-service training is essential. Further, the rate of change is demonstrably such that any new recruit to the profession can expect several sets of technical reskilling in a career. The Schools have manifestly failed to take this on board.” (Law 1989:6)

Allied to the debate on CPD is a perennial issue regarding ‘Practicum’. One observer remarked upon the brevity and inefficiency of the ‘practicum’ process:

“Most degree courses in the field include some element of work experience. But in most instances these placements are too brief to give the student any real insight into working life” (McKee 1986:236)

McGarry noted that there were many problems inherent in operating practicum successfully, yet its value - if done well - seemed overwhelming, particularly for practitioners. He commented that:

“It may be that placement provides that kind of learning environment which fosters the ability to think quickly and critically and deal effectively with other human beings. These are generic skills which are at a premium in any work situation” (McGarry 1990b:7)

Another issue is that of the calibre of recruits coming into the LIS profession. Are they good enough in standard and numbers? The LIS Schools are largely responsible for the selection and intake of potential LIS professionals and thus the future shape of the LIS workforce. Some cognizance of this issue is necessary by practitioners. The LIS profession has a longstanding poor ‘image’ problem - a problem not unique to the UK incidentally. Whether this is due to librarianship being a ‘female majority’ occupation, or whether it is due to historical reasons and the ‘public image of the public library sector’ and the role of the media in reinforcing and propagating negative stereotypes is not clear. Commonsense would dictate that a poor, negative ‘public image’ of a profession should lead to that profession receiving poor recruits - a self fulfilling prophecy comes into operation.

SECTION TWO: METHODOLOGY

Having identified from literature reviewing, personal knowledge and longstanding involvement in the profession a potential series of problems and issues to be investigated, the researcher surveyed the range of methodologies available to him. Also, at this time, discussions were carried out with several Heads and Chiefs, and with senior officers of the Library Association and the BLR&DD to establish the feasibility and value of the proposed research exercise. These professional colleagues were generally supportive and felt that the area was worthy of research and had some practical value to the profession. The methodology selected provided various bodies of data as outlined in Figure 2. A literature search was carried out prior to the fieldwork phase and continued afterwards. The extensive specialist professional collection of LIS literature held at the British Library Information Sciences Service (BLISS) Library in London was used frequently both by personal visit and postal loan. The specialist collection of LIS literature held at the University of Central England, Birmingham (UCE) Library was also used, as were the resources of Aston University's Library and Information Service and other Libraries in the region.

In order to elicit the views of Chiefs and Heads a two phase approach was adopted, using Postal Questionnaires to the Chief Librarians of the 142 English and Welsh HE Institutions, followed up by interviews with a sub-set of Chiefs selected by geographical clustering and spanning the three different sub-sectors of HE Institution existing at that time, i.e. 'New' Universities (the former Polytechnics), 'Old' Universities and the Colleges of Higher Education.

4.2.1: Factors in using a Postal Questionnaire.

For the First Phase, using a Postal Questionnaire seemed to be the most appropriate way of surveying the employer market, as represented by the Chief Librarians of all the Higher Education Institutions in England and Wales. Postal Questionnaires require careful design but have the advantages of being inexpensive, easy and rapid to administer compared with interviews and can overcome obstacles of geographical distance. As Hoinville and Jowell (1977:124) remarked : "Postal surveys also allow respondents time to reflect on the questions (and possibly look up records) so that they can give more considered or more precise answers". Postal questionnaires overcome the problem of 'interviewer

Figure 2: Summary table of data sources.

		HE LIS Chiefs in England and Wales		
(a) Postal Questionnaire:	Number sent out:			142
	Number returned completed:			103
	Response rate:			73%
(b) Semi-Structured Interviews of 31 HE LIS Chiefs in England and Wales:		‘New’ Universities	‘Old’ Universities	CsHE
		14	11	6
	(c) Semi-Structured Interviews of 13 LIS School Heads in England and Wales:			
		‘New’ Universities	‘Old’ Universities	
	8	5		
(d) Semi-Structured Interviews of 8 ‘PreLIS School’ Graduate Trainees working in HE LIS:				
		‘New’ Universities	‘Old’ Universities	
		2	6	
(e) Semi-Structured Interviews of 8 ‘First Professionals’ working in HE LIS:				
		‘New’ Universities	‘Old’ Universities	
		4	4	
(f) Content Analysis of Curricular/Recruiting materials from the thirteen LIS Schools in England and Wales.				
(g) Literature search in appropriate specialist professional Libraries.				
(h) Discussions with appropriate specialist LIS educators and practitioners.				

presence' and 'interviewer interaction and expectation'. Also, once designed they can be produced in large numbers quickly, using in-house reprographic facilities. They have to be worded clearly and unambiguously as the researcher is not present to elucidate. They also lend themselves to computer based data processing to produce quantifiable results.

However, as Bryman (1989:43) points out, there are certain disadvantages in using Postal Questionnaires. For instance, respondents can read the whole Questionnaire through before starting to answer it - possibly being influenced in their replies by their pre-knowledge of the 'total shape' of the Questionnaire and the sequence of questions. Also, it is never 100% certain who actually answers a Questionnaire - did a harassed Chief Librarian delegate this chore to someone else? If this is so - and is not acknowledged - does this bias the results in ways which might affect the reliability of the data? The collection of additional data and material which can be accomplished - often fortuitously - during an interviewer's visit is not possible using a Postal Questionnaire. An interviewer can also gain some, albeit limited, impression of the HE Institution and its Library Services during a visit. This might be a useful piece of information to possess, to 'flesh up' and contextualise the interview responses themselves. This is not possible with a Postal Questionnaire. A serious problem to be recognised in using Postal Questionnaires is that of the often low response rate. However, if a good response rate is forthcoming then Postal questionnaires can be used to facilitate generalisation about a problem; the validity and currency of the data is enhanced by a good response rate and provides a meaningful core of data for the researcher. Moser and Kalton (1971:262) remarked that: "mail surveys with a response of as low as ten % are not unknown while rates of over 90 % have been reported on a number of occasions". Fortunately, sponsorship of this research by a major Governmental Institution (The British Library Research and Development Department (BLR&DD)) lent some legitimacy and status to the data collection process and made the process of data collection easier. One of the BLR&DD's priority areas, as laid out in its Five Year Plan 1989-94, is "Research into manpower, education and training for the library and information profession" and it is within this category that this research received support. Chiefs and Heads tend to be more cooperative towards researchers if they know that the research is being done under the aegis of a responsible and reputable national body, such as BLR&DD, particularly as they realise that the BLR&DD will have analysed and approved the research project itself, so that they are not wasting their valuable time on a nugatory exercise. Additionally, if the Chiefs and Heads can perceive some fairly immediate benefit and relevance to their sectors of interest arising from the research undertaking, they will tend to be more cooperative and interested. Thus the factors of BLR&DD support, coupled with a focussed topic of interest and possible

'pay-off' to both Chiefs and Heads, allied to a certain amount of personal networking and cajoling amongst former colleagues by the researcher enabled a 73% response rate to the Postal Questionnaire to be achieved.

4.2.2: The approach to design and ordering of materials.

A provisional Main Questionnaire (MQ) for the HE LIS Chiefs was designed and piloted with six HE LIS Chiefs (2 from the 'New' Universities, two from the 'Old' Universities, and two from the CsHE), and the substantive Main Questionnaire emerged after some modification using their helpful comments and suggestions. The MQ was then produced in-house reprographically and posted off to the 142 HE LIS Chiefs in February 1992, requesting a return date no later than three weeks from receipt. The identification of Chief Librarians and their Institutions was not as straightforward and easy as might appear. The current ferment of structural change within the UK Higher Education system has led to mergers, renaming of Institutions, internal restructuring, staff movements and retirements. This climate of change and uncertainty engendered a considerable amount of searching through Yearbooks (e.g. the 1992 Education Committees Yearbook; LA Yearbook 1992); Directories (e.g. COPOL Directory of Polytechnic Librarians; LA Directory of F/HE Libraries) and the SCONUL List of University Libraries; individual Prospectuses and the use of the telephone and personal networks to obtain up to date names, positions and institutional addresses for the personalised mailshot of the MQs and accompanying letter. A follow-up Reminder was sent after the return date of three weeks had expired and the telephone used in several cases to chase up tardy responses. As a last resort, a Final Reminder was sent out and personal contacts utilised to try to get the maximum response to the MQ. As mentioned earlier, a gratifying 73% response was finally achieved.

On reflection, and given the heavy workload HE LIS Chiefs face in Spring Terms in academic institutions, a mailshot in May or June might have been better received by the Chiefs, when time to answer a fairly lengthy and detailed Questionnaire might have been more easily available and free from distractions. This could conceivably have raised the response rate by a few percentage points. However, the Second Phase, using Semi-Structured Interviews (SSIs) relied upon data garnered from the MQ of the First Phase, and for carrying out these follow-up interviews, the Summer Term is much more acceptable to Chiefs. The pattern of MQ distribution and receipt, followed by the Second Phase using SSIs, gave a logical, sequential flow to the data collection process. The MQ responses of the First Phase were duly coded and then analysed using SPSS (Statistical Package for the

Social Sciences).

4.2.3: The Semi-Structured Interview.

The Second Phase of the research used two Semi-Structured Interview instruments, devised for the HE LIS Chiefs and for the Heads of the LIS Schools by the researcher. The Semi-Structured Interview (SSI) is an interesting and useful method of enabling preferences, opinions and beliefs to be articulated whilst still retaining a basic framework to give body, shape and direction to the mass of data, facts, opinions, preferences, comments and observations easily amassed during a successful interview:

“The unstructured interview is an open situation, having greater flexibility and freedom ... although the research purposes govern the questions asked, their content, sequence and wording are entirely in the hands of the interviewer”
(Cohen and Manion. 1980: 248)

The interview can be tape recorded at the time (subject to the permission of the interviewee) and thus a permanent record and aide-memoire can be created which can be a source of reference by the interviewer later. The use of a tape recorder, whilst initially daunting to some interviewees, becomes quickly forgotten as the interview proceeds and is helpful in partially freeing the interviewer from over-concentration on completing the SSI instrument itself. This is beneficial in that the interviewer is more able to maintain eye contact and other non-verbal means of communication with the subject, encouraging and developing rapport and frankness. Care has to be taken to maintain the neutrality of the interviewer, as the interviewer's own expectations and general attitude can subtly influence how the interview proceeds and how the interview is recorded. Interviewees often tend to try to establish corroboration and approval or seek some positive reaction or signal to their answers as Mayntz et al (1976:117) have observed:

“Even strictly neutral behaviour on the part of the interviewer does not necessarily escape this kind of interpretation by the respondent, in so far as the absence of agreement with an expression of opinion, which the respondent may have expected might appear to be concealed disapproval (or vice versa)”.

There are difficulties inherent in using the SSI method. The problem of subjectivity and bias in both interviewer and interviewee is always present. Interpersonal friction and a possible 'halo effect' in response to the interviewer might cause some difficulties. Also, the need to avoid leading questions, misunderstandings and mishearings is necessary, as is a thorough knowledge by the interviewer of the arcane jargon and practices of the profession, particularly as it relates to the HE LIS sector and the HE arena generally. There can be problems caused by the limitations of time available for the interview itself - frustrating if a promising avenue of enquiry opens up during the interview. The difficulty of framing

acceptable questions which allow sufficient (but not too much) latitude for a flexible, open - or even meandering- response needs to be fully recognised.

There is always a problem of getting access; the 'entree' into the organisation. The 'legitimacy' conferred upon this research project by the BLR&DD was undoubtedly helpful, as was the network of contacts established over 28 years of professional practice in the Further and Higher Education LIS sector in England by the researcher. Bryman (1989:162) remarked that "Intending researchers should not be chary about employing an opportunistic approach (to access)", and this the researcher did.

On the other hand, the benefits of the SSI method are considerable. With good access the response rate can be 100%; the use of reasonably 'open-ended' questions allows for a certain flexibility of response; and probing by the interviewer can establish parameters of the respondents knowledge and experience. The very informality of the venue helps the 'social encounter' and encourages good rapport and frankness, and allows occasionally for serendipity to occur. The setting of the SSI itself, in the comfortable, convenient and familiar ambience of the interviewee's own office or Library lent itself to a relaxed and open interchange, and also had the benefit of both complete privacy and of any required relevant data being close to hand, confirming Madge's (1953:218) view that the best results are obtained if the informant feels on his home ground.

4.2.3.1: The interviews in practice.

The interviews were all recorded in situ, permission having been gained from the interviewee and assurances of complete and strict confidentiality given. The taped record of each interview helped to 'flesh out' the data recorded on the SSI instrument itself, often enabling an interesting quote or revealing aside to be incorporated into the stark account of the interview, and thus to give a helpful illumination of some of the problems and pressures the interviewees faced. The familiarity of the interviewer with the HE LIS milieu and personal acquaintance with some of the interviewees proved helpful in establishing a good degree of rapport, understanding and frankness during the interview itself. The interviewer 'settled in' and reassured the interviewee by the use of professional jargon, occasional name dropping of colleagues known to each and generally establishing a good measure of 'street cred' with the respondent. However, it must be recognised that a very real hazard of personal bias and subjectivity intruding into interviews can be introduced if an interviewer and interviewee are familiar with each other and have been professional acquaintances over

many years. An awareness by the interviewer of the danger of 'hidden or unconscious bias' creeping in during the interview process must be paramount, and the researcher tried to recognize and accommodate this problem accordingly. Podmore (1980:150) observed, when interviewing solicitors, that any group of well educated and sophisticated subjects pose special problems and have to be 'settled down' and noted that:

"Remarks implying a familiarity with the structure of the profession and its current problems also served to reassure respondents"

Problems can still arise, however hard the interviewer tries to maintain a neutral yet encouraging attitude. Madge (1953:244) remarked:

"However self-effacing and free from biasing influence an interviewer may aim to be, the informant is likely to wish to please the interviewer by giving the answers that he thinks will be most acceptable"

This 'interaction effect' can work both ways, of course, - willingness to please the interviewer and, conversely, antagonism to the interviewer. In only a very few cases was there any sense of antagonism detected by the researcher, and in general the interviews went well. Nevertheless, as mentioned earlier, the possibility of bias (unconscious or otherwise) by both interviewer and interviewee has to be acknowledged and guarded against.

A 'New' University Librarian underlined the problem of bias he encountered during research in librarianship:

"The interviewer's own bias, the way he asks questions, perceives answers, interprets and records them ... are sources of possible (some would say, inevitable) errors... Where there are differences between interviewer and interviewee problems arise. The interviewee's answers may be more determined by the interviewer than by the subject matter and questions" (Revill 1980:16)

The researcher, by means of adopting a neutral attitude of voice and body language; using carefully structured interview instruments and taping interviews, tried to reduce or eliminate such problems.

The next step, after interviewing the group of HE LIS Chiefs, was to interview all the LIS School Heads in England and Wales; the 'supply side' of the 'supply and demand' equation. The SSI instrument to be used with the 13 LIS School Heads in England and Wales was designed then piloted with two LIS School Heads and duly modified to take into account their constructive criticisms and observations. The other SSI instrument, to be used with 31 English and Welsh HE LIS Chiefs, had been designed earlier, then piloted with four HE LIS Chief Librarians (one from the CHE sub-sector, two from the 'Old' University and one from the 'New' University sub-sectors), and their comments and observations used

to modify the SSI instrument to produce a substantive version.

4.2.3.2: Factors affecting the choice of SSI interviewees.

The composition of the sample of HE LIS Chiefs to be interviewed rested largely upon the criteria of geographical location- particularly in relation to a LIS School - and the logistics of travel; the type of HE Institution, and inevitably and realistically, the availability for interview of busy senior professional librarians. The sample had to be constructed with care, taking into account the above mentioned criteria and bearing in mind the importance of it being truly representative of the different sub-sectors:

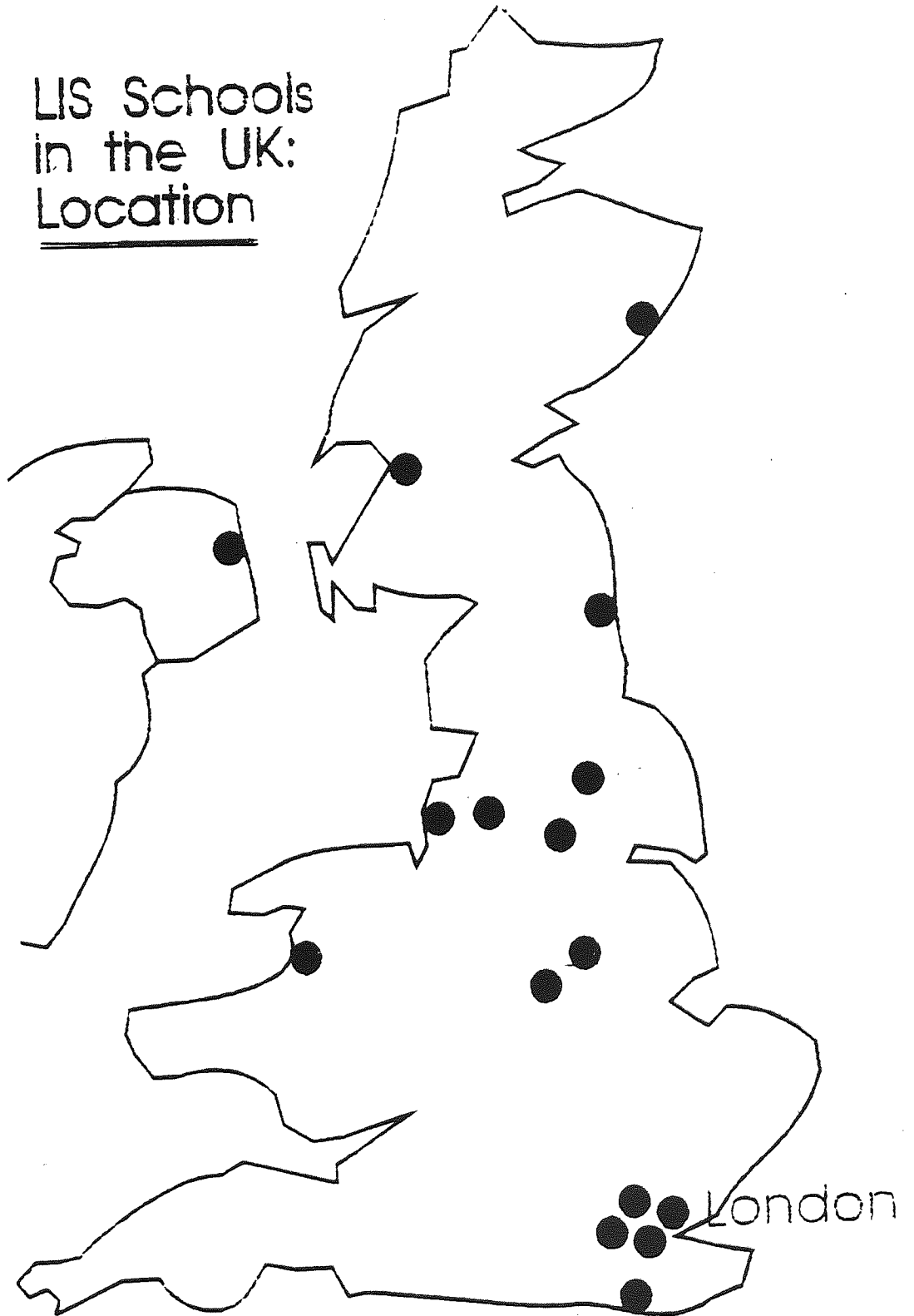
“Sampling is an important feature of all research. Part of the whole is studied and the results are taken to be an accurate reflection of the whole... Only if the sample studied can be shown to represent a larger population can the results of a study of the sample be taken to give reliable information about the larger population” (Dixon et al., 1987: 134)

In general, most of the HE LIS Chiefs approached were helpful and interested in the issues being addressed, and made appropriate arrangements to be seen for an interview lasting one to one and a half hours. In a few unavoidable cases the Deputy Librarian or the Senior Librarian responsible for staffing resources was suggested by the Chief as the most appropriate person to be interviewed. In these latter few cases (four out of 31 interviews) the interviewee had invariably conferred in some detail with the Chief Librarian, particularly regarding the responses submitted earlier by the Chief in the MQ, so that a certain consistency of viewpoint was maintained. This rare substitution of the Deputy or Senior Librarian for the Chief proved useful in that the ‘substitutes’ were - in some cases - often nearer the issues than the Chiefs were and thus could give responses which were insightful and relevant. This seemed particularly so in the case of very large LIS units employing many staff - such as the University of London Library and the Manchester Metropolitan University Library. An underlying issue of ‘direct knowledge’ and ‘plausibility’ is revealed here and reflects the observations made by the Webbs (1932:137):

“The mind of the subordinate in any organisation will yield richer veins of fact than the mind of the principal ... the (subordinate) is himself in continuous and intimate contact with the day by day activities of his organisation: he is more aware than his employer is of the heterogeneity and changing character of the facts”

It could be questioned whether, for this research undertaking, the Chief Librarian was in fact the most appropriate person to interview. For instance, is the Chief Librarian actually in ‘continuous and intimate contact with the day by day activities’ of his organisation? Arguably, the Deputy Librarian is closer to staffing and operational issues than the Chief, but, on the other hand, the post of Deputy appears to be becoming an

LIS Schools
in the UK:
Location



MAP 2.

NEWCASTLE

'OLD' UNIVERSITY
'NEW' UNIVERSITY
LIS SCHOOL

SUNDERLAND

'NEW' UNIVERSITY

DURHAM

'OLD' UNIVERSITY
COLLEGE OF H.E.

MAP OF THE NORTH
EAST CLUSTER.

endangered species - due largely to economic constraints, as Burrows (1989:56) noted in his survey of University Libraries: "Since 1981, so many libraries have lost the Deputy position that a Deputy Librarian is now unusual in all but the largest library". Also, the trend towards Senior Management Teams and corporate decision making and information sharing in LIS operation means that Chiefs tend to be fairly well aware of 'what is going on' in their organisations, plus as top professionals they often have a very good knowledge of the issues and trends in the LIS worlds generally.

Another important factor in the selection of the Chiefs for interview was that of geographical location in England and Wales, particularly in relationship to a LIS School. One topic to be explored at interview concerned the nearness by distance (in time and transport facilities) to a LIS School and whether physical distance had any effect upon the establishing and nurturing of good working relationships between the LIS Schools and LIS practitioners in the HE LIS sector. As previously observed in Chapter Two the uneven geographical distribution of the 13 English and Welsh LIS Schools has led to disparities of ease of access, and maybe 'psychological distancing' too. Map 1 demonstrates the geographical distribution of the LIS Schools in England and Wales. Some HE LIS units, such as Plymouth University, are well over one hundred miles from a LIS School, whereas others are very close, e.g. South Bank University, is within a few miles of four LIS Schools in London and a few, e.g. Manchester Metropolitan University, have a LIS School on the same campus. Therefore 'clusters' of HE Institutions centred around various LIS Schools were identified and the Chief Librarians of these Institutions interviewed - including the Chief Librarian of the Institution in which the LIS School was located. An example of this 'cluster' arrangement can be found in the array of HE Institutions in the North East of England: Durham, Newcastle, Northumbria and Sunderland Universities, and New College (of HE) Durham - all located within fairly easy reach of Northumbria University's LIS School (see Map 2). Other 'clusters' exist elsewhere, e.g. in the major conurbations of London, Birmingham, Sheffield and the Liverpool-Manchester axis. To explore the antithesis to this proposition, groups of HE Institutions fairly distant geographically from any LIS School were also selected and visited for interview, such as Bath College of HE and the two HE Institutions in Canterbury. It is worth noting, in passing, that many of the Institutions in the Colleges and Institutes of HE sub-sector are themselves often remotely located, very often in small towns or deep in the rural countryside. This is because many of the Colleges and Institutes of HE were formerly Colleges of Education and the teacher training sector was typified by the wide geographical spread and variety of its Institutions,

sometimes being in remote country mansions such as Bath CHE, small towns such as Charlotte Mason College in Ambleside or even redundant air stations such as Darlington.

A further criterion was to try to obtain a good 'mix' of the three types of HE Institution - 'New' University, 'Old' University and the Colleges and Institutes of Higher Education. Given the pervading state of flux in the HE sector during the major period of fieldwork (April - June 1992), this proved an interesting, if occasionally frustrating, experience. In some of the HE Institutions visited the nameplates, stationery and corporate imagery and titles were changing before one's eyes as the dissolution of the binary divide and subsequent metamorphosis of the Polytechnics and some CsHE (e.g. Derby, Luton) into 'New' Universities proceeded apace.

The 13 LIS School Heads in England and Wales (a total population) were also approached and interviewed, using the SSI guide specially designed for them. In almost every case the Head was interviewed, the only exceptions being at Leeds Metropolitan University where the Course Leader (and de-facto Head) was seen, and at the University of North London where the Deputy Head was substituted. This was primarily due to internal restructurings and staff vacancies. The LIS School Heads were invariably helpful and accommodating. They too were subject to the throes and uncertainties of the radical structural reorganisation underway in HE sector. Nevertheless they found time for the SSI to be carried out free from distraction. During the visits to the Schools the researcher often managed to acquire further curricular material for use in the content analysis exercise.

4.2.3.3: Interviewing the 'FPs' and the PreLIS School Graduate Trainees.

After the completion of the main sequence of interviews of the 31 HE LIS Chiefs and the 13 LIS School Heads a further more limited programme of interviews took place. This sequence of interviews used two SSI instruments. One was designed specifically for the group of librarians occupying First Professional (FP) posts in a HE LIS unit and within one year of leaving LIS School. The other instrument was planned specifically for the 'Pre-LIS School' Graduate Trainees awaiting entry to the PG course at a LIS School and currently working in a HE LIS unit, usually as a Graduate Trainee or SCONUL Trainee. A small sample of eight FPs and eight Pre-LIS graduate trainees was interviewed, selected from a variety of HE Institutions' LIS throughout the country. The criteria for selection in both categories were centred around availability for interview and geographical spread. i.e. remoteness or nearness to a LIS School, and coverage of the range of HE Institutions-

although in practice it proved difficult to locate suitable interviewees from the CHE sub-sector. This might be a reflection of the growing staffing and training difficulties the smaller HE LIS units - mainly in the CHE sub-sector - are experiencing as economic constraints make the appointment of new LIS staff and Trainees increasingly uncommon. The purpose in interviewing these two small discrete groups was to gain some data, impressions and observations about the LIS Schools themselves from a group of young library workers who had either just passed through the English and Welsh LIS Schools' education system or were awaiting entry to it. Their observations on such items as recruitment policies and procedures, curricula, 'practicum' and their perceptions of School relationships with the HE LIS sector amongst other things - whilst limited - would nevertheless provide some valuable insights into the work of the Schools from recent and potential consumers. This is an attempt at a 'triangulation' exercise, comparing the information gained from these 'consumers' with the data, preferences and opinions garnered from the providers and employers of the product, i.e. the LIS School Heads and the HE LIS Chiefs.

4.2.4: Content analysis of curricular materials.

The curricular materials previously mentioned are the various internal curriculum planning documents of the LIS Schools, plus the Prospectuses, Course Guides and Brochures produced for public consumption by the Schools for an audience of potential students, parents, schools and careers advisers. These latter 'public domain' documents, whilst primarily 'information' publications also have an important marketing and public relations function in the way that they present the image of the LIS profession to the external world; how they 'contextualise' the profession to outsiders and, as a subtext, how the Schools themselves perceive the profession of librarianship. A simple matrix system was used to analyse the information presented in this material. It was felt that an examination and some comparison of the content and imagery of these publications would:

- (a) provide a factual, up to date overview of the structure of initial professional LIS education and training in England and Wales.
- (b) identify what hidden messages were being unconsciously conveyed by this text and imagery to potential students and other interested parties.

This was a qualitative rather than a quantitative exercise in which certain themes were explored through this literature. As Mayntz (1976:146) pointed out: "A qualitative content analysis is quite suitable for exploratory and descriptive purposes", and that is what this was intended to be.

CHAPTER 5.

THE PRESENTATION OF FINDINGS AND ANALYSIS OF RESULTS.

The presentation of data and findings and an analysis of results will now be introduced. The first section deals with the basic content analysis of curricular materials - the 'overt curriculum' of the LIS Schools.

5.1: The content analysis of curricular material: findings and analysis.

During the fieldwork for this research the opportunity was taken by the researcher, when visiting the 13 LIS Schools, to obtain as much curricular material as was available. Some was restricted and confidential and thus unavailable but much material was made freely available to the researcher and provided a useful and informative source of data. The 'curricular materials' category falls into two parts: 'Internal' and 'Public domain'. 'Internal' documents produced by the Schools are often limited in number and accessibility, and are typically 'working drafts', curriculum planning reports, Course Tutors' Reports, Course Submissions and similar items which all add to the plethora of paperwork a Teaching Department within a modern HE Institution produces. 'Public domain' materials are, on the other hand, freely available publications, such as Course Brochures, Students' Course Guides, School Prospectuses, Policy Statements, produced for public consumption by a target audience of careers advisers, teachers, parents, potential students and LIS practitioners. These 'public documents', whilst primarily 'information' publications, also have an important marketing and public relations function, in that they help to 'shape' or 'mediate' the image of the LIS profession as presented to the outside world. A basic examination of those publications intended for consumption in the public domain served two functions. Firstly, a factual up-to-date overview of the present structure of initial professional LIS education and training in England and Wales was gained. Secondly, the possibility arose of identifying and analysing the 'hidden' or coded messages conveyed by the text and images to potential students and other interested parties. A simple matrix arrangement (shown in Appendix 1) was used to locate and bring out the differences and similarities between the Schools garnered from this content analysis of those curricular materials in the public domain - particularly Prospectuses. Relevant comments arising during interviews with FPs and PreLIS Graduate Trainees which added a 'consumer perspective' were also included in this section. PreLIS

Graduate Trainees are an important target group for many of the Schools' publications and the FPs had been exposed to this material prior to their initial professional education. The following are the main topics or themes brought out and examined and the results arrived at by analysis and interview.

5.1.1: Teaching and Learning Methods: A consistent picture of a fairly traditional 'mix' of lectures and small group work was presented by all Schools. As is to be expected in a strongly vocational discipline such as librarianship a great deal of time and effort was expended on workshops, practical 'hands-on' exercises (e.g. on CD-ROM operation) and demonstration of equipment and procedures. As revealed during interviews with Heads the amount of time allotted to these practical strands of the curriculum naturally varied according to the availability of instructors and equipment and the particular degree of importance accorded to this area by the School. Loughborough, for instance, endeavours to insert a minimum of 80 hours 'practicals' into its one year PG course. In an overcrowded and finite LIS curriculum - particularly noticeable in PG courses - there are often difficulties in obtaining suitable time slots for this important practical work.

5.1.2: 'Practicum': 11 of the 13 LIS Schools built some form of 'practicum' into their UG and PG courses of initial professional education and training. 'Practicum' is the interface where most LIS School staffs come into contact with the HE LIS practitioners, and given the essentially practical nature of much LIS work, it is easy to see why 'practicum' is so important in the initial formation of LIS professionals.

All of the ten Schools offering UG courses in LIS incorporated work experience and placement within their course structures. Five of the Schools offering PG courses did not have any 'practicum' included as an integral and mandatory part of their curricula; they relied heavily upon the normal 'One year LIS experience prior to entry' criterion to provide the 'practicum' element which would situate and 'contextualise' the theory. Visits, work experience and placements are important consolidating and enabling mechanisms used by the LIS Schools to provide some semblance of 'reality in the workplace' and to bind theory into practice. The time allowed for placements and work experience varies considerably according to the importance the particular LIS School places upon it and also whether the course is at PG or UG level. The time allocation for 'practicum' can range

from nine months full time placement through to four weeks full time work experience (not necessarily consecutive).

5.1.3.: Assessment methods: Written, formal examinations with the addition of coursework assessment are used by all the Schools for all their UG courses. For PG courses, only two Schools assessed on coursework alone; the rest used coursework assessment, written examination and, in eight Schools, a dissertation or major project also (depending on the qualification aimed for by the student, e.g. PG Diploma in LIS or the Master's degree in LIS). The Schools are invariably locked into the parent Institution's own policy on Assessment Methods and so remain embedded within the practical framework of assessment methods used by their Institution. This may, of course, change, particularly in the 'New' Universities as they find their feet as autonomous entities not dependent upon the CNAAs' approval of their assessment mechanisms - although they will still be meshed into their own Institution's practices and the requirements of the HE Funding Councils' teaching assessment mechanisms to a large extent. For purposes of academic respectability and parity, standardisation, transferability and acceptability by the LIS profession and other employers, the traditional and familiar methods of assessment retain their strong position.

5.1.4.: Entry requirements: The two 'A' Level GCE standard for UG courses and a degree for PG courses remained the usual stated entry requirements for all the LIS Schools. However, there were also signs that a greater flexibility in this area by the Schools was becoming apparent. Nine of the Schools specifically welcomed mature students and seven of the Schools mentioned their willingness to accept 'non-standard' or 'equivalent' qualifications for entry, such as BTEC National Certificates or Diplomas and ACCESS Qualifications (and eventually NVQs and GNVQs).

For PG courses only one School required a Good Honours degree as the basic entry requirement; the rest required only a University or CNAAs degree - usually without any preference for subject or class of degree. The precondition of a year's prior experience of LIS work before entering PG LIS courses was required by eight of the Schools; those not having this requirement insert a short period of work experience within the PG courses itself. A hopeful and welcoming sign of reaching a latent and potentially large untapped pool of applicants is that most courses have a part time mode of delivery (12 out of the 13

English and Welsh Schools offer this facility at UG and PG levels). This is beneficial to large numbers of professionally unqualified LIS workers who are hindered by domestic and financial circumstances from attending LIS School full time and can now become professionally qualified by this part time route under Continuing Professional Development provision. This does, of course, presuppose being within commutable distance of a LIS School. Once again, the inequality of geographical distribution of the Schools, already noted, militated against LIS workers in some areas (e.g. the South West of England) being able to attend professional part time courses.

5.1.5: Course Structure: The concept of the 'core' curriculum dominates the field entirely at both PG and UG levels, with all courses having a mandatory cluster of 'core units' which have to be taken and passed by all students. Surrounding this 'core cluster' is an array of electives; specialist or complementary modules which can be 'bolted on' to the core cluster to create 'pathways' towards desired or possible future specialist areas of work. The core component titles often appear different between Institutions but basically the content remains very largely the same: e.g. Information Sources; Systems and Retrieval; Information in Society; Basic IT; Basic Management Skills; Communication Skills and Research Methods. The range of electives offered is quite wide and nearly universal - only one School does not offer them, due primarily to curriculum design restraints. There does seem to be a fair range of electives available in the LIS Schools, e.g. School Librarianship, Publishing and the Book Trade, Business Information, and the valuable opportunity to use parallel Teaching Departments' staff and facilities (e.g. Computing, Management) appears to be increasing. This is particularly so in the case of those Schools which have merged into larger units, such as Leeds Metropolitan University, where the 'LIS Professional Group' is part of the Faculty of Information and Engineering Systems.

Postgraduate Diploma courses in nine Schools are offered with an 'end-on' link facility, where provision of an appropriate Dissertation allows the conversion of the PG Diploma into a Master's degree in LIS. This is a useful mechanism and one increasingly finding favour with students and employers. The Master's in LIS qualification is slowly becoming accepted as the basic academic qualification in LIS and is following the American trend of the MLS being the recognised basic qualification for work in the LIS disciplines. Thus librarianship in the UK is slowly, but inexorably, evolving

from a graduate profession into a postgraduate one.

Modularisation of courses proved popular with the Schools; ten of them have already adopted this flexible system of curriculum delivery. Similarly, the semester system for courses is becoming more acceptable; four Schools have adopted this system and others are seriously considering it. Corporate Institutional policies and practices on the structure and length of the teaching year and the costs incurred in change to and operation of a new system will be critical factors in deciding whether semesterisation becomes the accepted norm in HE in the UK. At present, almost all the Schools use a standard One Academic Year structure for PG courses and Three Academic Years for UG courses. However, one School (University of Central England, Birmingham) has embarked upon a radical, innovative departure from this norm by introducing a concentrated, shortened and semesterised UG course lasting, in effect, just over two Academic Years plus a substantial period of placement. This course structure has clear attractions to mature students in enabling them to complete quickly and thus start earning a living sooner.

5.1.6: Imagery and textual analysis. In interviews with the Heads it became clear that the Schools are realising that new pools of potential LIS students need to be identified and tapped, notably those of the mature students, ethnic minorities and 'non-standard entry' candidates. Allied with this is a greater awareness of the Equal Opportunities dimension, which is becoming a matter of some concern to the profession. To establish whether these new categories of potential students are likely to be reached by the Schools' advertising and publicity materials a simple analytical exercise was undertaken to establish the 'image' each school conveyed to potential students through its recruitment literature. It was necessary to establish whether any covert signals were being transmitted to readers; for instance, whether prominence is given in the text to arrangements for mature students and 'nonstandard' entry qualifications holders. Do the Schools present an encouraging, modern image of welcome, help and professionalism to all students, and particularly the 'non-traditional' potential LIS student, as well as reaching those important people such as parents, Careers Advisers, Chief Librarians, LIS Personnel Officers who may have considerable influence upon choice of career paths?

This simple analysis of the text and imagery of the LIS Schools' recruitment literature

showed that only four of the thirteen LIS Schools depicted ethnic minority students in their Prospectuses and Course Literature; students featured in most of the Schools' offerings were mainly 'young, white, female' - with a sprinkling of young white males. Mature students seemed to be singularly absent - as were students with disabilities. One PreLIS Graduate Trainee thought that the image presented by the majority of the Prospectuses she had seen was that of a 'female dominated occupation' which served to reinforce the general opinion she already had formed. IT equipment featured prominently in photographs, particularly PCs and CD-ROMs. Libraries, where portrayed, were shown as bright, busy, modern workplaces with books and serials rarely in view. A FP from a 'New' University LIS unit remarked on the modern, dynamic image of LIS work portrayed by some LIS School prospectuses and the emphasis given in these prospectuses to the variety of work available and the high use of IT. However, five of the 13 LIS School prospectuses were dull and uninspiring; poorly produced and laid out, with no illustrations or photographs and hardly calculated to motivate a potential student to enquire further. The image presented by some Schools of the profession of librarianship and the means of entering it, made it hard to believe that information and communication are key, central concerns of the LIS profession and that librarians are, by dint of their everyday work and professional training, versatile and skilled communicators and dispensers of information. As one 'New' University PreLIS Graduate Trainee remarked during interview: "The standard (of prospectuses) seems erratic. They don't exactly leap out at you". Another 'New' University PreLIS Graduate Trainee also commented on the variety in quality and range of information given to potential LIS School entrants and remarked on "the lousy general publicity" of some Schools. Conversely, one 'Old' University PreLIS Graduate Trainee thought the publicity she had seen was "pretty good and informative". A FP remarked on the need for a "Central Clearing House for LIS School applicants" to be set up.

