

EXTERNAL STUDIES
in
LIBRARY and INFORMATION SCIENCE

edited by
Edward R. Reid-Smith

PC
020.711
REI

OFFICE OF
RESEARCH IN LIBRARIANSHIP

1980

Subs
Raw

5/2001

Acc. No. 156896
 Acc. by
 Class. by 64/86
 Heading
 19/10
 by A. Nagrum
 18.10.89

National Library of Australia Cataloguing in Publication Data:
 External Studies in library and information science.

includes bibliographical references.
 ISBN 0 949866 00 8

1. Library education - Addresses, essays, lectures.
 2. University extension - Addresses, essays, lectures.
 3. Correspondence schools and courses - Addresses, essays, lectures.
- I. Reid-Smith, Edward Reid, 1929-, ed. II. Office of Research in Librarianship.

020'.7'11

PC
 020.711
 REI

Published by Office of Research in Librarianship
 P.O. Box 744, Wagga Wagga, N.S.W. 2650

- © The copyright of this publication is vested in the publisher, 1980.
- © The copyright of individual contributions is vested in their respective authors, 1980.

The views expressed in this publication are those of the individual authors as professional people. They are not necessarily those of particular colleges or universities, nor should they be taken as implying that the institutions are bound in any way.

To Joy Sheehan

whose work as a tutor to librarians studying for the L.A.A. Registration Examinations by post has made an important contribution to the development of librarianship in Australia

- 4 -

CONTENTS

	<u>PAGE</u>
Foreword by Peter Smith	5
Map 1: Showing countries from which papers have been contributed.	7
Biographical notes about the authors.	9
Abstracts of papers.	13
Edward Reid-Smith. A survey of some philosophies and practice of external study.	17
<u>PART I. SOME OVERSEAS EXPERIENCE</u>	25
A. Rennie McElroy. Directed Private Study: some applications in further and higher education.	27
S.I. Malan. Education for librarianship by teletuition at Unisa.	37
<u>PART II. THE AUSTRALIAN EXPERIENCE</u>	53
Map 2: Showing location of Australian colleges actively involved in external tuition mentioned in the contributed papers.	55
Joan Brewer. External studies in school librarianship at Adelaide College of Advanced Education, South Australia.	57
Frances Carroll. External studies in librarianship in Western Australia.	63
Kay Frost. School librarians and continuing education: the external mode at the Gippsland Institute of Advanced Education.	73
Digby Hartridge. Isolation and the external student in library science.	87
Elaine Haworth. External study for librarianship: a feasibility study.	93
Roy Lundin and Michael Fong. An innovation in partnership.	111
Edward Reid-Smith. The development of external courses in library and information science at Riverina College.	121
Allan Thomas. Statement of Melbourne State College.	136

FOREWORD

by Peter J. Smith

External studies is the most rapidly growing, in terms of student numbers, segment of post-secondary education throughout the western world. However, external studies tends to have grown up as a set of administrative models and philosophies, and the educational component has lagged badly behind.

In the last few years we have started to see a change to this, with the publication in 1974 of Borje Holmberg's Distance Education: A Short Handbook, and the appearance of the open University's periodical, Teaching at a Distance. The term 'distance education' has become quite widely used, and indicates a concern for the pedagogical issues of external studies. At the local level, it is noteworthy that the Australian and South Pacific External Studies Association is about to commence a new periodical, Distance Education, which is aimed at the publication of research papers on the educational issues involved in distance teaching. Also of interest has been the advent of workshops, run by that Association, that are aimed at specific educational issues for distance educators.

What we must move towards is a theory of distance education, and we must move towards that from the base of experience, anecdotal records, and current educational theory that we now have. It is important, though, that we move towards a theory that is based on current educational theory, and we must avoid looking upon distance education as something that is so unique that we must start from scratch.

The very fact that distance educators in the field of library and information science now feel confident enough to dedicate this book to these issues is promising indeed. It indicates that distance educators are now willing to move beyond the administrative issues and, indeed, beyond the generalities of distance education, to now home in on the teaching at a distance of a particular body of knowledge.

A. Rennie McElroy, in his contribution to this volume, has addressed himself to the applications of directed private study to higher education. It is particularly important that McElroy has made the point that directed private study has a role to play in all educational programmes, and it is towards this philosophy that distance educators must move. What we develop as distance educators, in the fields of theory and practice, must be seen to be of value to the mainstream of educational enterprise, and not

something that is pigeonholed for use only in external study programmes. Malan's paper is important for the same reasons. While Malan has described teletuition, at the University of South Africa, in the context of distance education, it is clear that the principles that he enunciates are applicable to a wide range of educational circumstances, and the advantages that he lists need not be restricted to external students.

Other contributions to this volume highlight the problems associated with teaching library science at a distance but, at the same time, these papers make significant comments about the teaching of library science in any mode. The relationship between face to face teaching and distance teaching is described in some detail by Frost, and there are some interesting and important insights in that paper on the issues of the development of study materials, and on the preparation of staff to teach at a distance.

This theme is extended by Hartridge. Where Frost sees a problem for the teacher who is isolated from his students, Hartridge discusses the problem of the student who is isolated from his lecturers, his fellow students, and all the other resources that it is commonly assumed a tertiary student needs and has access to. In developing distance education methods, it is this isolation that we must attend to. How do we overcome this sort of isolation at reasonable cost? How do we substitute for resources that an isolated student does not have? When we have decided on our substitution methods, what resource implications do these decisions have for all tertiary students, and for all tertiary institutions? It is more than likely that the distance educator can play the role of change agent throughout all of tertiary education, if he can find a satisfactory solution to the isolation problems.

In the light of these comments, the papers by Haworth and by Lundin and Fong, represent important contributions to this volume. They, together with Edward Reid-Smith's own contribution, represent a very detailed discussion of the problems that can be expected, and that have been experienced, in applying what we do know about distance education to the teaching of librarianship.



E.R-S. del.

Map 1

SHOWING COUNTRIES FROM WHICH PAPERS HAVE BEEN CONTRIBUTED

BIOGRAPHICAL NOTES ABOUT THE AUTHORS

JOAN BREWER

B.A., Dip.Ed., A.L.A.A., F.A.C.E.

Joan Brewer has worked as a secondary school teacher, as a lecturer in history at tertiary institutions, and as a librarian in school, special, and academic libraries. She has been in charge of the Department of School Librarianship at Adelaide College of the Arts and Education (until December 1978 the Adelaide College of Advanced Education) since January 1970. Mrs Brewer is a member of the Libraries Board of South Australia and a consultant to that State's Schools Commission. She has a special interest in the history of school libraries and in children's literature, and is currently lecturing in the philosophy and administration of school librarianship.

FRANCES LAVERNE CARROLL

B.Ed., M.A., Ph.D.

Frances Carroll was a teacher of English and Journalism and a librarian in school and college in Kansas (U.S.A.) between 1947 and 1962, when she joined the staff of the library school at the University of Oklahoma. She has also been guest lecturer at library schools in the U.S.A., Iran, and England. Dr Carroll has been Head of Library Studies Department at W.A. Secondary Teachers (now Nedlands) College in Perth, Western Australia, since 1977. She is Chairperson of the Section for School Libraries of IFLA, and a member of the Honorary Advisory Board of contributing consultants of International Library Review.

MICHAEL FONG

Dip.T., T.T.L.C.

