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Anstelle der schriftlichen Klausurarbeit kann auch eine Hausarbeit vorgelegt werden.

Die Reform der Ausbildung und Prüfung für den Gehobenen Dienst an wissenschaftlichen Bibliotheken könnte im wesentlichen in dieselbe Richtung zielen.

Die Beratungen darüber sind jedoch noch nicht abgeschlossen. Jedenfalls soll den Anforderungen an den Bibliothekar von heute – Orientierung auf die Bedürfnisse des Benützers und Aufgeschlossenheit für die Probleme und Aufgaben einer modernen Betriebsführung – Rechnung getragen werden.

## Education for librarianship in the United Kingdom

*Madeleine de la Haye, Lecturer, Brighton Polytechnic*

During the last decade, education for librarianship has undergone numerous changes. Before 1964, the Library Association, with one exception, had complete autonomy over the education of librarians. All schools of librarianship, with the exception of University College London, prepared their students for the examination of the Library Association. The successful candidates, given certain conditions, applied to be registered as Associates of the Library Association and were awarded the ALA. Chartered librarians could then proceed to the Fellowship of the Library Association (FLA) by successfully completing further examinations. There was a choice of full-time school, part-time classes or correspondence courses.

Changes in the professional education of librarians have been the result of a number of developments in recent years. Education for librarianship has become virtually all undertaken by full-time study and it is now possible to become a qualified librarian in a number of different ways, under the aegis of various bodies.

### *The two-year non-graduate course*

The two-year non-graduate course leading to the Library Association examinations was at one time the most popular way of becoming a qualified librarian. Since the introduction of the course in 1964, the Library Association granted permission for many schools of librarianship to examine their own students and, in some cases, allowed the schools to devise their own syllabuses. The non-university library schools thus gained a much greater degree of freedom in their teaching but, in order to ensure that proper standards were maintained, the Library Association continued to have overall responsibility for this course. Since the profession is moving towards graduate membership, fewer schools now offer the two-year course and the number of suitable applicants is declining.

### *Degrees in librarianship*

Changes in the British system of higher education have also contributed to the evolution of library education. The foundation of the Council for National Academic Awards (CNAA) in 1964 provided the non-university sector of higher education with the opportunity of offering degree courses, especially courses that were vocational in character. Polytechnic library schools now offer a three- or four-year degree course in librarianship under the aegis of the CNAA. Each degree course has its own pattern and usually reflects the strengths and interests of the staff but the fundamental problems of librarianship form the dominant core study of the course. The aim of these courses is to produce graduates who are qualified to play a professional role in a constant increase in documentation and information needs.

The introduction of degree courses in librarianship has not been confined to the polytechnic library schools. Since 1960 a number of departments of library and information studies have been established in British universities. University library schools, like the British universities in which they are found, are autonomous. They are able to devise their own courses and award their own degrees without any direction from the Library Association or any other body such as the CNAA. The Library Association recognises all the present courses being offered by the universities and graduates can apply to be elected to the professional register of Chartered Librarians, maintained by the Library Association.

### *Post-graduate course*

Many library schools offer a one-year post-graduate course. Some courses prepare for the Library Association's postgraduate professional examination; the other postgraduate qualifications are diplomas although there is a tendency for university library schools to offer master's degrees as a first professional qualification. This is achieved by running a full-time-diploma course

and then providing facilities for students to obtain a master's degree by a part-time extension of their studies, usually by undertaking an individual piece of work.

Most often the courses in librarianship mentioned earlier are for full-time students following on secondary or higher education. The Mature Registration Scheme offers a means of obtaining a professional qualification in librarianship to graduates holding degrees from a British university or the Council for National Academic Awards. Only librarians employed in a senior post in library or information work are eligible to apply. The Council of the Library Association decide what is regarded as a senior post. The Mature Registration Scheme is based primarily on the accumulation of credits, partly by completing written work related to the postgraduate syllabus of the Library Association and partly by attendance at a number of short intensive courses, organised by various bodies and approved by the Council of the Library Association. This method of obtaining a professional qualification has a limited appeal since it is often difficult for senior librarians to obtain leave of absence or financial support to attend short courses which may be held at a considerable distance from the candidates place of employment.

### *Higher degrees in librarianship*

A number of library schools, both in the universities and the polytechnics, offer higher degrees in librarianship. The majority of students taking the master's courses in librarianship will have first obtained a bachelor's degree from a university although some institutions accept the Fellowship of the Library Association (the FLA) as a first degree. The demand for doctoral qualifications in librarianship in the United Kingdom has, to date, been very limited. M. Phil and PhD degrees are usually awarded on the basis of a dissertation on an approved subject showing an original piece of research. The research degree can be either full- or part-time study. A more recent development in higher degrees has been the introduction of a master's course for those non-graduate librarians who have not obtained the Fellowship of the Library Association. This course, leading to a Master of Library Science (MLS) has been introduced by the Department of Library and Information Studies at Loughborough University on Technology. This course is for one year full-time plus one year part-time or three years part-time. Associates of the Library Association (ALAs) with at least three years' approved library experience are eligible to apply for this course, which is not regarded as a research degree.

### *Conclusion*

With the possible change to a fully graduate profession in the United Kingdom in the future, many non-graduate chartered librarians are anxious

to improve their professional qualifications. Besides the MLS course mentioned above, Leeds Polytechnic offers a part-time BA in librarianship specifically designed for non-graduate ALA librarians, and awarded under the auspices of the CNAA. (An alternative method of obtaining graduate status is for non-graduate chartered librarians to study part-time for a degree from the Open University.)

The question of whether or not the United Kingdom is to have a fully graduate profession is currently being debated. The impact of modern technology and the proliferation of information channels and media has been accompanied by the recognition that the librarian and information officer must be suitably equipped to accept this challenge and responsibility. The improvement in both the quality and the status of qualifications should ensure that materials and resources of a modern library and resource centre are fully exploited. However, many librarians in the profession believe that should librarianship become a fully graduate profession, a need would arise to introduce a sub-professional course such as the library technician's course in North America. Meanwhile, the freedom of choice, subject to certain necessary entrance qualifications, as to how to become a qualified librarian remains with the individual.

## L'éducation des bibliothécaires dans les pays scandinaves; un point de vue norvégien

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Traditionnellement, l'éducation des bibliothécaires<sup>1</sup> dans les pays scandinaves prépare les candidats à des fonctions à deux niveaux distincts: a) Les postes dits scientifiques, c'est-à-dire les directeurs, les chefs de service et les spécialistes des bibliothèques universitaires et les chefs de certaines bibliothèques ou services d'information spécialisés. Les candidats à ces postes sont recrutés après 6 à 7 ans d'études supérieures. Ils doivent ensuite accomplir une période de stage de 12 à 18 mois et suivre des cours d'initiation à la bibliothéconomie avant d'être nommés. b) Les postes dans les bibliothèques publiques, ainsi que de nombreux postes dans les bibliothèques universitaires, scolaires, industrielles, commerciales et autres, qui ne sont pas réservés aux

<sup>1</sup> Cet article ne traitera pas de l'éducation du personnel auxiliaire, dont la formation s'organise de façon très différente d'un pays à l'autre — voire d'une ville ou d'une bibliothèque à l'autre.