This analysis of curricular and recruitment material proved useful in gaining an overview of the national structure of initial professional LIS education and training and some indications of the ways in which the Schools portray their role and function and the work of professional librarians to potential candidates and the wider world. The next section concerns particular results and data arising from Questionnaires and Semi-Structured Interviews.

5.2: Results and analysis of Questionnaire and Interview data.

The content analysis of curricular material having been completed the results arising from the Questionnaire Survey and subsequent interviews are now given. The Questionnaire Survey data was analysed using SPSS. These results are presented in diagrammatic form within this Chapter and the associated Tables appear in Appendix 9. The results of the 103 returned completed Questionnaires from the HE LIS Chiefs and selected follow-up interviews with 31 of these Chiefs are given and analysed, compared and contrasted with information gathered from interviews with all the Heads of the 13 English and Welsh LIS Schools. The purpose of the interviews in the field was to follow up on questions and avenues opened up in responses to the postal Main Questionnaire (in the case of Chiefs) and establish qualitatively some of the attitudes, beliefs, preferences and practices of both Heads and Chiefs impinging upon the 'supply and demand' relationships between the two sectors. Also included, where relevant, are the results of interviews with two small, discrete groups of PreLIS Graduate Trainees working in HE LIS units and 'First Professionals' working in such units. Because of the low numbers included here (eight in each category) it has to be acknowledged that only a 'feel' for the issues involved was possible with these latter two groups.

NOTE: In the Tables displayed in this section, where differences between Chiefs and Heads were statistically significant (using a Chi Square Test) this is indicated at the bottom of the Table concerned, showing the level of confidence, e.g. : * = $P < 0.05$; ** = $P < 0.01$; *** = $P < 0.001$. The number of responses to each question is indicated in brackets.

Recruitment issues. The following three Tables deal with the beliefs and preferences of the Heads and Chiefs regarding recruitment, particularly of 'First Professionals'.

Table 1: Chiefs' preferences on the recruitment of 'First Professionals', and Heads' perceptions of those preferences.

The Chiefs were asked which stream they preferred to recruit from for 'First Professional' posts. The Heads of the 13 LIS Schools in England and Wales were then asked from which of their two output streams (PG and UG) they thought HE LIS Chiefs

Table 1: Chief's preferences on the recruitment of 'First Professionals' and Heads' perceptions of those preferences

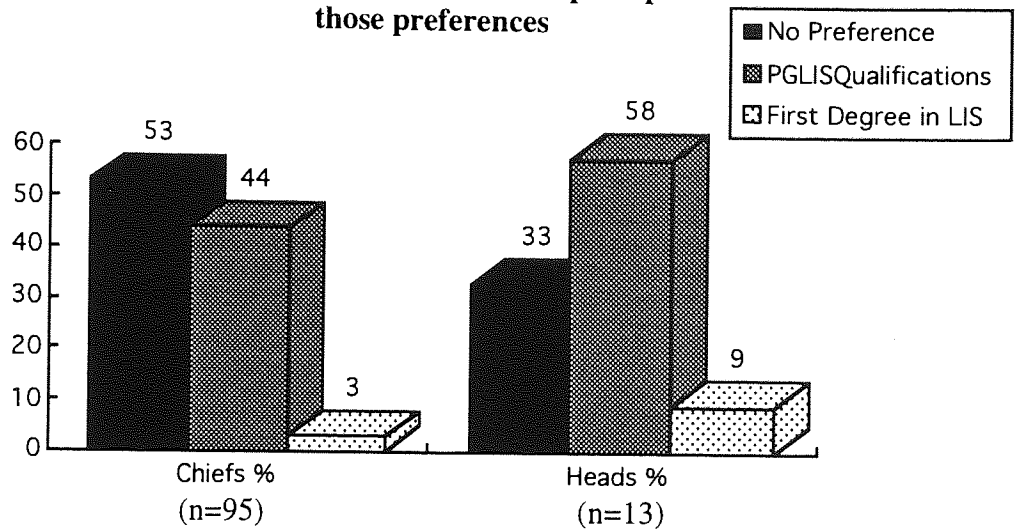
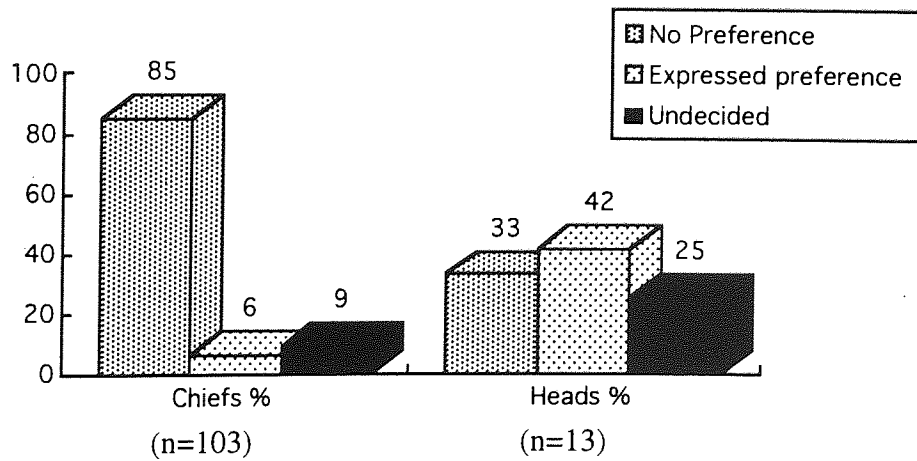


Table 2: Chiefs' preferences for particular LIS Schools products, and Heads' perceptions of those preferences



preferred to recruit from to fill 'First Professional' posts. Over half of the Chiefs expressed 'No preference', whilst for the remainder of those expressing a preference the PG LIS qualification was the overwhelming choice. By not expressing a preference, many of the Chiefs appeared fairly pragmatic and flexible in their approach, preferring to 'play the market' - which at present is favourable to them in terms of abundant supply by the Schools. Conversely, most of the Heads thought that the Chiefs preferred to recruit from the PG LIS stream. When questioned further the overriding factor cited by the Heads was the evidence of destinations of past outputs from the Schools, where students had actually been appointed into 'First Professional' posts in HE LIS units. It must be noted, however, that this evidence was often incomplete and uncoordinated due to diverse and erratic methods of gathering and recording 'First Employment' statistics by many of the Schools. A good deal of intuition and 'gut feeling' concerning Chiefs' patterns of recruitment from the Schools was also mentioned by Heads, as was anecdotal evidence gleaned from visits to placements in various HE Institutions and from student feedback.

Subsectoral analysis of the responses from all of the Chiefs revealed that over 75% of the 'New' University (i.e. the ex-Polytechnic) subsector's HE LIS Chiefs expressed 'No preference' whilst the 'Old' University and CHE LIS subsectors were more inclined to employ PGs. Comments arising during separate interviews with two CHE LIS Chiefs included: "Subject graduates tend to be better regarded in an academic institution" and "In HE it is better for the credibility of the librarian to have a subject degree plus a PG LIS qualification". One Midlands 'Old' University LIS Chief remarked that "In University libraries we would always insist on a first degree based in a subject. Basically, I suppose, in University libraries we need detailed subject knowledge, particularly so in this library with a large number of subject librarians". A London 'Old' University LIS Chief frankly admitted "I tend to be naturally prejudiced against someone who's done a degree in librarianship... I try not to be. Having said that, one of my best staff has a degree in librarianship". A Southern CHE LIS Chief remarked that he preferred PGs because they were a little more mature.

Of the small group of FPs questioned on this topic, two believed that Chiefs preferred to recruit holders of PG LIS qualifications to 'First Professional' posts. The remaining six felt that Chiefs had no preference or had no opinion to advance. The PreLIS group, on the other hand, overwhelmingly (six) thought that PG LIS holders were

the favoured candidates for FP posts, with the remaining two having no opinion on the matter. Both the FP and PreLIS groups thought graduates in LIS were not preferred for FP posts by HE LIS Chiefs. Whilst the FP group was much less sure of the preferences of Chiefs - perhaps borne out by their practical experience and observation of the job market - the PreLIS group maintained a high expectation that Chiefs preferred PG LIS qualification holders for 'First Professional' posts. There might be an element of 'wishful thinking' present here in that the PreLIS Graduate Trainees will themselves, after attending LIS School, become PG LIS qualification holders and quite likely seek to enter the HE LIS job sector at some future date.

Table 2: Chiefs' preferences for particular LIS Schools' products, and Heads' perceptions of those preferences.

The Heads were asked if they thought Chiefs preferred a particular LIS School's product when filling 'First Professional' posts. The Table reveals a fairly equal spread of answers coming from the Heads. One London Head mentioned what he saw as a "negative discrimination" against certain LIS Schools; a Northern Head remarked upon the usefulness and value of developing a "special relationship" with one or two large HE LIS units and of "getting known" by the HE LIS market generally. Another Head commented upon the geographical location of the Schools apropos HE institutions and the sense of being "a regional supplier" to the LIS market generally, coupled with the necessity of being well attuned and responsive to the needs of the total LIS market - including the HE LIS sector of that market.

The Chiefs' responses to this question overwhelmingly favoured the 'No preference' category (85%). This figure must be taken with some caution; it could be the 'politically correct' and overtly acceptable 'obvious reply' - only a detailed analysis of every FP appointment over a span of years would reveal whether the Chiefs are saying one thing and practising another. The small percentage who agreed that they did have a preference came predominantly from the 'Old' University subsector. One 'New' University LIS Chief remarked indignantly that Institutional 'Equal Opportunities Policies' in place precluded the favouring of one School's product against another. It was amongst the ranks of the 'New' University LIS Chiefs that the 'No preference' answer was most prevalent. Several Chiefs remarked, during interview, on their lack of up to date

Table 3: Perceptions of the LIS schools' responsiveness to HE LIS needs

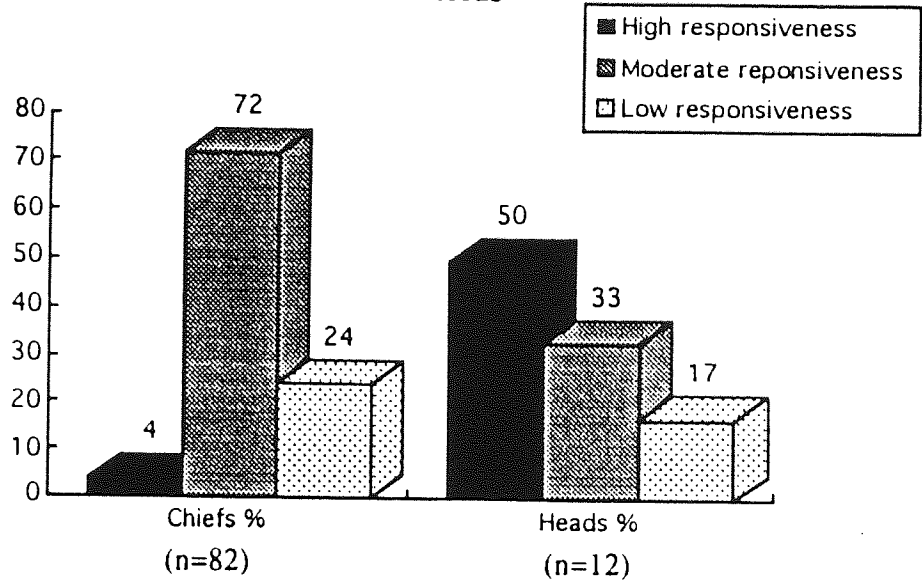
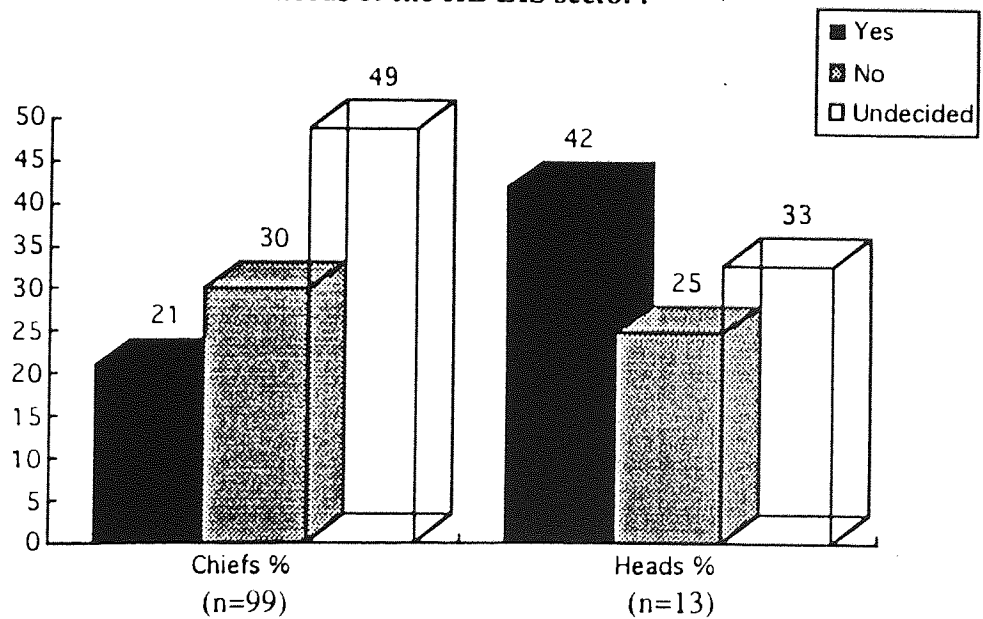


Table 4: Do the LIS Schools match the recruitment needs of the HE LIS sector?



knowledge of current LIS Schools' curricula and products - particularly as recruitment into FP posts had tended to become infrequent, due principally to severe financial constraints upon staffing. One Southern CHE LIS Chief observed that he was rather out of touch with the Schools and their outputs, and had little contact with the LIS education world generally.

The FP group replies to this question of preferences split evenly on a fifty/fifty basis. The PreLIS group tended to believe that there was a preference; five of them thought that HE LIS Chiefs had some sort of 'League Table' in their heads when shortlisting, interviewing and appointing FPs from the LIS Schools' outputs. Sheffield, Loughborough, Aberystwyth, Manchester and Brighton were the Schools mentioned most frequently by both FP and PreLIS respondents, with the first two (Sheffield and Loughborough) receiving the most mentions. Asked why these particular Schools had such a good reputation, factors mentioned in reply were "reputation", "contacts", "general awareness from the literature", "hearsay and rumour".

A question was then asked of both Chiefs and Heads about their perceptions of the responsiveness of the Schools to the needs of the HE LIS sector. This is an important question - if the two sectors are in agreement on the responsiveness of the Schools to the HE LIS sector's needs then this is an indication of a good, well attuned, almost symbiotic relationship between the two sides. If clear disagreement on this issue is expressed then this is an indication of the existence of disharmony, poor unproductive relationships, remoteness and alienation between the two sides of the 'supply and demand' equation.

Table 3: Perceptions of the LIS Schools' responsiveness to HE LIS needs.

An interesting and substantial disagreement (which is statistically significant) is expressed here. Half of the Heads believed that they were 'Highly responsive' to HE LIS needs. Conversely, of those Chiefs who answered this question only a tiny proportion (4%) would agree. Most of the Chiefs appear to subscribe to the opinion that the Schools are doing only a 'Moderate' job of meeting their changing needs. Submerged within this issue are other issues which emerged during interview with the Chiefs - notably geographical distribution of the schools, calibre of LIS School staff, output control. A 'New' University LIS Chief in London observed that "there was only a partial match" by the Schools in meeting his needs. A CHE LIS Chief in the South of England remarked that: "I haven't got anything damning to say, on the other hand I haven't got anything

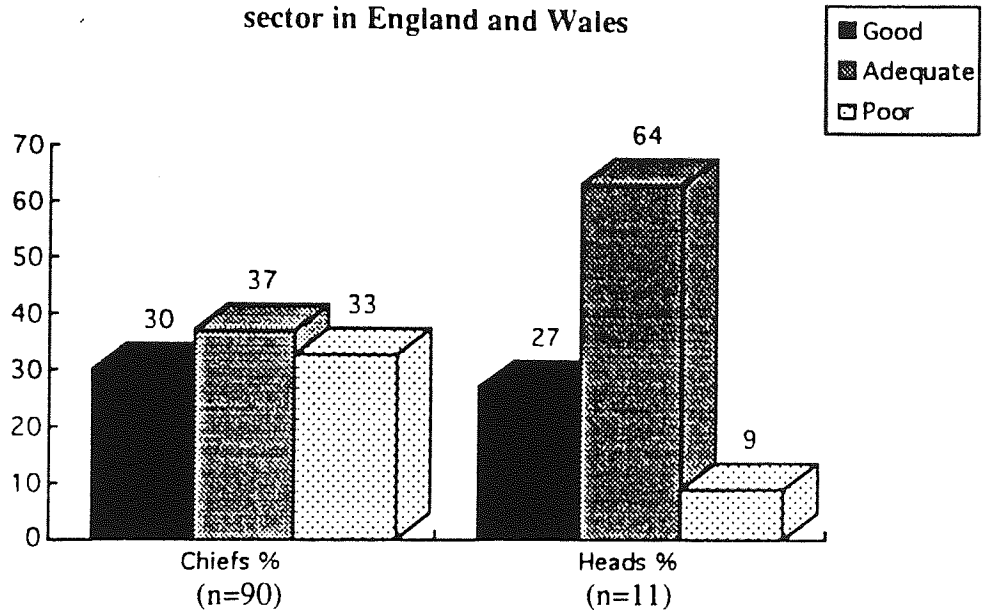
glowing to say either. The geography is one factor; there is no Library School nearby and we are not used by them, therefore there is no involvement". A Midlands 'Old' University LIS Chief commented that "In the curriculum content of the schools the basics of librarianship don't seem to be there" and appeared worried by the numbers coming out of the Schools: "there is overproduction by the Schools ... I'm quite sure that we are doing ourselves a disservice by such overproduction". By 'basics of librarianship' he seemed particularly concerned that such long established professional areas such as 'cataloguing', 'classification' and 'bibliography' were being supplanted or diminished by 'management' and 'communications skills'.

Table 4: Do the LIS Schools match the recruitment needs of the HE LIS sector?.

The Heads were then asked whether they believed that their Schools' outputs of Pre-Service librarians (at both PG and Graduate levels) matched the recruitment needs of the HE LIS sector. Those Heads who believed they met the recruitment needs of the HE LIS sector identified those needs by a mixture of methods: market research, informal professional contacts, use of external examiners from the HE LIS sector, attendance at appropriate conferences and by liaison visits to HE LIS units. Those who believed they were not meeting the needs of the HE LIS sector, or were undecided, thought HE was a relatively small sector of employment (about 14% of the total job market) for their output and accordingly perhaps not worth targeting specifically. With the diversity of opportunity in the LIS job market at present some Heads take a pragmatic, opportunistic view, as one London Head remarked: "a job is a job; the toehold on the ladder - whatever the sector". Several Heads remarked on the political and structural turmoil underway in HE at present and that it was difficult to determine with any precision and clarity the dimensions of the HE LIS job market until HE itself had settled down and achieved some stability. One London Head remarked on the sheer variety in numbers, size and quality of the HE LIS arena and how this presented a barrier to coherent and sustained targeting of the Sector by his School.

The responses from the Chiefs to this question of the Schools meeting the recruitment needs of the HE LIS sector differed markedly. Nearly four-fifths of the Chiefs thought the Schools did not match their current needs fully, or were undecided. There was an even spread of this response across all three subsectors of HE. Of the 21% who did think the

Table 5: Perceptions of the working relationships between the LIS schools and the HE LIS sector in England and Wales



LIS Schools' outputs were fully matching their needs the 'New' University subsector was the largest group, followed by the CsHE and, lastly, the 'Old' Universities. Quite why this should be is not clear; possibly there has been in the past a closer relationship by the Schools with the 'New' Universities (in their former incarnation as Polytechnics) than with the other two subsectors, particularly in the areas of 'practicum', curricular advice and guest lecturers.

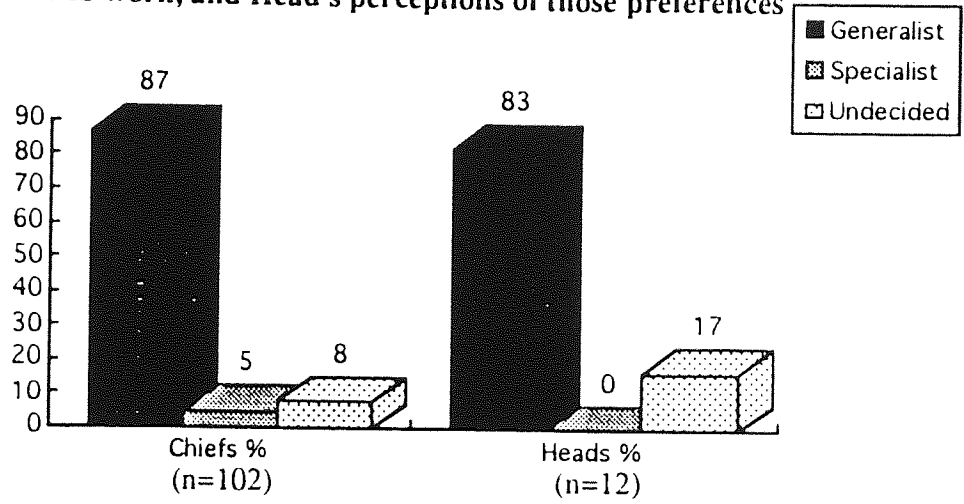
Following on from this came a question on the state of the working relationships in existence between the two sectors.

Table 5: Perceptions of the working relationships between the LIS Schools and the HE LIS sector in England and Wales.

With 73% of the Heads holding only an 'Adequate' or 'Poor' opinion of their relationships with an important and dynamic sector of LIS work an issue of some concern is revealed here. When probed further, during interviews, comments arose from the Heads such as "uneasy with the present situation" and "misunderstandings arising on both sides" (a Northern Head); "Serious attempts are made to keep in touch with our constituencies" (a London Head) and "HE LIS Chiefs' perceptions of the LIS Schools are out of date and misleading" (a Northern Head). Several Heads acknowledged a feeling that some of the Schools had "an image and PR problem" with LIS practitioners generally. One Head remarked that "In his experience, most HE LIS senior management was isolated from real librarianship anyway". This latter comment illuminates the way 'management' is perceived by some observers as the primary and totally engrossing function of HE LIS Chiefs and the opportunity to practice 'real librarianship' (however that is defined) has practically disappeared amidst the many pressures of management, finance and Quality issues bearing upon HE LIS Chiefs.

Responding to the same question, 70% of the Chiefs ranked the relationship as only 'Adequate' to 'Poor', and 30% as 'Good' to 'Very Good'. There is a linkage detectable here with the related question posed earlier (Table 4) regarding the matching of recruitment needs of the HE LIS sector, where the Chiefs gave not dissimilar responses. On this

Table 6: Chief's preferences on a 'Generalist' versus 'Specialist' curriculum for a 'First Professional' entering HE LIS work, and Head's perceptions of those preferences



question of the state of the working relationships between the two sides some adverse comments were forthcoming from Chiefs during interview. One CHE LIS Chief remarked that "there was little interaction between ourselves and the Schools"; an 'Old' University LIS Chief mentioned that he had received little contact or interest from the schools and a 'New' University LIS chief commented that "the Schools have insufficient knowledge of HE libraries". A Southern CHE LIS Chief remarked that "we don't really have much contact. In my experience, no Library School has actually come to me ... I think people like myself have probably got quite a lot to offer". A London 'New' University LIS Chief noted that "I never see them (LIS School staff) at Conferences... they don't go to anything I go to. I'd like to see more moving in and out so staff in LIS Schools could work in libraries and vice versa". On the other hand, there were comments from some Chiefs which revealed a measure of acceptability or the existence of good working relationships: "Improving, but very little contact" ('New' University LIS Chief) and "Good, close relations with the local LIS School" ('Old' University LIS Chief) were two such observations made during interviews.

The preceding Tables have demonstrated the existence of a large degree of misunderstanding and difference of opinion between the two sides. However, despite these misunderstandings and doubts about the requirements of the HE LIS sector and the extent to which these needs are being met by the Schools there were also distinct areas of considerable agreement between Heads and Chiefs.

The next four Tables deal with the operational areas of specific curricular content, 'practicum' and CPD - the interface where the educator/practitioner relationship needs to be consistent, effective and trouble-free. One area in which there was clear agreement was on the need for instilling a sound, general professional competency during the formation of 'First Professionals' at LIS School, and the avoidance of premature specialisation.

Table 6: Chiefs' preferences on a 'Generalist' versus 'Specialist' curriculum for a 'First Professional' entering HE LIS work, and Heads' perceptions of those preferences.

The bulk of the Heads decided unequivocally on the 'Generalist' product; a small proportion were undecided and none favoured the 'Specialist' product. Observations made by Heads during interview on this issue included "a hybrid is a better product" (a

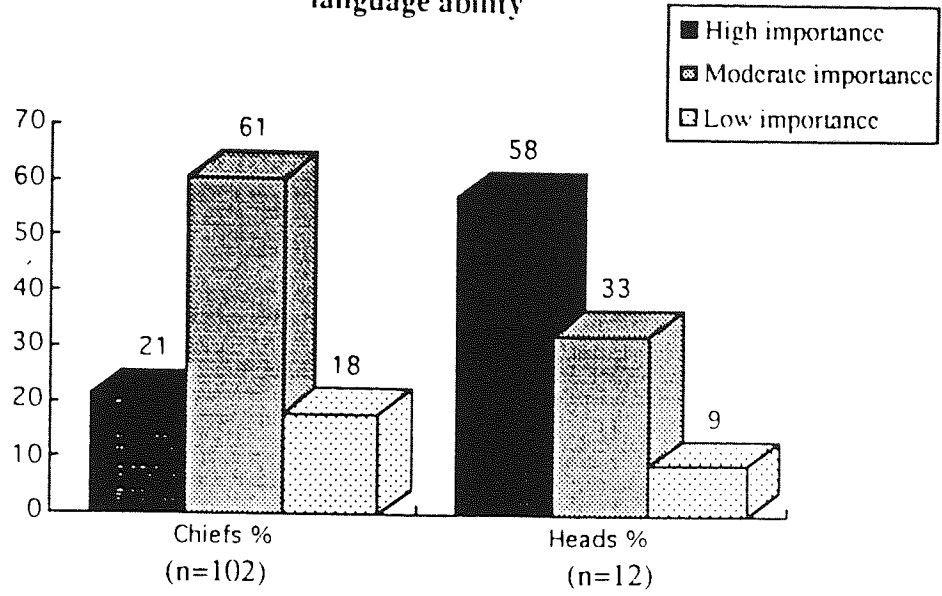
Northern Head) and “a generalist, flexible product is needed for a multi-disciplinary job market in a constant state of change” (a London Head). A more pragmatic view expressed by a Northern Head was that “the Schools are conditioned by the expertise available in the Department”, a revealing comment, given the smallness of Schools’ staffs and relatively little turnover of staff. “Broad specialisation is best” was one Head’s seemingly oxymoronic observation; another Head remarked that “the question is difficult to answer - generalist is probably the best”. The overall impression gained was that whilst most Heads fully acceded to the concept of the generalist product there were still some lingering doubts and hedging of bets in a few cases.

The Chiefs replied to the same enquiry by overwhelmingly (87%) favouring the ‘Generalist’ route. There seemed little difference of opinion displayed between the three subsectors of HE surveyed and only 5% of the Chiefs preferred the ‘specialist’ product of the Schools. The perceived value of the ‘Generalist’ in the CHE LIS milieu - a subsector noted for its small to medium sized libraries and LIS staffs - was expressed well by one Welsh CHE LIS Chief who remarked that “In small and medium sized libraries an ‘all rounder’ is more useful and is a more flexible member of the professional team”. A ‘New’ University LIS Chief in the South commented that “the job market today means that students shouldn’t do too specialised a course”; another ‘New’ University librarian observed that “in the middle of change we want flexible appointees who can be trained for a first post but have the potential for relocation and training”. An ‘Old’ University LIS Chief commented that specialist skills can be taught if the basics are there already in place. This point about ‘basics’ leads on later into opinions and preferences for a model curriculum for HE LIS ‘First Professionals’.

The two small groups of PreLIS Graduate Trainees and ‘First Professionals’, when asked this question, substantially (PreLIS six, FPs five) selected the ‘Generalist’ curriculum as most appropriate to working as a FP in a HE LIS unit. Comments arising during interviews with these two groups were: “flexibility and adaptability is needed” (a FP in a ‘New’ University LIS unit; “need to be a Jack-of-all-Trades, particularly in the ‘New’ Universities (PreLIS Graduate Trainee in a ‘New’ University’s LIS unit); “Generalists can slot straight into any job” (PreLIS Graduate Trainee in an ‘Old’ University’s LIS unit).

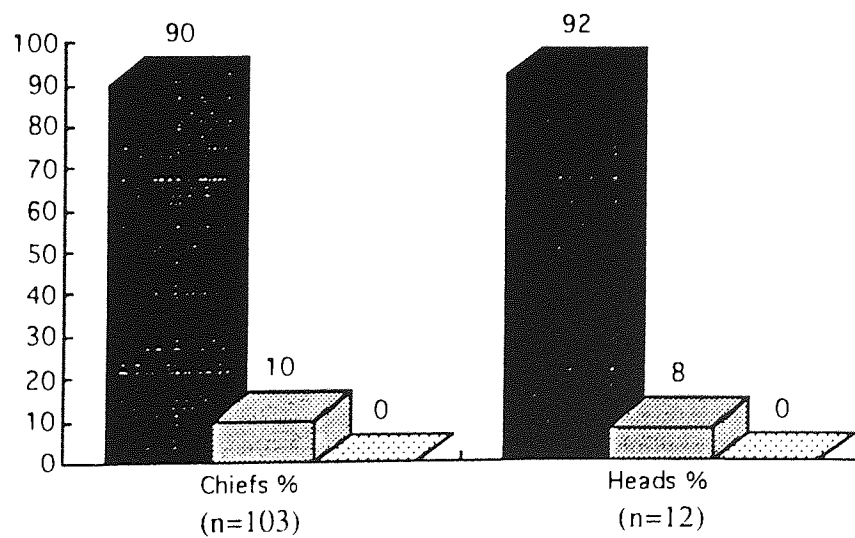
The two main groups of Chiefs and Heads were then asked to give some thought to

Table 7a: Perceptions of the importance of a basic foreign language ability



*

Table 7b: Perceptions of the importance of IT knowledge and skills



ranking various elements of a model curriculum for intending HE LIS professionals, such as foreign language ability, IT skills, Communications skills and Management skills.

Tables 7a to 7j. Perceptions of the importance ranking of curriculum components for intending HE LIS librarians.

Table 7a: Perceptions of the importance of a basic foreign language ability.

In terms of the potential importance of this item vis-a-vis the EU and its effects upon LIS work generally the views of the Heads and Chiefs proved variable. A disagreement was expressed between the Chiefs (21% of whom ranked this topic as of 'High' importance) and the Heads (58% of whom awarded a 'High' grading to this item). Aware of the growing and pervasive impact of the EU upon the UK LIS community and its work, the Heads seemed more conscious of, and attuned to, the importance of a foreign language ability in potential HE LIS librarians than did the Chiefs. One Northern 'Old' University Chief remarked during interview that 'foreign language ability was really only necessary for a Modern Languages, or possibly Humanities, librarian in a University library'.

The two groups of FPs and PreLIS Graduate Trainees also answered this question during interview. The FP group tended to regard a basic foreign language ability as of 'Low' to 'Medium' importance, whilst the PreLIS group viewed this topic as of 'Medium' or 'High' importance. Quite why this small difference between the two groups is present is difficult to explain; one possibility might be that the PreLIS group is still relatively inexperienced in LIS work and the LIS environment, and retains a residual regard for their University degree courses and the seeming importance of the EU and its impact upon British society. The FPs may have perceived the reality of the situation 'as it is' regarding foreign language ability within the actual LIS workplace. Possibly they are reflecting the Chiefs opinions - 79% of whom gave this item a 'Low' to 'Moderate' grading.

Table 7c: Perceptions of the importance of writing and editing skills

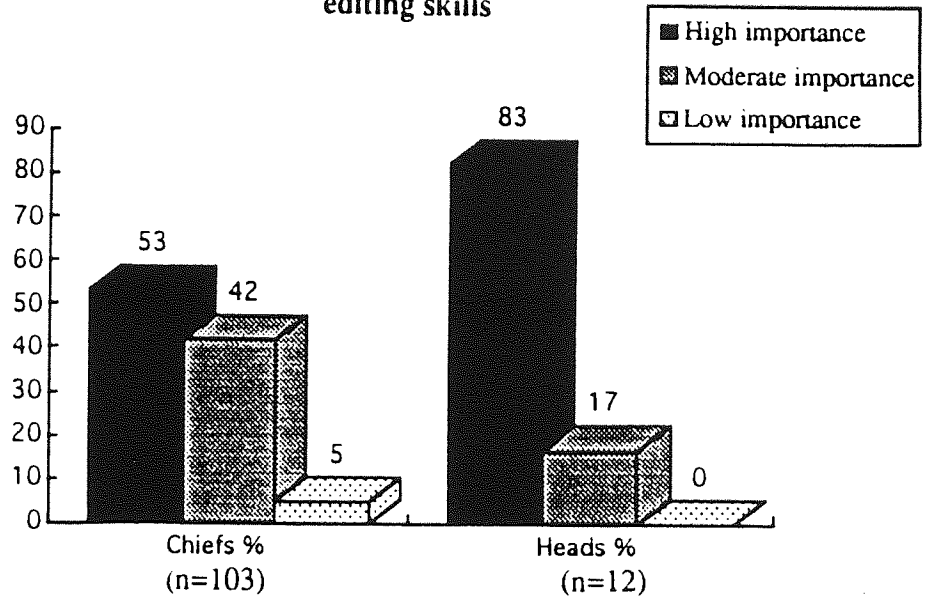


Table 7d: Perceptions of the importance of Research skills

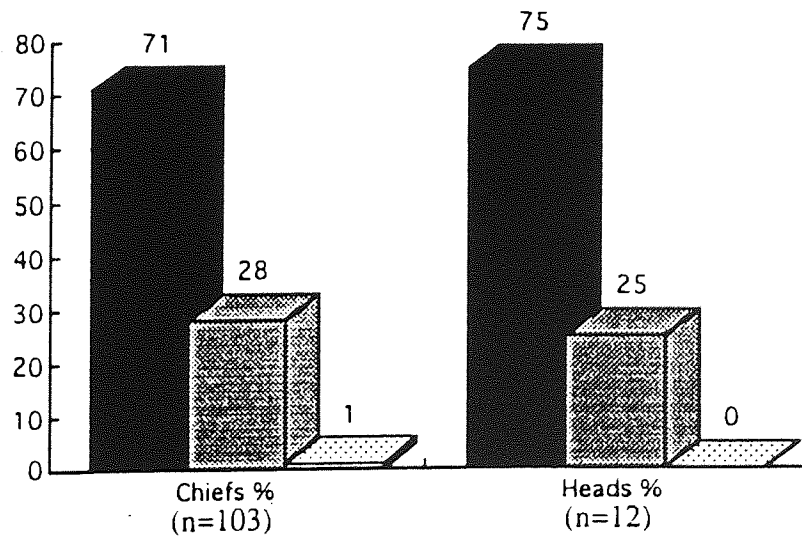


Table 7b: Perceptions of the importance of IT knowledge and skills.

Unsurprisingly, and very much as expected from librarians, there was a high level of agreement emanating from both sectors on this issue of the centrality and pervasiveness of IT in LIS work, and thus the need for IT to feature prominently in LIS School curricula. Any School which neglected this key area of IT in its curriculum would place its credibility and survival in serious jeopardy. The degree of IT knowledge and skills does not have to be too high, as several Chiefs and Heads pointed out - a basic understanding and familiarity will often suffice at the start. More job-specific skills and knowledge can be added later in the workplace, as required.

The FP and PreLIS groups, when asked this question, responded along similar lines to the Chiefs and Heads. All the PreLIS group and six of the FPs gave a 'High' importance rating to this topic; the remaining two of the FPs gave it a 'Moderate' importance grading.

Table 7c: Perceptions of the importance of writing and editing skills.

Whilst most Heads perceived this item as being of 'High' importance the Chiefs gave it a lesser ranking, with only just over half of them grading the topic as of 'High' importance. Several Chiefs expressed the view, during interview, that this was a skills area that could best be developed 'in house', in the work situation where relevance, speed and motivation were paramount. Two 'Old' University LIS Chiefs remarked upon the growing need for these skills to be acquired by all LIS professionals working in the HE sector. They commented upon the growing requirement institutionally for more written reports and memos. Also, increasingly, documentation has to be created by LIS staff for external use, e.g. in support of a course proposal; to justify budget requests and service additions as well as adding to the incessant flow of documents internally within LIS units.

The FP and PreLIS groups both concurred in almost identical terms on the importance of writing and editing skills - four of both groups saw it as of 'High' importance; four of the PreLIS group and three of the FP group ranking this topic as of 'Moderate' importance. One of the FPs gave it a 'Low' importance rating.