Mr Fong is the Education Adviser for School Libraries with the Northern Territory Department of Education. He was a primary school teacher prior to obtaining his Trained Teacher-Librarian's Certificate from Melbourne State College in 1973. Since then he has worked as a teacher-librarian, and has been in his present position since 1977.

MAY EMMA FROST

B.A., Dip.N.Z.L.S., A.N.Z.L.A., A.T.C.L.

Ms Frost has had experience as a teacher and as a teacher-librarian in Canada, New Zealand and the United Kingdom. She has library experience with the New Zealand School Library Service, and in teachers' colleges in New Zealand and the United Kingdom. Under Unesco contracts she has had field service in Tanzania and Jamaica, and a Secretariat posting at Unesco/International Bureau of Education, Geneva. Since 1974 Ms Frost has been Senior Lecturer in Charge of School Librarianship at the Gippsland Institute of Advanced Education in Churchill (eastern Victoria).

DIGBY HARTRIDGE

B.A., Dip.Adult Ed., Dip.Pers.Man., A.L.A., A.L.A.A.

Digby Hartridge was born in Zimbabwe in 1941, and has a B.A. from the University there as well as qualifications in adult education, librarianship, archives management and personnel management. He has worked as an archivist, oral historian and government librarian, and was a lecturer in library science at the Riverina College of Advanced Education between 1975 and December 1978. He has written a number of articles on distance education, and is currently on the staff of the N.S.W. Parliamentary Library.

D. ELAINE HAWORTH

B.A., Dip.Lib., Dip.Ed., A.L.A.A.

Elaine Haworth is a senior lecturer in the Department of Librarianship, Royal Melbourne Institute of Technology, where she is co-ordinator of subjects in the area of information provision. She teaches reference work and subject bibliography of the humanities, together with historical bibliography. She is currently engaged on a research project investigating library services to external students at R.M.I.T.

ROY LUNDIN

B.Ed., M.Ed., A.L.A.A.

Roy Lundin has been Head of the Department of School Librarianship at Kelvin Grove College of Advanced Education since 1976. He has had eleven years' experience as a primary and secondary teacher and principal in Canada before coming to Australia in 1967. He was a teacher and teacher-librarian in New South Wales and Queensland. From 1970-1975 he worked as a Research Fellow on the School Library Research Projects at the University of Queensland and Monash University.

A. RENNIE McELROY

M.A., Dip.Lib., A.L.A., A.I.Inf.Sc.

Rennie McElroy is Depute Librarian of Napier College of Commerce and Technology, Edinburgh (Scotland). He was formerly a lecturer in the Department of Library and Information Resources at Napier College, where he taught courses in the structure and use of the literature to undergraduates in science and technology. He is still involved in education for librarianship at sub-professional level, and has organised a Directed Private Study course for intending professional librarians.

S.I. MALAN

B.A., M.A., H.Dip.Lib., D.Litt., F.S.A.L.A.

Dr Malan majored in Afrikaans and German before studying librarianship, and was awarded his doctorate on presenting a thesis concerned with Afrikaans orthography. He worked in university and special libraries in South Africa before becoming a lecturer in library science in 1956. He returned to university librarianship between 1962 and 1967, at which time he was appointed to his present Chair of Library Science at the University of South Africa. He is a former President of the South African Library Association, and long serving member of its Committee for Education and Research.

EDWARD R. REID-SMITH

B.A., Dip.Adult Ed., M.Ed., F.L.A., A.L.A.A.

Edward Reid-Smith began his career in public libraries in England from 1946, and has also been a librarian in Egypt (with the British Army), Cyprus (with the British Council), and Afghanistan (with Unesco). He was a part-time tutor with the National Extension College, Cambridge (in education and in librarianship) for external students, and a full-time lecturer in librarianship at Manchester Polytechnic. He was appointed Principal Lecturer in library and information science at Riverina College of Advanced Education in 1974. Mr Reid-Smith is a member of the Standing Committee of the Section on Library Schools of IFLA, and of its working group on the Equivalencies of Qualifications. He has edited and published Research in Librarianship since 1965, and has a special interest in adult education. He is currently engaged in research and development of external studies.

PETER J. SMITH

B.Psych (Hons), Grad.Dip.Admin., Dip.Ed., M.Ed.Admin., M.A.P.S.

Peter Smith entered the field of external studies at Riverina College of Advanced Education from a background of teaching and applied research in both industry and tertiary education. He has been Co-ordinator of External Studies since 1977, and prior to that had been Research Officer within the College's Division of External Studies. Currently secretary/treasurer of the Australian and South Pacific External Studies Association, Peter is one of the foundation contributors to its new international journal Distance Education. He has published some dozen papers on distance teaching, and on the possible effects of further expansion of admissions to Australian tertiary education institutions. His current interests lie in the support systems necessary for successful expansions of admission, and in theoretical and practical developments of distance teaching materials. Peter is Director-Designate of the Department of External Studies, Capricornia Institute of Advanced Education, Rockhampton, Queensland.

Digby HARTRIDGE

Isolation and the external student in library science

Off-campus students tend to suffer from their isolation from lecturers and other students. This handicap can be compensated for by the lecturer making a positive effort to establish a personal link with each student, by making full use of residential and field work contacts, by the formation of local study groups and by students forging their own links with local librarians. Geographically isolated students require extra tuition.

(author)

Joan BREWER

External studies in school librarianship at Adelaide College of Advanced Education, South Australia.

The article describes the situation in teaching school librarianship externally in South Australia in 1978. It outlines the methods used, ranging from the use of tape recordings to lecturers' visits to country centres and some compulsory attendance on campus for students. Problems are discussed, particularly difficulties in communication.

(author)

Frances Laverne CARROLL

External studies in librarianship in Western Australia.

Nedlands College co-operates with Mt. Lawley Teachers College in a reciprocal arrangement whereby external students may use appropriate subjects offered by either institution. The Department of Library Studies has the task of providing subjects in library studies to external students, and participates in the annual summer school. In the field of library studies the College offers a fourth-year B.Ed. degree and a three-year Diploma of Teaching (Teacher-Librarianship). An extension programme offers an Associate Diploma in Library Media in Bunbury Advanced Education Centre, Western Australian Institute of Technology. A profile of students in this course is given, the extension facilities are described, and costs and problems of the programme noted.

(E. R-S.)

Kay Emma FROST

School librarians and continuing education: the external mode at the Gippsland Institute of Advanced Education.

The College was established as a regional vocational institution, and courses offered by the School of Education (which includes the Department of School Librarianship) may be taken by both internal and external students. Courses in school librarianship (at B.Ed. and Associate Diploma levels) were first offered in 1975, and require supervised Practicum in a school library and approved fieldwork in addition to coursework and residential schools on-campus. The courses attract mature students who are highly motivated, and the matter of self-paced study is raised. The external mode at Gippsland is described in detail, and the high budgetary and staffing needs are noted. A cell-group structure was adopted in 1975 for students. The needs and training of external lecturing staff are discussed.

(E. R-S.)

D. Elaine HAWORTH

External study for librarianship; a feasibility study.

A feasibility study, undertaken in 1976 by the Department of Librarianship, Royal Melbourne Institute of Technology, is reported. The possibility was investigated of offering the Department's three-year Diploma of Librarianship (already offered by on-campus study) by external study also. It was concluded that feasibility was demonstrated of offering externally all subjects, with the possible exception of one elective; but that a high degree of on-campus attendance would be required. The cost of offering the course externally was estimated.

(author)

Roy LUNDIN and Michael FONG

An innovation in partnership.

