DOCUMENT RESUME

ED 081 438   LI 004 444

TITLE   Perspectives and Plans for Graduate Studies. 1.
               Library Science 1972.
INSTITUTION,   Council of Ontario Universities, Toronto.; Ontario
               Council on Graduate Studies, Toronto. Advisory
               Committee on Academic Planning.
PUB DATE   2 Mar 73
NOTE   174p.; (25 references)

EDRS PRICE   MF-$0.65 HC-$6.58
DESCRIPTORS   Doctoral Programs; *Educational Planning; *Graduate
               Study; *Library Education; Library Schools; *Library
   Science; Masters Degrees; School Libraries
IDENTIFIERS   *Canada

ABSTRACT
        The Advisory Committee on Academic Planning was
established by the Ontario Council on Graduate Studies in January
1971. Its terms of reference are directed toward the effective
planning and rationalization of long-term graduate development in
Ontario's universities both at the level of individual disciplines
and at a more general level. The Committee's activities are based on
the premise that graduate work requires specialization among
universities, cooperative arrangements and comprehensive planning.
Consultants are asked to make recommendations on programs to be
offered in Ontario, desirable annual enrolments, the ranges of
enrolment distribution among universities, the division of
responsibility for programs among universities, and the desirable
extent of collaboration with related disciplines. The formal planning
assessment for library science, as reported upon in this document,
was one of the first studies carried out by the Committee.
Recommendations of the consultants are reported upon under the
following headings: MLS Programmes, Relationship with the Field,
School Librarianship, the Ottawa Situation, Francophone Education,
the Ph.D. Programmes, and Research Support. (Author/SJ)

Ontario Council on Graduate Studies

Perspectives and Plans
for Graduate Studies
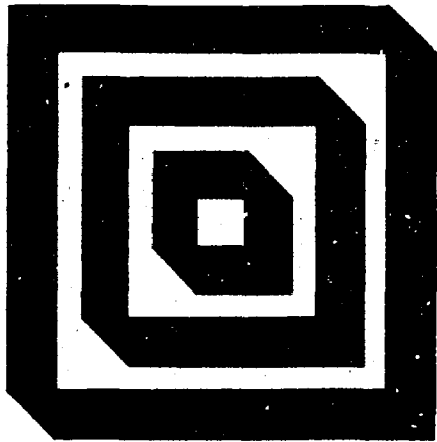
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Library Science
1972

Advisory Committee on Academic Planning
Council of Ontario Universities

ADVISORY COMMITTEE ON ACADEMIC PLANNING

ONTARIO COUNCIL ON GRADUATE STUDIES

PERSPECTIVES AND PLANS

FOR GRADUATE STUDIES

1.

LIBRARY SCIENCE 1972

73-i.

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FOREWORD

The Advisory Committee on Academic Planning (ACAP), as presently
constituted, was established by the Ontario Council on Graduate
Studies at the request of the Council of Ontario Universities in
January, 1971. The Advisory Committee's terms of reference were
directed broadly toward the effective planning and rationalization
of long-term graduate development in Ontario's universities both
at the level of individual disciplines and at a more general level.
The Advisory Committee's activities are based on the premise that
graduate work is the one area of university activity in which
specialization among universities, cooperative arrangements and
comprehensive planning are most necessary.

In March, 1971, concern over the rising costs for support of
graduate work prompted the Ontario government to institute a general
embargo on funding for any new graduate programme, that is, one
which had no students enrolled on May 1, 1971. This embargo was
subsequently modified to include only those disciplines in which
over-expansion was felt to be potentially most serious. ACAP was
to begin immediately planning studies in those disciplines which
remained embargoed.

The disciplinary planning process begins with the formation of
a discipline group composed of one representative from each university
with an interest in graduate work in the planning area. The discipline
group assists in defining the precise academic boundaries of each
study, scrutinizes the data collection forms, prepares a list of
potential consultants, maintains contact with the consultants during
the study, and prepares a commentary on the consultants' report.

The final decision on consultants for the planning study is made
by ACAP. The consultants are requested to make recommendations on
programmes to be offered in Ontario, desirable annual enrolments, the
ranges of enrolment distribution among universities, the division of
responsibility for programmes among universities, and the desirable
extent of collaboration with related disciplines.

While the consultants' report is the single largest element in
the final report on the planning study, ACAP considers the statement of
each university's forward plans to be most significant. These forward
plans are usually outlined prior to the planning study, and are used
as a basis for comments from the universities concerned on the
consultants' report.

On receipt of the consultants' report, and comments on it from the discipline group and the universities, ACAP begins work on its own recommendations for submission directly to the Council of ,Ontario Universities. COU considers the input from all sources, and prepares the position of the Ontario university community.