Table 7e: Perceptions of the importance of basic educational theory

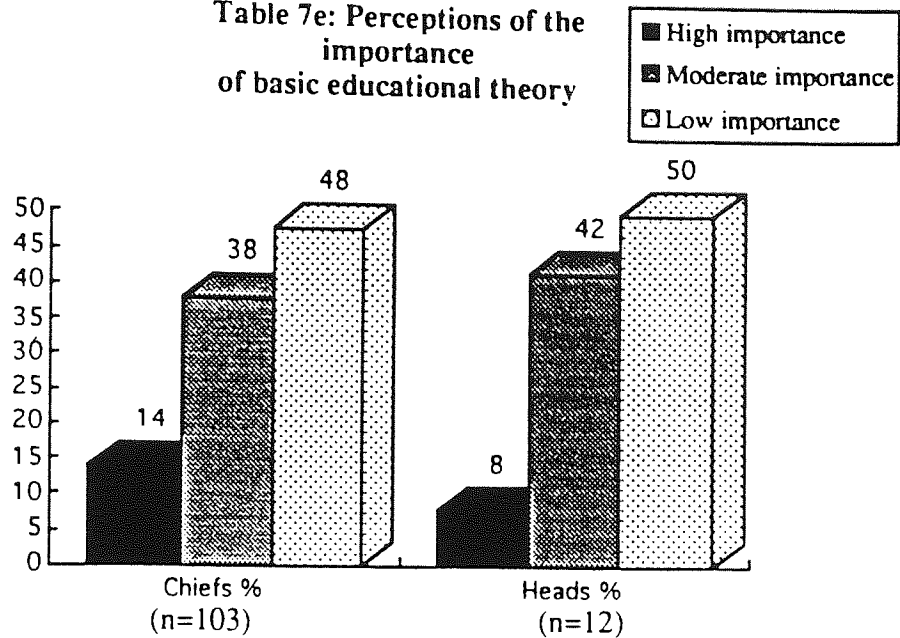


Table 7f: Perceptions of the importance of basic teaching skills

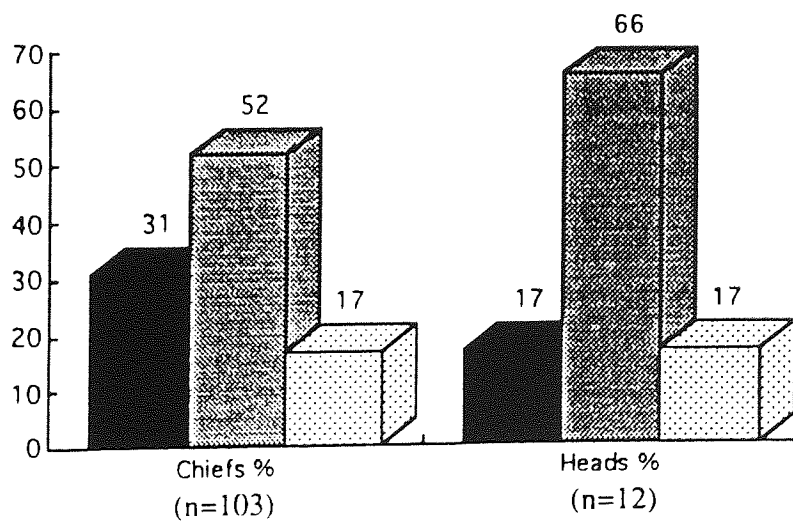


Table 7d: Perceptions of the importance of Research skills.

A high level of agreement on this topic was evident between the two groups of Chiefs and Heads. This topic appears to be generally recognised, like 'writing and editing' as one of the key strands in a skein of practical and interpersonal skills essential for any LIS worker today. Both Chiefs and Heads saw the LIS Schools as the appropriate place in which to acquire research skills. One 'New' University LIS Chief in the North observed that 'research skills' should include an element of basic 'statistical skills'; he felt that this was particularly needed in HE LIS work both today and in the foreseeable future and that the Schools had largely ignored what he saw as an important analytical and research tool.

Six of the FP group regarded this topic of 'Research skills' as primarily of 'Moderate' importance, the remaining two giving it a 'Low' importance rating. The PreLIS group, on the other hand, tended to regard this item more favourably, with three giving it a 'High' importance ranking and five allocating a 'Moderate' importance grade. This small difference might possibly be caused by a vestigial regard held by the PreLIS group towards their prior HE studies where positive attitudes to research may well have 'rubbed off' on them. The FP group, however, could well have found - in the real world of work - that the opportunities to undertake research were limited, and that a certain level of experience and seniority is needed very often to undertake meaningful investigation - particularly applied research.

Table 7e: Perceptions of the importance of basic educational theory.

There was a fair measure of agreement on the relative unimportance of this item by both sectors, with few ranking it as of 'High' importance. In view of the substantial amounts of User Education underway in HE LIS work today, and the fact that this work is conducted wholly within an educational setting, it might have been expected that a basic understanding of educational theory would have been seen as necessary to underpin the practice. This does not appear to be the case. Subsectorally, the CsHE LIS Chiefs were the most receptive group, with 21% of them ranking this topic as of 'High' importance,

followed by the 'New' University LIS Chiefs with 18% and the 'Old' University LIS Chiefs last, with only 5% of them giving this topic a 'High' ranking. One explanation for this relatively "High' ranking by the CsHE might lie within their origins and present work within the teacher training sector and thus they might be more attuned and receptive to 'educational theory'.

Seven of the FP group ranked this item as of 'Moderate' importance, and one as of 'Low' importance. Of the PreLIS group, five graded the topic as of 'Moderate' importance, two as of 'Low' importance. Only one of the PreLIS group gave this topic a 'High' importance ranking.. Thus there appeared to be little sense of agreement between the two groups on this topic.

Table 7f: Perceptions of the importance of basic teaching skills.

The Chiefs gave this topic a higher ranking overall than did the Heads. As mentioned earlier (in Table 7e), with the considerable amount of User Education being carried out in the HE LIS sector currently, plus the related area of 'presentation skills' there was an expectation by this researcher that many of the Chiefs would accord this topic a 'High' rating. In practice, this was not so, with just under a third of the Chiefs allocating a 'High' grading to the topic. The subsectoral breakdown of the figures showed that, as in Table 7e, the CsHE were more inclined towards this topic and gave it more 'High' importance ratings (35%) than the others, closely followed by the 'New' Universities with 33% and the 'Old' Universities coming last with 26%. These figures are all fairly close together and care must be taken when trying to interpret these results. It does seem, however, that the CsHE subsector is rather more attuned to the educational and teaching role of LIS than, say, the 'Old' Universities. As noted earlier, possibly the origins of the CsHE and the type of work they are currently involved in might be contributory factors here.

The FP and PreLIS groups were fairly evenly spread in their opinions on this topic. four of the FPs and one of the PreLIS group gave it a 'High' grading, five of the PreLIS and two of the FPs gave it a 'Moderate' importance rank and two of the FPs and two of the PreLIS gave the topic a 'Low' importance ranking. The difference between the FP and the

Table 7g: Perceptions of the importance of interpersonal communication skills

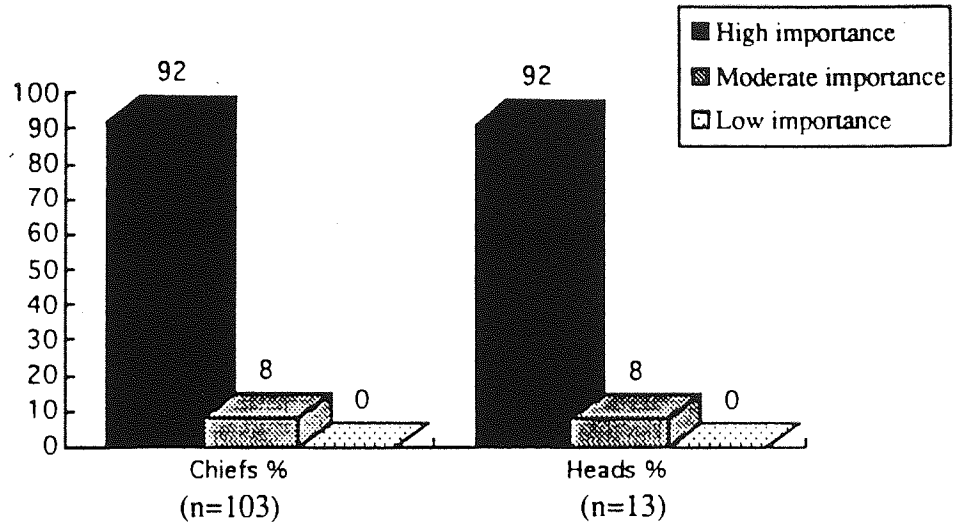
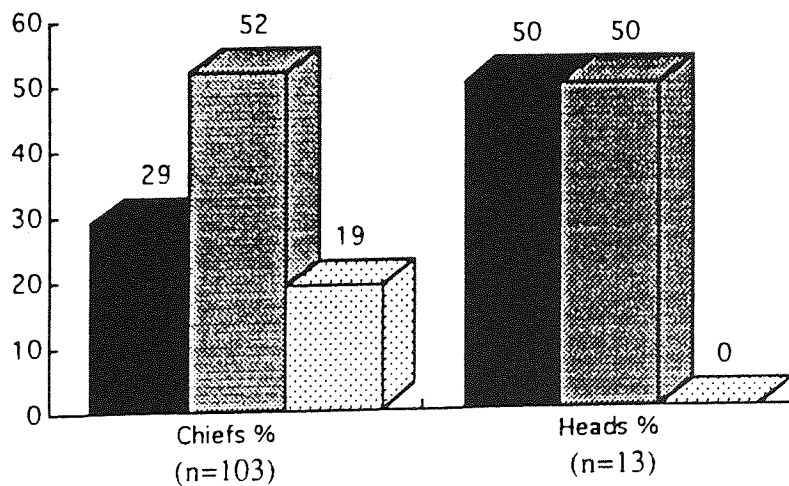


Table 7h: Perceptions of the importance of basic management theory



PreLIS groups in their respective differing allocations to the 'High' importance category might be explained by many of the FPs finding themselves in the situation of having to plan and deliver 'User Education' in the workplace. This is different from the PreLIS group who are undertaking primarily non-professional support service tasks in HE LIS units.

Table 7g: Perceptions of the importance of interpersonal communications skills.

This item was perceived overwhelmingly as highly important by both sectors and seems to be recognised as the basic key attribute a professional working in a modern HE LIS milieu should possess - a necessary precondition for a successful professional career. Several Chiefs commented upon the 'self evidence' of possession of the array of interpersonal communications skills - it was 'taken as read' by many of them.

Both the PreLIS and the FP groups gave this topic a 100% 'High' importance ranking - a total, unanimous consensus between the two groups.

Table 7h: Perceptions of the importance of basic management theory.

There was some disagreement expressed here between the Chiefs and Heads, with half of the Heads allocating a 'High' ranking and only 29% of the Chiefs concurring. An interesting comment made several times during the course of interviews with the Chiefs was that this topic could best be acquired 'in situ'; in the workplace where theory could inform practice, and where the immediacy and relevance of the particular management problem could aid effective learning and consolidation.

The FP group split exactly 50/50 between the 'High' and 'Moderate' importance categories, as did the PreLIS group.

Table 7i: Perceptions of the importance of some financial management skills

There was some disagreement expressed on this topic, with 42% of the Heads perceiving it as of 'High' importance yet only 20% of the Chiefs concurring. Some

Table 7i: Perceptions of the importance of some financial management skills

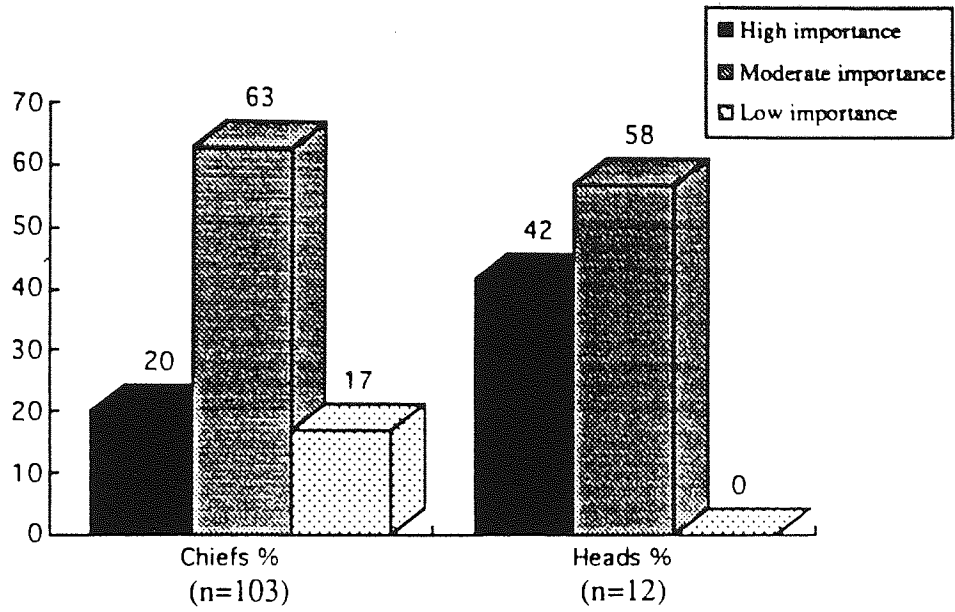
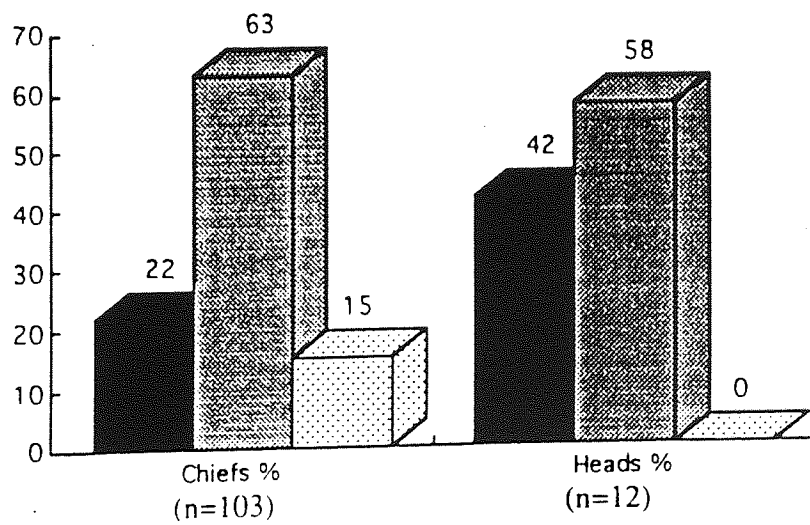


Table 7j: Perceptions of the importance of marketing and PR skills



Chiefs commented during interview that this skill is yet another of those thought best acquired in the 'real life' workplace environment, where the realities of time pressure, priorities and accountability can impart additional and vital dimensions of relevance and motivation to the learning of this skill. Two 'Old' University LIS Chiefs remarked that it was, in any case, unrealistic to expect much involvement by FPs with financial management in the early years of a professional career.

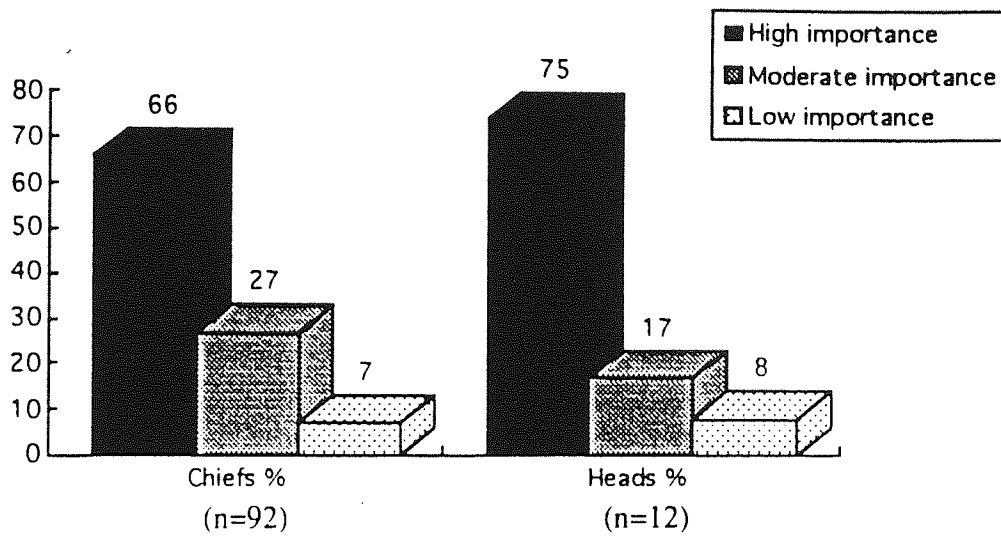
The FP group's opinion was fairly evenly spread across the three bands on this topic. The PreLIS group's opinion centred around the 'Moderate' importance category (four), with two seeing the topic as of 'High' importance and the remaining two favouring the 'Low' importance grading. It could be that the FPs even spread of opinion reflects the reality of the job they are in; where in a small CHE Library they might well have some form of financial budgetary responsibility as part of their 'jack-of-all-trades' role, whereas in a large 'New' University Library they might have practically no responsibilities in the financial domain.

Table 7j: Perceptions of the importance of marketing and PR skills.

Here a discrepancy arose between the perceptions of the Chiefs and the Heads on the importance to be allocated to this topic. The Heads see this topic as much more important than do the Chiefs. As with earlier topics, this one tends to be seen by Chiefs as something very useful to possess but to be acquired and developed later in the professional context of the workplace, when some maturity and experience of the 'real world' has been gained. Much depends on the actual professional post occupied as to whether this skill is truly valuable - a Faculty Tutor Librarian or Subject Adviser, for instance, would find immediate and effective use for Marketing and PR skills, a Technical Services cataloguer less so.

The FP group unanimously allocated a 'Moderate' importance to this topic - presumably reflecting their experience of PR and marketing in the real world of work. The PreLIS group gave a fairly even spread across the spectrum of gradings on this topic, with three grading it as of 'Moderate' importance, three ranking it as of 'High' importance and two as of 'Low' importance.

Table 8: Perceptions of the importance attached to "Practicum"



The next issue to be addressed was that of 'Practicum' and ascertaining the various group's opinions on the function and value of 'practicum' in a professional LIS course for FPs.

Table 8: Perceptions of the importance attached to 'Practicum'.

There was a fair measure of agreement displayed between the two groups on the importance of 'practicum' during a course of initial professional education at LIS School, with the Heads allocating rather more importance to it than the Chiefs. Librarianship is essentially a practical profession and some of the Chiefs were quite forthright in their comments about the efficacy - or otherwise - of present day 'practicum' arrangements. One 'Old' University LIS Chief in London observed that what was needed was "more day to day integration of LIS School students in a practising library. It's almost as though what they learn in lectures needs bouncing off a real situation on a regular basis". A CHE LIS Chief in the South of England remarked that "Practicum was important. I'm all for the idea of LIS students having a year working in LIS before entering LIS School; it's all they've got to talk about in interview". A 'New' University LIS Chief, also in the South of England, commenting on 'practicum' arrangements with LIS students said that "speaking as a host they're a damn nuisance ... but the student always gets a project to do and we do get something out of it in that way".

All the FPs gave a 'High' rating to the importance of 'practicum'. Comments made by the FPs about 'practicum' were "very relevant and necessary to link theory with practice"; "very revealing", "consolidates theory and gives meaning". Several FPs expressed the desire for more 'practicum' to be inserted into LIS professional education and training courses. Two FPs, whilst ranking the importance of 'practicum' as 'High' expressed some dissatisfaction with the 'practicum' they had undertaken, both in duration (too short) and in quality (poor supervision). The PreLIS group (who had yet to experience 'practicum' as practised by the LIS Schools) spanned a much wider range in their responses; four gave it a 'High' ranking, three a 'Moderate' grade and one a 'Low'

Table 9: Ranking of main functions of CPD for 'First Professional'

	Chiefs	Heads
"Additional" role	1st	2nd
"Developmental" role	2nd	1st
"Remedial" role	3rd	3rd
	(n=92)	(n=12)

grade. This might reflect their relative ignorance and inexperience of what is involved during 'practicum' at LIS schools. Comments made by PreLIS Graduate Trainees individually ranged from: "needs to be focussed", "gives good hands-on experience", "insightful" to "how can the Schools predict future requirements for relevant 'practicum' to occur?" and "would be useful for selecting a future career sector within LIS". They appeared, however, to look forward to the experience of 'practicum' when they entered the LIS Schools. Implicit in several of their replies during interviews was the realistic concept that 'practicum' - if well structured and varied - was a good 'taster system' for trying out the various sectors of LIS work and was useful in enabling 'networking' to take place, making contacts and making good impressions with a view to finding appropriate employment after completion of their professional courses at LIS School.

The views of the various groups were then sought regarding the role of Continuing Professional Development (CPD) and the functions it serves in respect of 'First Professionals' in the HE LIS sector of work.

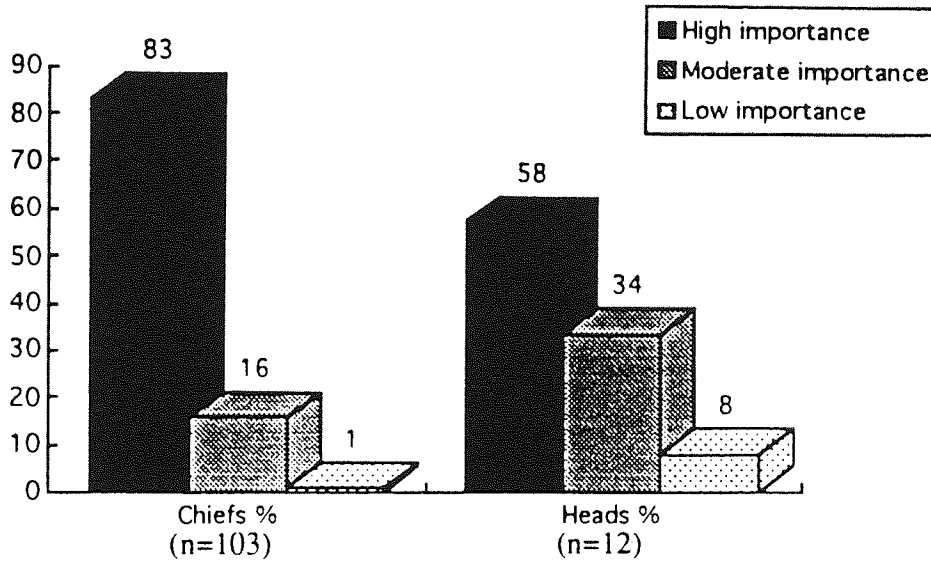
Table 9: Ranking of the main functions of CPD for 'First Professionals'.

It is interesting to note that the Chiefs place the 'Additional' role of CPD (i.e. introducing new areas and topics not covered by the initial LIS professional course) as 'First', whilst the Heads rank it as 'Second'. Possibly this might reflect the constantly growing spectrum of skills and issues the new 'First Professional' is being forced to deal with in HE LIS work today so that many new and important items must be included during the CPD phase.

The FPs when asked to grade the roles of CPD for FPs, overwhelmingly placed the 'Developmental' role as 'First', with the 'Additional' role second and the 'Remedial' role last. This is a difference of opinion to that of the Chiefs and reflects the FPs different perspectives, perceptions and needs. The PreLIS group was not asked this question as they did not have any CPD experience on which to base a considered response yet.

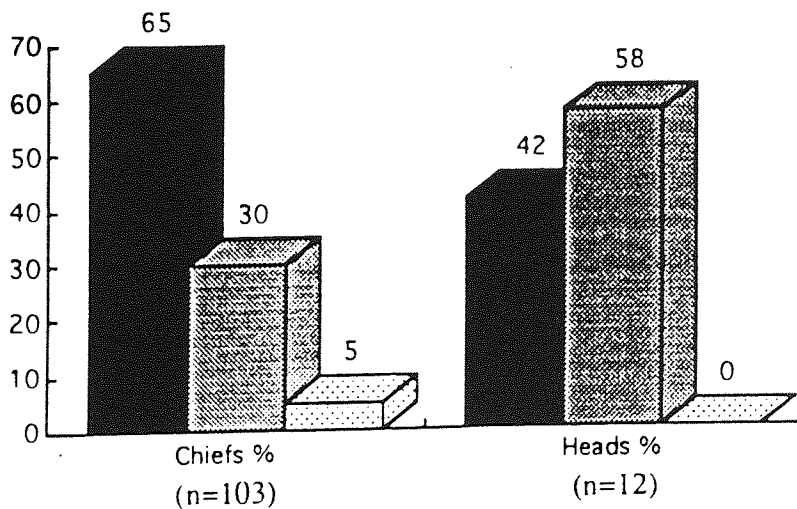
An attempt was then made to establish the awareness by the two sectors of oncoming professional changes envisioned by the 'Information UK 2000' Report (Martyn, J. et al.

Table 10a: Perceptions of the importance of higher customer expectations of LIS



*

Table 10b: Perceptions of the importance of the creation of multi-media CBL environments



1990) and to gauge their responses to these challenges. The wide ranging British Library Report "Information UK 2000" postulated a series of changes, trends and issues in the LIS arena in the near future and views on the importance of the various changes and concerns could be expected to be held by most LIS practitioners and educators.

Tables 10a to 10j: Perceptions of the importance of Information UK 2000's projected changes.

Table 10a: Perceptions of the importance of higher customer expectations of LIS:

Some disagreement was found here between the two sectors, with most Chiefs perceiving the issue as one of 'High' importance to their work. The immediacy and powerful impact of this problem upon LIS work generally was mentioned frequently by Chiefs during interview - "doing more with less" as one 'New' University LIS Chief in the North succinctly remarked.

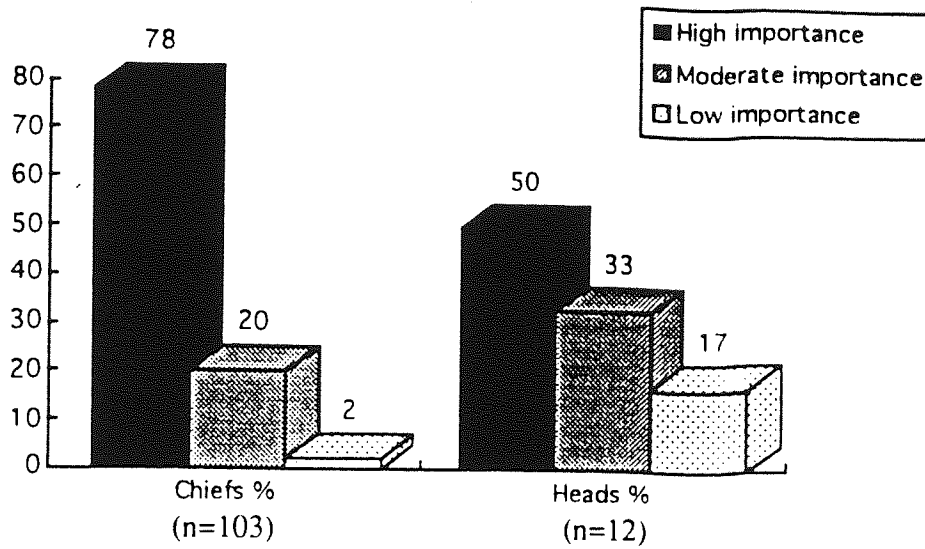
Of the small FP and PreLIS groups three of each accorded this issue a 'High' importance rating; there were no 'Low' importance gradings from either group on this topic.

Table 10b: Perceptions of the importance of the creation of multi-media CBL environments.

Another difference of opinion between the two sectors is displayed here. With many of the Chiefs inexorably bound up with the planning and administration of such learning environments as part of their everyday professional duties they could be expected to give this issue a "High" rating, whereas the Heads are at one remove from the situation and thus perceive it in less urgent terms.

Five of the FP group gave this item a 'High' rating; with four of the PreLIS group according it a 'High' ranking. Neither of the two groups gave this topic a 'Low' rating.

Table 10c: Perceptions of the importance of the growth of interactive and independent learning styles



* *

Table 10d: Perceptions of the importance of fewer 'traditional' information posts

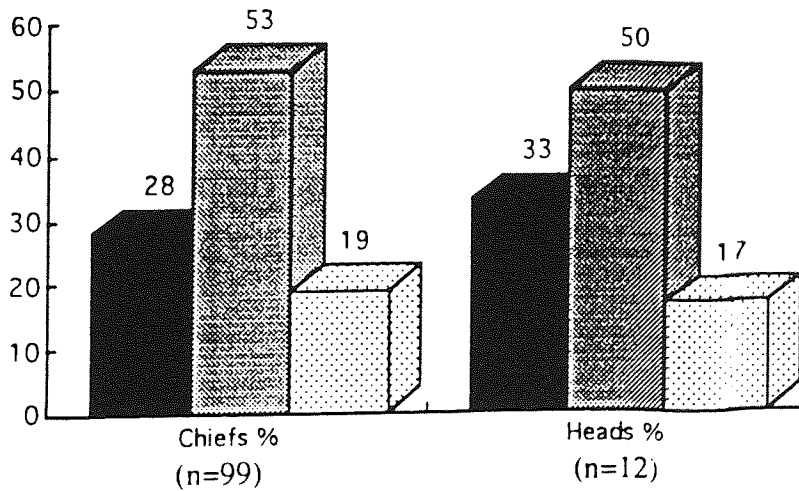


Table 10c: Perceptions of the importance of the growth of interactive and independent learning styles:

As with previous Tables the Chiefs are more closely involved with this issue; more engaged constantly in coping with this particular educational trend than the Heads and thus more likely to rank this issue as of 'High' importance to them.

The FP group predominantly (five) gave this issue a 'Moderate' rating. The PreLIS group divided evenly between 'Moderate' and 'High' rankings. Neither group gave this topic a 'Low' rating.

Table 10d: Perceptions of the importance of fewer 'traditional' information posts:

A fair measure of agreement appeared here between the two sectors. During interviews there was a tendency for both sectors to remark upon the pressing need for flexibility and adaptability in LIS staff both now and in the foreseeable future.

The FP group divided equally in their gradings: four giving this topic a 'High' ranking and four a 'Moderate' grade. The PreLIS group gave a slightly wider spread, with four ranking the topic as of 'High' importance, two as 'Moderate' and two as of 'Low' importance.

Table 10e: Perceptions of the importance of issues of Total Quality Management/Performance Indicators.

These issues are currently of considerable concern and immediacy to many Chiefs as was brought out during interviews. One Northern 'New' University LIS chief remarked on the way his Institution was being 'quality driven' and how, perforce, the LIS unit had to embrace these issues also. Conversely, another Northern 'New' University LIS Chief was slightly cynical, observing that his LIS unit had always provided a 'Quality' service with 'Quality Management' and the whole 'Quality thing' was just a bandwagon many

Table 10e: Perceptions of the importance of Issues of Total Quality Management/Performance Indicators

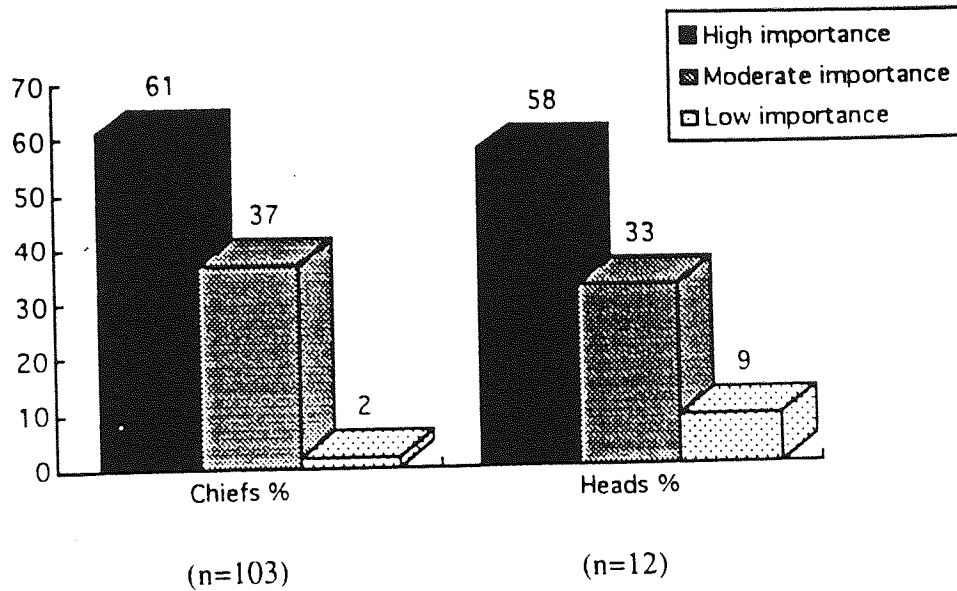
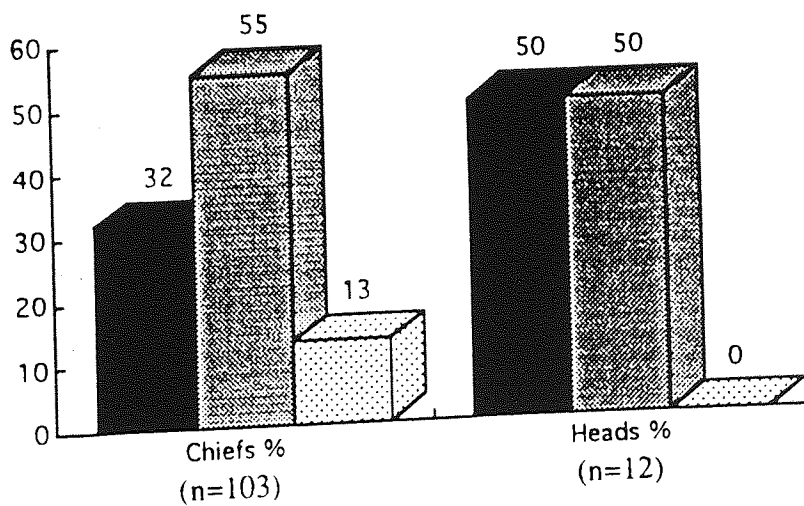


Table 10f: Perceptions of the growing importance of distance learning methods



librarians had jumped upon for political expediency. The Heads also seemed to be in close agreement with the Chiefs on the growing importance of TQM/PIs, possibly because these issues are impacting directly upon the HE Institutions and are trickling down to Departmental and Faculty levels and thence to the design and operation of individual academic courses. One Northern Head remarked upon how he tried to ensure that TQM and PIs were adequately covered in his School's curricula for PGs and UGs as "They were of growing importance, not just for HE but for all LIS work, whatever the sector". A London Head commented that he intended to include this topic in his School's curricula - "as soon as resources permit". Most of the Heads interviewed observed that these two inter-related topics (TQM/PIs) were already either inserted into their Schools' curricula or were about to be introduced.

The FPs divided evenly on this issue: four gave it a 'High' rating and four a 'Moderate' ranking. The PreLIS group spread their rankings more widely; four graded the topic as of 'High' importance, two as of 'Moderate' importance and two as of 'Low' importance. This difference in rankings between the FPs and the PreLIS groups might be explained by the FPs being more closely involved with TQM and PIs in their first professional posts than the PreLIS group who are not yet dealing with 'professional and managerial' matters.

Table 10f: Perceptions of the growing importance of distance learning methods.

The Heads split evenly between 'High' and 'Moderate' gradings on this issue; it could be that some Heads have ventured into this area already and others are considering its great potential for future academic development. The Welsh LIS School Head commented on the particular significance distance learning had for his School and referred to a large, untapped market for distance learning courses. Given the remote geographical location of the Welsh School this response is logical and to be expected. Conversely, another Head (from a Northern School) remarked that distance learning was too costly and his School was not ready yet to venture into this area - but he did think there might be an overseas market for his School's course offerings taught by distance learning methods. The Chiefs gave this topic a slightly broader spread of gradings yet were still reasonably close to the Heads' rankings. Distance learning appears to have impinged upon the Chiefs' collective

Table 10g: Perceptions on the issue of an ageing LIS workforce

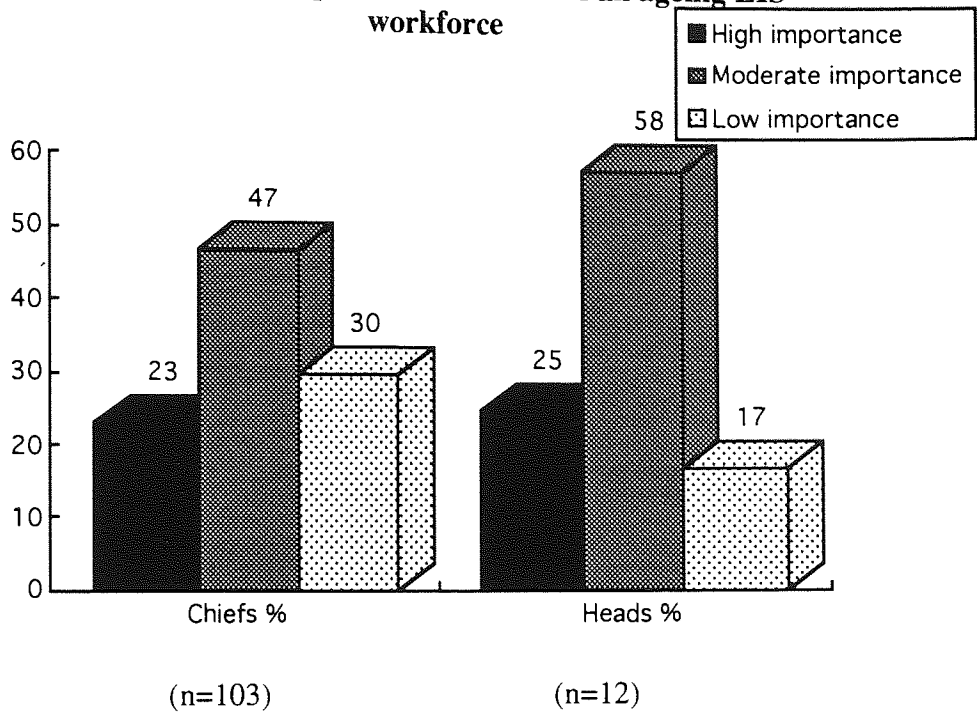
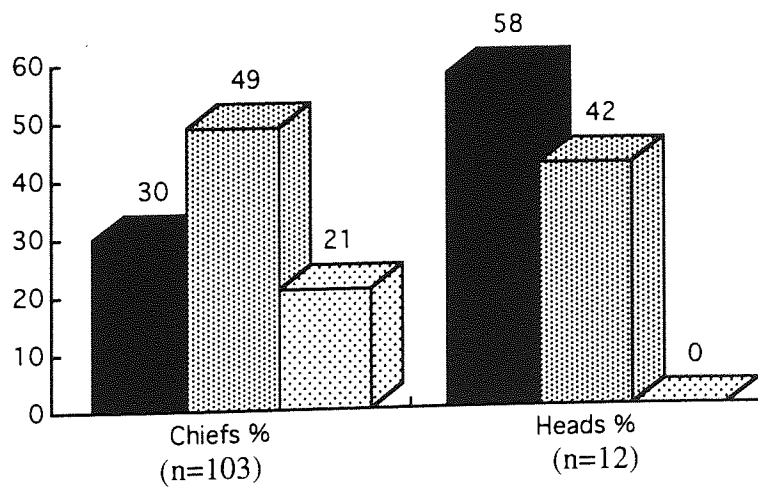


Table 10h: Perceptions of the importance of issues of 'fee or free' access to information



awareness to a fair extent - the degree of their awareness appears to hinge upon whether their parent Institution has embraced distance learning as an appropriate 'delivery method' for its courses.

The FP group gave this topic an even division: four ranked it as of 'High' importance and four as of 'Moderate' importance. Five of the PreLIS group ranked the topic as of 'High' importance and three as of 'Moderate' importance.