The College was requested in 1976 to offer externally the Graduate Diploma in Teacher-Librarianship. This resulted in a formal arrangement in 1978 whereby a pilot project was organised by Kelvin Grove College (in Brisbane) at the Darwin Community College. Part A of the course was offered in Darwin consisting of fourteen weeks of lectures and three weeks of school experience. Five lecturers from Kelvin Grove each spent a week in Darwin, as did three special guest lecturers. Local lecturers in Darwin had prime responsibility for the implementation of the course, though Kelvin Grove materials were largely used. It is envisaged that Darwin would in future offer Part A internally, and that Kelvin Grove would offer Part B externally. The experiment is discussed in some detail.

(E. R-S.)

A. Rennie McELROY

Directed Private Study: some applications in further and higher education.

The essential features of the Directed Private Study (DPS) teaching method are described. Some problems currently facing tertiary education are identified and the possible use of DPS in the solution of these problems is considered. Specific reference is made to the use of DPS in librarianship. It is concluded that DPS is an effective teaching method in tertiary education, and is a considerable force in developing professionalism and maturity in attitudes towards work.

(author)

S.I. MALAN

Education for librarianship by teletuition at Unisa.

The long-established University of South Africa (Unisa) decided in 1945 to continue its existence as an institution catering solely for external students, and in 1955 introduced courses in librarianship by this mode. Courses have been restructured several times, and now exist at several levels up to a doctorate. The new educational philosophy is described in detail; this has resulted in the division of the curriculum into bibliology, information science, readership, and library science. There are some 1,000 external students of librarianship at Unisa; tutorial methods consist of study guides, tutorial letters, correspondence, audio-visual materials, and professional literature. Residential Schools are not held, though in teletuition staff do visit certain cities to meet groups and individuals. Problems in, and advantages of, teletuition are noted.

(E. R-S.)

Edward R. REID-SMITH

A survey of some philosophies and practices of external studies

This paper sketches some aspects of provision of general (i.e., non-librarianship) courses in Britain, America, Canada and Australia. The U.K. model of involvement of professional associations in vocational examination is noted, and the provision of library science courses in Australia lightly touched upon. London University began in 1836 as a purely examining body, and the Open University in 1969 as a teaching and degree-awarding institution. Three models of external degrees (extension, adult and assessment) have been provided in the U.S.A. There are psychological problems in coming to terms with the opportunities of distance education. In Australia the Queensland model employs separate academic staff for internal and distance teaching, whereas in the New England model academic staff teach by both modes and there is a separate administrative division for external studies.

(author)

Edward R. REID-SMITH

The development of external courses in library and information science at Riverina College

Courses in School librarianship were suggested in 1967 by staff at the Wagga Teachers' College, and generalist courses in library science were offered by Riverina College (a regional multi-purpose institution) in 1975. Distance education is not a separate phenomenon but part of the whole educational process. An important function of a college is solving problems which inhibit learning, and the provision of learning materials and experiences is part of this work. The first lecturers transmitted a philosophy of international librarianship, and external students have come from all Australian States and some neighbouring countries. Study is not usually of first importance to external students as families and employment must take priority. Although there has been a lack of adequate resources the development of external study facilities has continued to improve.

(author)

156896

A SURVEY OF SOME PHILOSOPHIES AND PRACTICES OF EXTERNAL STUDIES

By Edward R. Reid-Smith

In July 1978 I invited a number of lecturers in librarianship to contribute papers to a proposed monograph on external studies, with the intention that it would be published prior to a more general colloquium announced to take place in Victoria in December 1978. That colloquium, organised by the Education for Librarianship Section of the Library Association of Australia (L.A.A.), included as key speakers Mrs M. Trask on "External studies in librarianship", and Ted Flowers with Neil Radford on "Accreditation and the L.A.A.". It had occurred to me that the voices which the profession ought also to hear were those of people actually offering external courses, and so the present monograph was conceived as the first of two designed to deal with the topic. As it happens the profession seems not to have been enthusiastic about the seminar as a whole, for it was unfortunately cancelled due to lack of support.

Contrasting with this is the considerable and continuing evidence of widespread interest in the practice of external professional education. There is a heavy demand for places on external courses both worldwide and in Australia, and a whole generation in which universities and colleges of repute have added this mode to their internal facilities. The University of London began in 1836 purely as an examining body, and its degrees have worldwide standing regardless of whether an individual person studies privately or at a college or takes a correspondence course. There is no doubt that this university has exerted a powerful influence also on professional education in Britain and the Commonwealth. The Library Association (L.A.) in London conformed with the norms of professional educational development¹ and in turn the L.A.A. adopted the L.A. precedent in many respects.

One of the norms of British professional education is the progression of stages through which such associations pass, and this has been particularly noticeable in the case of the 19th Century "new" professions such as accountancy, engineering, librarianship, and architecture. Because of a desire to obtain "status" it was usual for the form of incorporation to be legalised not through the usual laws but by petitioning for a Royal Charter. Included in the provisions of such documents of incorporation would normally be a facility for setting examinations leading to various categories of membership of the particular association, but no monopoly of examination in professional subjects was given. Indeed, in the case of accountants in particular several professional associations were founded, and incorporated under different laws.

Some professional associations not only set examinations but provided tuition towards them; often this was on a correspondence basis. The case of The Library Association of the U.K. (founded in 1877 and incorporated by Royal Charter in 1898) has been examined elsewhere² and is typical of such bodies except for its working relationship with the Association of Assistant Librarians. In Australia the Royal Charter was sought very late in the history of professional associations, being granted in 1963 as part of a conscious status-building programme. Although the usual provision for holding examinations was made, the L.A.A. has never itself offered formal tuition however. Indeed, at the time of incorporation of the L.A.A. the possibilities for wider full-time vocationally-oriented tertiary education were imminent in Australia, as they already were in the U.K. (and had existed in the U.S.A. for very many years).

The L.A.A. modelled its examinations structure on that of the U.K., and issued guides to them in the form of syllabuses and book-lists. Tuition was offered by some State Libraries, but those not studying entirely on their own outside the State capital cities enrolled in the correspondence guidance offered by two librarians. These were John Hirst in Sydney and Mrs. Joy Sheehan in Melbourne. Mrs. Sheehan (in 1979) continues to offer such guidance and is now not only the sole means of such help for students attempting the L.A.A. examinations (due to be phased out by 1980) but may be seen as having made an important contribution to professional education over a number of years.

However, the introduction of widespread vocationally-oriented tertiary education through the establishment of colleges of advanced education in the late 1960's and early 1970's in Australia, similar to the polytechnics established in the mid-1960's in Britain, gave an opportunity for the profession to move away from the L.A.A.'s examinations. On the whole the universities in Australia have not espoused librarianship, and only Monash University currently follows the lead of the University of New South Wales. Indeed, the two universities illustrate the present difficulties in creating an Australian identity. The University of New South Wales followed the British pattern of offering a graduate diploma as a first qualification (later offering master's degrees), whilst Monash University under its foundation professor, Jean Whyte, instituted a new approach by offering a research master's degree to persons with a "recognised" qualification in librarianship. The University of Adelaide also briefly offered a graduate diploma on the British pattern, but the department was phased out only a matter of weeks after its course was "recognised" by the L.A.A.

Professor Jean Whyte's welcome innovation at Monash University did not, however, then also follow the North American pattern of offering a two-year taught master's degree as a first professional qualification. Although part-time students at Monash are somewhat scattered geographically, they must be within a reasonable travelling distance of the University. The same may be said of the University of New South Wales. This has the effect of restricting access to these library schools in a country where distances are very large, although it is also true that Australia's population tends to be concentrated in the capital cities on the coastal strip.

We may ask how it arose that a few key figures in the L.A.A. have given that Association the reputation for being opposed to external studies,³

when so many of the members are in favour. This is particularly strange perhaps at a time when modern librarianship is multi-media, offering the possibility of multi-media study facilities in librarianship which make the traditional concept of sitting at the feet of the master less literal. Books themselves, of course, lessen the need for physical proximity of "lecturer" and "student". It is difficult to justify libraries providing study materials to students of other subjects, but at the same time to maintain that librarianship could not be taught externally.

The reluctance to accept external study as a valid mode cannot, it seems, have been based on purely educational factors without saying that either (a) librarianship is different, or (b) the existing provision of external study facilities is ineffective. In the former case, the argument of uniqueness has been put forward at various times for other professions also.⁴ An appropriate response seems to be that it is precisely to overcome problems that study of a subject may better be made through an educational institution than purely privately. A major task of the educational institution then becomes problem-solving on behalf of the student. In the latter case (of saying that existing provision is ineffective), this would condemn such respected academic institutions as London University including its Commerce Degree Bureau; the Eotvos Lorand University in Budapest and many other universities in Socialist countries; the Universities of New England and of Queensland in Australia; the University of South Africa; the University of New Delhi; the Open University in Britain; and Columbia University and others in the U.S.A.

During the past hundred years or more, there have been many models of external study for qualifications. We have already mentioned the 1836 London University pattern of acting as an examining body in order to validate academic awards. Allied to this concept are the functions of the C.N.A.A. (Council for National Academic Awards) in Britain, which is legally empowered to validate degrees offered by non-university tertiary institutions in the U.K. In Australia, the degrees and diplomas of Colleges of Advanced Education must first be approved by the appropriate State education body before being forwarded to the national Tertiary Education Commission for accreditation and funding. If so accredited, the award will be registered with the legally-established Australian Council for Awards in Advanced Education. The modes of study (internal and/or external) are also approved. In both Britain and Australia the actual assessment of students is carried out by the individual Colleges, and the C.N.A.A. and A.C.A.A.E. act as legal validating bodies.

At its inception the University of London was nothing more than a governmental examining board which conferred degrees. Candidates had to produce certificates showing that they had followed a course of instruction at an approved institution (from 1849 anywhere in the British Empire) before admission to the examinations. In 1858 this requirement was dropped and matriculated students were admitted to examinations whenever they paid the appropriate fee. Despite the introduction of internal tuition in 1900, the twin features of examination of external students and the fostering of university colleges throughout Britain and the former Empire have remained unique achievements.⁵ The resulting multiplicity of profit-making "correspondence colleges" indicates the educational needs of a changing society in the nineteenth and twentieth centuries in the English-speaking world.

In Britain, the National Extension College (N.E.C.) was set up in the 1960's as a non-profit educational body whose purpose was principally to offer tuition towards the awards of London University (a common service by "correspondence colleges") and certain other examinations. In the early 1970's came an experimental break with its initial limitations, when tuition was offered towards the Library Association's registration examination. A second experiment was to allow an overseas librarian (in Switzerland) to enrol. The author acted as the first tutor for this student, who subsequently gained high marks in the examination. Apart from this flirtation with librarianship (although in the late 1960's the N.E.C. had asked the author to act as tutor in bibliographical studies for the London University B.A. degree), the College is worthy of special mention for three basic features:

- (a) Tuition is personal between tutor and student; no formal correspondence course is sent out as the tutor acts as guide.
- (b) The tutor is allowed only a handful of students (preferably within easy travelling distance) to ensure that guidance is personal.
- (c) The student works at his/her own pace allowing for domestic and personal factors, and applies for admission to London University (or other) examinations only when ready.

In Britain, actual tuition for the examinations of professional bodies has been traditionally offered mainly by "correspondence colleges". That the universities have not entered largely into this has been due to the general élitist concept of higher education; until recent years the number of universities has been small. Only a small percentage of school children entered the universities until a system of students' grants ("wages") was instituted, and indeed until the school-leaving age was legally raised and more children continued voluntarily until 18 years. The percentage in Britain is still small compared with some other countries.

The Colleges of the 19th century, later to become the great civic universities such as Manchester, Birmingham and Bristol, were indeed concerned to widen availability of continuing education, but largely by means of university extension and W.E.A.-associated classes. In the early 1960's came the politically-inspired concept of a College of the Air, using the electronic means of radio and television to facilitate home study. (Much preliminary work for this was undertaken by Nottingham University and the National Extension College). This concept developed into reality with the legal establishment of the Open University in 1969, which enrolled its first intake of 19,600 students in 1971. "The Open University is a fundamentally new kind of educational system. It has accepted part-time mature students of disparate backgrounds and abilities, who wish to study for degrees in their own homes. Its teaching resources utilise a variety of media including correspondence materials, television programmes and radio broadcasts".⁶

In addition to the correspondence materials, home kits, radio and television programmes, and study centres where students may voluntarily meet each other, their local academic tutors and study counsellors, there are one-week compulsory residential schools held on the premises of various other universities throughout Britain. These schools cater for several hundred students and allow contact with the central academic staff, as well as use of

laboratory and library facilities. "They can provide opportunities for special project work in, for example, the Social Sciences. They enable large scale exhibitions to be set up, and visits to be arranged to places of cultural or scientific interest. They provide a forum for mass discussion on matters of difficulty or dissention. They enable distinguished visitors to give invited addresses. They provide opportunities for setting and discussing and evaluating special homework assignments. They provide opportunities to re-run radio and television programmes that students may have missed. And they provide additional opportunities for members of staff to engage in diagnostic and remedial teaching".⁷ It should be noted that many of the 300 or so study centres also have collections of the radio broadcasts in recorded form.

Study for an Open University degree calls for home study for about twelve hours per week during the academic year (of nine months) in each course credit. Six such credits are required for an ordinary degree and eight for an honours, and students may not take more than two credits each year. (There are a few half-credit subjects). The student controls the rate of completion of the degree according to time available. However, as conventions of academic sessions and other administrative devices and regulations have to be adhered to, it is not in its operation an example of the "Keller Plan" of individualised learning.⁸

"The external degree exists in foreign countries almost entirely to deal with scarcity of educational opportunity; this scarcity may be general, as in England, or specific, as in Australia where segments of the population live far from a university. In the United States on the other hand, the motivations which foster interest in the External degree ... are mixed and complex".⁹ The first type of "external" degree offered in the U.S.A. was the extension degree. This consists of the same degree courses as taken by normal internal students, but at a place and/or time more convenient for those who cannot become traditional full-time on-campus students. Some minor modifications of the programme may be made, and additional non-traditional facilities such as television may be offered (as, for example, by Harvard in its extension B.A. degree). The extension degree may represent either an opportunity for disadvantaged students to take the traditional existing course, or be deliberately conformist in order to avoid possible criticism that "different" means "of less worth".

A departure from this position is represented in the U.S.A. by the adult degree, instituted in recognition that courses should be specially designed to cater for the maturity of mature students. Methods of tuition and assessment may differ from traditional degrees, but must always recognise not only accepted academic standards but also the differences between those with experience of life as adults and the normal 18 year olds still on the threshold. A development of this is the assessment degree, where certification of competence is the main feature and the means of acquisition less central. Most American students in assessment degree programmes are mature adults, though in fact the principle may be applied to degrees for younger people. The assessment degree allows recognition (*inter alia*) of existing experience and accomplishments, which are after all essential requirements for earned honorary degrees and some higher doctorates.