Table 10g: Perceptions on the issue of an ageing LIS workforce.

A fair measure of agreement was revealed here. A few Chiefs, during interview, expressed some concern over the lack of movement of staff in the HE LIS sector. They perceived a problem of an ageing staff slowly accumulating in the system and creating an unhealthy bulge in the age profile of the sector; a 'time bomb' remorselessly ticking away. Other LIS Chiefs, however, did not see this issue as a major problem - many of them, particularly in the 'New' University subsector, felt that they had a good, equable age-profile amongst their staffs. Clearly, much depended upon how each Chief had been treated in the past regarding staffing establishments.

The FP group gave this topic a broad spread of grading. Three felt it was of 'High' importance; one of 'Moderate' importance and the remaining four as of 'Low' importance. Five of the PreLIS group thought the issue was of 'Moderate' importance and three of 'Low' importance. Possibly the FP group, in particular, felt that their chances of promotion were not improved by an age blockage in LIS staffing and thus accorded this issue rather more importance than did the PreLIS group.

Table 10h: Perceptions of the importance of issues of 'fee or free' access to information.

There was a fair measure of disagreement expressed here between the two sectors. the Heads differed from the chiefs considerably in their greater allocation of the 'High importance' category to this issue. Whether this is because the Heads are more aware of the issue across the whole spectrum of LIS work than are the Chiefs is not entirely clear,

Table 10i: Perceptions of the issue of Copyright problems in the new media and IT

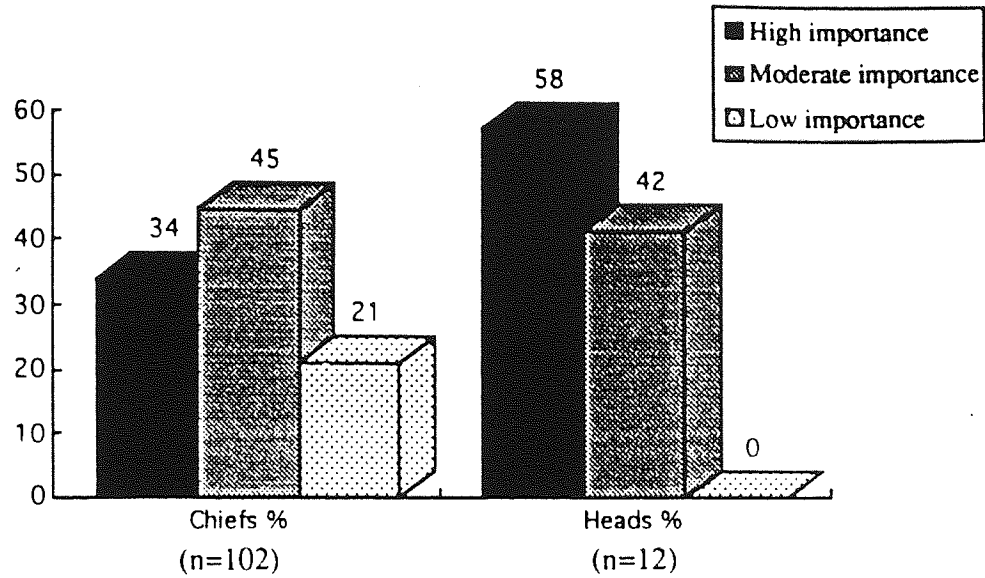
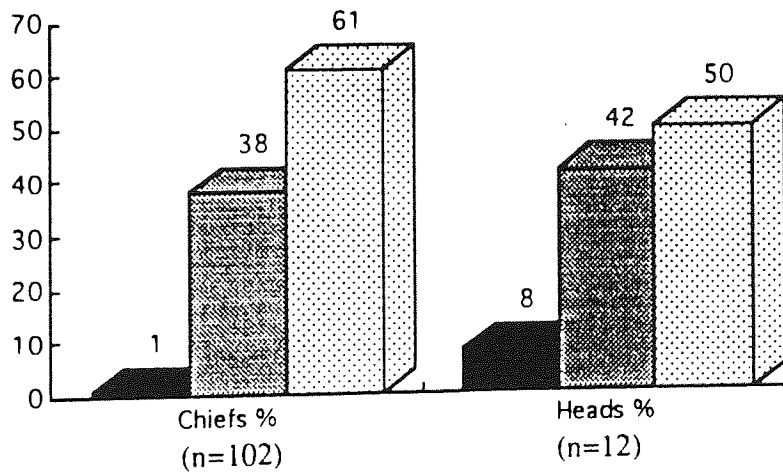


Table 10j: Perceptions of the importance of the issue concerning the influx of LIS personnel from the EC



but it could be a contributory factor. It is largely in the Public Library arena that this issue is of greatest interest and controversy, and the Heads are more likely to be aware of Public Library sectoral concerns than are the Chiefs.

Of the FP group five gave this issue a 'High importance' rating, with the remaining three awarding it a 'Moderate' grade. The PreLIS group gave the topic similar rankings: five for a 'High importance' grading and three for a 'Moderate' ranking. Both groups seemed more attuned to the rankings given by the Heads to this topic; possibly a reflection of being fairly newly out of LIS School (in the case of the FP group) or awaiting entry (as in the case of the PreLIS group) and thus conscious of the issue as one of current interest to the LIS Schools.

Table 10i: Perceptions of the issue of Copyright problems in the new media and IT:

There was some conflict of views on this issue between the two sectors. Many of the Heads perceived this issue as an important and pressing problem, the Chiefs less so. One explanation might be that the Heads view the problem across the whole spectrum of LIS work, not solely the HE LIS sector. This may lead to a better, more accurate overall picture being gained of the importance or otherwise of this issue to the profession.

Of the FP group two gave this topic a 'High importance' rating; three a 'Moderate' grading and three a 'Low' grading. Three of the PreLIS group awarded this topic a 'High' grading, with the remaining five giving it a "Moderate' ranking.

Table 10j: Perceptions of the importance of the issue concerning the influx of LIS personnel from the EU.

An interesting response to this question emerged from both sectors. The Heads accorded this issue slightly more importance at the 'High' level than did the Chiefs, but seemed fairly agreed at the 'Moderate' and 'Low' levels of importance. During interviews, several of the Chiefs remarked upon the difficulty of assessing clearly all the implications of this issue. Undoubtedly they thought it was important but it seemed to lie

far off in the future - a 'distant drummer', whose effects could not yet be ascertained with any precision or clarity. A few Chiefs thought that the traffic would, in any case, be in the opposite direction, i.e. an outflow from the UK into the other countries of the EC by British LIS personnel. One Northern 'New' University LIS Chief expressed considerable alarm at the seemingly poor ability of many British librarians in learning and using foreign languages and felt that this would be a severe handicap when in competition with librarians from other nations of the EU.

This issue evoked a mixture of replies from the FP group. One of them gave the topic a 'High' rating; three a 'Moderate' ranking and five a 'Low' ranking. The PreLIS group displayed a similar range of responses: three gave a 'High' rating; two a 'Moderate' ranking and three a 'Low' ranking. A comment from a PreLIS Graduate Trainee in a 'New' University's LIS unit was that she saw the possible EU inflow as useful and refreshing for the UK LIS community generally.

The HE sector generally has been subject to far reaching and considerable political, economic and structural change over the last few years. These changes trickle down and impact upon the HE LIS units of the HE Institutions. The Chiefs and Heads were therefore asked for their views on perceived changes bearing down upon the HE LIS sector of work. It must be noted, at this point, that there was a low number of responses in some cases. This was rather surprising as this researcher had an expectation of receiving clearly articulated, considered responses from two groups of professionals involved at the 'cutting edge' of LIS developments. Therefore, these results should be treated with some caution. There was, however, a considerable measure of agreement displayed between the FP and PreLIS groups.

MAJOR CHANGES AFFECTING HE LIS

Table 11a to 11d: Are the following major changes impinging upon HE LIS work?

Table 11a: The rapid growth in student numbers?

	Chiefs%	Heads%
Agreement	73	100
	(n=44)	(n=5)

Table 11b: The impact of IT and electronic information services?

	Chiefs%	Heads%
Agreement	88	100
	(n=67)	(n=8)

Table 11c: The shift to independent learning?

	Chiefs%	Heads%
Agreement	74	6
	(n=52)	(n=3)

Table 11d: The impact of "Quality" and accountability/resource limits?

	Chiefs%	Heads%
Agreement	88	100
	(n=67)	(n=8)

Tables 11a to 11d. Are the following major changes impinging upon HE LIS work?:

Table 11a: The rapid growth in student numbers?

Of those who replied from both sectors, this item received a high 'agreement' percentage ranking, particularly from the Heads, who displayed total agreement. Nevertheless, it was clear from interview comments and actual observation in the field that there is considerable and pressing concern that student numbers are increasing rapidly and without commensurate resourcing.

The FP group gave a 100% agreement to this question. The PreLIS group also accorded this question a 100% agreement. Comments arising from these two groups were: "the growth of student numbers is obvious" (a London 'New' University FP) and "the growth in numbers is really impacting hard upon LIS units" (a Northern 'New' University PreLIS Graduate Trainee). As these are two groups of LIS workers at the 'sharp end' of HE LIS units' everyday work, they are highly conscious of the increasing numbers of students flowing into their libraries every day.

Table 11b: The impact of IT and electronic information services?.

Another large measure of agreement between those Chiefs and Heads who replied to this question was present in these findings, on an issue which is self-evidently true in the LIS workplace and is set to have profound, pervasive effects upon the whole LIS arena in the foreseeable future. The Heads in particular seem to be the most affected by this issue, presumably because of the far reaching curricular changes it brings in its train.

The small FP and PreLIS groups both agreed unanimously on the impact of IT and electronic information sources being a major change underway in the HE LIS sector of work. Again, as noted in the preceding Table's comments, they are closer to the problem in the everyday working environment and have practical experience to back up their views.

Table 11c: The shift to independent learning?

Despite a low response to this question there was a definite view coming from those who replied that this was a major, continuing change affecting HE LIS planning and operation. This was further buttressed by comments made during interviews with Chiefs, various of whom remarked on “the gradual shift from teaching to learning” currently underway in their Institutions - often driven by economic and resource considerations rather than on pure educational grounds. Some of the Heads seemed not to have grasped fully the implications of this gradual shift to independent learning and its implications for their curricula and delivery methods.

Of the FP group seven agreed that this was a major change impacting upon HE LIS units. Of the PreLIS group six gave an agreement rating, with two disagreeing. Again, these two groups are in daily contact with the problem in their LIS workplaces but the groups' numbers are too small to assign any real significance statistically to their answers.

Table 11d: The impact of 'Quality' and accountability/resource limits?

Once again, a substantial measure of agreement was displayed between those Chiefs and Heads who answered the question on this issue. It was perceived, by those who answered, as an important, continuing factor impacting upon the HE LIS sector and also operating upon the LIS Schools' work to a considerable extent.

Both the FP and PreLIS groups agreed almost totally with this change; apart from one PreLis Graduate Trainee in an 'Old' University LIS unit who disagreed. One FP in a Northern 'New' University LIS unit commented that “Quality issues were impacting to a lesser degree than he would have expected, in his experience”.

The issues surrounding Continuing Professional Development (CPD) provision were next addressed by questionnaire and interview. An important current concern for Chiefs is the availability of CPD to the HE LIS sector and this is an arena in which the LIS Schools have traditionally played a role - sometimes very limited, but a role nevertheless. There are many other players in the CPD arena now - e.g. local consortia, commercial agencies, professional bodies, individual HE Institutions - so the Schools are faced with a problem of maintaining a credible, cost effective presence in this important sector of work.

Continuing Professional Development issues.

The LIS School Heads appeared largely ambivalent towards becoming involved in any substantial way with the provision of CPD to the HE LIS sector. Seven of the 13 Heads felt that it was "highly important" to try to provide CPD to the HE LIS sector and that they did provide such CPD. Five of the 13 Heads claimed to target up to ten % of their overall CPD provision specifically onto the HE LIS sector. A Northern Head commented that "CPD was not provided specifically (to the HE LIS sector) due to resource constraints". Another Head remarked that "CPD was not provided, it was too costly and the geographical location of the School makes it difficult". A London Head observed that "numbers were not viable for CPD provision to the HE LIS sector solely" and another London Head commented that "time was the real cost of CPD activity". Questioned further about the cost of CPD provision the Heads' opinions were divided. One Northern Head stated trenchantly that "the costs are too high but the profession is unrealistic in wanting cheap courses". This opinion was echoed by a Midlands Head who remarked that CPD was too cheap at the moment. Conversely, a London Head thought "CPD costs were too high; it was difficult to prioritise CPD provision and the market for CPD was undersupplied".

The often cited unequal geographical distribution of the Schools emerged during interviews with Chiefs and Heads as a factor to be considered when trying to provide CPD. One London Head maintained that "distance does have a negative effect"; a Northern Head thought that "distance obviously has an effect, adds to resource costs" and a Midlands Head thought that there were "geographical difficulties in effective CPD provision". However, one Northern Head remarked that "The UK is small, with good communications

networks", another Northern Head maintained that "distance was not seen as a major problem" and yet another Northern Head remarked that the geographical dispersion of HE LIS units in relation to the LIS Schools was not really significant. The large number of Northern Heads regarding distance from the scattered HE LIS market as an unimportant factor is interesting - one might have expected them to take exactly the opposite view. A London 'New' University LIS Chief commented that he had no real experience on this point; he had always worked near a Library School and felt that there must be some benefit to being close geographically to a School - but this was no more than just a general feeling, with no hard data to substantiate it. A CHE LIS Chief in the West of England was more definite on this question of geographical distribution of the Schools, commenting that "Yes, I think it is a very strong factor. Bristol or Exeter would have been a more suitable place for a LIS School".

A worry articulated by several of the Chiefs during interview was that the LIS Schools did not have staff of sufficient calibre to provide up-to-date, appropriate CPD to their sector. One CHE LIS Chief in the South of England remarked that of the LIS School staffs he encountered "a lot had been around for a long time... seemed out of touch". This comment was echoed by an 'Old' University LIS Chief in the North who said "I wouldn't think that they are the most able people in the profession, but why should they be?". A LIS Chief from an 'Old' University in the Midlands observed that "Inevitably, a number of them (LIS School staff) lack practical experience that should be there to keep them up to date". Conversely, some of the Chiefs displayed a high opinion of the calibre of LIS School staffs they had come into contact with in the course of their professional work. A 'New' University LIS Chief in the South of England remarked that "the calibre is improving very considerably. Ideally, there should be joint appointments between a functioning Library and a School and some permanent involvement with practice". An 'Old' University LIS Chief in the North of England also was laudatory about the calibre of LIS School staff and appreciative of their efforts to provide a vital service to the profession. He remarked that "the calibre has improved quite a lot over the last 15 years. With reductions in staff numbers they are swept off their feet with high teaching loads. I've been impressed by their commitment to students and their commitment to quality".

An attempt was then made to ascertain the attitudes of the LIS School Heads towards possible employment of their outputs in the HE LIS work sector. Before students exiting LIS School can enter 'FP' posts in HE LIS they must be made aware of the existence of that sector of work and its prospects. How the Schools raise and foster an awareness of the HE LIS sector of employment and how desirable the Schools see that sector as a destination for part of their outputs was addressed during interviews with the Heads.

Attitudes towards the HE LIS employment sector.

When asked to grade the desirability or otherwise of employment in the HE LIS sector for their output, 11 of the 13 Heads graded the sector's appeal as either 'Desirable' or 'Very desirable'. A Northern Head thought that the HE LIS sector provided "interesting work, gave good career opportunities, was stable and had a pleasant working environment". In similar vein, another Northern Head remarked that the sector gave "lots of personal service and satisfaction gained from working in HE LIS". Yet another Northern Head however thought that it was not a large enough sector of the overall LIS job market to be worth too much effort.

Following this, a question of how the Heads thought their students would rank employment in the HE LIS sector elicited the following response. Eight of the 13 Heads thought that their students would view the HE LIS sector as a 'Desirable' or 'Very Desirable' work sector. The remaining five Heads thought their students would regard the sector as only 'Fairly Desirable' or 'Less Desirable'. The Heads displayed a tendency to divide their student outputs into PG and UG streams, with the former being seen as the group most favourable towards employment in the HE LIS sector. One Midlands Head made the important and revealing remark that "the PG output was familiar with the HE system anyway and could use their subject degree also within a HE LIS environment". This familiarity with the HE environment, coupled with the chance to use subject degree knowledge is an important factor for the PG LIS holder seeking a job in the HE LIS sector of employment and a good 'selling point' to make to potential employers in the HE LIS sector. This links back to the perceptions and beliefs of the Heads that HE LIS Chiefs preferred to employ PGs (Table 1).

Table 12: Involvement of Chiefs in the work of the 13 English and Welsh LIS Schools

	No of Schools using Chiefs as
Guest speakers	9
Work experience providers	10
Hosts for visits	9
External examiners and assessors	10
External interviewers	2
Part-time lecturers	4

There seemed to be some small divergence of attitude between what the Heads themselves thought of the HE LIS sector as an employment destination for their outputs, and what they believed their students thought about that sector as a potential employment destination. This question of student attitudes to the HE LIS work sector needs to be addressed to a large cross-section of both PG and UG streams in all the Schools - a task beyond the resources and remit of this researcher, but possibly an interesting item worthy of research in the future.

Following on from the exercise in determining the Heads' attitudes to employment in the HE LIS sector an attempt was then made to establish what mechanisms were used by the Schools to impart an awareness of the HE LIS employment sector to their students.

Awareness of the HE LIS sector.

When questioned during interview about the mechanisms and procedures they used to make their students aware of the HE LIS sector as a potential employment avenue all the Heads gave a fairly consistent pattern of responses. A 'mix' of appropriate visits, 'practicum' and HE LIS guest speakers appeared to be the standard means of bringing the sector to the attention of LIS students. A few of the Schools had devised 'HE Pathways' or 'Modules in Education LIS' which were part of their curricular offerings. One London Head remarked that his system of bringing awareness of the HE LIS sector's possible employment opportunities was "fairly minor and unstructured" - a not untypical view held by many Heads.

Another method of raising consciousness levels about the HE LIS work sector is to use practitioners from that sector in the work of the School in teaching, organisational and advisory roles. Therefore, what involvement the HE LIS Chiefs had with the everyday work of the LIS Schools was next pursued.

Table 12: Involvement of HE LIS Chiefs in the work of the 13 English and Welsh LIS Schools.

It is interesting to note the low number of Schools using HE LIS Chiefs as part-time Lecturers, bringing their everyday senior practitioner experience into the academic life

of the Schools. It might have been thought useful to increase the involvement of practitioners in the curricula of the Schools in this way. This does not appear to be the case. One Northern Head commented that although he would have liked to use Chiefs - or any HE LIS senior staff - as part time Lecturers, he found that (a) the HE LIS senior staff were invariably too busy to commit themselves to teaching, (b) sometimes they could not teach the subject well, and (c) the part-time pay rates were just not good enough to employ such senior staff anyway.

Further comments garnered during interview with the Heads centred around the difficulty of getting and retaining busy senior practitioners to help in the work of the School. A Northern Head remarked that "External interviewers are not really workable; practitioners haven't enough time to spare". A Midlands Head commented that "the School's Strategic Forum for Forward Planning has a HE LIS Chief in membership"; this was echoed by a Northern Head who observed that his School's Professional Advisory Group included a HE LIS member. This membership of School Advisory Groups by HE LIS Chiefs is one way to involve the Chiefs without too much time commitment but it could be seen as a token gesture; much depends on the scope and authority of the Group. A Northern Head observed that from a geographical and social point of view "there is a cohesive, tight LIS community here, and good, productive relations exist between all sectors of this community".

An attempt was then made to ascertain what benefits the Heads thought HE LIS Chiefs might be able to bring to the work of the Schools.

Perceived HE LIS practitioner benefits to LIS Schools.

When asked, during interview, what tangible benefits they thought HE LIS practitioners (including Chiefs) might bring to a LIS School's work the Heads gave a fairly consistent and unsurprising range of answers - mostly centring around the "linking of theory to practice" and "the whiff of the real world" practitioners are perceived as bringing with them into the schools. One London Head remarked on how practitioners brought "the reality of LIS management and the current anxieties of LIS 'real work' into the School". Another London Head observed that practitioners brought "anecdotes and experience with them" and "provided a linkage between practice and theory". "Job

market intelligence and exchange of ideas” was another Head’s comment. A Midlands Head provided the pertinent observation that “well chosen practitioners provided good role models for students and also that there was a valuable PR function for the School in using good practitioners”. A London Head thought that practitioners brought “good careers advice and provided an element of a recruiting agency to the School”. Although this question of benefit to the LIS Schools was not asked directly of the Chiefs, it became clear during interviews with them that some thought they could have a useful role to play in the Schools. The observation, quoted earlier, from a CHE LIS Chief in the South of England: “I think people like myself have probably got quite a lot to offer (to the Schools)” was echoed by an ‘Old’ University LIS Chief in London who remarked that “I would like to be more involved with a School ... there should be regular contact between the Schools and ourselves”. A ‘New’ University LIS Chief in the North also commented that “a few of us seek active involvement (with the Schools)”. One worry expressed by several Chiefs was the time required to play any meaningful role in the Schools - a considerable amount of time is needed if the role is to be anything other than sheer tokenism.

The Schools are changing under the impact of HE structural reorganisation, mergers, threats and opportunities from allied sectors such as IT and Information Management. An effort was made to draw out from the Heads, during interview, their own perceptions and definitions of a LIS School today.

Perceptions and definitions of a LIS School by Heads.

With the LIS Schools under great pressure to cope with increasing student numbers, limited life curricula, diminishing or static staff numbers and moves to merge with other teaching departments, it was felt that a question needed to be put to the School Heads on how they personally would define a LIS School today. It was thought that this question might elicit some frank and illuminating opinions and perceptions about the present system, and bring forth some useful comment on the relationship of the Schools to the wider profession of librarianship itself.

Definitions ranged from a Northern Head’s starkly simple “A vocational department in an Institution of Higher Education” through to “Intends, by its courses, to fit people as

professionals to work in an information handling environment” from a London Head. A central concern appeared to be the idea of being seen as a bona fide academic department within a HE environment. One Midlands Head advanced the following thoughtful and catholic package of views: “An academic department concerned with teaching and research, and with a cohering role with the LIS profession. Providing an overview of the LIS scene, reacting to trends and issues and providing a research base for the LIS profession”.

Another Head remarked that the LIS School today was : “A department preparing students adequately for ‘First Professional’ jobs and offering CPD provision on a wide front, with perceived strengths in certain areas, e.g. Health Information, School and Children’s Librarianship”. A Midlands Head gave a concise, all-embracing definition: “A department where teaching, research and CPD strands combine”. One London Head was not able to answer the question in any meaningful way.

There seemed to be a general acknowledgment from most Heads that, whilst Pre-Service courses were the ‘bread and butter’ of LIS School work there was a growing need to cater for CPD and provide a research function for the profession at large. In this latter case there are only a handful of Schools in England and Wales (e.g. Aberystwyth, Sheffield, City and Loughborough) who are major and reputable players in the LIS research arena and it would be difficult to imagine this number expanding greatly in the future, given the smallness of LIS Schools generally and funding constraints.

To summarise briefly, the main points emerging from this analysis present a picture of a ‘Supply side’ (the LIS Schools) being only partially successful overall in meeting the needs of this particular ‘Demand side’ (the HE LIS work sector) and of being often isolated and alienated from a significant and dynamic sector of the total LIS job market. Some mismatch of views was present, e.g. in recruiting at PG or Graduate level to FP posts, and in the perceived relationships between the two sectors. On the other hand, clear congruence of views was manifested in some areas - for example, agreement on the need for a ‘Generalist’ product, on curricular content and on the importance of ‘practicum’. In the following Chapter these issues will be discussed in more detail.

CHAPTER 6.

DISCUSSION AND CONCLUSIONS.

This research has examined the broad array of problems and concerns surrounding the issue of the alleged mismatch between the output of the LIS Schools and the needs of the HE LIS sector as employers. This array encompassed the issue of tension and disagreement between the 'supply' and 'demand' sides of the profession (as it relates to the HE LIS sector); the state of inter-sectoral working relationships; preferences of Chiefs for either PG or first degree in LIS outputs and for a particular LIS School's product. Views on curricular matters, including 'practicum' and 'generalist versus specialist' product were also explored. The effects of the unequal geographical distribution of the Schools vis-a-vis the location of HE LIS units were also investigated, together with the provision of CPD by the Schools to the HE LIS sector and the 'image of the profession' portrayed by the Schools to potential recruits. This final Chapter will thus endeavour to bring together conclusions and a summary of the issues identified in the content analysis of curricular material together with the results of the questionnaire survey and interview responses.

6.1: The system of LIS initial professional education in England and Wales today.

6.1.1: Entry requirements. Although the traditional GCE Advanced Level entry qualification standard for UG courses and a degree for PG courses still maintains its dominance there are distinct signs of a broader, more flexible stance to the entry requirements of candidates

being taken by most of the LIS Schools. The issue of prior LIS experience for PGs - usually a year's work in a LIS environment before entering LIS School is sought - is becoming difficult to secure for many PG LIS candidates as 'trainee' and 'supernumary' posts in all LIS work sectors steadily diminish, due to financial constraints upon libraries' staffing budgets. To try to alleviate this problem, some Schools insert a short period of 'work experience' within the PG course itself. Whether this is a suitable substitute for a whole year's prior LIS work experience is debatable; it could be perceived as a mere token gesture to placate the LIS profession and its accrediting mechanisms. Certainly it does appear doubtful how a School could equate in qualitative and quantitative terms a few weeks work experience (however varied) with a full year's 'real work' in a LIS unit. A growing realisation that the Schools are in strong competition with other teaching departments, often those paralleling or overlapping the work they do (e.g. Computing and IT Departments), has led to the LIS Schools adopting a more liberal, hospitable and pragmatic approach to such issues as non-standard entry qualifications, ACCESS qualifications, mature students, ethnic minorities and part time students.

With the HE sector being urged by Government to expand student numbers and widen access to HE, the LIS Schools are trying to respond appropriately to these new challenges. However, on the one hand they are faced with trying to expand access and increase numbers and at the same time maintain, or even upgrade, the quality of the product. Only one LIS School has a 'Good Honours' requirement for entry to its PG courses and it would be difficult for other schools to institute a similar requirement now, in the face of sustained, strong interdepartmental and inter-Institutional competition for high grade students. This competition for high grade input presents a dilemma to the Schools. Whether the Schools as a whole would wish to institute a 'Good Honours' entry requirement for their PG courses is debatable. The profession constantly seeks to improve its standing; it has passed through a process of being a non-graduate profession through to a graduate one, and is steadily moving towards becoming a postgraduate profession. Are the perceived starting salaries for

potential LIS professionals attractive to 'Good Honours' graduates and is the existing career progression in LIS work generally of 'Good Honours' graduates any different from that of any other graduate entering the LIS profession; e.g. is there a 'fast track' for an elite group of young LIS professionals? The answer would seem to be 'no', and - arguably - a 'practical profession' such as LIS might not be capable of providing the intellectual and managerial challenges suitable for a 'Good Honours' graduate. The poor image of librarianship as a career - whilst slowly improving - nevertheless is a hindrance to attracting top quality recruits into the profession. The LIS Schools have tried to cope pragmatically by keeping entry standards down and seeking to widen accessibility to their courses; arguably a method to open up and democratise what is commonly seen by the public as a 'white middle class, female majority' worthy but dull profession, or even - in Etzioni's (1969) terms - a 'semi-profession'.

6.1.2: Outputs and oversupply. A problem brought about by an expansion of numbers is that of oversupply, of 'flooding the market', with a consequential lowering effect upon salaries and status. Recent University Graduate Careers Advisory Service figures (UGCAS 1993) suggest that there is an element of oversupply from the LIS Schools at present, with 20.1% of the LIS Schools' Pre-Service output at graduate level (not PG) being unemployed. This figure must be treated with caution; some of the output will find employment in other sectors, go into research or take Higher Degrees, or move overseas to work. The figure also refers only to the 'Old' University sector, not the unified post-1992 University sector enlarged by the entry of the former Polytechnics and several of the biggest CsHE. The compilation and dissemination of 'Destination Statistics for LIS School Leavers' is fragmented and inconsistent, and even the incomplete data is difficult to locate and use. Enquiries made of the Education Department of the LA and of several LIS Schools' staff members revealed that the Department of Education and Science ceased collecting these Statistics in the early 1980s and since then there has been no central agency collating and

publishing these figures. Much appears to hinge upon individual Institutional corporate policies and practice on collecting such data. Sometimes the Institution's Careers Advisory Service would undertake the task, at another time LIS Course Tutors would collect the information for their own course outputs as best they could - given the pressure upon their time. A few Schools made no effort at all to collect this data, pointing out that they were totally dependent upon past students themselves actually giving them the information on posts they had obtained after leaving LIS School and this method was consequently very haphazard and flawed. Whether the LA or BAILER should endeavour to collect and disseminate this information centrally is debatable. A great deal of effort and expense would be required to ensure all the 16 LIS Schools in the UK responded in a timely and unified manner with consistent standardised data capable of computer storage, manipulation and publication. What this data could be used for is also debatable. The LIS marketplace is changing rapidly and obsolescence of data would be a problem. Additionally, the growing coalescence of LIS courses with other related courses, e.g. IT, could make the clear identification of a LIS student difficult for statistical and administrative purposes. Nevertheless, the issue of oversupply was enunciated several times during interviews with Chiefs. The Heads seemed not to be unduly concerned but then why should they? Whilst they have a wider duty to the profession as a whole, their immediate priority too often is to maintain or increase student numbers and thus ensure the viability of their predominantly small Departments within the Institution.

'Oversupply', as one Northern 'New' University Librarian pointed out approvingly, "does, however, mean that we have a lot to choose from". Conversely, another Northern 'Old' University LIS Chief did not think that the Schools were oversupplying the market and a CHE LIS Head in the South of England thought that the output was at acceptable levels - adding that academic libraries were not as attractive to potential job applicants as they might be and that they had experienced difficulties in getting enough high calibre applicants to apply for vacant posts. There does seem to be some ambivalence regarding oversupply of the market by the Schools - quite possibly the Chiefs' views are conditioned by local circumstances, or even rumour and hearsay. This could well be an area for some fruitful

research in the future. There does seem to be a 'pecking order' of desirability of HE Institutions' LIS in which to work, with the CsHE usually bottom in appeal to newly graduated librarians. This might be because of the impression (not always true) that CsHE are small, isolated geographically, under-resourced and under constant threat of closure or merger with other and larger HE Institutions. The 'New' Universities seem to be in the middle category, with the 'Old' Universities still perceived as desirable employment sub-sectors. This picture of a 'hierarchy of desirability' is, however, clouded and inexact; the impression gained of the 'New' Universities' LIS units is often one of a dynamic and innovative professional arena in which to work; a sub-sector where real progress in such areas as IT, Integrated Learning Resources, CPD and 'Quality management and service' is observable.

LIS Schools' entry requirements and their outputs are linked together. The 'raw material' input is processed through the Schools' initial professional education systems emerging as 'added value' output on to the employment market. The 'added value' imparted by the Schools during the formation of these 'First Professionals' has to be of sufficient worth to ensure employment. If the market demands IT and Communication Skills from 'First Professionals' then the Schools accede to this requirement, restructuring their curricula accordingly. It was clear from interviews with the Heads that many of them had a fairly shrewd idea of what the market needed and provided accordingly. If there is a 20% oversupply into the market (by no means certain) by the Schools then there will be consequential problems. Chiefs may have a larger pool from which to select new staff - but what happens to the residue remaining in the pool after the best have been 'creamed off' by employers? Do the Schools and the profession at large have a moral obligation to try to keep the input/output mechanisms of the Schools in some sort of balance with the perceived job markets and thus obviate the economic waste and personal hardship caused by the unemployment of young professionals? Are the 'new information markets' taking up the slack - or are they too 'creaming off' the best of the Schools' outputs in competition with the more traditional job markets, e.g. Public Libraries and Academic Libraries? Underlying this issue is the problem of determining the extent and numbers of the national job market for

the Schools' outputs - particularly the fast growing and very diverse 'new markets' sector. What is clear is that those Schools imparting the best 'added value' to their students by means of good, structured and appropriate 'practicum'; well designed and delivered curricula; good learning resources and physical plant, and a recruitment strategy carefully tailored in quality and numbers will flourish and their products will be in constant demand.

6.1.3: Course structures. The predominant pattern of LIS course structures for initial professional education is that of a central or 'core' curriculum; a mandatory 'spine' of essential professional knowledge and skills on to which is attached various electives, pathways or options according to choice and availability. This is a practical and effective method of creating the 'generalist' product so much in demand with employers, yet with some basic specialisation too, e.g. 'childrens' librarianship', on which to build. Electives, however, have to be staffed and here a problem is raised. Electives depend upon the availability of expert LIS staff who are not only very knowledgeable and experienced in the subject area but can also teach it effectively. Such people are not easy to find and hold, and whilst at one time extensive use of expert practitioners from external sources (e.g. the Music Librarian of a nearby County Library Service) was possible such sources of supply are drying up, due to increasing workloads, reduced staffing and, possibly, a reluctance to be involved with a LIS School. Concern has been expressed by some practitioners that subject specialisms (such as Map Librarianship, Music Librarianship) are gradually disappearing from LIS Schools' curricula - this is an understandable fear amongst specialists. In an educational milieu where 'convergence of disciplines' and 'modularisation of courses' is becoming increasingly apparent the opportunity for the Schools to use parallel and related Teaching Departments' staff and facilities (e.g. Computing, IT) appears to be growing steadily. This process of cross-fertilisation and resource sharing is to be commended, bearing in mind that the salient feature of most LIS Schools is their smallness in size and consequential limitation of resources. With the use of Continuing Professional

Development provision it is possible to take a 'basic model' librarian and graft onto this 'first professional core of training' various specialist modules as required, (e.g. music libraries). This approach has much to recommend it during a working lifetime within an 'information environment' subject to rapid and substantial change.

LIS initial professional education courses are still wedded to the standard three academic years duration for UG courses and one academic year for PG courses. One LIS School (UCE Birmingham) has made an innovative departure from this norm by designing and bringing on stream a shortened, fully semesterised UG course lasting just over two academic years plus a substantial period of full time 'practicum'. Semesterisation and modularisation are having a steady impact upon course design and operation, and UCE Birmingham's radical venture is an interesting experiment which should have considerable appeal to mature students. UG courses, particularly if fully modularised, should be amenable to redesign of content and duration, as long as the 'gold standard' of the product is not diluted in the dash for cheaper and faster outputs on to the LIS market. This begs the question of whether the market could readily absorb a greater production of LIS personnel by the Schools - the 20.1% unemployment rate for new graduates in LIS in 1992 alluded to by UGCAS needs to be borne in mind. PG courses, already tightly packed with subject content, pose a more difficult problem and it would be hard to envisage how these courses could be condensed further without the quality of the product suffering damage.

A central concern expressed by many of the Heads during interview was the limited lifespan of their curricula - a 'shelf life' of five years absolute maximum was quoted several times, with three years being the more likely norm. Whilst only reflecting the pace of change in the 'information world' they are preparing their students to enter, this constant, unremitting ferment of course revision and operation means that the LIS Schools are running hard just to keep pace.

6.1.4: Components of an ideal curriculum for intending HE LIS librarians. Very much as expected, 'IT knowledge and skills' and 'Interpersonal communication skills' ranked highest in importance with both Chiefs and Heads. There seems to be a 'cluster of necessary skills' which, by general consensus of the Chiefs and Heads, a 'First Professional' should possess upon first entering HE LIS employment. Items such as 'Writing and editing skills'; 'IT skills'. 'Research skills' and 'Communication skills' are seen as key strands in this skein of necessary skills. Given the growing importance of User Education programmes in HE LIS work today and the necessity very often to make 'Presentations' to management and others, 'Basic Teaching Skills' (though, surprisingly, not 'Basic educational theory') was ranked fairly highly by the Chiefs. A problem, of course, lies in the fact that all of these skills are highly valued, transferable attributes to possess in other areas of work and the LIS sector generally could well face competition from other sectors, such as the media, finance, marketing and management, for the products of the LIS Schools. The Schools themselves do recognise the existence and importance of these 'parallel sectors' as potential employment destinations for their outputs and stress the 'added value' flexibility and transferability of the wide range of skills their students acquire during their initial professional education courses. This is a wise strategy to follow, given that the unemployment rate for librarians stands at present at 10% (LA Employment and Resources Dept figure, 1993). Indeed, the 'new markets' Moore (1986) proposed for librarians could well 'soak up' many of the brightest and best of the LIS Schools' output, to the detriment of the traditional LIS sectors of employment such as Public Libraries and Academic Libraries. McGarry pointed out that "libraries, whether public, academic or special, are only - as it were - a slice of a very large information pie. Information has become a tradeable commodity, an economic and political resource" (McGarry 1990b:7). Most of the LIS Schools seem quite well aware of these new sources of employment beyond traditional library work and encourage their students to take a broad view of the range of opportunities opening up for them.

Despite the enthusiasm of some Heads for such curricular items as 'Financial

Management'; 'Basic Management' and 'Marketing/PR Skills' most of the Chiefs adopted a fairly pragmatic view that these skills are best learnt 'on the job', where relevancy, immediacy and motivation are highest, and after some understandings of the complexities of the LIS workplace have been acquired.

6.1.5: Teaching, Learning and Assessment Methods in the Schools. There seemed to be very little outward difference between the Schools on their 'mix' of teaching and learning methods used. Lectures, seminars and small group work, demonstrations and practical exercises predominate. Those very few Schools which have ventured into 'Distance Learning' methods of delivery of professional courses seem to be filling a vital need despite the considerable costs involved in setting up and operating this mode of delivery. Conceivably, the Open University might have a possible role to play in the provision of professional updating courses or even initial professional education for librarianship. An overseas example of Open and Distance Learning being used to tackle the problem of dispersed and small numbers of students can be seen in India. There, the new Indira Gandhi National Open University (IGNOU) has embarked upon providing both initial professional education and practitioner professional development course to serve a scattered clientele in a geographically vast country. There are problems, of course, to be recognised - not least that of ensuring a 'practicum' element to weld theory into practice. There is too a real danger of oversupply to the market and dilution of professional standards.