In the United States there have been hundreds of developments to remove the unnecessary constraints of traditional tertiary intramural institutions,

resulting in a considerable variety of models. It is difficult for most people embedded in "traditional" universities (such as Sydney or Melbourne in Australia, or Oxbridge in the U.K.) to escape from the mental set into which they have been pressed. This is no reflection on the individuals locked into the old systems, but despite verbal willingness to accede to the feasibility of external studies it would seem almost impossible under normal conditions for such a person to acknowledge actual satisfaction. (An example of the psychological difficulties with which such academics may have to contend was evidenced by the L.A.A. After several years of discussion within its Board of Examiners - later the Board of Education - and a partial acceptance of external study in principle, as late as 1978 the matter was still included amongst other topics in a talk on the Board's "Too Hard Basket".)

This problem also existed in the U.S.A., where one director reported: "Another [problem] is the internal agony between the forces of change and the forces that hold the line, and the ability of people to tolerate the ambiguity of a new program ... There's a tremendous amount of anxiety and unrest and suspicion".¹⁰ Yet prestigious institutions such as Empire State College, the New York State Board of Regents, and the Extended University of the University of California, are accepted by some and rejected by others. There is, too, a predisposition to accept distant models but to insist that one's own university or profession is somehow "different" and more difficult.¹¹ This we must accept as being a normal reaction. People are rightly concerned with standards, though where concern shades into obsession may be difficult to determine in practice.

An undue concern with "standards" may well be encouraged by the existence of parallel internal and external learning modes. The literature of teacher evaluation is vast, but the internal student is not failed in an assessment on the grounds of poor teaching. Yet in the case of an external student, allegedly poor correspondence packages may be advanced as a reason for not approving "courses" even though students may pass on an assessment equivalent to that taken by internal students. The independently-operated external university may still be the object of grave suspicion, but does not suffer from this paradox of subconscious double standards.

The Open University in Britain has largely overcome the initial prejudice of these concerned with standards; time and other factors have played their part.

Athabasca University is the only one in Canada (and possibly in North America) set up on the Open University principle of having only external students, though it is distinctly an Albertan rather than a national institution. Unlike the Open University in Britain, Athabasca uses some instructional materials produced elsewhere; this is partly a recognition of its "tentative and shaky experimental start" in a thinly populated state.¹² Home study courses may be started at any time and students use them at their own pace, though active enrolment times are prescribed in which to complete them. Admission is open to all residents of Alberta (and a few named areas outside) over 18 years of age up to 3-year first degree level, with a high amount of flexibility of subject combinations allowed. Packaged learning materials may include textbooks, study guides, workbooks, cassette tapes, and radio and TV programmes. Telephone tutorials and toll-free access to tutors are an important link.¹³

To Australian readers the Universities of New England and of Queensland need no introduction. Both take internal and external students, and are internationally prestigious. No doubt this stems in part from the consciously high standards maintained, but also from the decision that both internal and distance courses are similar. This makes more difficult any suggestion that different curricula and assessment means that one mode (and therefore award) is inferior to the other. However there is one important difference affecting staff. The University of New England lecturers have both internal and distance students, and the Department of External Studies under its Director is purely an administrative unit. At the University of Queensland, however, the distance and internal teaching are separated. There are advantages in both systems; the Queensland model allows staff to concentrate on one group of students, avoiding the constant feeling of doing two things at once as where both modes are offered by the same lecturer. Furthermore, only staff who are specially interested in developing a different learning facility may be employed. Not everyone has the interest or the skill to develop materials and methods for external students.

The New England model has been adopted by most Australian institutions offering both modes: the same academic staff offer a subject to both internal and distance students. This appears to avoid duplication of staff and helps to maintain parity (at least in the eyes of some critics). Residential schools on campus, and perambulations by staff, help to maintain staff/student contact. An expertise has been evolved which attempts to balance frequent communication with independent learning.

External study (distance education) has a long history, and is exemplified by many models. It has its detractors and its special difficulties, but it is going to be a growth area in the 1980's. Are we mature enough to respond to the opportunities?

REFERENCES

1. Society for Research into Higher Education (U.K.): Working Party on Professional Examinations. Draft comparative report. Prologue: professional institutions, their training and qualifications, by E.R. Reid-Smith. [typescript facsimile] 1969.
2. Reid-Smith, E.R. Correspondence courses in librarianship in Britain. In March of library science, edited by V. Venkatappaiah, Delhi, Vikas. 1979. pp. 436-458.
3. Brown, W.L. Editorial, Australian Library Journal, 22:4, May 1973, pp. 135-6.
4. Batty, V. Discussion opener on the paper by Mr. D. Hartridge. Epistolodidaktika, 1976:2, p. 135.
5. Houle, C.O. The external degree. London, Jossey-Bass, 1973, pp. 20-22.
6. McIntosh, N.E. A degree of difference: a study of the first year's intake of students to the Open University of the United Kingdom. Guildford, Society for Research into Higher Education, 1976, p. i.

7. Ibid. p. 15.
8. Matthews, G. The Keller Plan. Trends in Education, 1975, pp. 57-61.
9. Houle, op. cit., p. 45.
10. Ibid. p. 123.
11. Hartridge, D. Distance education in library and information science: some observations. Epistolodidaktika, 1976:2, pp. 130-1.
12. Smith, K. Report on study leave June-December 1978. Armidale, University of New England, 1979, p. 10.
13. Athabasca University. '79/80 Calendar. Edmonton, Athabasca University, 1979.

PART I

SOME OVERSEAS EXPERIENCE

DIRECTED PRIVATE STUDY: SOME APPLICATIONS

IN FURTHER AND HIGHER EDUCATION

BY

A. RENNIE McELROY

DEPARTMENT OF LIBRARY AND INFORMATION RESOURCES
NAPIER COLLEGE, EDINBURGH, SCOTLAND

•

DIRECTED PRIVATE STUDY: SOME APPLICATIONS IN FURTHER
AND HIGHER EDUCATION

By A. Rennie McElroy

THE NATURE OF DIRECTED PRIVATE STUDY

Directed Private Study (DPS) frees the student from the constraints of a traditional timetable and of the need to study in a specific time and place. The DPS student works through a series of academic assignments, reading, writing essays and reports, perhaps undertaking some practical work, in his own time and largely at his own pace, under the continuing guidance of a college-based tutor and according to the pattern set out in a purpose-designed work programme or study guide. This paper will describe the main characteristics of a DPS course, and will consider some of the advantages of this teaching method, and some possible applications.

Variouly called "distant learning", "distance education", "teaching at a distance", and "external study", DPS is the principal teaching method of the Open University in the United Kingdom. Holmberg (1) gives a full description of DPS; Hartridge (2,3) and McElroy (4) have described its application to librarianship.

The essential elements of a DPS programme are student, teacher, and study guide. Typically, the DPS student works through the programme of work with only occasional direct access to his teacher and his student colleagues, from whom he may be geographically remote. He may be dependent on local resources for access to learning materials. The teacher designs the programme of work and maintains contact with the student during his studies. The study guide provides an outline of the work, the reading to be done, the essays and practical work to be completed.