Assessment methods used by the Schools are fairly traditional, reflecting the corporate stance and philosophy on this issue by the parent Institution, along with the desire to keep standards within accepted parameters and not be too radical and innovative in the process of how students are assessed and eventually credentialised for entry to the profession of librarianship. Continuous assessment tends to dominate in the LIS Schools and comments made by the small group of FPs during interview were invariably favourable towards continuous assessment. "Continuous assessment is hard work but enjoyable" (FP in a

'New' University's LIS unit), "Continuous assessment is better than exams" (FP in an 'Old' University's LIS unit) were typical comments emerging from this group. The requirements of the two professional bodies' (The LA and the IIS) own validation and course approval mechanisms have also to be borne in mind by the Schools.

6.1.6: 'Practicum' issues. Although regarded as essential by both HE LIS practitioners and by School Heads, the variety, operation and duration of what McGarry (1990a) generically calls 'practicum' is confusing and sometimes counterproductive. The Heads seem to be in little doubt about the value of 'real' work experience and placement during initial professional education - not unlike the 'Teaching Practice' experience undergone by student teachers during their initial professional education. One Head commented upon the "realism" and "feel for the discipline of work in the LIS environment" that placements and work experience conferred upon students. Another Head remarked upon the "value of the situated experience" and an approving observation on the "formation of professional attitudes" and the "reinforcing effect" of 'practicum' was forthcoming from a London Head. This issue of the 'hidden curriculum' or 'paracurriculum' is interesting and there seems little doubt that the 'practicum experience' is a major part of the Schools' 'hidden curriculum'.

Heads acknowledged, during interview, that 'host' libraries often get very little tangible benefit from the 'practicum' they provide - a point readily conceded by most Chiefs. Some talent spotting and pre-selection of potential new LIS staff does occasionally happen during practicum; odd tasks get done by students; the "fresh minds" and "outside, even naive, view of the Library and its services" can sometimes be illuminating and helpful to hosts. Employers usually perceived the offering of 'practicum' as being, in a very tangible sense, a 'professional duty'; an obligation to the Schools and the profession as a whole to provide this invaluable and free practical experience for students, despite the not inconsiderable costs - often hidden - in time and resources incurred by the host LIS units. In a time of tight scrutiny of LIS costs it might well be expected that host libraries offering

'practicum' will start to charge appropriate and economic fees to those Schools using their 'practicum' services. Deplorable though this may seem in some circles one distinct advantage of a cost-charged system of 'practicum' is that it would be subject to much more rigorous costing, structuring and monitoring by both sides. A submerged concern, enunciated by a couple of Heads during interview, was that of the variable quality of 'practicum' provision and they questioned its real value to their students. In a time of shrinking resources, fewer staff and finite curricular time the necessity, value and viability of 'practicum' during initial professional education courses will inevitably come under scrutiny. A question could be asked by practitioners and educators as to whether 'practicum' is a type of sacrificial obeisance; a token (and costly) gesture made by the Schools to the profession at large, whereby reassurance is extended to potential employees that theory has been underpinned by practice, and, as a result, LIS School products can - to quote several Chiefs - "hit the ground, running" in their First Professional posts.

The views on what made 'practicum' worthwhile as expressed by Heads in this study were fairly definite and concurrent, especially on what made a good 'practicum' experience for their students. A wide range and type of LIS workplace and a good variety of tasks to be done was a favourite opinion. A planned schedule of induction into the workplace, "cross-fertilisation of ideas", "meaningfulness to the student" and "caring, unfussy supervision" were other points made by Heads. "Work shadowing" was seen by one Northern Head as an invaluable experience which should be part of all 'practicum' arrangements. However, the value of 'visits' can be variable - a superficial look around a newspaper library for an hour can be of little worth, but a well structured, planned whole day visit to the BL Document Supply Centre at Boston Spa can be extremely useful and informative. Similarly the value of 'work experience' and 'placements' can be variable in the quality of learning and synthesis that the student undergoes. The importance of arranging effective and varied 'practicum' and the logistical burden this places upon both School staff and HE LIS staff (particularly Staff Development and Training Officers and Deputy Chiefs) needs to be fully recognised in tangible ways by the Institutions concerned. This does not seem to be so at the moment in many of the Schools and HE LIS Units.

The FPs and PreLIS Graduate Trainees interviewed also remarked on the value to them of 'practicum'. "Very relevant"; "necessary to tie theory in with practical applications in the real world", were typical comments emerging from these two groups. Several comments were made, however, which strengthen the view that the efficacy of 'practicum' is variable - such as "bit irrelevant"; "useful but needs to be focussed" and "needs attention by the Schools and the professional bodies".

6.1.7: The 'image' of LIS work as portrayed by the Schools. The Content Analysis of documents in the 'public domain' - particularly Prospectuses and Course Guides - showed wide disparities between the Schools. As these documents are in the public domain and often provide a first impression of a particular School they were analysed in terms of their design, production and the language and images used. The Schools are vying for students in heavy competition with other Departments and new reservoirs of potential students need to be identified and tapped, most notably the mature student market, ethnic minorities and those with 'non-standard entry' qualifications. Do the Schools present an encouraging, modern image of welcome, help and professionalism to all potential students and to others such as careers advisers, teachers, parents and others who may influence choice of career paths? The short answer is 'only partly'. Only four of the Schools featured ethnic minority LIS students in their 'public domain' literature; the archetypal LIS student as depicted in many of the Schools' offerings was the 'young, white female'. Mature students and students with disabilities were rarely featured. Even 'young, white males' were fairly sparse - serving again, unconsciously, to reinforce the public view that librarianship is a 'female majority profession'. The Schools have the responsibility for shaping and producing the LIS workforce of the future; but such literature does nothing to reflect the multi-national, multi-racial composition of UK society today. Of course, there is an "Equal Opportunities" dimension behind all of this, which would be acknowledged and fostered through projecting a more contemporary image.

In seven of the 13 Prospectuses libraries were portrayed in photographs and illustrations as hives of purposeful activity, with large amounts of IT equipment, particularly CD-ROMs and PCs being prominently displayed, and few books or serials in sight. These are images very different from the old, archaic and obsolete image of the Library as a cloistered, silent and old fashioned institution. However, the remainder of the School Prospectuses analysed in comparison appeared uninteresting, dull, turgid and uninspiring because they were poorly produced and laid out, with no illustrations or photographs to enthuse a potential student to enquire further. The image some of the Schools are presenting in their Course marketing literature makes it hard to believe that 'information' and 'communication' are prime concerns of the LIS professional, and that librarians are, by the very nature of their training, expert and assured communicators and dispensers of information.

6.2: Issues surrounding recruitment into HE LIS 'FP' Posts.

6.2.1: Schools matching the recruitment needs of the HE LIS sector. With nearly four fifths of the Chiefs giving a 'negative' or 'undecided' response when asked whether they thought Schools were matching the recruitment needs of the HE LIS sector, this indicates a substantial element of dissatisfaction with the output of the Schools by a significant LIS employment sector. When this is contrasted with the finding that nearly half of the Heads believed they were fully matching the needs of the HE LIS sector there is an indication of a mismatch of views present which can be explored further. There were a few cases where a close relationship existed between individual HE LIS units and a local LIS School and consequently the School felt that it was well attuned to the needs of the HE LIS sector and met those needs accordingly. Conversely, in some cases the relationship between a LIS unit and a LIS School within the same HE Institution was poor and not mutually supportive, and the Chiefs felt that 'their School' was not meeting their needs. This was slightly surprising

and could be attributed to personality clashes, historical factors and interdepartmental wrangles - amongst other things. One Chief remarked, with some bitterness, that 'his' LIS School never seemed supportive of his struggles within the Institution's decision making apparatus of Committees and Boards to gain better resourcing of LIS, and that "he had expected that all the library professionals would stick together on this important issue".

Some Chiefs exhibited anxiety about the lack of practical experience (as they perceived it) in the Schools' curricula. Several used the phrase "I want to appoint a First Professional who can 'hit the ground running'; i.e. appoint a sound, well trained and versatile young librarian who could slot into a job immediately and without further training. One Northern 'New' University LIS Chief commented that "librarianship is essentially a practical job ... librarians should have practical skills". Several Chiefs were scathing about the content and duration of LIS School courses - one 'Old' University LIS Chief in the Midlands remarked that "The Library seems to be no longer the principal focus of LIS School curricula ... it is played down, more IT and the role of information is played up". This comment, whilst well meant and sincerely believed, underlines the difficulty the Schools have in modernising their curricula and, at the same time, trying to meet the requirements of those 'traditional' libraries which are not evolving along the IT route as fast as others.

The Schools face very real problems of trying to be 'all things to all people', particularly in the light of the rapidity of change underway in the information world. Allied with this is the issue of the 'push-pull' relationship of the Schools with the profession; should the Schools be essentially passive and reactive to developments in LIS or be dynamic and at the leading edge, pulling and shaping the profession accordingly? It is at this juncture that the value and application of research becomes apparent. Some of the Schools have long undertaken appropriate LIS research in both pure and applied fields. Ten out of the 13 English and Welsh LIS Schools participated in the UFC's 1992 Research Selectivity Exercise and four of the Schools gained ratings of 'Four' or 'Five' (work of national or international excellence). Significantly, all four were in the 'Old' University sub-sector: an indication of the prestige and consequent funding attached to research by the Institution, combined with

the requirement of academic staff in such institutions to engage in research as part of their duties. Most of the 'New' Universities' LIS Schools have tended to undertake little research and have concentrated upon the teaching role. Research is an expensive process, it requires premises, equipment and good, well stocked libraries. Many of the former Polytechnics could not afford to venture into the research arena in any meaningful way. Good research should underpin and illuminate good teaching and CPD; there is a 'trickle down' effect present. Additionally, good research should drive the profession and be at the 'leading edge' - pushing forward the frontiers of professional theory and practice and constantly adding to the corpus of knowledge which is one of the hallmarks of a profession.

However, there does seem to be a certain antipathy to research present amongst many practitioners. In a 'practical profession' such as librarianship the value and effects of research are not always clear; there seems to be little effective dissemination of research findings amongst the profession at large. Even the important 'UK Information 2000' Research Report received a lukewarm reception from the profession generally, judging from the limited coverage in the professional literature and at professional meetings at the time - despite the best efforts of the BLR&DD to publicise and disseminate its findings and implications. The LIS 'research community' is small and tends to be regarded by any practitioners as remote and 'ivory tower' and not communicating effectively with the profession at large. This negative and unhelpful attitude to research by many practitioners is a matter of some concern which has not been properly addressed by the profession and needs attention.

In the matching of recruitment needs, do the schools make any effort to establish what those needs are, in any systematic and planned way? It does not seem so, to any large extent. One Northern Head remarked that the sheer variety of HE Institutions made it difficult to identify their needs with any clarity and certainty. Another Northern Head was satisfied that his School's mix of market research and informal contacts with HE librarians was working quite well in identifying the needs of that specific sector. The 'intelligence gathering' function of the Schools seems variable, unplanned and 'hit and miss' - some

Schools are good at it, others are not. It does seem that a successful School in this area of gauging and meeting the market's needs is one which sends its staff out to liaise and mix with the LIS professional practitioners, attends appropriate Conferences and Meetings, has an active 'outreach' function and a 'high profile' in the profession generally. A point made by two Heads was that a successful, dynamic School makes good use of its extensive network of alumni - both in the UK and overseas - to give rapid and up to date feedback and 'market intelligence'. Whether BAILER (the newly founded professional grouping of LIS School personnel and others interested in the education of librarians) could provide a centralised information gathering, collating and disseminating service for the Schools on - amongst other things - market needs, might prove an interesting avenue to explore.

To sum up, the majority of Chiefs did not think that the Schools were meeting their needs. Nearly half of the Heads, however, thought they were. Underlying this gap in perceptions and beliefs are several issues, not least that of how to identify needs, react swiftly and appropriately and how to measure success in meeting needs. Also, it has to be remembered that the needs of other LIS sectors, e.g. the Public Libraries or Special Libraries arenas, could be perceived as being of greater importance and thus accorded greater attention and priority by the Schools. The resource implications of supplying what is, after all, an increasingly pluralistic and diversified job market is becoming difficult for the Schools. The temptation to devote less attention to the needs of the HE LIS sector - seen by some Heads as a numerically small employment sector for their output in any case - must be quite strong. Interviews indicated how the Chiefs themselves bore some responsibility too; some of them have not articulated their needs clearly and forcefully enough to the Schools - indeed, a few Chiefs have ignored the Schools entirely. As one Southern CHE LIS Chief remarked, during interview: "the fault lies in our sector as much as in the Library Schools. I don't think either side is actually going out enough to the other".

6.2.2: The recruitment of 'First Professionals' by the HE LIS sector: the PG versus UG dimension. The issue of whether the HE LIS sector preferred to recruit PG LIS holders as opposed to BA Librarianship holders resolved itself fairly equivocally, with just over half of the Chiefs expressing 'no preference' opinions.. Analysing the three HE sub-sectors however did show that over three-quarters of the 'New' University LIS Chiefs responding showed "No preference", whilst the "Old" University LIS and CHE LIS Chiefs were more inclined to employ PGs. Possibly this might reflect the relative newness of the ex-Polytechnic sub-sector in the University arena, bringing with it a different, more flexible approach to paper qualifications. It could be argued that the 'New' University LIS sub-sector is acquiring a reputation for being progressive, rapidly evolving, innovative and receptive to new ideas, and therefore it could be expected that many of the sub-sectors' LIS Chiefs would adopt flexible and pragmatic attitudes towards FP recruitment. For instance, a 'New' University LIS Chief in the South of England whilst remarking that "it depends on what goes into a BA Librarianship course" also noted that he looked for "personal qualities primarily - particularly liveliness and adaptability; the people on my staff who function best are the ones who are prepared to do things that might not be thought of as 'straight' librarianship". This reflects the opinion of many practitioners that the flexible 'generalist' is much to be preferred to the 'specialist' product of the Schools - and this is recognised within the Schools. However, an 'Old' University LIS Chief in London put the reverse argument, in that he "preferred a subject graduate with PG LIS qualifications in an academic library ... it was a matter of horses for courses". Thus there is a divergence of views present within the overall HE sector itself on this issue of PG versus UG for FP posts. Given the diversity, origins and numbers of HE Institutions, this spread of opinion should come as no surprise and is, perhaps, no bad thing.

Interestingly, over half of the Heads believed that the Chiefs preferred to recruit from the PG stream - a distinct difference of opinion from that expressed by the Chiefs themselves. Quite why the Heads believed this was difficult to ascertain. There seemed to

be almost an element of 'folk myth' surrounding this topic with some Heads, but others cited more objective evidence. One London Head quoted from student destinations on leaving LIS School, another London Head also used destination data plus "a general impression"; another Head in a Northern School acknowledged that it was "anecdotal" but that the ex-Polytechnics were "somehow different" from universities anyway. As noted earlier, LIS Schools' Statistics of Destination data are often badly fragmented, incomplete and in varying and inconsistent forms and evidence from this quarter therefore needs to be treated circumspectly. The overwhelming impression gained from the Heads during interview on this topic was that, apart from using what 'destinations data' they might have - often flawed and not up to date - they used 'gut feeling', 'general impressions', 'experience' and 'intuition'. Whilst there is always a place for intuition one might have expected the 'supply side' i.e. the Heads, to have worked out a more effective, rigorous and planned approach to this issue of the demand for their products.

Another factor bearing upon this issue is that of a slow subtle 'academic drift' upwards within the profession to make librarianship a wholly postgraduate occupation in the future. Librarianship has, within the span of 25 years, raised itself from a non-graduate to a graduate profession, moving along Wilensky's (1964) continuum of professionalization quite steadily. The profession is well on the way to becoming a postgraduate profession, (probably along the lines of the American model where possession of a MLS is the basic professional qualification). This 'American approach' has been driven very largely by the LIS Schools themselves, as a Welsh LIS School lecturer, observed recently commenting on the less than altruistic attitude of some LIS Schools:

"We lead the professional associations into supporting higher and higher degrees - students who are worth more money and can be offered whichever specialisms fit in with the Institution's income generating research and consultancy interests" (Lowe 1993:ii)

During interviews a concern was occasionally expressed by both Heads and Chiefs that the 'academic calibre' of entrants to the LIS profession was not as good as it should be and should be upgraded to 'Good Honours' standard for PG and high grades of GCE Advanced Level pass for the UG courses. Chiefs usually perceived this issue of upgrading standards,

particularly in the PG stream, in terms of more easily equating LIS staff with academic staff within their own Institutions - often for reasons of status, academic respectability and acceptability - "the 'street cred' with academic staff and students" argument was commonly advanced by Chiefs on this matter. The fact that PGs are usually slightly older and have had at least a year's experience working in a library does seem to weigh favourably with many Chiefs. One 'New' University LIS Chief in the North of England, whilst expressing ambivalence on the issue of PG versus UG, remarked that when appointing to FP positions: "It all depended on the age and experience of the person. I am undecided, but PGs are just that bit older and have had some LIS experience". This preference for maturity and experience seems to encapsulate what many of the Chiefs think on this issue.

6.2.3: Chiefs' preferences for a particular LIS School product. The Chiefs' overwhelming view (85%) that they had no preference for any particular LIS School's product is interesting. It could be anticipated that Chiefs might have a 'League Table' of Schools in their heads when it comes to appointing FPs, but the responses to the Questionnaire item indicates that they do not - or possibly would not acknowledge such preference. To pursue this further would require a detailed and extensive analysis of each HE LIS units' FP appointments over the past few years in order to establish a pattern which would throw light on the relationships between assertion and behaviour. Of those few Chiefs stating a preference the Sheffield, Loughborough, UCL, City and UCW Aberystwyth Schools were the most frequently mentioned. This meshes closely with the Research Gradings for LIS allocated by the UFC in its Research Selectivity Exercise of 1992, where City and Sheffield gained a 'Five' rating for 'research of international excellence', and Loughborough and UCW Aberystwyth received a 'Four' rating for 'research of national excellence'. So perhaps there is a weak correlation between excellence in research which may be linked with a perceived excellence in teaching and eventual product. The view from the PreLIS and FP groups was also equivocal - some felt that there was a 'League Table' of desirable

Schools - (Sheffield, City and Loughborough were most cited) - whilst others felt that the Schools were much the same and their products much the same too.

Most of the Heads took a quite different view of the issue, with only a third of them believing that the Chiefs had no preferences for any particular School's product. One Northern Head remarked that there "may be a negative discrimination against certain Schools". A Midlands Head offered the pertinent point that working on building up a relationship with particular 'client libraries', using the alumni network, and using HE LIS Chiefs as examiners and assessors paid dividends, in the shape of consistently good recruitment of the Schools' output by the HE LIS sector. An interesting comment made by one Head was "that it all depends upon the School Head's presence in the market"; undoubtedly some Heads have a high profile in the profession and this could tend to have a 'halo effect' upon their School's products.

6.2.4: The 'generalist' versus 'specialist' issue. Overwhelmingly, the Chiefs (87%) and the Heads (83%) agreed that the 'generalist' product of the Schools was the most suitable for employment in a "First Professional" post in the HE LIS sector. This reflects an essentially realistic and pragmatic view of the LIS workplace today and the need for flexible, adaptable 'general purpose' staff who can add specialisms later by means of appropriate CPD provision. When questioned further on the 'qualities' sought in an FP most of the Chiefs interviewed consistently used the words 'flexibility', 'adaptability', 'generalist' to describe their ideal FP. One Welsh CHE LIS Chief remarked that "flexibility is the prime personal characteristic I seek; the job is changing fantastically, reflecting the changes underway in education generally"

The point is well made and self evident: that a 'generalist' initial professional education coupled with a flexible, adaptable character provides an ideal 'First Professional' for the HE LIS sector of work. A Northern Head also remarked that a 'hybrid' product was much more employable in the growing 'non-traditional' LIS job market - a good point to bear in mind if the 'non traditional' market is going to be competing with the HE LIS sector

for the same type of 'First Professionals' coming out of the LIS Schools.

Specialisms, such as 'Business Information' or 'Music Librarianship' can be grafted onto the 'generalist' stem later, during employment, by means of CPD provision. They can be tailored precisely to the needs of the employer, when it is needed and when motivation to learn such specialisms is high. Conversely, there is, too, an element of deskilling underway within the profession generally which is reducing the need for specialists. An example is 'Cataloguing', which is ceasing to be a specialist professional post and, under the impact of computerised, centralised cataloguing, is becoming a relatively minor and semi-professional task in many libraries. The effects of the impact of 'new technology' on LIS work are considerable and pervasive. Whilst some areas of professional work are becoming deskilled others, such as mediating electronic information sources with customers, are becoming important. Librarians are having to reskill themselves to deal with 'new technology' applications and thus add to the value and quality of the information service they deliver to their clientele.

Another subsidiary factor is that many of the Schools no longer have enough expert staff left to teach the range of specialisms required. Cuts in staffing of the Schools and of LIS generally, - whether Public, Academic or Special Libraries - have led to many specialist posts (e.g. Music Librarian) disappearing or being merged with other specialisms to create a broader span to cover. Whether this leads to a better, more professional service is debatable. Thus, for instance, a large 'New' University Library's Law Librarian's work might be subsumed within that of the 'Management Information Librarian' to create a 'Business Information Librarian'. The various Subject Groups of practitioners within the profession have protested at the steadily shrinking numbers of 'specialists' being produced by the Schools and the diminishing core of expert staff who can teach their particular specialism. The facts are, however, clear: that the 'generalist' product is paramount in most LIS work today and that if a 'narrow specialist' is required then this can be dealt with by appropriate CPD mechanisms. With CPD provision increasingly being seen as an essential requirement of a professional working life, and with such provision slowly

improving in quality and accessibility, then the arguments for a 'specialist' initial professional education are considerably weakened.

One Northern LIS School Head remarked apropos his School's curriculum that it centred around the Japanese management concept of "Just in Time" rather than the "Just in Case" philosophy which used to pervade LIS Schools' curricula in the past and which often led to a superficial, tokenistic coverage of a wide range of subjects - many of which (like bookbinding or historical bibliography) would rarely, if ever, be used by the recipient. With the steady convergence of IT, Management, Computing and Librarianship it is possible to speculate as to whether the logical position for a course offering initial professional education for LIS should be within the ambit of a University Business School. All such LIS students would follow a Foundation Business Course with an array of LIS pathways to be selected later, with more 'job-specific' management and other skills bolted on when the student enters employment and gains some experience in a 'First Professional' post. The LIS School at Liverpool, for instance, is located within the Liverpool Business School of the Liverpool John Moores University. A trend to place LIS initial professional education within a Business School however, could mean the gradual dissolution of the LIS Schools and their incorporation into the Business Schools sub-sector of HE - a loss of identity, both of the Schools and of their products, that many LIS professionals would oppose.

6.2.5: Ranking the desirability of employment in the HE LIS sector. The Heads were all asked, during the course of interviews, how they perceived and ranked the HE LIS sector as a potential employment destination for their Schools' outputs. With over half of the Heads ranking the sector as a 'desirable' employment destination and a quarter ranking it as 'very desirable', there seemed to be a good measure of agreement present amongst the Heads on this issue. One Northern Head remarked that "the HE LIS sector provided interesting work, with good career opportunities; stable, pleasant working environments". Whether the sector is as 'stable' as this Head clearly believed is a matter for some conjecture, in the

light of the current restructurings and upheavals in HE underway. Many of the Heads took a realistic view of the job market. One London Head observed that "I take a pragmatic view; a job is a job these days" - a sentiment uttered by several other Heads too. Another view expressed concerned a perception by some Heads that the HE LIS sector was too small a market to bother about specifically. A Northern Head commented that "the HE LIS sector was, in his opinion, not a big enough segment of the market to be worth much effort. Eight % of my School's output last Academic Year (i.e. 1990/91) found employment in the HE LIS sector". He regarded this eight % figure as being quite acceptable, given the very wide spectrum of markets open to his School's output and their general success in obtaining appropriate FP posts 'across the board'.

The perception of the HE LIS job market by some Heads as being too small and not worth the effort could be a cause for concern. At one time, the Public Library sector dominated the job market but over the last two decades the market for librarians has become much more pluralistic and fragmented, particularly with what Moore (1986) has identified as the 'New Markets' (e.g. private sector business and legal libraries and information services) appearing on the professional scene. If some Heads persist in believing that the HE LIS sector is relatively small (it is thought to be about 14% of the total job market), then they are hardly likely to encourage their students to enter that sector, nor will they be inclined to pay much attention to meeting the needs - including CPD needs - of the sector. It may follow then that the actual or potential relationships between the Schools and the HE LIS sector may not be improved. However, in practice, the majority of the Heads showed a positive and favourable attitude to the idea of the HE LIS sector as a suitable employment destination for their Schools' outputs.

When the Heads were asked how they thought their own students regarded employment in the HE LIS sector much the same opinions were advanced. There was a tendency for several Heads to divide their outputs into PG and UG streams, with the PG stream seeing the sector as "Highly desirable" in nearly half the cases, and the UG stream settling more into the

“Desirable’ category. This reflects and reinforces a perception held by many of the Heads that the HE LIS sector was particularly welcoming and suitable for PGs, as has been pointed out earlier. One Northern Head remarked, on this issue, that “BAs in Librarianship tend to favour Public Libraries, but PGs favour HE rather more, having been through the HE sector already”. This aspect of familiarity with the sector, plus the desire to use the subject degree gained as a result, undoubtedly contributes towards a feeling in the Schools that the HE LIS sector is a good destination for the PG LIS output of the Schools. For any firm conclusions to be arrived at, however, it would be necessary to interview both the outputs of all the schools in their ‘First Professional’ posts and the cohort of PG and UG students preparing to leave the Schools on completion of their initial professional education there. What the Heads think their students’ attitudes to the HE LIS employment sector might be could differ markedly from the actuality. This is a matter for further research on attitude formation and career aspirations at LIS Schools. This topic now leads on to the next issue: that of how awareness of the HE LIS sector is brought about in the Schools.

6.2.6: Mechanisms used by the LIS Schools to create awareness of the HE LIS job sector.

Establishing what were the primary mechanisms used by the Schools to instill an awareness of the HE LIS job sector was carried out during interview with the Heads. The conclusions reached were that most Schools relied upon appropriate HE LIS exposure being gained by students during their ‘practicum’, coupled with the use of appropriate visiting lecturers and guest speakers from the work sector. One Midlands Head remarked that “The School consciously sought good role models from the HE LIS sector (as well as other sectors) to bring before the students as guest speakers”. Other methods used were “specialist module on HE LIS within the curriculum”; “Study tours” and visits by recruitment agencies, such as TFPL. One London Head, remarking on the process, said that “it was fairly unstructured and minor” - another reflection of the casual and low importance attitude accorded to the HE LIS sector by some Heads. Before employment in the HE LIS sector can be considered, there must first be an awareness of the existence of the sector and what it does. This

necessary precondition appears to happen in an often unplanned, unstructured way in some Schools, other Schools are more thorough and hospitable to the idea. However, the profession itself must have a part to play in bringing about awareness and perhaps the specialist Groups of practitioners concerned with HE LIS, such as SCONUL, COFHE and UC&R, could be more vigorous and outgoing in marketing their work sector to the LIS Schools and LIS School students.

This brings into focus the next series of issues: that of the interface between the professional HE LIS practitioners and the LIS Schools themselves.

6.3: The LIS School/HE LIS interface.

6.3.1: The working relationships between the two sectors. With over two-thirds of the Chiefs subscribing to a view that their working relationships with the LIS Schools were only 'adequate' or 'poor', there is an issue of some importance revealed here. Even the Heads themselves were not complacent, nearly two-thirds of them seeing the relationship as only 'adequate', with one Head acknowledging the relationship as 'poor'. One Northern Head, whilst revealing that locally there were good working contacts, admitted that he had some unease about the national situation. Another Head remarked that "he was not too satisfied" about the relationship he had with the HE LIS sector. One Northern Head, whilst giving a 'poor' opinion of the relationships with the HE LIS sector remarked that it was "a generalised, almost anecdotal opinion; LIS Schools are making an effort to keep in touch with their constituencies". Another Northern Head observed that "HE LIS perceptions of the LIS Schools are out of date and misleading. There was a PR/Image problem for the Schools". Another Head commented, rather ruefully, that "there was not much joint initiative and cooperation, or common planning between the two sectors".

It was not all 'doom and gloom' however. One Southern 'New' University Chief spoke enthusiastically of the good relationship in place with the LIS Schools (and particularly the local School), and how it should be developed further: "We should engage in more joint research; we ought to be able to do more research together... we can provide the laboratory (so to speak) for the School". A Northern LIS School Head commented that there was a "good relationship between the Heads and Chiefs, a professional interaction exists which gives one a feeling of some confidence.... a few of us seek an active involvement".

On the other hand, there were other Chiefs who saw the relationship as poor. One 'Old' University LIS Chief in London remarked that "I would like to be more involved with a School; there are areas such as course content, where contact is not good". Another London Chief - this time from a "New" University - commented that "I think we could have a closer relationship; I'd like to see some more moving in and out, so staff in LIS Departments could work in Libraries and vice - versa.". The divergence of views exhibited is a cause for concern, underscoring the existence of a pervasive, disquieting problem which has yet to be solved. Whereas many Chiefs may be unrealistic sometimes in their expectations of LIS Schools and their products, some Heads seem to be ignoring what they perceive as a small and diffused segment of the LIS labour market. The poor salaries and relatively little movement of LIS School staff combines to deter good, experienced senior HE LIS personnel from entering LIS School teaching and research. Possibly if more of the Heads made a concerted sustained effort to involve HE LIS practitioners in the everyday work of the Schools - perhaps as Guest Lecturers, Visiting Speakers, Examiners and Assessors - the fissure between the two groups would diminish. It is a difficult problem to resolve, and is not helped by a feeling which surfaced occasionally during interview with the Chiefs that some of the Schools are moving away from their traditional roots in the profession and in practitioner orientation, towards becoming true 'academic departments, with research aspirations'. There seemed to be a feeling that the Schools' primary allegiance was to their parent Institution in many cases and not to the profession at large. Allied to this was a pervasive disquiet amongst some Chiefs concerning the nature of the

profession and its problematical central core of the professional disciplines, coupled with unease about 'convergence' and threats to librarianship from other predators (e.g. Computing, IT). It is easy -and unfair- to heap the blame upon the LIS Schools; to use them as a convenient scapegoat for the ills of the profession.

6.3.2: Using HE LIS practitioners in the work of the LIS Schools. The practice of using HE LIS practitioners in the everyday work of the Schools was varied. Once more, this was an indicator of the closeness and efficacy of the relationships with the Schools by the HE LIS sector. With a good, close working relationship in place the chances of a School using HE LIS practitioners were high; with a poor or non-existent relationship the converse was true. Schools used practitioners in a variety of ways, the most popular being as Visiting Speaker or Guest Lecturer, followed closely by External Examiner or Assessor. A few Schools tried to involve HE LIS senior practitioners on their Advisory Boards or Curriculum Working Groups. Using HE LIS practitioners as Part-Time Lecturers was rare - difficulties of timetabling, and poor rates of pay were cited by two Northern Heads as reasons not to use practitioners more in this role. A London Head expressed the opinion that many HE LIS practitioners did not "fit in" with an Academic Department and "couldn't teach the subject effectively" - an interesting and provocative comment, probably containing more than a grain of truth. On the other hand, as a CHE LIS Chief in the South of England pointed out, location can have some effect on whether the schools use practitioners regularly: "the geography is one factor; there is no Library school nearby and we're not used by them - therefore there is no involvement".

A London 'New' University LIS Chief liked the idea of the integrated 'Teaching Library': "I'd like to see more moving in and out, so staff in Departments of LIS could work in Libraries, and vice-versa." A common complaint from many Chiefs was that even if they were asked to be involved more in the work of the schools they were so heavily committed and overworked that they could not spare the time to be involved - however much they personally desired it. Thus there are severe constraints on both sides: geography and

logistics; ability to teach well, probably a degree of suspicion on both sides, administrative problems regarding 'cover' and salaries. The idea of the 'Teaching Library', analogous to the 'Teaching Hospital', has been around for some time yet has failed to take off. When asked, during interview, what they thought of the idea of the 'Teaching Library' most Heads thought it an interesting theoretical concept but one which was totally unworkable in practice, due to financial, logistical and political constraints. Most of the Chiefs too tended to agree with this viewpoint; liking the idea yet perceiving insuperable logistical and ideological barriers to its implementation. Yet this was how professional education and training for librarianship originally was done, totally practitioner based and, for small numbers, probably fairly effective. On the other hand, the Schools by their growing research activities contribute to the corpus of knowledge and theory underpinning teaching and practice - an essential hallmark of a true profession. It is difficult to perceive of many Libraries undertaking substantial research activity.

6.3.3: Responsiveness of the Schools to HE LIS needs.

The results of this enquiry, showing that half of the Heads thought they were 'Highly responsive' yet with only four % of the Chiefs concurring, are significant and show a clear and worrying divergence of opinion between the two groups. Most of the Chiefs felt that the schools were doing only a 'Moderate' job of meeting their needs. This is a rather lukewarm and grudging opinion to hold, admittedly, but does reflect the state of affairs currently between the two groups. Some Chiefs thought the schools could never catch up with the rapidly evolving HE LIS sector; others thought the schools did not have enough high calibre staff with up to date 'state of the art' experience of HE LIS to even begin to attack the problem. A couple of Heads wondered whether the HE LIS sector was large enough (a constant refrain) - or was too scattered geographically - to be considered a viable and profitable market worth entering in any substantial way by the LIS Schools.

One Head tried to be responsive to changes in the HE LIS sector by ensuring that his school 's curricula were examined regularly and evolved organically to meet perceived

changes in all sectors of LIS work. A Northern Head thought the proof that his School was responsive to the needs of the HE LIS sector was demonstrated by the fair number of his students obtaining jobs in that sector. Yet another Northern Head confessed that he "found it difficult to measure response effectively" - a good point and one which needs to be addressed by the two sectors.

6.3.4: Views on the major changes impacting upon HE LIS. This topic generated most agreement between Chiefs and Heads. It could well be that as both Heads and Chiefs are functioning within the same sector of work, the many changes underway in that sector will inevitably impact upon both of them, to a lesser or greater degree. The first major change identified - rapid growth of student numbers - brought forth total agreement from all the Heads and from nearly three-quarters of the Chiefs. However, the low numbers replying did reduce the value of this response - possibly some respondents felt this issue to be self-evident (as noted also by a PreLIS Graduate Trainee later). Nevertheless, it was clear from interview comments and observation in the field that there was considerable concern about the increase in student numbers without commensurate funding. At the other end of the spectrum, the FPs and the PreLIS groups agreed unanimously that this was a major change. They saw the effects from the 'sharp end' daily, with overcrowded libraries, pressure on stock and services and considerable strain upon staff. One PreLIS Graduate Trainee from a 'New' University LIS unit said that "it was fairly obvious, even to a casual observer".

The second major change identified - that of the impact of IT and electronic information sources - brought forth a nearly total agreement from the Heads and Chiefs. This congruence of opinion between the two groups was to be expected on an issue which is self-evidently true in the LIS workplace, and will continue to have profound effects upon the LIS arena generally in the future.

On the third major change envisaged - the shift to independent learning - nearly all the Chiefs thought that this was a major and continuing change impacting slowly and steadily

upon HE LIS work. A number of Chiefs remarked upon the 'gradual swing from teaching to learning' underway in their Institutions - often driven by economic and resource factors rather than on pure pedagogical grounds. The very few Heads who answered this question seemed to agree but had not yet experienced the shift from teaching to learning to be definite in their opinion. This is slightly surprising because, as teaching departments particularly concerned with information seeking and handling, they might well have been expected to be at the forefront of any move towards independent learning methods. This does not seem to be the case. An investigation of the teaching and learning styles and methodology of all the LIS Schools might yield fruitful and interesting information in this area.

On the last major change identified - that of 'Quality' and Accountability/Resource limits - there were good measures of agreement exhibited by both groups, showing that this issue is indeed impacting strongly upon both sectors. With the 'Quality' movement steadily gaining ground in the HE sector generally it could be reasonably expected that the constituent parts of the whole - whether University or College of HE - would be driven down this path as a matter of corporate Institutional policy and expectation.

Following on from this discussion and conclusions on the School/HE LIS interface came an array of other related concerns, which are dealt with next.

6.4: Other related concerns.

6.4.1: Continuing Professional Development (CPD) issues. There was a definite divergence of opinion between the Heads and Chiefs concerning CPD for 'First Professionals'. The Chiefs gave rather more importance to the role of CPD than did the Heads. It could well be that the ever increasing spectrum of skills and knowledge the HE LIS worker has to acquire in the rapidly evolving world of HE makes the 'additional' role of CPD inevitable. With The Library Association pressing its members to undertake appropriate and regular CPD as a condition of remaining on the Register of Chartered

Librarians, the demand will continue to grow for all types of CPD in the future.

In interviews with Chiefs their views on CPD provision were equivocal. Some Chiefs rarely used any CPD provision from the Schools' offerings, preferring instead to use 'In-House' or local Cooperative Training mechanisms instead, particularly if geographically remote from a LIS School. Arguably, CPD provision by the Schools drains away much needed resources from the initial professional education and training programmes - the Pre-Service 'bread and butter' of the Schools - and the CPD arena is already replete with good, up to date and competitive players, such as the LA's Continuing Education Department, the IIS and commercial organisations and consultancies. In such a highly competitive market for the provision of CPD many of the Schools seem to be caught at a disadvantage. Whether the Schools should concentrate only upon Pre-Service work and leave CPD to the competitive market outside is arguable. One London 'New' University LIS Chief thought that "involvement with CPD makes the Schools richer, more experienced - they need to be involved in the whole spectrum of Pre-Service and In-Service work." This argument for maintaining a foothold, at least, in the CPD arena is a convincing one and the Schools could only benefit from maintaining a distinct presence and identity within this growing market.

6.4.2: Opinions on the 'Information UK 2000' Report. The views expressed on the various projected changes to LIS work outlined in the "Information UK 2000" Report (Martyn, J. et al. 1990) indicated a measure of disagreement between the two groups. Most of the Chiefs tended to disagree with the Heads' views about the oncoming changes prophesied by this important Report. On such items as 'creation of a multi-media CBL environment' and 'higher customer expectations of LIS' the Chiefs views differed quite markedly from those of the Heads, possibly because they are that much closer to the problem in their everyday professional work. Yet, on such items as 'copyright problems' and 'issues of fee or free access to information' - some of the most important socio-legal issues

of librarianship - the Heads appeared more aware and concerned about the issues addressed. This may possibly be because they tend to view these problems across the whole spectrum of LIS work and consequently can see the implications more clearly.

6.4.3: The geographical distribution of the LIS Schools. By referring to Map 1 on Page 91 it can be seen that the 13 LIS Schools in England and Wales are distributed in an uneven manner, caused mainly by historical accident rather than any logical attempt to plan for each Region to have a School within itself to serve both the Pre-Service and the In-Service needs of the profession in that region. It can be seen that London, for example, has four Schools, whilst the East Anglian and South-Western Regions have none. Until fairly recently the small East Midlands market town of Loughborough had two LIS Schools. The TYGLIS investigation of the Schools also found the geographical distribution of the Schools uneven and proposed relocating the Brighton School to the West Country, probably on a Bristol site which could also have served South East Wales. This apparently sensible proposal became entangled in internal political and financial wranglings and never came to fruition.

It might seem obvious that a Library physically remote from a LIS School must be at a disadvantage with regard to 'practicum' arrangements, and other working relationships, CPD provision and general professional interaction. However, this did not always seem to be the case. Some HE LIS units within the great conurbation of London, for instance, felt quite isolated and alienated from any of the four schools in the Metropolis. Most of the Welsh HE LIS units regarded the LIS School at UCW Aberystwyth as their 'national' LIS School and looked naturally and fruitfully towards that School to fulfill their needs. As one Welsh HE LIS Chief remarked "I'm sure geography matters... I never come into contact with the English LIS Schools".

An 'Old' University LIS Chief in the North thought that "there should be a LIS School

in each Region, particularly as they get into In-Service work more and more". A London 'Old' University LIS Chief thought that "there is a mismatch ... but it is only a problem in pockets, but on the whole the Library schools are close to main conurbations and close to major transport routes, so I don't think it is a big problem". A 'New' University LIS Chief in London remarked, somewhat cautiously, that "he had no real experience of the problem, having always worked near a LIS School and feel it must have some benefit to be close geographically to a School but no more than just a general feeling; no hard data to substantiate this".

A CHE LIS Chief in the South of England thought that the irregular distribution of the Schools was a problem and raised the point of whether sectoral specialisation should be undertaken by the Schools, creating a 'Centre of Excellence' for a particular LIS work sector, e.g. Public Libraries, HE Libraries. To a limited extent this already obtains - UCL, for instance, is well known for its archivists and palaeography courses and UCW Aberystwyth for its Welsh Literature and Bibliography interests, but these have arisen through political necessity or the particular enthusiasms of a Head rather than any concerted plan. Whether a "Centre for Excellence" for HE LIS could be created within any one of the existing Schools or whether it could be started within a new School (or even within a Business School) remains an unknown factor. The European Institute of Information Management recently founded in Luxembourg as a 'Centre of Excellence' for the 'Information industry' in Europe could be a model to emulate but costs and the political will, plus the perceived smallness of the HE LIS sector will probable negate any efforts to create a British 'Centre of Excellence for HE LIS'. There might be a small and remote possibility of the Luxembourg Centre fulfilling this role as part of its 'European' remit.

Summing up, the Chiefs were fairly equivocal about this issue of geographical inequalities in the distribution of Schools. It often seemed to be that 'time spent on travelling' was the key factor and such items as location near a motorway junction or major rail terminus were more significant. Certainly the impression gained was that if a region possessed a LIS School within its borders then that School would tend to dominate the professional life of the

region and its information community; providing a professional locus, a constant supply of 'First Professionals', and a major provision of CPD to the profession. Several Chiefs regarded the presence of a LIS School in their region as a definite bonus, a welcome and important professional resource in the LIS infrastructure of the Region. Those Chiefs without access to a local LIS School were equivocal - one West Country HE LIS Chief remarked that "he never really missed the presence and facilities of a LIS School" ; another remark from a CHE LIS Chief regretted the fact that there was no School within easy travelling distance and felt that there was a core of collective professional knowledge and experience in the Schools that could be usefully harnessed in the work of his LIS unit.

The Heads also showed similar equivocation on this issue. One Northern Head felt that, although geographical distance was often a difficulty, methods such as distance learning could overcome any distance barriers. Another Head felt that the geographical dispersal of the Schools, particularly in relationship to the HE LIS units : "must have some relationship ..if too far away there is a built-in disincentive to use the School - travel costs, residential and subsistence costs, time costs all driving up the overall price. also a 'critical mass' of libraries is needed to enable a sufficient market for School products to be created". However, one Northern Head thought the problem had been exaggerated: "the UK is a small country with good travel and communication networks, so there is no real problem for us as I see it". A couple of Heads remarked upon how difficult it was for part time students and for good CPD take-up, if the School was poorly located vis-a-vis the transport and communications networks.

Whatever the Heads and the Chiefs think of this issue of geography - and they seem fairly evenly split on it - it seems highly unlikely that any further LIS Schools will be created. Indeed, it could be argued that there are too many Schools and that some closures or amalgamations might be in order. This links back to previous comments about overproduction by the Schools. A development worth watching is that of the franchising out of courses from the HE Institutions to various other Institutions in other sectors, notably

the Further Education Colleges. If LIS courses could be franchised out by the Schools - in whole or in part - to carefully selected and accredited LIS units, such as a large County Library or a major University Library then a welcome homogenisation of theory and practice - so essential in a practical profession such as librarianship - could be achieved.

Franchising might overcome the uneven geographical distribution problem of the LIS Schools and would be a mechanism for involving practitioners closely in the work of the Schools. Conversely, the workload involved by both franchiser and franchisee would be considerable; good monitoring and assessment procedures would have to be designed and installed, and the choice of franchisee would be beset with logistical, political and geographical problems.

On this matter of alternatives to the traditional LIS Schools, the existence of LIS Schools in the EC, notably in the Netherlands, might prove a rival attraction to the British LIS Schools by 'soaking off' potential LIS students from the British Schools, particularly as the Single European Market, improved transport links, and harmonisation of professional qualifications begins to have its effect. This is a more distant prospect - and there is a language difficulty to overcome - but the EC is a potent force most of the LIS Schools and the profession seem to ignore.

6.4.4. Defining a LIS School and its role. During interviews with the Heads the question was put to them individually on "how would you define a LIS School today? And what are its salient and unique characteristics?". A wide variety of answers was forthcoming, but all showed a fairly consistent concern centring around the concepts of "information acquisition and handling". One Head surprisingly confessed that "he didn't know how to define a LIS School"; another Head of a Northern School stated that it was "a vocational department in a HE Institution" - a rather spartan, functionalist approach. Several other Heads linked

research in with teaching - a Midlands Head stated that the school and its role was that of "a Department where teaching, research and CPD strands combine". There seemed to be a conscious striving for academic respectability and standing, combined with an anxiety often to serve the practical needs of the profession. The Schools are torn between two masters. On the one hand, their 'Institutional overlords', the parent University or College who are the paymasters of the Schools, and on the other hand, the LIS profession itself, disputatious, diverse, fragmented, sometimes incapable of articulating its needs clearly and consistently yet providing the indispensable market for the Schools' products. In such circumstances it is not difficult to perceive and understand how the strongest relationships of the Schools tend to be with the parent Institution.

6.5: Brief summary of findings: Referring back to the Summary of issues and questions to be addressed by this research (Page 67) the following findings emerged:

Issue One: the existence of an unhelpful measure of tension and disagreement between the 'supply side' and 'the demand side' of the HE LIS profession. Areas of disagreement were located but only a very low measure of tension between the two sides seemed to be discernible.

Issue Two: the alleged mismatch between the actual product of the Schools and the desired product sought by HE LIS employers. Most of the Chiefs (79%) thought that the Schools' outputs did not match their needs, or were undecided on their opinion. Conversely, approaching half (42%) of the Heads thought they did match the needs of the HE LIS sector.

Issue Three: the existence of a 'gap of misunderstanding' between the two sectors. The views expressed by Chiefs and Heads indicated that measures of misunderstanding and poor communications were present. A significant number of Chiefs (33%) were unhappy with their relationships with the Schools or found it only 'Adequate' (37%). On the other hand, only 9% of Heads recognised that their working relationships with the HE LIS sector was 'Poor'.

Issue Four: the existence of disagreement between the two sectors on key issues facing LIS work today and in the near future. A measure of disagreement between the two sectors was

discovered. There was, however, a substantial measure of agreement between both sides on the current major changes impacting upon HE LIS work.

Issue Five: whether the Schools are meeting the recruitment needs of the HE LIS sector.

The findings demonstrate that 79% of those Chiefs responding thought the Schools did not match their needs, or were undecided. Of those Heads responding 42% did believe that they were meeting these needs - a substantial difference of perception.

Issue Six: the existence of disagreement between the two sectors regarding the content of an 'ideal curriculum' for HE LIS 'FPs'. Substantial measures of agreement and convergence of views were displayed by both sectors, particularly with regard to the importance of IT, interpersonal communications skills and writing, editing and research skills.

Issue Seven: the 'generalist' versus 'specialist' product controversy. Overwhelming support (87%) was expressed by Chiefs for a 'generalist' product, with a high proportion (83%) of Heads in agreement.

Issue Eight: whether Chiefs have a preference for particular Schools' products. The predominant view from the Chiefs (85%) was that they had no preference for any particular LIS School's product. The Heads gave a wider range of responses, with 42% of them believing that Chiefs did prefer particular Schools' products.

Issue Nine: Chiefs' preferences for either PG LIS or First Degree in LIS for FP posts. Just over half (53%) of the Chiefs expressed 'no preference', whilst for those expressing a preference the PG LIS qualification was the firm choice. Conversely, a high proportion of the Heads (58%) believed that Chiefs preferred to recruit from the PG LIS output of their Schools.

Issue Ten: concerning the provision of CPD to the HE LIS sector. The findings showed that there was some dissension present on this topic both between the Heads themselves and with the Chiefs. Seven of the Heads regarded CPD provision by the Schools as highly important. Other Heads did not take this view and felt that resource limitations and/or geographical location constrained them from entering the CPD arena as significant players. The Chiefs gave substantial support to the concept of CPD provision but tended to be unsure that the Schools possessed the commitment, ability and resources to be able to provide accessible, economic and targeted CPD to their work sector.

Issue Eleven: the role, operation and value of 'practicum'. The findings demonstrated that there was considerable agreement displayed by both sectors on the importance to be attached to 'practicum', with 66% of Chiefs and 75% of Heads perceiving this item as being of 'high importance'.

6.6: Further comments on the findings: In this investigation of the supply and demand relationships within librarianship the issue of mismatch of output with the needs of the HE LIS employment sector is an indicator of the state of the relationships and difference of views between the 'supply side' and the 'demand side' of the profession. A mismatch of views occurred in two areas related to recruitment, in which the Heads appeared to have misread substantially the preferences of the Chiefs. Firstly, over half of the Chiefs had no preference whatever between PG or UG outputs when recruiting to 'First Professional' posts. Most of the Heads believed that HE LIS Chiefs overwhelmingly preferred to recruit from the Schools' PG output. Secondly, the Chiefs overwhelmingly expressed no preference for a particular LIS School's product and clearly preferred to be pragmatic and 'play the market'. The Heads tended to be undecided or to believe that there was some preference, some 'league table' inside Chiefs' heads concerning the quality and acceptability of various School's products. These two findings could, of course, be interpreted to mean that the Chiefs are putting forward the 'correct' institutional response to the questions posed and thus demonstrating the impartiality and transparency of their staff selection procedures. Whether this is so (and it seems unlikely) can only be determined by a substantial longitudinal research study of appointments to FP posts in HE LIS units over a considerable span of time.

These two misconceptions suggest that communication between the two groups could be greatly improved. Both groups might argue that they are too busy to bother with establishing good, cooperative working links but they are locked into a symbiotic relationship; the market needs to be supplied with a good product and the suppliers need a good consistent market. Further evidence of mismatch is suggested by a disagreement

apparent between the two groups as to the extent to which the Schools' outputs matched the needs of the HE LIS sector. Nearly four-fifths of the Chiefs thought the output did not match current HE LIS requirements fully or were undecided on the matter. However, close to half of the Heads believed they did meet the needs of the HE LIS sector fully - a worrying divergence of beliefs between the two sectors in an area where communication between the supply and demand sides - or lack of it - is significant.

Mismatch of view also became noticeable when the changes projected in the "Information UK 2000" Report (Martyn, J. *et al.* 1990) were discussed with the two groups. Most of the Chiefs tended to disagree with the Heads' views about oncoming changes predicted in this major Report, e.g. 'Higher customer expectations of LIS'. Also, a further divergence of view concerned the place of CPD for 'First Professionals'. The Chiefs gave rather more importance to the role of CPD than did the Heads. Probably the most significant disagreement - symptomatic of the whole general problem of poor communication - concerned the twin issues of inter-sectoral working relationships and the responsiveness of the Schools to HE LIS sectoral needs. With just over two-thirds of the Chiefs being unhappy with their relationships with the Schools there is cause for concern here; an underlying disquiet which needs to be made public and addressed by the profession at large. If attempts were to be made to involve HE LIS practitioners more in the everyday work of the Schools then quite possibly this fissure might be closed, or at least diminished. The clearest indication of disagreement between Heads and Chiefs concerned the perceived responsiveness of the Schools to HE LIS needs, with half of the Heads believing that they were 'highly responsive' yet only four % of the Chiefs concurring with this view. A question needs to be asked as to how the Schools identify the changing needs of the HE LIS sector, what mechanisms and procedures they use to establish needs, and also what priorities they attach to meeting these needs. On topics where there was little or no mismatch of views, such as that of the identification of major changes impacting upon the HE LIS sector, these proved to be the areas which generated most agreement. Many other areas showed either total or near-complete agreement between the two groups, notably views on

'practicum'; opinions on the 'specialist versus generalist' controversy, and curriculum components for intending HE librarians.

Other areas of concern -which both sides see as problems of varying degree - manifest themselves, such as the poor 'image' presented by many LIS School prospectuses and course guides, upgrading of entry standards to the Schools, greater targeting of the non-Arts and Social Sciences graduate population for entry onto PG LIS courses and the poor foreign language abilities of many LIS students. These all merit further attention by the Schools and the professional bodies responsible for approving LIS courses.

6.7: Concluding thoughts: The overall situation does contain some areas of disquiet and concern. It was difficult to resolve fully the postulated existence of an unhelpful measure of tension between the 'supply side' and the 'demand side'. As a very broad generalisation 'tension' to any large degree seemed to be absent. There was plenty of disagreement and misperception expressed but rarely any overt measure of tension or stress displayed between the two sectors. During interviews with the Chiefs occasional comments would surface indicative of a resigned, rather weary acceptance by some of the 'status quo' vis-a-vis the two sectors. Some Chiefs seemed to have fairly low expectations of the Schools and their products - they will take what the Schools produce and mould these 'First Professionals' to their needs by the use of CPD. With the majority of Chiefs believing that the Schools were not meeting their particular needs, and nearly half of the Heads believing otherwise, a potential arena for unhelpful tension and conflict is established. Perhaps there is a role here for the newly enlarged SCONUL and the newly created BAILER to play - to explore further into some of the concerns about 'supply and demand' and the state of relationships between the two sectors addressed in this research. Many Chiefs are unhappy with their working relationships with the Schools and feel that the Schools are not meeting their recruitment needs, or indeed even bothering to find out what those needs are, in some cases. There does appear to be a gap in understanding between the two sectors, which cannot be good for the profession of librarianship as a whole, and if indirectly this study - by highlighting the

issues - can help close that gap then some worthwhile progress will have been made in the development of the profession. On the other hand, there are clear and positive signs of convergence of views and agreement between the two sectors, which is encouraging. Whilst the schools could be more outgoing and innovative in seeking to form and develop relationships with the HE LIS sector, the HE LIS practitioners themselves could do more to bridge the gap themselves and this needs to be addressed.

Hopefully, the very fact of undertaking this research has brought the issues before the corporate professional eye and will act as a small catalyst for change. Several areas were uncovered during this investigation which merit further research. One centres around the provision and take up of CPD and the role of the LIS Schools in providing CPD to the LIS profession. Another area for investigation is that of 'franchising out' - in whole or in part - of professional education courses by the Schools to appropriate and well resourced LIS units. Are the economics of 'franchising out' in such cases viable? Would 'franchising out' give rise to a 'better product'? Would it foster better, closer relations with the LIS profession? A full, in-depth investigation of the views of 'First Professionals' working in all LIS units - not just HE but FE, Public Libraries, Special Libraries and the 'new markets' might provide some useful data on the effectiveness of the LIS Schools in providing appropriate high quality products to enter the rapidly evolving LIS job market. Similarly a substantial investigation of the views of all PreLIS Graduate Trainees awaiting entry to the Schools might reveal some useful information concerning 'the image of the profession', effectiveness of recruitment processes, interviewing procedures and criteria for the selection of Schools by applicants. Lastly, this investigation has dealt only with the HE LIS sector of employment and its relationships with the English and Welsh LIS Schools. Logically, an extension of this research to investigate the state of the relationships of the Schools with the other LIS work sectors, e.g. Public Libraries, FE Colleges, might uncover useful and pertinent data.

BIBLIOGRAPHY AND REFERENCES

KEY: References cited directly in the text are indicated by an asterisk *.

- *Abbott, A. (1988). *The system of professions*. Chicago: University of Chicago Press.
- Albaric, M. (1989). "The librarian role: from job to profession". *Libraries and Culture* Vol.24, No.1, Winter 1989. pp 96-98.
- Alegbeyele, G.O. (1993). "Records Management in Africa". *Journal of Information Science*, Vol. 19 (1993), pp 309 -316.
- *Angell,C. (1987). *Information, new technology and manpower. (LIR Report 52)*. London:BLR&DD.
- Armstrong, C.J. (1983). *A follow-up Study of the careers of former students from the Schools of Library and Information Studies. (BLR&DD Report 5754)*. Aberystwyth: College of Librarianship, Wales.
- *Asheim, L.ed. (1954). *The core of education for librarianship*. Chicago: American Library Association.
- *Aston University:Library and Information Services (1992). *Mission Statement*. Birmingham: Aston University.
- Auckland, M. (1990). "Surviving the skills shortage: is there a problem?". *Information and Library Manager*, Vol. 19, No.2. pp 4 - 7.
- Auld, L.W. (1990). "Seven imperatives for Library education". *Library Journal*, Vol. 115, Part 8, pp.55 - 59.
- Baker, D. (1986) "Towards the year 2000: a personal view of library education into the next Century". *Training and Education*, Vol. 3 (2), 1986. pp 36 -40.
- Baker, D. (1991). "The librarian as brain surgeon: standards, profile, commitment and development in the 1990s". *UC&R Newsletter*. (34) pp.2 - 8.
- *Baker, E.A. (1917). "Education and training of librarians". *Library Association Record*, Vol. 19, pp 509 - 510.
- Bakewell, K. (1982). "The Library/Library School interface". *Information and Library Manager*, 19872 Vol., Part 2(3), pp 73 - 75.

- Barlow, R. and Green, A. (1986). "Practitioners as lecturers: benefits, advantages and practicalities". *Journal of Librarianship*, Vol. 18, No 3, pp 165 -179.
- Barnett, R. (1990). *The idea of higher education*. Buckingham: Society for Research into Higher Education/Open University Press.
- Bath University. (1973). *The education of users of scientific and technical information*. Bath: University Library.
- *Beauchamp, P. (1992). "All change and no change". *Assistant Librarian*. Vol. 85, No 7, July 1992. p 101.
- *Becher, T. (1990) "Professional education in a comparative context" in Torstendahl, R. and Burrage, M. eds. *The formation of professions*. London: SAGE Publications.
- Becker, H.S. (1970). *Sociological work*. New York: Transaction Books.
- Bechtel, J. M. (1985) "Academic professional status: an alternative for librarians". *Journal of Academic Librarianship*, Vol. 11, No 5, pp 289 - 292.
- Berliner, W. (1993). "Going for promotion". *Guardian Education Supplement*, 1 June 1993, p. 2.
- Biblarz, D. (1975). "Professional Associations and Unions: future impacts of today's decisions". *College and Research Libraries*, Vol. 36, March 1975 pp. 121 - 128.
- Billedi, I. (1989). "Status and social prestige of the Library and Information profession" *IFLA Journal*, Vol. 15, Part 4, pp. 324 -329.
- *Blagden, J. (1980). *Do we really need libraries?* London: Bingley.
- *Boll, J.J. (1972). "A basis for library education". *Library Quarterly*, Vol. 42 (1972) pp. 195 - 211.
- *Bowden, R.G. and Wood, K. (1990). *Manpower, Education and Training Task Force: background paper for "Information UK 2000"*. (BLR&DD Report 6021). London: BLR&DD.
- Bowes, R. (1991). "Expanding the information horizon: alternative careers for information professionals". *ASLIB Proceedings*. Vol.43, No. 9., pp. 271 - 275.
- Bradley, C. (1967). *"The development of full time education for librarianship in Great Britain since the War"*. (FLA Thesis). High Wycombe: University Microfilms.

- *Bramley, G. (1981). *Apprentice to graduate: a history of library education in the United Kingdom*. London: Clive Bingley.
- Brand, B. (1983). "Librarianship and other female-intensive professions". *Journal of Library History*, 1983 Vol., Part 18. pp 391 -406.
- *Bray, F. and Turner, C. (1991). *Monitoring the Library and Information Workforce*. (BL Research Paper 97). London: BLR&DD.
- Braverman, H. (1974). *Labour and monopoly capital*. New York: Monthly Review Press.
- *Brenda White Associates.(1989). *Education and recruitment of junior professionals* (BL Research Paper 63). London: BLR&DD.
- Brewerton, A. (1993). "Sex, lies and stereotypes". *Assistant Librarian*, Vol. 86, No. 2. pp 22 - 27.
- Brookman, J. (1992). "Same song, but with a different tune". *Times Higher*, 2 October 1992, p. 21.
- *Bruijns, R.A.C. (1992). *Status and image of the librarian: Report of a sample survey carried out in twelve countries*. The Hague: NBLC.
- *Brunt, R. (1984). "Newly qualified recruits: the neglected resource for management". *Library Review*, Vol. 33, Winter 1984. pp 210 -214.
- Bryan, H. (1966). *A critical survey of University libraries and librarianship in Great Britain*. Adelaide: Libraries Board of South Australia.
- Bryan, H. (1976). *University Libraries in Britain: a new look*. London: Bingley.
- *Bryman, A. (1989). *Research methods and organization studies*. London: Unwin Hyman.
- *Bucher, R. and Strauss, A. (1960/61). "Professions in process". *American Journal of Sociology*, Vol. 66, pp. 325 - 334.
- Bundy, M.L. and Wasserman, P. (1968). "Professionalism reconsidered". *College and Research Libraries*, Vol. 29, No.1, Jan 1968, pp. 5 - 26.
- Burrington, G. (1987). *Equal opportunities in librarianship? Gender and career aspirations*. London: Library Association.
- *Burrows, T. (1989). *British University Libraries*. New York: Howarth Press.
- Butcher, H. (1989). "Business information curricula: an employer's list of essential skills and knowledge". *Education for Information*, Vol. 7 (1989), pp. 335 - 341.

- Butler, P. (1951). "Librarianship as a profession". *Library Quarterly*. Vol. XXI, (4), Oct. 1951, pp. 235 - 247
- Carr-Saunders, A.M. and Wilson, P.A. (1933). *The professions*. London:Cass.
- Castens, M.(1985). "Census of staff establishments in libraries of polytechnics, higher and further education institutions". *Library Association Record*, Vol. 87, (3),Mar. 1985, pp. 108 - 109.
- Clausen, H. (1991). "The future information professional" *Libri*. Vol. 41, Part 1, pp. 22-36
- *Clayton, P. (1992). "Japanese management theory and library administration". *Journal of Academic Librarianship*, November 1992, Vol. 18, No.5. pp. 298 -230.
- Cogan, M. (1953). "Towards a definition of profession". *Harvard Educational Review*, Vol. 23, No. 1. pp. 33 - 50.
- *Cohen, L. and Manion, L. (1980). *Research methods in Education*. New York: Croom Helm.
- Collins, H. (1992). *Equality matters: equal opportunities in the 90s; background and current issues*. London:Library Association Publishing Ltd.
- Colson, J. C. (1980). "Professional ideals and social realities: some questions about the education of librarians". *Journal of Education for Librarianship*, Fall 1980, Vol. 21, No 2. pp. 91 - 108.
- *Combe, N.R. (1973). *The professionalisation of librarianship. (MSc Information Studies Thesis)*. Sheffield: University.
- Conant, R.W. (1980). *The Conant report: a study of the education of librarians*. Cambridge, Mass.: MIT Press.
- *Corbett, E.V. (1966). *Introduction to librarianship, 2nd ed.* London: James Clarke.
- *Coutts, M. (1991). "New professionals: training for the present and the future". *Library Review*, Vol. 40, No 2/3. pp 9 -20.
- Cowley, J. (1985). "Current management concerns" in Cowley, J. ed. *Management of Polytechnic Libraries*. pp.21 -38. Aldershot: Gower.
- *Cowley, J. ed. (1975). *Libraries in higher education*. London: Clive Bingley and Hamden, Connecticut: Linnet Books.
- Crompton, R. (1990). "Professions in the current context". *Work, employment and Society, Special Issue*. May 1990.

- *Cronin, B. (1982). *The education of library-information professionals: a conflict of objectives?*. London: ASLIB.
- Cronin, B. (1983a). "Post-industrial society: some manpower issues for the library and information professions". *Journal of Information Science*, Vol. 7, pp. 1 -14.
- Cronin, B. (1983b). *The transition years: new initiatives in the education of professional information workers*. London: ASLIB.
- *Cronin, B. (1985). "Future users: how can we plan, train and educate?". *Library Association Record*. Vol. 87,(11), pp.459 - 460.
- *Cronin, B. (1988a). "New horizons for the information profession: strategic intelligence and competitive advantage" in Dyer, G.and Tseng, G. *New horizons for the information profession*. pp.3 -22. London: Taylor Graham.
- *Cronin, B. (1988b). "The uncontested orthodoxy". *British Journal of Academic Librarianship*. Vol. 13, (1), pp. 1 - 8.
- Cronin, B. (1988c) "Bringing education for information workers into the 1980s". *ASLIB Information*, Vol 16, Part 2, p. 39.
- *Cronin, B.and Davenport, E. (1988). *Post-professionalism: transforming the information heartland*. London: Taylor Graham.
- Cruickshank, K. and McManus, C. (1976). "Getting into medicine". *New Society*. 15 January 1976, pp. 112 -113.
- *Dain, N.E. (1963). "The education of librarians". *Library Association Record*, Vol. 65, July 1963. pp. 249 -256.
- *Davies, A. (1993). "Women and technology". *Assistant Librarian*, Vol. 86, No. 11, pp. 151 - 154.
- *Davies, A., Kirkpatrick, I. and Oliver, N.(1992) "The organisational culture of an academic library: implications for library strategy". *British Journal of Academic Librarianship*, Vol. 7, (3), pp. 69 - 89.
- Davies, J.E. (1990). "Information Scientists and 1992: a personal view". *Journal of Information Science*. Vol. 16 (1990). pp 327 -335.
- Davis, D.G. (1976). "Education for librarianship". *Library Trends*. Vol. 25, Part 1, July 1976, pp. 113 - 134.

- Deirg, I. O. (1985). "The Presidential Address". *An Leabharlann: the Irish Library*, 2nd series, Part 2, 1985. pp. 7 - 27.
- *Denis, L.G. (1987). "Field input in the education of LIS professionals". *Journal of Education for Library and Information Science*. Vol. 28, No 2. pp. 154 - 156.
- Dingwall, R. and Lewis, P. eds (1983). *Sociology of professions*. London: MacMillan.
- *Dixon, B. R., Bouma, G.D. and Atkinson, G.B.J. (1987). *Handbook of Social Sciences research*. Oxford: Oxford University Press.
- *Donovan, K. (1992). "The Information technology explosion: educational implications" in: *Metamorphosis: Strategies towards 2000: Report of the 21st Annual Conference on Library and Learning Resources: Grasmere 1992*. London: NATFHE Library Section.
- *Dore, R. (1976). *The Diploma disease*. London: Allen & Unwin.
- Dosa, M.L. (1985). "Education for new professional roles in the information society" *Education for Information*. Vol.3, (1985), pp.203 - 217.
- Drucker, P. (1990) "Facing the new dynamic in the 21st Century". *Time*. 22 January 1990, No.4., p.42.
- *Dudley, E.P. (1971). "The present situation and its background" in Library Association: Library Education Group. "*British Qualifications in Librarianship: Proceedings of a Conference. Dorking: 1 - 3 Oct 1971.*" London: Library Association.
- Dudley, E.P., Clough, E.A, Bryant, E.T. and Moore, N. (1983). *Curriculum change for the Nineties*. London: British Library.
- Duman, D. (1979). "The creation and diffusion of a professional ideology in 19th Century England". *Sociological Review*. Vol. 27, (11), pp. 113 - 138.
- Dundy, M.L. and Wasserman, P. (1968). "Professionalism reconsidered". *College and Research Libraries*. Vol. 29, No 1, Jan 1968, pp. 5 - 26.
- Durkheim, E (1893). *The division of labour in society*. New York: Free Press 1964.
- *Durey, P. (1976). *Staff management in University and College Libraries*. Oxford: Pergamon Press.
- Durrance, J. C. (1986). "Library schools and Continuing Professional Education: the de facto role and factors that influence it". *Library Trends*. Vol. 34, Part 4, pp. 679 - 696.

- Easterby-Smith, M., Thorpe, R. and Lowe, A. (1991). *Management research: an introduction*. London: SAGE Publications.
- *Elkin, J. (1994). "Children's modules". *Library Association Record*, Vol. 96, No.1, p. 33.
- Elliott, P. (1972). *Sociology of the professions*. New York: Herder & Herder.
- *Ellsworth, R.E. (1967). "The Library in the University" in: *The Library in the University: University of Tennessee Library Lectures, 1949 - 1966*. Hamden, Connecticut: Shoestring Press.
- England and Wales: Department for Education (1993). *Public expenditure White Paper 1993 Cm. 2210*. London: HMSO.
- England and Wales: Department of Education and Science. (1972). *Education : a framework for expansion*. London: HMSO.
- England and Wales: Department of Education and Science (1972). *Teacher education and training: a Report: (Chairman: Lord James)*. London: HMSO.
- England and Wales: Department of Education and Science. (1992). *Higher Education: a new framework. Cm 1541*. London: HMSO.
- England and Wales: Department of Education and Science: Library Advisory Councils. (1968) *A Report on the Supply and Training of Librarians*. London: HMSO
- Estabrook, L. (1989). "The growth of the profession". *College and Research Libraries*, Vol. 50, (3), May 1989, pp. 287 - 296.
- *Etzioni, A. ed, (1969). *The semi-professions and their organisation*. New York: Free Press.
- *Feather, J. (1992). "Letter to the Editor", *Library Association Record*, Vol. 94, (7), July 1992. p. 449.
- *Feather, J. (1994). "Creative tension or mutual misunderstanding? LIS Departments and professional practice". *Library Association Record*, Vol. 96, Part 1, pp. 30 - 31.
- *Feather, J. and Mann, J. (1992). "Education and training" in Line, M. ed. *Librarianship and Information work worldwide, 1992*. London: Bowker & Saur.
- Feigenbaum, E.A. (1986). *The library of the future*. Birmingham: Aston University.
- Ford, N. and Luccock, G. (1986). "Quo vadis? - TYGLIS and public libraries". *Training and Education*, Vol. 3, Part 2. pp. 29 -34.

- Fores, M., Glover, I., and Lawrence, P. (1991). "Professionalism and rationality: a study in misapprehension". *Sociology*, Vol. 25, No 1. (Feb. 1991), pp 79 - 10.
- Form, W. H. (1946). "Popular images of librarians". *Library Journal*, Vol. 71 (12), pp. 851 - 855.
- *Foskett, D. (1971). "Library theory and practical vocational training". *ASLIB Proceedings*, Vol. 23 (1971), pp. 225 -236.
- *Freeman, M.J. (1984). *The role and function of tutor librarians in Further Education in England and Wales. (M.Ed. Dissertation)*. Bath: University of Bath
- *Freeman, M.J. (1992a). "A sense of direction: librarianship and CPD". *New Library World*, Vol. 93, No. 1100. pp. 19 -22.
- *Freeman, M.J. (1992b). "In transition". *New Library World* Vol.93, No. 1104, pp. 22 -24.
- Freeman, M.J. (1993a). "Single white female?". *Assistant Librarian*, Vol.86, No. 9, September 1993, p.iv.
- Freeman, M.J. (1993b) "Alma mater and other things". *CoFHE Bulletin*. No. 69, Summer 1993. P.24.
- Freeman, M.J. (1993c). "Education and Training for Librarianship and Information Services in the UK". *New Library World*. Vol. 94, No.1108, pp. 12 -14.
- Freeman, M.J. and Lee, G.L. (1993). *Perfect fit?: investigating the alleged mismatch between the LIS Schools' output and the needs of the HE LIS sector as employers in England and Wales. BLR&DD Report 6106*. London: BLR&DD.
- Freidson, E. (1983). "Theory of professions: state of the art" in Dingwall, R. and Lewis, P. eds, *Sociology of professions.*, pp. 19 -37.
- Freidson, E. ed. (1973). *The professions and their prospects*. London: SAGE.
- Freidson, G. (1986). *Professional powers*. Chicago: University of Chicago Press.
- *Freshwater, P.B. (1986). *The academic librarian ten years hence*. Newcastle upon Tyne: Library Association UC&R Northern Group.
- Garrison, D. (1979). *Apostles of culture: the public librarian and American society, 1876 -1920*. New York: Free Press.
- *Gerard, D. (1983). "Yesterday was all the past". *Education for Information*, Vol. 1, No. 1., pp. 39 -46.

- Goode, W.J. (1957). "Community within a community: the professions". *American Sociological Review*, Vol. 22, (2), April 1957, pp. 194 -200.
- Goode, W.J. (1960). "Encroachment, charlatanism and the emerging professions". *American Sociological Review*, Vol. 25, Part 6, pp. 902 - 913.
- *Goode, W.J. (1961). "The librarian: from occupation to profession". *Library Quarterly*, Vol. 31 (3), pp. 306 -320.
- Gorman, G. E. ed. (1990). *The education and training of information professionals: comparative and international perspectives*. Metuchen:NJ (USA): Scarecrow Press.
- Gorman, M. (1990). "A bogus and dismal science". *New Zealand Libraries*, Vol. 46, Parts 7/8, pp. 7 - 8.
- Gray, J. (1986). *Professional manpower, education and training*. (BL Research Review 9). London: British Library.
- *Great Britain: Prime Minister: Committee on Higher Education (1963). *Report of the Committee*. Cmd 2154. (Chair: Lord Robbins). London:HMSO.
- Greave, D. (1985). *The impact of new technology on the labour market and demand for information services*. London:Technical Change Centre.
- Green, L.V. (1991). "Letter to the Editor". *Library Association Record*, Vol.93, Part 9, Sept. 1991, p.565
- Greenwood, E. (1957). "Attributes of a profession". *Social Work*. Vol. 2, Part 3, 3 July 1957, pp. 45 -55.
- Greenwood, E. (1976). "The concept of professionalization" in: Volmer, H.E.ed *Professionalization*. Englewood Cliffs,NJ: Prentice Hall.
- Greenwood, L. (1993). "All I really need to know I learnt in the Library: AAL Presidential Address". *Assistant Librarian*, Vol. 86, No 7., July 1993, pp. 106 - 110.
- *Griffiths, J. (1993). "Numbers up in the quiet revolution". *Times Higher Educational Supplement*, 16 April 1993. p 21.
- *Grogan, D.J. (1982). "Education for librarianship: some persistent issues". *Education for information*, 1, (1983), pp. 3 - 23.
- Gyarmati, G.K. (1975). "Ideologies, roles and aspirations: the doctrine of the professions". *International Social Sciences Journal*, Vol. XXVII, No 4. pp. 629 - 654.

- Hallihan, P. (1962). "Letter to the Editor". *Library Association Record* Vol. 64, Part 5. p 186.
- *Handy, C. (1985). *The future of work*. Oxford: Basil Blackwell.
- *Hanks, G. and Schmidt, C.J. (1975). "An alternative model of a profession for librarians". *College and Research Libraries*. Vol. 36, (3), May 1975. pp. 175 - 187.
- *Harries-Jenkins, G. (1970). "Professionals in organisations" in Jackson, J.A. ed., *Professions and professionalisation*. Cambridge: C.U.P.
- *Harris, K. (1971). "The polytechnic library explosion". *New Library World*. Vol. 73, (855), 1971, pp. 83 -85.
- Harris, R. (1992). "Information Technology and the deskilling of librarians". *Computers in Libraries*, Vol. 12,(1), pp. 8 -16.
- Harrold, A. ed. (1992). *Academic libraries in the UK and the Republic of Ireland*. London:LAPL.
- *Havard-Williams, P. (1986). "What are we to expect of the Transbinary Committee? Some harsh realities". *Library Association Record*. Vol. 88,(2),pp. 66 -69.
- *Havard-Williams, P. and Brittain, J.M. (1982). *Teaching methods in North American Library Schools. (BLR&DD Report 5712)*. Loughborough: University of Technology.
- Hayward, T. (1991) *Changing faculty environments: A report to Birmingham Polytechnic and The British Library. (BLR&DD Report 6052)*. London: BLR&DD.
- *Hepworth, J. B. (1969). "Problems of orientation in professional education". *Library Association Record*. Vol. 71, Part 3, Feb. 1969. pp. 33 - 35.
- *Higher Education Funding Council (England). (1993). *The Review of the Academic Year: Report of the Committee of Enquiry into the organisation of the Academic Year*. (Chair: Lord Flowers). Bristol:HEFC(E)
- *Hodges, A. (1992). "Music neglected in the curriculum": Letter to the Editor. *Library Association Record*. Vol. 94, Part 9, Sep. 1992, p.573.
- *Hoinville, G. and Jowell, R. (1978). *Survey research practice*. London: Heinemann.
- Holsti, O.R. (1969). *Content analysis for the Social Sciences and Humanities*. Reading, Massachusetts: Addison Wesley.