DPS is obviously useful when the student is some distance from the study centre, or when family and/or work commitments make it impossible for him to attend a traditional course, but it may be employed with advantage in selected sections of more traditional courses to offer students freedom to investigate specific areas of interest in depth, and to develop a degree of independence in selection of study materials and in study techniques. The whole, or a part of a course may be presented in the DPS mode.

STUDY GUIDES

Study guides represent the student's work programme, and thus set the pace and pattern of the course. The study guides divide the syllabus into

EDUCATION FOR LIBRARIANSHIP

BY TELETUITION AT UNISA

BY

S. I. MALAN,
PROFESSOR OF LIBRARY SCIENCE,
UNIVERSITY OF SOUTH AFRICA,
PRETORIA, R.S.A.

•

EDUCATION FOR LIBRARIANSHIP
BY TELE-TUTORIAL AT UNISA

By S.I. Malan

In 1973 the University of South Africa (Unisa) commemorated its birth as the University of the Cape of Good Hope a century ago.

This institution by the time of World War II consisted of a number of constituent colleges and offered various courses of study through its central office in Pretoria by means of extramural studies. This was done by a system of correspondence.

When by 1945 the last of the constituent colleges sought independence, Unisa had a choice either to terminate its existence as an institution for tertiary education or to depend solely upon its correspondence function for survival. The latter course was accepted notwithstanding strong opposition from the older and the then independence seeking university colleges. Considering also the relatively few enrolments its correspondence courses until that time had attracted, the future as an institution of higher education, based solely on such a function, remained dubious.

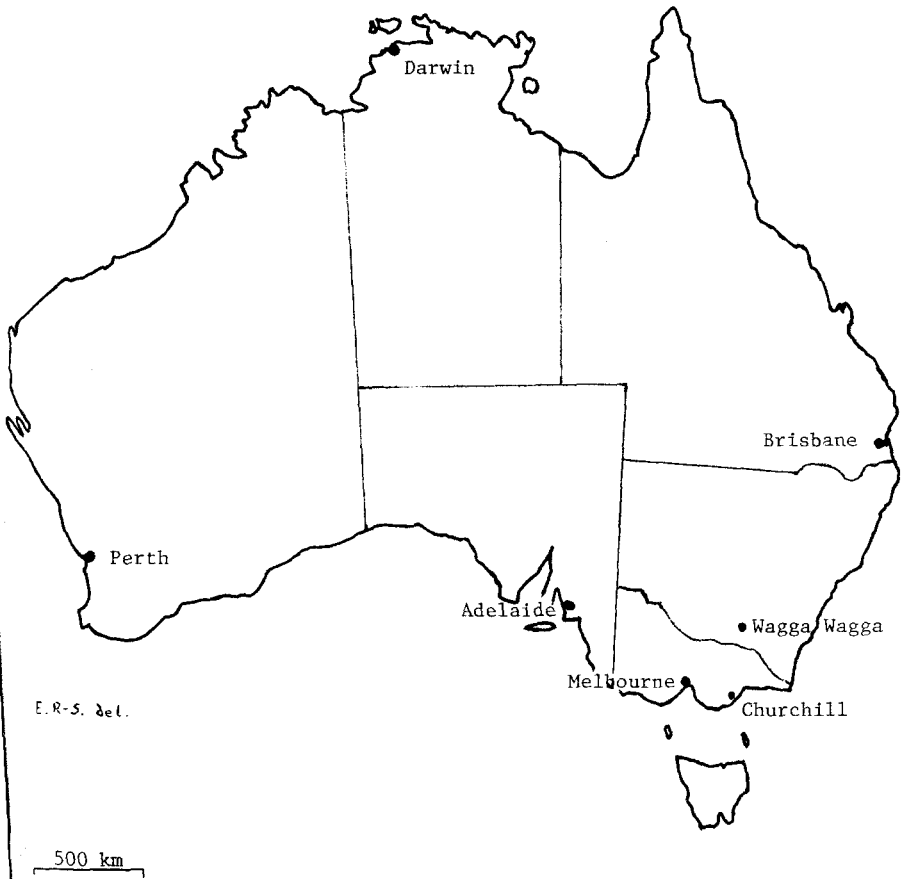
The decision, however, was thereupon taken to continue as a university catering for non-residential students of all races by means of correspondence courses offered by an academic staff. From the beginning these courses were conducted on a two way basis providing tutorial material for the students through existing postal services and requiring such students to participate by submitting answers to assigned work and to sit for written examinations at the end of each year.

Initially Unisa offered courses in the humanities only. In the late fifties, however, courses in chemistry and physics were added. For such courses only students employed in laboratories or having laboratory facilities at their disposal were accepted. Today students in chemistry are in addition required to attend an annual three weeks laboratory course at headquarters.

In 1955 Unisa introduced courses in the education for librarianship. In doing so it became the third university in the Republic of South Africa (RSA) to do this. The universities of Cape Town and Pretoria respectively in 1939 and 1946 launched residential courses in librarianship open to persons inside as well as outside (i.e. not members of staff) these institutions. The only other local facilities for education in this field existed since 1933 in the

PART II

THE AUSTRALIAN EXPERIENCE



Map 2

SHOWING LOCATION OF AUSTRALIAN COLLEGES ACTIVELY INVOLVED IN EXTERNAL TUITION MENTIONED IN THE CONTRIBUTED PAPERS

EXTERNAL STUDIES IN SCHOOL LIBRARIANSHIP

AT ADELAIDE COLLEGE OF ADVANCED EDUCATION, SOUTH AUSTRALIA

BY

JOAN BREWER
PRINCIPAL LECTURER
DEPARTMENT OF SCHOOL LIBRARIANSHIP
ADELAIDE COLLEGE OF THE ARTS & EDUCATION
SOUTH AUSTRALIA

EXTERNAL STUDIES IN SCHOOL LIBRARIANSHIP

AT ADELAIDE COLLEGE OF ADVANCED EDUCATION, SOUTH AUSTRALIA*

By Joan Brewer

Adelaide College of Advanced Education (then Adelaide Teachers College) has offered courses to external students since 1962. Most students were country teachers who were upgrading their qualifications by completing requirements for the Diploma in Teaching. A senior lecturer was appointed to head the Department of External Studies which also serviced external courses offered by all the former Teachers Colleges.

The College had over eight hundred external students in 1978. The Department of School Librarianship entered this field in 1975, when twenty students were accepted for School Librarianship A, the first year subject, which was a course in children's literature. Librarianship B was offered externally two years later. At this stage School Librarianship studies formed a major in the three year Diploma of Teaching and the fourth year Advanced Diploma, but third and fourth year subjects were not available externally. It should be emphasized that limitations were placed on enrolments in first and second year subjects. Numbers were kept to twenty at first and gradually raised to forty for the first year subject with smaller numbers in second year. Preference was given to practising teacher-librarians who wanted to upgrade their qualifications. Most of them were qualified teachers with minimal library training. Because of family commitments they were unwilling to apply for Education Department scholarships which would have allowed them to study full-time at the College. The South Australian Education Department had offered scholarships to teachers for many years, some to teachers for general studies and some in areas of special need such as librarianship. With Schools Commission funding for courses in school librarianship from 1974, many teacher-librarians in South Australia were able to undertake a year's study at Adelaide College rather than the one term or one semester courses which had previously been offered. The situation in 1978 is that all of the first year subjects and some second year subjects in the new four year Bachelor of Education programme are available to a limited number of external students. In addition an experiment in teaching two third year subjects has been implemented, with eighteen students in three country centres.