- Horton, P. (1991). "Letter to the Editor". *Library Association Record*, Vol. 93, Part 9, Sept. 1991, p. 571
- Hughes, E.C. (1967). "Professions" in Lynn, K.S. ed. *The professions in America*. Boston: Beacon Press.
- Hughes, E.C. (1971). *The sociological eye*. Chicago: Aldine Press.
- Illich, I. (1973). "Professions as a form of Imperialism". *New Society*. 13 Sep. 1973, pp. 633 - 635.
- Illich, I., Zola, I.K., McKnight, J., Caplan, J., and Shaiken, H. (1977). *Disabling professions*. London: Marion Boyars.
- *Information Partnership (1992). *Libraries and Information in Britain. (British Library Information Guide 13)*. London: BLR&DD.
- *Institute of Information Scientists. (1993). *Annual report: 1992/93*. London: IIS
- Irving, A. (1990). *Information UK 2000: Manpower, education and training papers: (R&D Report 6021)*. London: BLR&DD.
- Jackson, J. A. ed. (1970). *Professions and professionalization*. Cambridge: Cambridge University Press.
- Jackson, S. (1990). "Demographic and Social Trends: implications for the information profession" Part I: *Library Management*, Vol. 11 (5), 1990, pp. 4 - 8, Part II: *Library Management*, Vol. 11 (6), 1990, pp. 4 -16.
- Jarvis, P. (1977). *A profession in process: relationships between occupational ideology, occupational position and the role strain, satisfaction and commitment of Protestant and Reformed Ministers of Religion. (PhD Thesis)*. Birmingham: Aston University.
- Jesperen, S. (1993). "The education and training of Library and Information Staff in the UK". *ASLIB Proceedings*. Vol. 45, No 2., pp.47 -51.
- Johnson, I. (1989). "Schools of librarianship and continuing education in Britain". *Journal of Education for Library and Information Science*, Vol. 30, Part 2, pp. 136 - 140
- *Johnson, I. (1991). "Education and Training" in: Line, M. B. ed. *Librarianship and Information work worldwide, 1991*. London: Bowker Saur.
- Johnson, I. (1992). "Library Education update". *FOCUS*, Vol. 23, No.1., May 1992, pp. 11 -12.

- Johnson, T. (1972). *Professions and power*. London: MacMillan.
- *Joint Funding Councils: Libraries Review Group. (1993). *Report..* (Chair: Sir Brian Follett). Bristol: HEFC(E).
- Judd, P.M.ed. (1984). *The one that we want?: education and training of librarians of the future*. London: Association of Assistant Librarians.
- Kelly, T. (1973). *A History of Public Libraries in Great Britain, 1845 - 1965*. London: Library Association.
- Kempson, E. (1985) "The position of women in the library and information workforce". *Library Association Record*. Vol.87,(8), pp. 290 -293.
- Kendrick, C. (1986). "The University Library in the 21st century". *College and Research Libraries*, March 1986, p. 127.
- Kent, A., Lancour, H. and Daily, J.E. eds. (1975). *Encyclopedia of Library and Information Science*. New York: Dekker.
- Kimball, B.A. (1992). *The 'true professional ideal' in America*. Cambridge, Massachusetts: Blackwell.
- Kuhn,A. and Poole,A. (1972). *The background and career of the graduate librarian*. Sheffield: Sheffield University Higher Education Research Unit.
- Lancaster, F.W. (1983). "Future librarianship: preparing for an unconventional career" *Wilson Library Bulletin*, Vol. 57 (1983),pp.752 - 753.
- *Landau, W. ed (1966). *Encyclopedia of Librarianship*. London: Bowker.
- Lane, N. (1982). "Librarianship and the information professions" in: *Essays on Australian librarianship in honour of Ira Ray Ward*. Sydney: Investigator Press.
- *Larson, M.S. (1977) *The rise of professionalism: a sociological analysis*. Berkeley: University of California Press.
- *Law, D. (1989). "Education needs for the 1990s". *Catalogue and Index*, No.94, Autumn 1989, pp. 1 - 6.
- Layzell-Ward, P.(1974). *A study of the geographical and occupational mobility of professional librarians, related to their education and training*. (PhD Thesis). London: University College, London.
- Layzell-Ward, P. (1980). *The professional development of the librarian and information worker*. London: ASLIB.

- Lee, G.L. (1991). *Traditions and change in the Canadian accounting and engineering professions: Centre for the Study of the Professions Working Paper 91/5. Feb. 1991.* Birmingham: Aston University.
- Leigh, H. (1960). "Popular image of the library and librarian". *Library Journal*, Vol. 85, Part 11, pp. 2089 -91.
- Levitan, K. (1982). "Information resources management: IRM". *Annual review of Information Science and Technology*. 15, (1982) p.203.
- Library Advisory Council (1968). *Report on the supply and training of librarians. (The Jessup Report)*. London: HMSO.
- Library and Information Services Council for England and Wales. (1984). *Basic professional education for library and information work: a discussion paper*. London: Office of Arts and Libraries.
- *Library and Information Services Councils for England and Wales. (1986). *Professional education and training for library and information work*. London: Library Association Publishing Ltd.
- Library Association (1977). *Commission on the supply and training of qualified librarians. (The Barnes Report)*. London: The Library Association
- Library Association. (1985). *Final Report of the Futures Working Party*. London: The Library Association.
- *Library Association. (1985). *Evidence to TYGLIS*. London: The Library Association.
- *Library Association. (1991). *Professional librarians: a brief guide for employers*. London: The Library Association.
- Library Association: London and Home Counties Branch. (1970). *Looking at ourselves: papers of a Weekend Conference, London, 10 -12 April 1970*. London: L&HCB.
- *Line, M.B. (1983). "The role of library education". *Education for Information*, Vol.1, No. 1, March 1983, pp. 25 - 37.
- Line, M.B. (1986). "The survival of academic libraries in hard times". *British Journal of Academic Librarianship*. Vol. 1, (1). pp. 1 - 12.
- *Line, M.B. (1990). "Libraries fifty years on". *British Book News.*, March 1990, pp. 160 - 163.
- Line, M.B. (1991). "Library management styles and structures" *Journal of Library and Information Science*, Vol. 23, (2) June 1991, pp.97 - 104.

- Line, M.B. and Robertson, K. (1989). "Staff development in Libraries". *British Journal of Academic Librarianship*. Vol. 4, No.3, pp. 161 - 174.
- Littler, C.R. ed. (1985). *The experience of work*. Aldershot: Gower
- Loughridge, B. (1990). "Employment and career surveys". *Journal of Librarianship*, Vol. 22, (2), Apr 1990, pp. 71 -90.
- Louw, A. (1990). "Evolution from occupational association to professional Institute". *South African Journal of Library and Information Science*, Vol. 58, Part 2, pp. 147 - 154.
- *Lowe, M. (1993). "What stirs in library education?". *Assistant Librarian*, Vol. 86, No. 9, Sep. 1993, p.ii.
- Lowenthal, W. (1981). "Continuing education for professionals: voluntary or mandatory?" *Journal of Higher Education*. Vol. 52, No 5, pp. 20 -22.
- McAulay, K.E. (1991). "Hosting a Library School placement: the pleasure and the pitfalls". *Personnel Training and Education*. Vol. 8, No.1, pp. 8 -13.
- MacDonald, K. and Ritzer, G. (1988). "The sociology of the professions: dead or alive?". *Work and Occupations*, Vol. 15, No.3. Aug 1988, pp. 251 - 272.
- *McElroy, A. R. (1981). "Realistic (that is, academic) gradings mean better libraries". *Library Association Record*, Vol.83,(3), pp. 136 -139.
- McElroy, A. R. (1990). "CPD: towards a strategy and structure" in Gorman, G.E. ed. *The education and training of information professionals*. pp. 191 - 201. Metuchan: NJ (USA): Scarecrow Press.
- *McGarry, K. (1983a). "Library education" *Education for Librarianship*, Vol. 39, No. 2, pp. 95 -122.
- McGarry, K. (1983b). "Education for librarianship and information science: a retrospect and a revaluation". *Journal of Documentation*. Vol.39,(2),pp.95-122.
- *McGarry, K. (1986). "Down with theory: or open the door and let the room in". *Education and Training*. Vol. 3,(2), 1986. pp 40 - 43.
- *McGarry, K. (1990a). *Placement: its role in education and training for library and information work. (BLR&DD Report 6062)*. London: BLR&DD.

- *McGarry, K. (1990b) "Education, training and practice". *ASSIGNation:ASLIB Social Sciences Information Group Newsletter*, Vol. 7, Part 4, pp. 7-11.
- *McKee, R.A. (1986). "Information Studies: towards an academic discipline". *Library Association Record*, Vol. 88 (5), May 1986. pp. 236 - 239.
- McLean, N.C. (1985). "Library management and the development of IT" in:
Cowley, J. ed. *The management of Polytechnic Libraries*.
pp. 249 - 256. Aldershot : Gower.
- *Madge, J. (1953). *The tools of social science*. London: Longman.
- Makin, R. (1991). "Continuing professional education in the management of change in academic research libraries". *IFLA Journal*. Vol.17,
No. 3, pp. 289 - 294.
- Marks, C. (1990). "A question of control". *Assistant Librarian* Vol. 83, No.12, p 10.
- Martyn, J. (1992). *Information UK 2000: an update*. London : BLR&DD.
- *Martyn, J., Vickers, P., and Feeney, M. eds. (1990). *Information UK 2000*.
London: Bowker Saur.
- Mason, R.O. (1990). "What is an information professional?". *Journal of Education for Librarianship and Information Science*, Vol. 31, Part 2,
pp. 122 - 138.
- *Mayntz, R., Holm, K. and Huebner, R. (1976). *Introduction to empirical sociology*.
London: Penguin.
- *Meadows, J. (1989). "Progress for the professions".in: Myers, J. ed. *Information and Library services policies and perspectives: Proceedings of the London Conference, organised by the Institute of Information Scientists*. pp. 65 - 72. London: ASLIB.
- Merton, R.K. and Kendall, P.L. (1946). "The focussed interview". *American Journal of Sociology*. Vol.51, pp.541 - 557.
- Miller, L. (1989). "The self-image of the library profession". *International Library Review*, Vol. 21, Part 2, pp. 154 - 156.
- Moberley, W. (1949). *The crisis in the University*. London: SCM Press.
- Molholt, P. (1985). "On converging paths: the Computing Centre and the Library".
Journal of Academic Librarianship, Vol. 11, No 5, pp. 284 - 288.
- Montgomery, A.C. (1979). *Professionalism in British librarianship: its growth since 1945. (FLA Thesis)*. London: The Library Association.

- *Moore, N. (1986). *The Library and Information Workforce: a study of supply and demand. (BLR&DD Report 5900)*. Bath: Parker Moore.
- *Moore, N. (1987). *The emerging markets for librarians and information workers. LIR Report 56*. London: BLR&DD.
- Moore, N. (1988). "The new information professions". *British Book News*, March 1988. pp. 164 - 165.
- Moore, N. (1990). "Library and Information education in Britain". *Libri*. Vol 40, Part 2, pp. 153 - 157.
- Moore, N. and Kempson, E. (1985). "The nature of the library and information workforce in the UK". *Journal of Librarianship*, Vol. 17, (1), pp. 1 - 16.
- Morris, A. (1993). "The teaching of IT in Departments of Information and Library Studies in the UK". *Journal of Information Science*, Vol. 19 (3), pp. 211 - 224.
- *Morris, B. (1986). "Study of Library and Information Schools ready to report". *Library Association Record*. Vol. 88 (5), May 1986, p 214.
- *Moser, C.A. and Kalton, G. (1971). *Survey methods in social investigation, 2nd ed.* London: Heinemann
- Murison, W. (1975). "Images and real people". *New Library World*, Vol. 76, (904), Oct. 1975, pp. 200 - 201.
- Murphy, R. (1990) "Proletarianisation or bureaucratisation, the fall of the professional" in Torstendahl, R. and Burrage, M. eds *The formation of professions* London: Sage Publications.
- Murray, D.J. (1993). "Codes in professional Institutes and Associations". in: *Report of the International Conference on Professional and Business Ethics: managing organisational change: Preston, 14 - 15 Oct. 1993*. Preston: University of Central Lancashire.
- *Nankivell, C. (1993). *Report on Equal Opportunities*. London: Library Association.
- *New, P.G. (1963). "The new syllabus and the Library schools". *Library Association Record*, Vol. 65. May 1963. pp. 187 - 191.
- New, P.G. (1986). "Gutenberg to Eddy Shah - in five minutes". Letter to the Editor, *Library Association Record*, Vol. 88 (5), May 1986, p. 223.

- Nitecki, D.A. (1993). "Conceptual models of librarians held by faculty, administrators and librarians". *Journal of Documentation*, Vol. 49, No.3 Sep. 1993, pp. 255 - 257.
- Noone, P. (1991) "Librarians as managers: a different set of skills". *Library management*. Vol.12, Part 5, pp. 4 -12.
- North, J. (1977). "Librarianship: a profession?" *Canadian Library Journal*, Aug 1977, Part 34, pp. 253 - 257.
- *Page, G.T. and Thomas, J.B. (1977). *International Dictionary of Education*. London: Kogan Page.
- Pankhurst, R. (1981). "Women in Libraries: Part 1: Women in Polytechnic Libraries", *Information and Library Manager*, Vol. 1, Part 3, pp. 88 -90.
- Pantry, S. (1990). "Towards 2000". *Outlook on Research Libraries.*, March 1990, pp. 1 - 3.
- *Parsons, T. (1966) "Professions" in Sills, D ed. *International Encyclopedia of Social Science*. Vol.XI, pp. 536 - 547. New York: MacMillan.
- Perkin, H. (1989). *The rise of professional society: England since 1880*. London: Routledge.
- Phillips, E. M. (1984). "Learning to do research". *Graduate Management Research*, 1984 Vol., Part 2 (1), pp. 6 - 18.
- Plaiss, M. (1990). "Libraryland: pseudo-intellectuals and semi-dullards". *American Libraries*, Vol. 21 (6), June 1990, pp. 588 - 589.
- *Plumb, P. (1981). "Polytechnic libraries: ten years on, an impression." *COPOL Newsletter*, 25, 1981. pp. 27 - 30.
- *Podmore, D. (1980). *Solicitors and the wider community*. London: Heinemann.
- Prandy, K (1965). *Professional employees: a study of scientists and engineers*. London: Faber.
- Prideaux, W.R.B. (1906). "Professional education and registration: some suggestions". *Library Association Record*, 15 Jan. 1906, pp. 1 - 6.
- Prince, B. and Burton, P.F. (1988). "Changing dimensions in academic libraries: the impact of information technology". *British Journal of Academic Librarianship*, Vol. 3,(2), pp. 67 - 80.
- Prytherch, R. compiler. (1987). *Harrod's Librarians' Glossary*, 6th ed. London: Gower.
- Pulham, L. (1993). "Best of terms". *National Student*. Summer 1993., p.7.

- Raffin, M.R. and Passmore, R. eds. (1977) *The information worker: identity, image and potential*. London: ASLIB/IIS.
- Ramsden, M. (1973). *A History of the Association of Assistant Librarians, 1895 - 1943*. London: AAL.
- *Rayward, W.B. (1984). "The problem of connections". *Journal of Librarianship*, Vol. 16, No. 3, pp. 151 - 169.
- Reader, W.J. (1966). *Professional men: the rise of the professional classes in Nineteenth Century England*. London: Weidenfeld and Nicolson.
- Reeves, W. J. (1980). *Librarians as professionals*. Lexington, Massachusetts: D.C. Heath and Co.
- Revill, D.H. (1980). "You can't do research in librarianship". *Library Management News*, No. 11, Feb.1980, pp. 10 -19.
- Richard, S. (1990). "Are we providing the right kind of training for the profession?". *Library Association Record*, Vol. 92, Part 3, pp. 207 -209.
- Roberts, D. H.and Tunley, M.F. (1991). *The Library and Information Workforce in Wales: a study for LISCA (Wales)*. Aberystwyth:University College, Wales.
- Roberts, N. (1991). "A profession in crisis". *Library Association Record*. Vol. 93 (7), July 1991. pp. 450 - 453.
- Roberts, N. and Davinson, D.E. (1985). *Developments in information education and their implications for Schools of Librarianship and Information Studies in the UK*. BLR&DD Report 5872. London: BLR&DD
- *Roberts, N. and Konn, T. (1991). *Librarians and professional status*. London: Library Association Publishing Ltd.
- *Rodger, E.M. (1988). "British University Libraries: 1977 - 87: some observations on the challenges of declining resources". *Journal of Documentation*, Vol. 44, (4), pp. 346 - 378.
- *Rogerson, I. (1982). "The future: the librarian as manager" in: Harris,C. and Gilder, L. eds., *The academic library in times of retrenchment..* pp. 83 - 89. London: Rossendale Press.
- Rowley, J. (1989). "Manpower guessing". *Library Association Record*, Vol. 91, (3) pp. 157 - 161.
- Rowntree, D. (1981). *Dictionary of Education*. London: Harper and Row.

- Ruse, D. (1989). "Equal Opportunities". *Library Association Record*, Vol.91, (1) pp. 33 - 34.
- Sanger, J. (1990). *Report of the comparative study of the roles of tutor librarians as change agents in F/HE Projects. (R&D Report 6012)*. London: BLR&DD.
- Scanlon, S. (1991). "BIDS: to elevate the end user to leading player status". *Assistant Librarian*, Vol. 84, No. 11. pp. 166 - 169.
- Scase, R. ed. (1977). *Industrial Society: class, cleavage and control*. London: Allen & Unwin.
- Schon, D. (1983). *The reflective practitioner*. New York: Basic Books.
- *Schumann, P. G. (1990). "The image of librarians: substance or shadow?" *Journal of Academic Librarianship*, Vol. 16, No 2. pp. 86 - 89.
- *Scott, W.R. (1966). "Professionals in bureaucracies: areas of conflict" in: Vollmer, H. and Mills, D. eds, *Professionalisation*. Englewood Cliffs, N.J: Prentice Hall.
- Sharp, P.R. (1987). *The creation of the Local Authority sector of Higher Education*. Lewes: Falmer Press.
- *Shimmon R. (1986). "Life after TYGLIS". *Training and Education*, 3 (2), pp. 26 - 28.
- Shores, L., Jordan, R. and Harvey, J. eds. (1966). *The Library College*. New York: Drexel Press.
- Silver, H. (1990). *A higher education*. Basingstoke: Falmer Press.
- Simpson, R.L. and Simpson, I.H. (1969) "Women and bureaucracy in the semi-professions", in Etzioni, A. ed. *The semi-professions*, pp.196 - 265.
- Slater, M. (1979). *Career patterns and the occupational image: a study of the library and information field. (Occasional pub. 23)*. London: ASLIB.
- Slater, M. (1984). "Alternative careers for library-information workers". *ASLIB Proceedings*, Vol. 36, (6), pp. 277 -286.
- Slater, M. (1990). "Qualitative research" in: Slater, M. ed. *Research methods in Library and Information Studies*. pp. 107 -127. London: Library Association Publishing Ltd.
- Slater, M. (1991). *Investment in training. (BLR&DD Report 6048)*. London: BLR&DD.

- *Smethurst, J. M. (1987). "The Atkinson Report: ten years on" in: Line, M.B., ed. *The world of books and information: essays in honour of Lord Dainton*. pp. 25 - 36. London: British Library.
- Smethurst, J.M. (1989). "University library staffing in the UK" in Thompson, J. ed. *University Library history*. pp.42 - 50. New York: K.G. Saur.
- Smith, H.L. (1958). "Contingencies of professional differentiation". *American Journal of Sociology*, Vol. 63. pp. 410 - 414.
- *Smith, J. (1980). "Library management: a suitable case for treatment". *Library Management News*, No 11, Feb. 1980. pp. 31 - 39.
- Society for Research into Higher Education. (1983). *Excellence in Diversity: towards a new strategy for Higher Education. (The Leverhulme Report)*. Guildford: SRHE.
- *Spaulding, F.H. (1989). "Image of the Librarian/Information professional". *IFLA Journal*, 15, (1989), 4, pp. 320 -323.
- *Steele, C. ed. (1978). *Steady state, zero growth and the academic library*. London: Bingley and Hamden, Connecticut: Linnet Books.
- Stevens, N.D. (1969). "The continuing conflict". *Journal of Education for Librarianship*, 1969 Vol., Part 9 (4), pp. 308 - 312.
- *Stokes, R. (1963). "Programmes for professionals". *Library Association Record*, Vol.6 Aug 1963, pp. 295 - 299.
- *Stokes, R. (1973). "The road ahead?" *British Columbia Library Quarterly*, 37 (1973), pp. 1 -2; 5 - 16.
- Stroetmann, K.A. (1993). "Information research in Europe". *Journal of Information Science*, 19,(1993), pp. 149 - 154.
- *Swan, J (1988). "Information and madness". *Library Journal*, Vol 113, 1 Feb 1988, pp. 25 - 28.
- Taylor, A. (1991). Review Essay of Roberts and Konn's "Librarians and professional status". *British Journal of Academic Librarianship*, Vol. 6, No 1, p. 42
- Taylor, A.B. (1991). *Continuing professional development for LIS staff in the South West*. Plymouth: College of St. Mark & St. John.
- *Taylor, L.D. ed (1980). *A Librarian's handbook: Vol. 2*. London: Library Association Publishing Ltd.

- *Taylor, P.H. and Richards, C.M. (1985). *Introduction to curriculum studies*.
Windsor: NFER Nelson.
- *Tedder, H.R. (1884). "Librarianship as a profession" in: *Transactional Proceedings of the Fourth and Fifth Annual Meetings of The Library Association of the United Kingdom, London 1881 and Cambridge 1882*. pp. 163 -172. London: Chiswick Press.
- *Thompson, J. (1979). *An introduction to University Library administration; 3rd ed.*
London: Clive Bingley.
- *Thompson, J. ed. (1976). *University Library history: an international review*.
London: Clive Bingley.
- *Times Higher Educational Supplement. (1993). "Likely outcomes of the Follet Report on University Libraries". *Times Higher Educational Supplement*. 15 Oct. 1993. p viii.
- Toren, N. (1969). "Semi-professionals and Social Work" in Etzioni, A. *The semi-professions*. pp. 141 - 195.
- Torstendahl, R. and Burrage, M. eds. (1990). *The formation of professions*.
London: SAGE Publications.
- Torstendahl, R. and Burrage, M. eds. (1990). *Professions in theory and history: rethinking the study of the professions*. London: SAGE Publications.
- Turner, C. (1989). *Demographic change and the library and information profession*.
London: Office of Arts and Libraries.
- Turner, C. (1992). "Changes in the student population: the effects on Libraries and Learning Resources" in: *Metamorphosis: strategies towards 2000: Report of the 21st Annual Conference on Libraries and Learning Resources, Grasmere, 1992*. pp. 12 -16. London: NATFHE Library Section.
- United Kingdom: Cabinet Office: Information Technology Advisory Panel. (1983).
Making a business of information: a Survey of new opportunities.
London: HMSO.
- United Kingdom: Central Office of Information. (1993). *Britain 1993*. London: HMSO.
- United Kingdom: Department of Industry (1982). *A programme for advanced information technology: the Report of the Alvey Committee*.
London: HMSO.

- *University Graduate Careers Advisory Service (UGCAS), (1992). *First destinations of University graduates, 1992*. London: UGCAS.
- *University Grants Committee. (1976). *Capital provision for University Libraries*. (Chair: Prof. R. Atkinson). London:HMSO.
- *University Grants Committee: Committee on Libraries. (1967). *Report..* (Chair: T. Parry). London:HMSO.
- *University Grants Committee/National Advisory Board: Transbinary Working Group on Librarianship and Information Studies.(1986).*The TYGLIS Report..* London:UGC/NAB.
- Usherwood, R. and Vessey,S.(1988). "Public library education: the decline of a discipline". *Public Library Journal*, Vol.3,(2), pp. 25 - 29.
- Vollmer, H.M.and Mills, D.L. (1965). "Some comments on 'The professionalisation of everyone' by Wilensky." *American Journal of Sociology*, Vol. 70, pp. 480 -481.
- *Webb, S. and Webb, B. (1932). *Methods of social study*. London: Cass.
- *Weingand, D.E. (1991). "The continuum of library education: maintaining competence through the professional work life". *IFLA Journal*, Vol. 17 (1991) No. 3, p. 266.
- *White, B. (1992). "Standards of service". *Journal of Information Science*. Vol. 18, (1992), pp. 3 -10.
- White, H.S. (1981). "Library education: a strategy for the future". *Wilson Library Bulletin*, Vol. 56, Oct. 1981, pp. 105 -109.
- *Wilensky,H.L. (1964). "The professionalization of everyone?". *American Journal of Sociology*, Vol. LXX, No 2, Sept. 1964. pp. 137 - 159.
- Wilson, P. (1981). "Professionalism under attack!". *Journal of Academic Librarianship* Vol. 7, (5), pp. 283 - 290.
- Wilson, T. (1993). "Professional education - the ever changing face". *Library Association Record*, Vol. 95 (4), April 1993. pp. 224 - 225.
- Winkworth, I. (1993). "Turnover is vanity: a philosophy for library income generation *UC&R Newsletter*, No 38, Spring 1993. pp. 1 - 4.
- Winter, M.F. (1988). *The culture and control of expertise: towards a sociological understanding of librarianship*. New York: Greenwood Press.

- Witz, A. (1990). "Patriarchy and professions: the gendered politics of occupational closure". *Sociology*, Vol. 24 (4), Nov. 1990. pp. 675 - 690.
- *Wood, K. and Elkin, J. (1993). "They are the very module ...". *Library Association Record*. Vol. 95 (1), Jan 1993, p.29.

APPENDIX 2.

HE LIS CHIEFS' Main Questionnaire: Confidential

(Please could you circle your answer: tick the relevant box or write in the spaces provided, as appropriate).

YOUR RECRUITMENT OF 'FIRST PROFESSIONALS

NOTE: 'FIRST PROFESSIONALS' IS THE TERM USED HERE TO DENOTE NEWLY QUALIFIED LIBRARIANS EMERGING FROM THE LIS SCHOOLS INTO THEIR FIRST PROFESSIONAL POSTS, AND WHO ARE NOT YET CHARTERED)

Q1: How many "first professionals" have you recruited during the last four financial years?:

1988-89[]
1989-90[]
1990-91[]
1991-92[]

Q2: When you recruit "first professionals" into your Service do you delegate, share joint responsibility or are you personally responsible for:

	Personally responsible	Delegated function	Jointly responsible
(a) Compiling the job and person specification?	[]	[]	[]
(b) Placing the job advertisement?	[]	[]	[]
(c) Shortlisting ?	[]	[]	[]
(d) Interviewing?	[]	[]	[]
(e) Appointing?	[]	[]	[]

Q3: When appointing to "first professional" posts which of the following do you prefer:

(a) Graduates in LIS (e.g. BA Lib.)?	[]
(b) Subject graduates with a Post Graduate LIS qualification (e.g. Dip LIS)?	[]
(c) No preference?	[]

Comments?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Q4: Do you have a preference for a particular LIS School's product when filling "first professional" posts?

YES []

NO []

If YES, which LIS School do you prefer, and why?

.....

.....

.....

Q5: What qualities do you look for in a "first professional"?

.....

.....

.....

.....

.....

.....

Q6: Have you experienced any difficulty in recruiting appropriate "first professional" staff over the last four years?

YES [] NO []

If YES, what were the difficulties?

.....
.....
.....
.....
.....

EXPLORING IDEAS AND OPINIONS ABOUT LIS SCHOOLS AND THEIR CURRICULA.

Q7: In your experience, do you believe that the output of the LIS Schools in England and Wales fully matches the needs of the HE Libraries sector of employment?

- YES []
NO []
UNDECIDED []

If NO, is the shortfall due to:

- (a)Entry standards to the LIS schools? []
(b)Content of curricula? []
(c)Teaching methods? []
(d)Work experience/Placement schemes? []
(e)Other? (please specify

.....
.....
.....
.....
.....
.....
.....

Q8: What is your opinion of the working relationships, in general, between practitioners in the HE Libraries sector and the English and Welsh LIS Schools? (please tick your level of opinion):

VERY GOOD	GOOD	ADEQUATE	POOR	VERY POOR
OPINION	OPINION	OPINION	OPINION	OPINION
[]	[]	[]	[]	[]

Comments?

.....

.....

.....

.....

.....

Q9: Please could you indicate the type and extent of your involvement with any LIS School in England and Wales as:

	ONCE A YEAR OR MORE	VERY OCCASIONALLY	NEVER
(a) Guest Speaker?	[]	[]	[]
(b) Part-time Lecturer?	[]	[]	[]
(c) Curriculum planner/adviser?	[]	[]	[]
(d) Work experience provider?	[]	[]	[]
(e) Host for visits?	[]	[]	[]

(f) Other? (please indicate):

.....

.....

MOVING ON TO THE CURRICULA...

Q10: Would you prefer an entrant to a 'first professional' post in HE Librarianship to have received at LIS School: (Please tick your preference).

(a) A "general" or "core" LIS curriculum, producing a "basic model" generalist librarian?:

[]

or

(b) A "dedicated" or "streamed" curriculum, producing "specialist" librarians e.g. Law librarians or Technical Services librarians?:

[]

Comments?

.....
.....
.....

Q11: What degree of importance would you allocate to the following components of a curriculum for intending HE librarians?: (please tick your choice).

	HIGH IMPORTANCE	MODERATE IMPORTANCE	LOW IMPORTANCE
(a) A basic foreign language ability	[]	[]	[]
(b) IT knowledge and skills	[]	[]	[]
(c) Writing and editing skills	[]	[]	[]
(d) Basic research skills: analyzing, distilling and presenting info.	[]	[]	[]
(e) Basic educational theory	[]	[]	[]
(f) basic teaching skills	[]	[]	[]
(g) Interpersonal communication skills	[]	[]	[]
(h) basic management theory	[]	[]	[]
(i) Basic management skills	[]	[]	[]
(j) Some financial management skills	[]	[]	[]
(k) Marketing/PR skills	[]	[]	[]

Comments?

.....

.....
.....
Q12: What degree of importance do you attach to an element of "work experience" or "placement" during initial professional education at LIS School?: (please tick)

HIGH IMPORTANCE MEDIUM IMPORTANCE LOW IMPORTANCE

[]

[]

[]

Comments?:

.....
.....
.....

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FOR FIRST PROFESSIONALS

Q13: Does your Institution operate a Continuous Professional Development programme (formal or otherwise) for its professional LIS staff?:

YES []

NO []

If YES, please indicate if this is provided:

'IN-HOUSE' [] EXTERNALLY [] MIXED []

If NO, please move to Q20.

Q14: Is an English or Welsh LIS School a provider of CPD to your Institution?:

YES []

NO []

If YES, what proportion of CPD is provided by these Schools to:

(0-10%) (11-25%) (26-50%) (51-75%) (76-100%)

(a) all your professional LIS staff: [] [] [] [] []

(b) "first professionals": [] [] [] [] []

Q15: Do you provide "special" CPD programmes for 'first professionals'?
YES[] NO[]

If YES, what are the major elements of the
programmes?:.....

.....

.....

.....

Q16: Is undertaking a CPD programme mandatory for
 (a) all your professional LIS staff?: YES [] NO []
 (b) 'first professionals' only?: YES [] NO []

Q17: Please will you rank in terms of importance to you as an employer the following possible main functions of CPD for 'first professionals'? (please rank by numbering 1st, 2nd, etc):

(a) "REMEDIAL" (e.g. strengthening and consolidating areas covered by the initial professional LIS course: []

(b) "ADDITIONAL" (e.g. introducing new areas not covered by the initial professional LIS course: []

(c) "DEVELOPMENTAL" (e.g. extending areas already covered by the initial professional LIS course: []

(d) OTHERS (please specify):

.....

Comments?

.....

Q18: How important do you think it is for LIS Schools to be active in providing CPD for the HE Libraries sector?:

HIGH IMPORTANCE []
 MODERATE IMPORTANCE []
 LOW IMPORTANCE []

Comments?:

.....

Q19: From your personal experience which are the four most important providers of CPD to the HE Libraries sector? (Please list these providers in descending order of importance):

1st:

.....

2nd:

.....

3rd:

.....

4th:

.....
THE 'CHANGING NEEDS' DIMENSION

Q20: The BLRD&D's Report "Information UK 2000" identified some of the following changes underway in Education and LIS work generally. Please indicate the degree of importance of these changes in relation to your future Service provision:

	HIGH IMPORTANCE	MODERATE IMPORTANCE	LOW IMPORTANCE
(a) Higher customer expectations of LIS providers.	[]	[]	[]
(b) Creation of multi-media computer based learning environments.	[]	[]	[]
(c) Growth of interactive and independent learning styles	[]	[]	[]
(d) Fewer 'traditional' information posts.	[]	[]	[]
(e) Issues of 'total quality management' and performance indicators.	[]	[]	[]
(f) Growing importance of distance learning methods	[]	[]	[]
(g) Ageing LIS workforce (over 50% aged 40+ by AD 2000)	[]	[]	[]
(h) Issues of 'fee or free' access to information.	[]	[]	[]
(i) Copyright problems in new media and IT sectors.	[]	[]	[]
(j) Influx of LIS personnel from the EC.	[]	[]	[]

Q21: What do you see as the major changes taking place in H.E. LIS work?

.....
.....
.....
.....
.....

Q22: How responsive do you consider the English and Welsh LIS Schools are to needs arising from changes affecting the HE Libraries sector?

HIGH	MODERATE	LOW
RESPONSIVENESS	RESPONSIVENESS	RESPONSIVENESS
[]	[]	[]

Comments? :

.....
.....
.....

Q23: From your personal experience which four CPD providers have been most responsive to needs arising from changes affecting the HE Libraries sector?:
(Please list in order of responsiveness):

1st.....
.....
2nd:
.....
.....
3rd:
.....
.....
4th:
.....

Comments? :

.....

.....

.....

ABOUT YOU.

Q24: Are you a graduate in LIS? : YES [] NO []

Q25: Do you have a subject degree? YES [] NO []

Q26: Do you hold a Postgraduate Diploma in LIS?: YES [] NO []
or a Master's degree in LIS?: YES [] NO []

Q27: Please state your professional LIS qualifications (e.g. ALA):

.....

.....

Q28: At which LIS School did you get your initial professional LIS education ?

.....

YOUR INSTITUTION.

Q29: Please circle the current designation of your Institution:

POLYTECHNIC COLLEGE /INSTITUTE OF H.E. UNIVERSITY

Q30: Please give the title of your Department or Service:

.....

.....

Q31: Please give the title of the post you hold:

.....

ABOUT YOUR STAFF

Q32: How many staff do you employ (FTEs) (a) in total: ?

.....

(b) on LIS work specifically:?

.....

Q33: How many of those engaged specifically on LIS work are:

(a) LIS professionally qualified and in a LIS professional post?
(FTEs).....

(b) Subject graduates with a postgraduate LIS qualification (e.g DipLIS)
(FTEs) :.....

(c) Graduates in LIS (e.g. BA Lib) (FTEs)?:

(d) Other LIS staff (e.g. support staff) (FTEs)?

.....

(e) Subject graduates with no professional LIS qualification and
in a LIS professional/academic related post.(FTEs)?:

.....

Q34: How many are Chartered Librarians?:

ALA : []

FLA : []

Q35: How many are Members or Fellows of The Institute
of Information Scientists? :

MIInfSc: []

FIInfSc: []

**THANK YOU VERY MUCH FOR TAKING THE TIME IN A
BUSY DAY TO COMPLETE THIS QUESTIONNAIRE; IT IS MUCH
APPRECIATED. COULD YOU SEND THE COMPLETED
QUESTIONNAIRE BACK TO ME WITHIN TWO WEEKS, PLEASE?
MAY I ALSO REASSURE YOU THAT ALL INFORMATION YOU
HAVE GIVEN IS STRICTLY CONFIDENTIAL AND NEITHER YOU
NOR YOUR INSTITUTION WILL BE IDENTIFIABLE IN THE
FINAL RESULTS OF THE SURVEY.**

**IF YOU WOULD LIKE ME TO SEND YOU A SUMMARY OF
THE SURVEY WHEN COMPLETED PLEASE TICK THIS BOX: []**

MIKE FREEMAN

**Centre for the Study of the Professions,
Aston Business School, Aston University.
Birmingham B4 7ET.**

APPENDIX 3.

LIS SCHOOL HEADS: Semi-Structured Interview Schedule: 1992

Q1: NAME:

Q2: POSITION..... FACULTY.....

Q3:INSTITUTION:
.....

Q4: From where do you think HE Chief Librarians prefer to recruit for "First Professional" posts in their Libraries:

- (a) Graduates in LIS (e.g. BA Lib)?: []
- (b) Subject Graduates with a PG LIS qualification?: []
- (c) No preference ? : []
- (d) Unable to answer: []

(PROBE: Why do you think so? What evidence do you have that this is so?)

.....
.....
.....

Q5: Do you think that, in general, HE Chief Librarians prefer a particular LIS School's product when filling "First professional" posts?:

YES [] NO [] UNDECIDED []

(PROBE: If 'YES', why?)

.....
.....

.....

Q6: What qualities do you think HE Chief Librarians are seeking in a “First Professional” ?:

- 1:
- 2:
- 3:
- 4:

Q7(a): Do you believe that your School’s output of Pre-Service librarians matches the needs of the HE Libraries sector of employment?

YES: [] NO: [] UNDECIDED: []

Probes

If “NO”, is the shortfall due to:

- (a) Poor calibre of entrant to LIS School: []
- (b) Inappropriate curriculum: []
- (c) Unawareness of HE Libraries needs: []
- (d) Inappropriate work experience/placement: []

(Probes: Are there any other factors contributing to the shortfall? Do you regard the shortfall as serious? Is it a short term or long term problem?:)

.....

.....

.....

.....

.....

.....

If you replied 'YES' what evidence do you have to support your view?
How do you identify the 'needs' of the HE Libraries sector?

.....
.....
.....
.....
.....

If you replied 'UNDECIDED' - why? What factors are present to make you equivocal on this matter?

.....
.....
.....

7(b) Can you rank this match on a scale of 1 to 5?: (1= lowest, 5 = Highest):

Grade:[BAs] =.....; Grade [PGs]=.....

Grade [general] =

Q8 (a): What proportion of your output of the last Academic Year found employment in the HE Libraries sector?:

.....

(b) Are you satisfied with this figure?: YES [] NO [] UNDECIDED []

(Probes: Does the School 'target' various LIS work sectors for supply of its products? Or is it purely pragmatic and opportunistic?)

.....
.....
.....
.....

Q9: How would the School rank employment in the HE Libraries sector as a destination for their output?:

VERY	FAIRLY	DESIRABLE	LESS	UNDESIRABLE
DESIRABLE	DESIRABLE		DESIRABLE	
[]	[]	[]	[]	[]

.Probes: What reasons do you have for the above ranking?.....

.....

Q10: From your experience of LIS students how do you think they rank employment in the HE Libraries sector?:

VERY	FAIRLY	DESIRABLE	LESS	UNDESIRABLE
DESIRABLE	DESIRABLE		DESIRABLE	
[]	[]	[]	[]	[]

Q11: How are your students made aware of HE Libraries as a potential employment sector?: by visits? By visiting lecturers from the HE Libraries sector? By placement/work experience in HE Libraries? Careers conventions? Others?)

.....

.....

.....

Q12:: What is your opinion of the working relationships, in general, between practitioners in the HE Libraries sector and the English and Welsh LIS Schools?:

Very Good	Good	Adequate	Poor	Very Poor
Opinion	Opinion	Opinion	Opinion	Opinion
[]	[]	[]	[]	[]

Comments:

.....