What are some of the methods used and what are the problems we have encountered?

* Now Adelaide College of the Arts and Education.

EXTERNAL STUDIES IN LIBRARIANSHIP

IN WESTERN AUSTRALIA

BY

FRANCES LAVERNE CARROLL

SENIOR LECTURER

DEPARTMENT OF LIBRARY STUDIES

NEDLANDS COLLEGE OF ADVANCED EDUCATION

WESTERN AUSTRALIA

EXTERNAL STUDIES IN LIBRARIANSHIP
IN WESTERN AUSTRALIA

By Frances Laverne Carroll

The Department of Library Studies, Western Australian Secondary Teachers College (W.A.S.T.C.), Nedlands, is involved in two external studies programs. These are: the Bachelor of Education (Librarianship) offered in co-operation with the Bachelor of Education offered by W.A.S.T.C. through its fourteen departments; and the Associate Diploma in Library Media, a course for library technicians, which is offered in Bunbury under the direction of the Department of Library Studies. These may be fairly unique to Western Australia and perhaps to Australia. The only other tertiary education institution in Western Australia offering courses in Library Studies for professional librarianship is the Western Australian Institute of Technology (W.A.I.T.), Bentley; and its Department of Library Studies does not currently offer any units in librarianship through the W.A.I.T.'s External Studies program.

The following information is offered in response to the invitation from the editor to assist him in meeting one purpose of this document, that is, to include in the document a record of local experiences. Although throughout the paper reference will be made to the W.A.S.T.C., it should be noted that the Western Australian Secondary Teachers College has been named Nedlands College (of Advanced Education) and will from 1979 also be an autonomous institution of tertiary education.

The Library Studies Department developed during the period when the College supported the needs of the Department of Education of Western Australia and the College was considered a part of that Department. Some lectures were also directed toward the Library Association of Australia's professional registration examination studies program. From its outset Mrs. Pat Cook was responsible for the direction in which the curriculum developed. Upon her retirement in 1977 the second head of the Department of Library Studies had some opportunities to influence the methods to be used in implementing the curriculum designs. The fact that the second head is an American may have given some weight to considering seriously and quickly various forms of external studies. The College, however, as a whole has been moving in the direction of external studies for the Bachelor of Education course in order to assist students in the country to begin further education.

Interest in the Bachelor of Education, a post-service degree which requires, before entry, at least one year of successful school experience, has grown

SCHOOL LIBRARIANS AND CONTINUING EDUCATION : THE EXTERNAL
MODE AT THE GIPPSLAND INSTITUTE OF ADVANCED EDUCATION

BY

KAY EMMA FROST
SENIOR LECTURER IN LIBRARIANSHIP
GIPPSLAND INSTITUTE OF ADVANCED EDUCATION
CHURCHILL, VICTORIA

SCHOOL LIBRARIANS AND CONTINUING EDUCATION : THE EXTERNAL
MODE AT THE GIPPSLAND INSTITUTE OF ADVANCED EDUCATION

by Kay Emma Frost

LOCALE OF THE INSTITUTE

The Gippsland Institute of Advanced Education was established in 1968 primarily to meet the tertiary level education needs of the Gippsland region, there being no other tertiary institution east of Melbourne.

The Institute is located 158 km. east of Melbourne in the Latrobe Valley area of the Gippsland region at Churchill, at that time a State Housing Commission town planned chiefly as a dormitory town to provide housing for State Electricity Commission, Gas and Fuel Corporation, and other state department employees. In the mid-sixties the Latrobe valley area was selected by the then State Government for accelerated development, with a strong thrust on industrial development, and Churchill was designated to become a model new town with a population of 40,000 and a wide range of community facilities. The present population is 3,500 (1979).

ROLE OF THE INSTITUTE AS A REGIONAL COLLEGE OF ADVANCED EDUCATION: VOCATIONAL EMPHASIS

The Institute was established to meet the needs of two major groups, the first being school leavers unable or unwilling to go to the city for their tertiary education, the second being mature students whose educational opportunities had been limited in their youth and who needed or wanted further education. Potential students in the latter group normally find themselves restricted geographically to an even greater degree than school leavers, owing to employment and family considerations. From its inception, the Institute made provision for the entry of mature-age students to meet the perceived demand for places.

In its role as a college of advanced education, the Institute places emphasis on vocationally orientated courses mounted to meet perceived manpower needs in both the immediate and the larger community. The 1977 report of the Australian Commission on Advanced Education for the 1977-1979 triennium stated in its recommendations that while accepting that "there should not be rigid demarcation between advanced education and university education or

REFERENCES

1. Australia. Commission on Advanced Education. 1977-1979 report : recommendations for 1977. Canberra : Australian Government Publishing Service, 1977.
2. Simpson, J.A. Today and tomorrow in European adult education : a study of the present situation and future developments. Strasbourg : Council of Europe, 1972.
3. Australia. Universities Commission. Committee on Open University. Open tertiary education in Australia. Final report of the Committee on Open University to the Universities Commission. Canberra : Australian Government Publishing Service, 1975.
4. Vervoorn, A. Summary of regional colleges : main findings of the three-volume report on non-metropolitan colleges of advanced education in Australia. Prepared by A.Vervoorn for the Education Research Unit. Canberra : Australian National University, 1976. (Australian National University, Canberra. Education Reserach Unit. Occasional Report series; No. 9).
5. Erdos, R.F. Teaching by correspondence. A study undertaken by Renee F. Erdos, Head of the School of External Studies, Sydney Technical College, Australia, on behalf of Unesco. London : Longmans/Unesco, 1967. (Unesco source book series; No. 3).
6. Library Association of Australia. Handbook 1978. Sydney : The Association, 1978.
7. Chosen for Your Children. Compiled and edited by Wendy Brown and Others, Publications Cell and Foundation Year School Librarianship Students. Illustrated by Talis Paeglis. Churchill : School Librarianship, Gippsland Institute of Advanced Education, 1976. (School Librarianship Occasional Publication, No. 1).

ISOLATION AND THE EXTERNAL STUDENT IN LIBRARY SCIENCE

BY

DIGBY HARTRIDGE
FORMERLY LECTURER
DEPARTMENT OF LIBRARY & INFORMATION SCIENCE
RIVERINA COLLEGE OF ADVANCED EDUCATION
WAGGA WAGGA, NEW SOUTH WALES

ISOLATION AND THE EXTERNAL STUDENT IN LIBRARY SCIENCE

By Digby Hartridge

The basic question of whether or not librarianship can be satisfactorily taught at a distance, the concept of the independent learner, the administration of external studies, the comparability of internal and external offerings, assessment procedures, the design and compilation of packages, the availability of resource materials, the organization of practical experience: these aspects, seen from the viewpoint of the teacher, have been well aired in the literature of external studies and library science. The main problems have been identified - subjects that are particularly difficult to teach by the mode and the need for well supervised field experience - and solutions found though not always put into practice because of shortage of staff, the underutilisation of modern technology and poor cooperation between educational institutions. But one of the main problems from the student's point of view - his isolation from lecturers and other students - though recognised by critics from the outset as one of his main handicaps, has not been thoroughly examined. On-campus, the student can discuss his preoccupations as they arise and receive some sort of immediate response or reassurance. What does the off-campus student do to compensate? And how can the teacher help? In practice:

1. The lecturer tries to establish a personal link with the student at the beginning of the course.
2. One of the main objectives of the first residential school is social, allowing students to meet their lecturers and their fellows in a relaxed way. Similar opportunities are provided at later residential schools and during study visits.
3. Local study groups can be formed.
4. Students make their own contacts with local librarians.