.....

.....

Q13: Do you involve HE Chief Librarians in the work of the School as:

	Once a Year or more	Very occasionally	Never
(a) Guest Speakers:	[]	[]	[]
(b) Part Time Lecturers:	[]	[]	[]
(c) Curriculum planners/advisers:	[]	[]	[]
(d) Work experience providers:	[]	[]	[]
(e) Hosts for visits:	[]	[]	[]
(f) external assessors/examiners:	[]	[]	[]
(g) external interviewers:	[]	[]	[]
(h) Others:			

.....

Comments:.....

.....

.....

.....

.....

Q14: What is your opinion regarding the importance on a scale of 1 to 5 (5 being the highest importance, 1 being the lowest importance) of using LIS practitioners generally in the work of the School?: (Number:.....)

Would you allocate the same number to the importance of using HE LIS practitioners?: YES [] NO [] UNDECIDED []

If 'NO' what would be your allocation number?: (Number:).

(Probes: Why do you consider it important or not to involve practitioners in the work of the School? What can they bring to the School's work? What are the reasons for your rankings? How practicable is it to involve LIS practitioners in the work of the School?)

.....
.....
.....
.....

Q15: Do you think the best curriculum for an intending entrant to a "First Professional post in a HE Library is:

- (a) A general or "core" LIS curriculum producing a basic, "generalist" librarian?: []
or (b) A "dedicated" LIS curriculum producing a "specialist" librarian (e.g. law librarian, technical services librarian)?: []

Comments:

.....
.....
.....

.....

Q16: What degree of importance would you allocate to the following components of a curriculum for intending HE librarians?:

	High importance	Moderate importance	Low importance
(a) A basic foreign language ability:	[]	[]	[]
(b) IT knowledge and skills:	[]	[]	[]
(c) Writing and editing skills:	[]	[]	[]
(d) Basic research skills; analysing, distilling and presenting information:	[]	[]	[]
(e) Basic educational theory:	[]	[]	[]
(f) basic teaching skills:	[]	[]	[]
(g) interpersonal communication skills:	[]	[]	[]
(h) Basic management theory :	[]	[]	[]
(i) Some financial management skills:	[]	[]	[]
(k) Marketing/PR skills:	[]	[]	[]

Comments?:

.....

.....(Probes: Is there anything missing? What are the core disciplines of the LIS profession? How can Schools accommodate new subjects and skills? Can CPD be used to extend and enhance the curriculum after leaving LIS School? If so, what would you put into such a CPD programme?)

.....
.....
.....
.....
.....
.....
.....
.....

Q17: What degree of importance should be attached to an element of "work experience or "placement" during initial professional education at LIS School ?:

High	Moderate	Low
importance	importance	importance
[]	[]	[]

Comments:

.....
.....

..... (Probes: 1: What do students get out of placements/work experience?

.....

2: What do employers get out of it?:

.....

3 Is the logistical effort involved by the LIS school worth it?

.....

4: What makes a good placement/work experience?:

.....
.....

5 : What about "Teaching Libraries" ?:

Q18: Does your School provide CPD to the HE libraries sector?

YES [] NO []

If "NO", why not?

.....
.....

If "YES", what proportion of your total CPD provision is targeted onto the HE Libraries sector?:

(0-10%)	(11-25%)	(26-50%)	(51-75%)	(76-100%)
[]	[]	[]	[]	[]

Q19: Do you provide any CPD specifically for "First Professionals" in the HE Libraries sector?

.....YES [] NO []

Comments?:

.....
.....
.....

Q20: How important do you think it is for LIS Schools to be active in providing CPD to the HE Libraries sector?:

High importance	Moderate importance	Low importance
[]	[]	[]

Comments?:

.....

.....
(Probes: 1 How do you gauge the market?
.....

.....2: Is the market for CPD oversupplied?:
.....

.....
3 Are the costs of CPD too high?
.....

.....4 What about geographical dispersion of HE libraries in
relation to LIS Schools?:
.....
.....

5: Do LIS School staff have suitable qualifications/experience to provide CPD
to the HE Libraries sector? :
.....
.....

6: Who do you see as main competitors in the provision of CPD to the HE
Libraries sector?
.....

Q21: Please rank in terms of importance to the LIS School the following main
functions of CPD for "First Professionals": (rank by numbering 1st, 2nd, etc.)

(a) REMEDIAL (e.g. strengthening and consolidating areas covered by the initial
professional LIS course): []

(b) ADDITIONAL (e.g. introducing new areas not covered by the initial
professional LIS course): []

(c) DEVELOPMENTAL (e.g. extending areas already covered by the initial
professional LIS course): []

(d) OTHER - please specify:
.....

Comments?:
.....

Q22: the BLR&DD's Report "Information UK 2000" identified some of the following changes underway in Education and LIS work generally. Please indicate the degree of importance of these changes in relation to your school's curriculum design and delivery systems and general academic forward planning:

	High importance	Moderate importance	Low importance
(a) higher customer expectations of LIS providers.	[]	[]	[]
(b) Creation of multi-media computer based learning environments.	[]	[]	[]
(c) growth of interactive and independent learning styles.	[]	[]	[]
(d) Fewer "traditional" information posts.	[]	[]	[]
(e) Issues of 'total quality management' and 'performance indicators'	[]	[]	[]
(f) Growing importance of distance learning methods.	[]	[]	[]
(g) Ageing LIS workforce (over 50% aged 40+ by AD 2000).	[]	[]	[]
(h) Issues of 'fee or free' access to information.	[]	[]	[]
(i) Copyright problems in new media and IT sectors.	[]	[]	[]
(j) Influx of LIS personnel from the EC.	[]	[]	[]

(Probes In relation to the above what action has the School taken regarding these projected changes?

ACTION: A

B.....

- C.....
- D.....
- E.....
- F.....
- G.....
- H.....
- I.....
- J.....

Q23: What do you see as the major changes taking place in the HE Libraries sector?:

- A).....
- B)
- C)
- D)
- E)

Q24: How responsive do you think the School is to needs arising from changes affecting the HE Libraries sector?:

High	Moderate	Low
response	response	response
[]	[]	[]

Comments: How do you measure response?

.....

.....

Q25: Do you obtain feedback from your ex-students in their First Professional

posts?:

YES [] NO []

Q26: How do you obtain feedback (formally or informally) from your graduates/diplomates in their First Professional posts?:

LIST Methods: 1:
2.....
3:

Q27: Do you use this information for:

- (a) Identifying potential markets for LIS School products?: []
- (b) Modifying existing curricula?: []
- (c) developing new curricula?: []
- (d) Identifying CPD opportunities?: []
- (e) Improving recruitment of new entrants to School?: []
- (f) Improving careers advisory services and job hunting? []
- (g) Placement and work experience planning?: []
- (h) Other: (please specify):

Q28: (a) How would you define a LIS School?:

.....

.....

(b) What are the unique characteristics of a LIS School?:

.....

APPENDIX 4.

SEMI STRUCTURED INTERVIEW SCHEDULE: HE LIS CHIEFS.

INSTITUTION: _____

DATE: _____

NAME: _____

DESIGNATION: _____

Q1: You have recruited 'First Professionals' over the last four years. What is your general impression of the standard of applicant for FP posts in your Library?:

.....
.....
.....

(Probes: large numbers of applicants? Oversupply by LIS Schools?
Good, well constructed CVs and applications? Good interview performances?)

Q2: Do you think there are differences in performance and acceptability in HE Librarianship between Graduates in LIS and Subject Graduates with a PG LIS Qualification?:

YES [] NO [] UNDECIDED []

If 'YES' or 'UNDECIDED' what are the differences, in your opinion?:

.....
.....
.....

Q3: When questioned earlier about qualities you looked for in a 'First Professional' you listed:

1st:

2nd:

3rd:

4th:

What made you choose these qualities over others?:

.....

.....

How are these qualities identified? (e.g. at interview or developed in post with CPD?)

.....

Q4: Which three of the following would you look for as a priority in a 'First Professional' for your Library? Please rank 1st, 2nd and 3rd priority:

- (a) Interest in librarianship.
- (b) High motivation
- (c) IT competence
- (d) Communication skills
- (e) Teamworker
- (f) Intelligence
- (g) Flexibility
- (h) Appropriate academic background
- (i) Awareness of HE Libraries sector
- (j) Maturity
- (k) Eagerness to learn
- (l) Initiative
- (m) Liveliness
- (n) Hard worker

Any others, and further comments?:

Q5a: On MQ7 you replied: YES NO UNDECIDED

What were the factors that led you to this answer?:

- 1:
2:
3:
4:

Q5b: On a scale of 1 to 5 (1 being lowest, 5 being highest) where would you rank the match of the output of the LIS Schools with the needs of the HE Libraries sector of employment?: (Ranking number:

If 'YES' on Q5a go to Q8.

If 'NO' or 'UNDECIDED' go to Q6.

Q6: What do you think can be done to fully match the output of the LIS Schools to the needs of the HE LIS sector?:

Further comments?:

Q7: In your answer to MQ7 you thought the shortfall was due to :

What factors made you reach that conclusion? :

What ideas do you have to remedy this situation ? :

Q8: You have indicated a _____ Opinion on the relationships between LIS Schools and the HE Libraries sector (MQ8). What factors contributed to your opinion?:

- 1:
- 2:
- 3:

Further

Comments?.....
.....

Q9: Are you satisfied with your current involvement with a LIS School?:

YES [] NO [] UNDECIDED []

Further comments:

Q10: In your opinion what would be the ideal relationship between HE librarianship practitioners and the LIS Schools?:

Q11a: Do you think that HE librarians have ignored the LIS Schools generally?:

Q11b: What are your opinions about the calibre of LIS School staff generally?:

Q11c: Where should the LIS Schools recruit their staff from?:

Q11d: Do you think you should be consulted by the LIS Schools, particularly on curriculum planning and delivery, marketing and student recruitment?:

Q11e: Do you think that the geographical distribution of the LIS Schools in England and Wales is a factor affecting your relationship with those Schools?:

Q12: You have indicated a preference for a 'GENERALIST' / 'SPECIALIST' in your reply to MQ 10. What factors influenced your answer?:

1:.....
.....

2:.....
.....

3:

Any further comments?

Q13: You attach a HIGH / MEDIUM / LOW degree of importance to 'Work experience' or 'Placement' during initial professional education at LIS School. (MQ 12):

(A) What factors contributed to your answer?:

.....
.....

(B) What are your opinions regarding 'Work experience' and 'Placement' schemes during initial professional education?:

.....
.....
.....

(Probes: Length. Efficacy. Logistics. Benefits to hosts. Value to recipient. Other ways of imparting 'Work Experience?')

Q14: You indicated in your response to MQ 11 (about curricula for intending HE librarians) the following choices. What was the thinking behind your choice in each case?:

HIGH MODERATE LOW Discuss

(A) A basic foreign

language ability. H M L

(B) IT Knowledge

and skills. H M L

(C) Writing and editing skills. H M L

(D) Basic research skills. H M L

(E) Basic educational theory. H M L

(F) Basic teaching skills. H M L

(G) Interpersonal communication skills. H M L

(H) Basic management theory. H M L

(I) Basic management skills. H M L

(J) Some financial management skills. H M L

(K) Marketing/PR skills. H M L

Further comments:.....
.....

NB: SPEED UP HERE !

Q15: (If appropriate, see MQ 15). You provide a 'Special CPD' programme for your 'First Professionals'.

How did you arrive at the content of the programme?:

.....
.....

How is it delivered?

.....
.....

How is the programme's success measured?:

.....

Q16: You think that CPD should be MANDATORY / NOT MANDATORY (see MQ 16) for your 'First Professionals'.

What are your reasons for this reply?:

.....
.....

What are your views on CPD for all your professional LIS staff?:

.....
.....

(Probes: Sanctions? Costs? Availability of appropriate CPD? Benefits of CPD to the LIS Unit? Disadvantages? Links with professionalism?)

Q17: You have ranked CPD for FPs as being:

FIRSTLY: REMEDIAL / ADDITIONAL / DEVELOPMENTAL.

SECONDLY: REMEDIAL / ADDITIONAL / DEVELOPMENTAL

THIRDLY: REMEDIAL / ADDITIONAL / DEVELOPMENTAL.

What factors contributed to your ranking decisions?:

1.

2.

3.

(Probes: Could 'Remedial' be seen as critical of extant LIS curricula? Are there any other main functions of CPD apart from the three mentioned above?)

Q18: What importance do you attach to CPD for: *predicted changes in Education and LIS*

	VERY IMPORTANT	IMPORTANT	LESS IMPORTANT	UNIMPORTANT
(a) FPs.	[]	[]	[]	[]
(b) All professional LIS Staff.	[]	[]	[]	[]

Q19: You thought it was of HIGH / MODERATE / LOW importance for LIS Schools to be active in providing CPD for the HE LIS sector (MQ 18):

What reasons led you to this conclusion?:

- 1.....
- 2
- 3

Further comments?

.....

Q20: You list (MQ19) the four most important providers of CPD to the HE Libraries sector as :

- 1st:
- 2nd
- 3rd
- 4th

Why are these the most important CPD providers, in your opinion?:

.....

.....

.....

(Probes: how are they better than other providers? e.g. 'Value for Money'; relevance, teaching/learning methods used; 'tailormaking' to client, location, use of LIS practitioners; flexibility, costs, up to dateness).

Q21: You ranked in importance (MQ 20) BLR&DD identified changes in Education and LIS work as follows below. What were your thoughts behind each grading?

	HIGH	MODERATE	LOW	<u>Discussion</u>
(a) Higher customer expectations of LIS.	H	M	L	.....
(b) Creation of multimedia CBL environments.	H	M	L	.....
(c) Growth of interactive & independent learning.	H	M	L	.....
(d) Fewer 'traditional' information posts.	H	M	L	.....
(e) Issues of 'Total Quality management/PIs'.	H	M	L	.....
(f) Growing importance of distance learning.	H	M	L	.....
(g) Ageing LIS workforce.	H	M	L	.....
(h) Issues of 'fee or free' access to information.	H	M	L	.....
(i) Copyright problems in IT and new media.	H	M	L	.....
(j) Influx of LIS personnel from the EC.	H	M	L	.....

What - in your opinion - is the single issue from the above List that overrides all others, and why?

.....

.....

Q22: Your view of the major changes underway in HE LIS work (MQ 21) was:

- 1:
- 2:
- 3:
- 4:
- 5:

Do you think that these changes are reflected in current LIS School curricula?:

YES [] NO [] UNDECIDED []

Comments?

.....

.....

.....

.....

(Probes: should they be included in LIS School curricula? Or would CPD suffice? What problems might there be in covering these topics in LIS Schools? Are they equipped to deal well with these topics? Credibility/ up to dateness of teaching staff. Technology available? Identifying and understanding the changes in the context of HE. A larger question: should the Schools concentrate only upon production of Initial or Pre-Service librarians and leave In-Service and CPD provision to market forces on the outside?).

NB: IMPORTANT!

Q23: You consider the English and Welsh LIS Schools to have a:
HIGH / MODERATE / LOW responsiveness to the changing needs of the HE LIS
sector (MQ 22).

What are the factors behind your conclusion?:

1.

2.

3.

Further comments?

.....

.....

(Probes: Is responsiveness affected by the degree of contact and relationship between
the HE LIS sector and the LIS Schools? How can LIS teachers keep up to date
and understand developments in the HE LIS sector? How can 'needs' be
identified by the LIS Schools? How can HE librarians help the LIS Schools to
be responsive to changing needs in their sector?)

Q24: Has the Library Association (and to a lesser extent, the IIS) a role to play in helping
the LIS Schools understand the needs of the HE LIS sector - and vice versa?

YES [] NO [] UNDECIDED []

If 'YES' what should that role be?

.....
.....

Q25: Lastly, do you encourage your FPs to join:

(a) The Library Association?: YES [] NO []

(b) The IIS?: YES [] NO []

If 'YES' what do you expect them to obtain from being a member?:

.....

APPENDIX 5.

PRE -LIS: Semi Structured Questionnaire.

Date:

NAME:

LIS:

DEGREE:

DATE OF GRADN:

1: How did you come to enter LIS work? :

.....

.....

2: What do you see as the attractions of LIS work?:

.....

.....

3: What do you see as the disadvantages of LIS work?:

.....

.....

4: Which sector of LIS work do you think you will enter on leaving LIS School?:

.....

5: How would you rank employment in the HE LIS sector?:

Very Desirable	Fairly Desirable	Desirable	Less Desirable	Undesirable
[]	[]	[]	[]	[]

6: Have you been offered a place by a LIS School yet?: YES [] NO []

If YES, which School?:

.....

If NO, go to Q9.

7: What are your observations on your interview at LIS School?:

.....

.....

.....

.....

8: What criteria did you use in selecting which LIS School to attend?:... .

.....

.....

9: What are your views on the publicity and marketing of the LIS Courses you considered?:

.....

.....

.....

.....

.....

10: What 'image' or impression did you gain of the LIS profession from reading the literature issued by the LIS Schools?:

.....
.....
.....
.....

11: What 'qualities' do you think the HE LIS Chiefs are looking for when appointing to "First Professional" posts?;

.....
.....
.....
.....
.....

12: Do you think HE LIS Chiefs prefer to recruit 'First Professionals' from:

(a) the PG LIS output of the LIS Schools?: []

(b) the Graduate in LIS (e.g. B.Lib) output?: []

(c) No preference?: []

Reasons for your answer:

.....
.....
.....

13: Do you think HE LIS Chiefs prefer a particular LIS School's product when appointing "First Professionals"?: YES [] NO []

If YES, which School and why?

.....

.....
.....

14: Do you think HE LIS Chiefs prefer a "First Professional" to have followed a "Generalist" or a "Specialist" curriculum at LIS School?: ...

GENERALIST [] SPECIALIST []

Why do you think this is so?:

.....
.....
.....

15: What do you think you will gain from attending LIS School?:

.....
.....
.....
.....

16: What do you regard as the 'core curriculum' of professional LIS work?:

.....
.....
.....
.....

17: What do you think will be the role and function of 'practicum' (i.e. work experience, placement and visits) during your future LIS course?:

.....
.....
.....
.....

18: How would you rank the importance of 'practicum'?:

HIGH
IMPORTANCE

MEDIUM
IMPORTANCE

LOW
IMPORTANCE

[]

[]

[]

19: What are your views about CPD (Continuing Professional Development)?:

.....
.....

.....
.....

20: What importance ranking would you give to the following components of a curriculum for intending HE LIS librarians?:

	HIGH	MEDIUM	LOW
(a) A basic foreign language ability:	[]	[]	[]
(b) IT knowledge and skills:	[]	[]	[]
(c) Writing and Editing skills:	[]	[]	[]
(d) Research skills:	[]	[]	[]
(e) Basic educational theory:	[]	[]	[]
(f) Basic teaching skills:	[]	[]	[]
(g) Interpersonal communication skills:	[]	[]	[]
(h) Basic management theory:	[]	[]	[]
(i) Basic management skills:	[]	[]	[]
(j) Some financial management skills:	[]	[]	[]
(k) Marketing and PR skills:	[]	[]	[]

21: The BLRD&D Report "Information UK 2000" projected the following major changes impacting upon LIS work generally. What importance ranking would you allocate to each of them?:

	HIGH	MEDIUM	LOW
(a) Higher consumer expectations of LIS:	[]	[]	[]
(b) Creation of multi-media CBL environments:	[]	[]	[]
(c) Growth of interactive, independent learning:	[]	[]	[]
(d) Fewer 'traditional' information posts:	[]	[]	[]
(e) Issues of TQM/Performance Indicators:	[]	[]	[]
(f) Growing importance of distance learning:	[]	[]	[]
(g) Ageing LIS workforce (over 50% aged 40+ by AD 2000):	[]	[]	[]
(h) Issues of 'fee or free' access to information:	[]	[]	[]
(i) Copyright problems in new media and IT:	[]	[]	[]
(j) Influx of LIS personnel from the EC:	[]	[]	[]

Any comments?

.....
.....

22: The following are alleged major changes impinging upon HE LIS work today. Do you agree or disagree with each item?:

	AGREE	DISAGREE
(a) Rapid growth of student numbers:	[]	[]
(b) Impact of IT and electronic information sources:	[]	[]
(c) Shift to independent learning:	[]	[]
(d) "Quality" and accountability/resource issues:	[]	[]

Further comments?:

.....
.....
.....

23: What do you think is the 'image' of the LIS profession held by the outside world?:

.....
.....
.....
.....

24: Do you think librarianship is a profession?: YES [] NO []

Reasons for your answer:

.....
.....
.....

25: What are your views on the role and function of:

(a) The Library Association?:

.....
.....
.....
.....
.....

(b) The Institute of Information Scientists:

.....
.....

APPENDIX 6.

FIRST PROFESSIONALS: Semi Structured Questionnaire. Date:

NAME:

LIS:

DEGREE:

DATE OF GRADN:

1: Do you think that HE LIS Chiefs prefer to recruit "First Professionals" from:

(a) Postgraduates in LIS?: []

(b) Graduates in LIS? : []

(c) No preference ? : []

Reasons for your reply?:

2: Do you think HE LIS Chiefs have a preference for a particular LIS School's product?:

YES: []

NO: []

If ' YES', which School ?

Why?:

3: Do you think that HE LIS Chiefs prefer a 'First Professional' to have followed a "generalist" or a "specialist" curriculum at LIS School?:Generalist: : []

Specialist: []

Why do you think this?:

.....
.....
.....

4: What is your general opinion of the calibre of entrants to LIS Schools?:

.....
.....
.....
.....

5: What criteria did you use in your selection of which LIS School to attend?:

.....
.....
.....
.....

6: What 'qualities' do you think HE LIS Chiefs are looking for when appointing 'First Professionals'?:

.....
.....
.....
.....

7: How were you made aware of opportunities for a professional career in the HE LIS work sector?:

.....
.....

8: What involvement did your LIS School have with the HE LIS sector?:

.....
.....
.....

9: What was your general impression of the HE LIS sector of work:

(a) Before you attended LIS School?:

.....
.....
.....

(b) On completion of your LIS course?:

.....
.....
.....

10: What do you think you have gained from attending LIS School?:

.....
.....
.....

11: What observations have you on the assessment methods used during your LIS course?:

.....
.....
.....
.....

12: What do you regard as the "core curriculum" of professional LIS work?:

.....
.....

13: What importance ranking would you give to the following components of a curriculum for intending HE LIS librarians?:

	HIGH	MEDIUM	LOW
(a) A basic foreign language:	[]	[]	[]
(b) IT knowledge and skills:	[]	[]	[]
(c) Writing and Editing skills:	[]	[]	[]
(d) Research skills:	[]	[]	[]
(e) Basic educational theory:	[]	[]	[]
(f) Basic teaching skills:	[]	[]	[]
(g) Interpersonal communication skills:	[]	[]	[]
(h) Basic management theory:	[]	[]	[]
(i) Basic management skills:	[]	[]	[]
(j) Some financial management skills:	[]	[]	[]
(k) Marketing and PR skills:	[]	[]	[]

14: What comments have you on the role and function of 'practicum' (i.e. work experience, placement and visits) during your LIS course?:

.....
.....
.....

15: How would you rank the importance of 'practicum'?:

HIGH [] MEDIUM [] LOW []

16: (a) What are your views about CPD (Continuing Professional Development)?:

.....
.....

.....
.....

(b) Who should provide CPD?:

.....
.....
.....

(c) Should CPD be mandatory or voluntary?:

.....

(d) What ranking (i.e. 1st, 2nd or 3rd) would you give to the following main functions of CPD for "First Professionals"?:

- ADDITIONAL: []
- DEVELOPMENTAL: []
- REMEDIAL: []

17: The BLR&DD Report "Information UK 2000" projected the following major changes impacting upon LIS work generally. What importance ranking would you allocate to each of them?:

	HIGH	MEDIUM	LOW
(a) Higher consumer expectations of LIS:	[]	[]	[]
(b) Creation of multi-media CBL environments:	[]	[]	[]
(c) Growth of interactive, independent learning :	[]	[]	[]
(d) Fewer 'traditional' information posts:	[]	[]	[]
(e) Issues of TQM/Performance Indicators:	[]	[]	[]
(f) Growing importance of distance learning:	[]	[]	[]
(g) Ageing LIS workforce.(Over 50% aged 40+ at AD 2000):	[]	[]	[]
(h) Issues of 'fee or free' access to Information:	[]	[]	[]
(i) Copyright problems in new media and IT:	[]	[]	[]
(j) Influx of LIS personnel from the EC:	[]	[]	[]

Any comments?:

.....
.....
.....
.....
.....
.....

18: The following are alleged major changes impinging upon HE LIS work today.
Do you agree or disagree with each item?:

	AGREE	DISAGREE
(a) Rapid growth of student numbers:	[]	[]
(b) Impact of IT and electronic information sources	[]	[]
(c) Shift to independent learning:	[]	[]
(d) "Quality" and accountability/resource issues:	[]	[]

Further comments?:

.....
.....
.....

19: What do you think is the 'image' of the LIS profession held by the outside world?:

.....
.....
.....
.....

20: Do you think librarianship is a profession?: YES [] NO []

Reasons for your answer?:

.....

.....

.....

.....

.....

21: What are your views on the role and function of:

(a) The Library Association? :

.....

.....

.....

.....

.....

.....

(b) The Institute of Information Scientists? :

.....

.....

.....

APPENDIX 7

Institutions and personnel consulted.

Aberdeen, Robert Gordon's University: School of Librarianship and Information Studies:

Mr. I. Johnson (Head of School)

Anglia Polytechnic University: Prof. C. Harrison (Pro Vice Chancellor).

Aston University: Library and Information Services :

Mrs. Sheila Corrall (Director of LIS).

Mr. J. Hadlow (Head of Library Services.

Dr. N. Smith (Head of Information Services).

British Association for Information and Library Education and Research (BAILER).

Bath University: Mr. K. Jones (Deputy Librarian).

Birmingham, Selly Oak College: Miss M. Nielsen (Librarian).

Birmingham, Westhill College of HE: Mr. G. Harris (Chief Librarian).

Birmingham, University of Central England: School of Information Studies:

Prof. J. Elkin (Head of School)

British Library Research and Development Department (BLR&DD):

Mr. J. Burchell (Assistant Director)

British Library Information Sciences Service (BLISS).

Canterbury, Christ Church College of HE: Dr. A. Conyers (Chief Librarian).

Council of Polytechnic Librarians (COPOL).

The Library Association: Mr. R.G. Bowden (Deputy Chief Executive)

Loughborough University: Department of Information and Library Studies:
Prof. J. Feather (Head of Department)

Standing Conference of National and University Libraries (SCONUL)

Staffordshire University: Mr. K. Ellard (University Librarian).

APPENDIX 8.

LIST OF INSTITUTIONS VISITED

- ABERYSTWYTH: University College, Wales: Library
 “ “ “ : LIS School
- BATH College of HE: Library
- BIRMINGHAM University : Library
 Aston University: Library
 University of Central England: LIS School
 Newman and Westhill College of HE: Library
- BOGNOR REGIS: West Sussex Institute of HE: Library
- BRIGHTON University: Library
 “ : LIS School
- BRISTOL :University of the West of England, Bristol: Library
- CAERLEON: Gwent College of HE: Library
- CANTERBURY: Christ Church College of HE: Library
 University of Kent: Library
- COVENTRY University: Library
 University of Warwick: Library
- DONCASTER Metropolitan College of HE: Library
- DURHAM University: Library
- LEEDS Metropolitan University: Library
 “ “ : LIS School
- LEICESTER University: Library
 De Montfort University: Library

LIVERPOOL John Moores University: Library
 " " " : LIS School

LONDON: University College, London : Library
 " " " : LIS School

Thames Valley University : Library
 " " " : LIS School

City University: Library
 " " : LIS School

University of North London: Library
 " " " " : LIS School

LOUGHBOROUGH University: Library
 " : LIS School

MANCHESTER Metropolitan University: Library
 " " LIS School

NEWCASTLE University: Library
 University of Northumbria: Library
 " " : LIS School

PONTYPRIDD: University of Glamorgan: Library

SHEFFIELD University: LIS School
 Hallam University: Library

SUNDERLAND University: Library

WOLVERHAMPTON University: Library

APPENDIX 9: TABLES OF DATA.

NOTE: In the Tables displayed in this appendix, where differences between Chiefs and Heads were statistically significant (using a Chi Square Test) this is indicated at the bottom of the relevant Table, showing the level of confidence, e.g. * = $p < 0.05$; ** = $p < 0.01$; *** = $p < 0.001$. The number of responses is indicated in brackets.

TABLE 1: CHIEFS' PREFERENCES ON THE RECRUITMENT OF 'FIRST PROFESSIONALS', AND HEADS' PERCEPTIONS OF THOSE PREFERENCES.

	CHIEFS %	HEADS %
NO PREFERENCE:	53	33
PG LIS QUALIFICATION:	44	58
FIRST DEGREE IN LIS:	3	9
	(n=95)	(n=13)

TABLE 2: CHIEFS' PREFERENCES FOR PARTICULAR LIS SCHOOLS' PRODUCTS, AND HEADS' PERCEPTIONS OF THOSE PREFERENCES.

	CHIEFS %	HEADS %
NO PREFERENCE:	85	33
AN EXPRESSED PREFERENCE:	6	42
UNDECIDED:	9	25
	*** (n=103)	(n=13)

TABLE 3: PERCEPTIONS OF THE LIS SCHOOLS' RESPONSIVENESS TO HE LIS NEEDS:

	CHIEFS %	HEADS %
HIGH RESPONSIVENESS:	4	50
MODERATE RESPONSIVENESS:	72	33
LOW RESPONSIVENESS:	24	17
	*** (n=82)	(n=12)

TABLE 4: DO THE LIS SCHOOLS MATCH THE RECRUITMENT NEEDS OF THE HE LIS SECTOR?:

	CHIEFS %	HEADS %
YES:	21	42
NO:	30	25
UNDECIDED:	49	33
	(n=99)	(n=13)

TABLE 5: PERCEPTIONS OF THE WORKING RELATIONSHIPS BETWEEN THE LIS SCHOOLS AND THE HE LIS SECTOR IN ENGLAND AND WALES:

	CHIEFS %	HEADS %
GOOD:	30	27
ADEQUATE:	37	64
POOR:	33	9
	(n=90)	(n=11)

TABLE 6: CHIEFS' PREFERENCES ON A 'GENERALIST' VERSUS A 'SPECIALIST' CURRICULUM FOR A 'FIRST PROFESSIONAL' ENTERING HE LIS WORK, AND HEADS' PERCEPTIONS OF THOSE PREFERENCES.

	CHIEFS %	HEADS %
GENERALIST:	87	83
SPECIALIST:	5	0
UNDECIDED:	8	17
	(n=102)	(n=12)

TABLES 7a TO 7j: IMPORTANCE RANKINGS OF CURRICULUM COMPONENTS FOR INTENDING HE LIS LIBRARIANS.

TABLE 7a: PERCEPTIONS OF THE IMPORTANCE OF A BASIC FOREIGN LANGUAGE ABILITY:

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	21	58
MODERATE IMPORTANCE:	61	33
LOW IMPORTANCE:	18	9
	* (n=102)	(n=12)

TABLE 7b: PERCEPTIONS OF THE IMPORTANCE OF IT KNOWLEDGE AND SKILLS:

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	90	92
MODERATE IMPORTANCE:	10	8
LOW IMPORTANCE:	0	0
	(n=103)	(n=12)

TABLE 7c: PERCEPTIONS OF THE IMPORTANCE OF WRITING AND EDITING SKILLS.

	CHIEFS%	HEADS %
HIGH IMPORTANCE:	53	83
MODERATE IMPORTANCE:	42	17
LOW IMPORTANCE:	5	0
	(n=103)	(n=12)

TABLE 7d: PERCEPTIONS OF THE IMPORTANCE OF RESEARCH SKILLS.

	CHIEFS%	HEADS %
HIGH IMPORTANCE:	71	75
MODERATE IMPORTANCE:	28	25
LOW IMPORTANCE:	1	0
	(n=103)	(n=12)

TABLE 7e: PERCEPTIONS OF THE IMPORTANCE OF BASIC EDUCATIONAL THEORY.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	14	8
MODERATE IMPORTANCE:	38	42
LOW IMPORTANCE:	48	50
	(n=103)	(n=12)

TABLE 7f: PERCEPTIONS OF THE IMPORTANCE OF BASIC TEACHING SKILLS.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	31	17
MODERATE IMPORTANCE:	52	66
LOW IMPORTANCE:	17	17
	(n=103)	(n=12)

TABLE 7g: PERCEPTIONS OF THE IMPORTANCE OF INTERPERSONAL COMMUNICATIONS SKILLS.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	92	92
MODERATE IMPORTANCE:	8	8
LOW IMPORTANCE:	0	0
	(n=103)	(n=13)

TABLE 7h: PERCEPTIONS OF THE IMPORTANCE OF BASIC MANAGEMENT THEORY.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	29	50
MODERATE IMPORTANCE:	52	50
LOW IMPORTANCE:	19	0
	(n=103)	(n=13)

TABLE 7i: PERCEPTIONS OF THE IMPORTANCE OF SOME FINANCIAL MANAGEMENT SKILLS.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	20	42
MODERATE IMPORTANCE:	63	58
LOW IMPORTANCE:	17	0
	(n=103)	(n=12)

TABLE 7j: PERCEPTIONS OF THE IMPORTANCE OF MARKETING AND PR SKILLS.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	22	42
MODERATE IMPORTANCE:	63	58
LOW IMPORTANCE:	15	0
	(n=103)	(n=12)

TABLE 8: PERCEPTIONS OF THE IMPORTANCE ATTACHED TO 'PRACTICUM'.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	66	75
MODERATE IMPORTANCE:	27	17
LOW IMPORTANCE:	7	8
	(n=92)	(n=12)

TABLE 9: RANKING OF MAIN FUNCTIONS OF CPD FOR 'FIRST PROFESSIONALS'.

	CHIEFS	HEADS
'ADDITIONAL' ROLE:	1st	2nd
'DEVELOPMENTAL' ROLE:	2nd	1st
'REMEDIAL' ROLE:	3rd	3rd
	(n=92)	(n=12)

TABLES 10a TO 10j: PERCEPTIONS OF THE IMPORTANCE OF INFORMATION UK 2000' PROJECTED CHANGES.

TABLE 10a: HIGHER CUSTOMER EXPECTATIONS OF LIS:

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	83	58
MODERATE IMPORTANCE:	16	34
LOW IMPORTANCE:	1	8
	* (n=103)	(n=12)

TABLE 10b: PERCEPTIONS OF THE IMPORTANCE OF THE CREATION OF MULTI-MEDIA CBL ENVIRONMENTS.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	65	42
MODERATE IMPORTANCE:	30	58
LOW IMPORTANCE:	5	0
	(n=103)	(n=12)

TABLE 10c: PERCEPTIONS OF THE IMPORTANCE OF THE GROWTH OF INTERACTIVE AND INDEPENDENT LEARNING STYLES.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	78	50
MODERATE IMPORTANCE:	20	33
LOW IMPORTANCE:	2	17
	** (n=103)	(n=12)

TABLE 10d: PERCEPTIONS OF THE IMPORTANCE OF FEWER 'TRADITIONAL' INFORMATION POSTS.

	CHIEFS %	HEADS%
HIGH IMPORTANCE:	28	33
MODERATE IMPORTANCE:	53	50
LOW IMPORTANCE:	19	17
	(n=99)	(n=12)

TABLE 10e: PERCEPTIONS OF THE IMPORTANCE OF ISSUES OF 'TOTAL QUALITY MANAGEMENT' AND 'PERFORMANCE INDICATORS'.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	61	58
MODERATE IMPORTANCE:	37	33
LOW IMPORTANCE:	2	9
	(n=103)	(n=12)

TABLE 10f: PERCEPTIONS OF THE GROWING IMPORTANCE OF DISTANCE LEARNING METHODS.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	32	50
MODERATE IMPORTANCE:	55	50
LOW IMPORTANCE:	13	0
	(n=103)	(n=12)

TABLE 10g: PERCEPTIONS ON THE ISSUE OF AN AGEING LIS WORKFORCE.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	23	25
MODERATE IMPORTANCE:	47	58
LOW IMPORTANCE:	30	17
	(n=103)	(n=12)

TABLE 10h: PERCEPTIONS OF THE IMPORTANCE OF ISSUES OF 'FEE OR FREE' ACCESS TO INFORMATION.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	30	58
MODERATE IMPORTANCE:	49	42
LOW IMPORTANCE:	21	0
	(n=103)	(n=12)

TABLE 10i: PERCEPTIONS OF THE ISSUE OF COPYRIGHT PROBLEMS IN THE NEW MEDIA AND IT.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	34	58
MODERATE IMPORTANCE:	45	42
LOW IMPORTANCE:	21	0
	(n=102)	(n=12)

TABLE 10j: PERCEPTIONS OF THE IMPORTANCE OF THE ISSUE CONCERNING THE INFLUX OF LIS PERSONNEL FROM THE EC.

	CHIEFS %	HEADS %
HIGH IMPORTANCE:	1	8
MODERATE IMPORTANCE:	38	42
LOW IMPORTANCE:	61	50
	(n=102)	(n=12)

TABLES 11 a TO 11d: ARE THE FOLLOWING MAJOR CHANGES IMPINGING UPON THE LIS WORK?

TABLE 11a: THE RAPID GROWTH IN STUDENT NUMBERS?:

	CHIEFS %	HEADS %
AGREEMENT:	73	100
	(n=44)	(n=5)

TABLE 11b: THE IMPACT OF IT AND ELECTRONIC INFORMATION SERVICES?:

	CHIEFS %	HEADS %
AGREEMENT:	88	100
	(n=67)	(n=8)

TABLE 11c: THE SHIFT TO INDEPENDENT LEARNING?:

	CHIEFS %	HEADS %
AGREEMENT:	74	6
	(n=52)	(n=3)

TABLE 11d: THE IMPACT OF 'QUALITY' AND ACCOUNTABILITY/RESOURCE LIMITS?:

	CHIEFS %	HEADS %
AGREEMENT:	87	100
	(n=67)	(n=8)

TABLE 12: INVOLVEMENT OF CHIEFS IN THE WORK OF THE 13 ENGLISH AND WELSH LIS SCHOOLS.

	NUMBER OF SCHOOLS USING CHIEFS AS:
GUEST SPEAKERS:	9
WORK EXPERIENCE PROVIDERS:	10
HOSTS FOR VISITS:	9
EXTERNAL EXAMINERS AND ASSESSORS:	10
EXTERNAL INTERVIEWERS:	2
PART - TIME LECTURERS:	4