Establishing a personal link with the student

This process starts with the first package sent to the student. It is regular practice to include a photograph and biography of the lecturer with other introductory written material. However, the lecturer can go further and attempt to start a dialogue with each student by asking for an immediate reply. In one introductory subject for the undergraduate course at the Riverina College the

EXTERNAL STUDY FOR LIBRARIANSHIP:

A FEASIBILITY STUDY

BY

D. ELAINE HAWORTH
SENIOR LECTURER
DEPARTMENT OF LIBRARIANSHIP
ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY
MELBOURNE, VICTORIA

EXTERNAL STUDY FOR LIBRARIANSHIP:
A FEASIBILITY STUDY

By D. Elaine Haworth

INTRODUCTION

This paper aims to report on a study carried out in 1976 by the Department of Librarianship and School of External Studies, Royal Melbourne Institute of Technology (RMIT) to investigate the feasibility of offering, by external study, a first professional course in librarianship.

The feasibility of offering all, or almost all, of the course by the external mode was considered demonstrated. A decision was made, however, to defer development of the course until completion of a planned major review of all courses offered by the Department, in case the outcome of the review entailed changes sufficiently great to render obsolete any development of subjects for external study already undertaken during the progression of the course review.

The feasibility study is reported here as an indication of the factors that were considered relevant to a library school offering study by the external mode, and of what were considered likely constraints. (Since 1976 some minor course alterations have been made which would obviate some of the difficulties then foreseen.)

BACKGROUND TO THE STUDY

The Library Association of Australia (LAA) has, for many years, offered its Registration Examination by external examination only. The syllabus is prescribed by the Association, but it offers no teaching for the Examination, the successful completion of which enables candidates to apply for professional membership of the Association. This Examination, however, is being phased out and the last candidates will sit in 1980.

Since 1960, additional courses in librarianship have been developed in Australia, until there is at least one tertiary institution in each state offering a course (or courses) accredited by the LAA as meeting its requirements for professional membership. It is because of the development of these courses that the LAA is phasing out its Examination although the Association will retain its accreditation function. At the time of the feasibility study, LAA accredited courses in schools of librarianship were offered only by on-campus study.

AN INNOVATION IN PARTNERSHIP

BY

ROY LUNDIN and MICHAEL FONG
DEPARTMENT OF SCHOOL LIBRARIANSHIP
KELVIN GROVE COLLEGE OF ADVANCED EDUCATION
BRISBANE, QUEENSLAND

AN INNOVATION IN PARTNERSHIP

By Roy Lundin & Michael Fong

INTRODUCTION

This is a report on the evaluation of Part A of the Kelvin Grove C.A.E. Graduate Diploma in Teacher-Librarianship as it was presented in Darwin in 1978. This project was a co-operative venture between Kelvin Grove College of Advanced Education (K.G.C.A.E.), the Darwin Community College (D.C.C.) and the Northern Territory Division of the Department of Education.

The proposal, in summary, was as follows:

- (a) That the first semester work (Part A) be conducted full-time in Darwin by qualified staff provided by the Darwin Community College and the N.T. Division of the Department of Education. The Kelvin Grove C.A.E. Graduate Diploma syllabus was followed with appropriate modifications to meet special needs of teacher-librarians in the Northern Territory. Lecturing staff from Kelvin Grove C.A.E. were responsible for special lecturing, assessment and monitoring of the course. Teachers were released for this work by the N.T. Division of the Department of Education.
- (b) That the second semester work (Part B) be done externally from Kelvin Grove C.A.E. by those teachers who qualify (i.e., three-year trained or equivalent) and who wish to complete the Graduate Diploma. Each participant will be enrolled at Kelvin Grove C.A.E. and funding for these participants will be provided by the Commonwealth Department of Education. Kelvin Grove C.A.E. will give the award.

The project was seen as a pilot run only in 1978, and it was decided that no further commitments would be made until this run was evaluated to determine the effectiveness of this arrangement. The long-term view is that Darwin Community College mount its own course or assume complete responsibility for Part A of the Kelvin Grove C.A.E. Graduate Diploma in Teacher-Librarianship course.

THE DEVELOPMENT OF EXTERNAL COURSES

IN LIBRARY & INFORMATION SCIENCE AT RIVERINA COLLEGE

BY

EDWARD R. REID-SMITH
PRINCIPAL LECTURER

RIVERINA COLLEGE OF ADVANCED EDUCATION
WAGGA WAGGA, NEW SOUTH WALES

THE DEVELOPMENT OF EXTERNAL COURSES IN LIBRARY
AND INFORMATION SCIENCE AT RIVERINA COLLEGE

By Edward R. Reid-Smith

THE COLLEGE

Riverina College of Advanced Education is a regional multi-purpose institution which has offered courses in Wagga Wagga since 1972. It incorporates the former Teachers' College (established in 1947) as one of the three foundation Schools. The former Agricultural College (established in 1949 but based on the experiment farm and college founded in 1892) was gazetted as a single-purpose college of advanced education in 1972, and was integrated with Riverina College in 1976 as its fourth School. The other Schools are Applied Science, and Business and Liberal Studies.

The establishment of Riverina CAE resulted from the recommendations of the Heath Committee which met during 1967 and 1968. In 1970 the Interim College Council proposed the establishment of "an envisaged Division of External Studies"(1), and by the time that the College first offered courses in 1972 its regional character was further emphasised by the Study Centres in Albury and Griffith. In 1978 the former became the Albury/Wodonga Campus of Riverina CAE. Although these two established physical presences in Albury and Griffith indicate the College's regional character, there is no clear agreement on exactly where the Riverina district is. Since J.D. Lang proposed a new Riverine (sic!) Colony in 1857 there have been several proposed boundaries for a separate State, and certain existing administrative regions (e.g., the 1972 NSW Police District) use the description "Riverina" though they do not coincide with each other.(2)

There had been for a number of years a movement for the establishment of a Riverine University, and the possibility of a college of advanced education in Wagga was seen by many sympathisers as greatly lessening the possibility of such an independent institution. However, at least some of the staff of the former Wagga Teachers' College saw the proposed CAE on a multi-disciplinary basis as a very real step in the provision of tertiary education within the region. Indeed, only two or three years ago the proposed establishment of a university in Albury as part of the growth area planning opened up the possibility of some form of multi-campus federated university of which Riverina College might be a constituent institution.

STATEMENT ON MELBOURNE STATE COLLEGE

By Allan Thomas, (B.Ed. Course Adviser)

Melbourne State College offers a four year under graduate Bachelor of Education course. This course has several streams, one of which is Librarianship. In order to qualify for the B.Ed. in Librarianship students undertake Librarianship as their major study.

In 1975 the four units of Librarianship undertaken by first year students were offered for external study. In the intervening years many students have commenced their studies in this manner. However, because we have been unable to offer the remainder of the Librarianship components of the course by external studies many of these students have been lost to other streams of the B.Ed. course. It has only been students who were able to become internal students after first year who have been able to continue in the Librarianship stream of the course.

For 1980 the subjects offered for external study in Librarianship will only be offered to continuing students.

ACC. NO. 156896
 ACC. BY [Signature]
 DATE BY [Signature]
 SUB. HEADING BY [Signature]
 EXTENDED BY [Signature]