The following report is one of a series of disciplinary planning studies carried out by the Advisory Committee on Academic Planning and published by the Council of Ontario Universities. The emphasis of the report is on forward planning, and it is hoped that the implementation of COU's recommendations will help to ensure the more ordered growth and development of graduate studies in Ontario's universities.

* * * * *

P R E F A C E

ACTION BY THE COUNCIL OF ONTARIO UNIVERSITIES

The Council of Ontario Universities discussed the report from the
Advisory Committee on Academic Planning on Library Science Planning
Assessment at meetings in February and March, 1973. The report from
the Advisory Committee was approved, with the exception of recommenda-
tion C11. COU decided to delete this recommendation on the grounds
that it was outside the Council's terms of reference.

In approving the report, the Council of Ontario Universities
recommends:

1. (C1) That the Department of Manpower and Immigration undertake
    a continuing study of Canadian library manpower, allowing future
    assessments of enrolment projections. This study is not urgent
    before 1975. The special problem of the manpower need for bi-
    lingual and bicultural librarians may require earlier examination.

2. (C2) That for at least the next five years, no library school
    (in addition to those at the Universities of Toronto and Western
    Ontario) be established to offer programmes leading to the first
    professional degree. (If a study of the need for bilingual and
    bicultural competence, or an unexpected change in the market or
    the practice of librarianship should call for an extraordinary
    increase in professionally qualified personnel, COU could review
    this restriction at the appropriate time.)

3. (C3) That the library schools in both the University of Toronto
    and the University of Western Ontario assess their MLS programmes
    with an eye to the changing needs of the next five years and,
    more speculatively, of the next ten years. It is recognized that
    in the University of Western Ontario, a re-assessment of the MLS
    programme is already under way. In assessing the programme special
    account should be taken of:

    (a) the need for an integrated and unified course of study
        which emphasizes the identification and the assimilation
        of basic principles and the general theoretical ground-
        work of library science;

    (b) the need to integrate into the total programme, whenever
        necessary, appropriate elements of Information Science;

    (c) the changes described in Section II of the consultants'
        report under the heading "Changes in the Discipline";

(d)   the need for greater emphasis on scientific, mathematical and technological content;

(e)   the needs of the populations which the graduates are expected to serve;

(f)   the resources of the environment in which the Library School is located.

4.   (C4)   That the library schools establish entrance requirements equivalent to those of other graduate programmes; namely a four-year Honours Degree or its equivalent with a first or high second-class standard.

5.   (C5)   That the schools give priority to the recruitment of specialists in the area of theoretical classification, indexing, etc., and of staff with substantial background in science and technology.

6.   (C6)   That the schools set out to increase the proportion of students with strong scientific/mathematical/technological backgrounds.   It is to be noted that social science graduates may well have the desirable quantitative background.

7.   (C7)   That the schools pursue more actively the possibilities for interdisciplinary programmes which will take advantage of human and other resources in cognate fields on their campuses, by such means as greater cross-listing of courses and encouragement through counselling to take full advantage of these possibilities; joint faculty appointments; greater use of courses in other relevant disciplines as a minor concentration, etc.

8.   (C8)   That the "Faculty Council" of each school include some additional members from other departments of the university.

9.   (C9)   That a joint committee be established, made up of faculty from each school and of leading professional librarians, to provide a forum for continuing dialogue between the practitioners and the educators on such matters as continuing education and the needs of the profession.

10.   (C10)   That the schools give high priority to regular and systematic programmes of continuing education.   Staff complements should be such as to accommodate this type of activity through released time and without overloading individual faculty members.

11.   (C12 and C13)   That the relevant authorities be informed of the consultants' recommendations dealing with certification standards for school librarians.

12.   (C14)   That the training of school librarians merely to meet current certification requirements not be the responsibility of Graduate Library Schools, unless these requirements are significantly upgraded.

13. (C15) That no further programme be established at the University
of Ottawa to replace the discontinued programme unless a future
study establishes a need for bilingual and bicultural librarians,
or there is an unexpected change in the employment market for
professionally qualified librarians.

14. (C16 That the Universities of Toronto, Western Ontario and
Ottawa explore jointly the possibility of establishing some
facility for the offering of special courses and for facilitating
the conduct of advanced research related to archives, government
documents, federal library services, and other areas for which
Ottawa is a particularly suitable base, thereby taking advantage
of the resources of the National Library, the National Archives,
the National Science Library and other government libraries.

15. (C18) That a full-scale francophone Library School at the graduate
level not be established in Ontario.

16. (C20) That the University of Toronto and the University of
Western Ontario consider giving special attention to the needs and
interests of bilingual Ontario students, particularly in providing
familiarity with French bibliographic and documentary material.

17. (C21) That:

(a) The University of Toronto and the University of Western
Ontario develop Library Science doctoral programmes with
a research emphasis, aiming to accept students by 1974.

(b) Neither accept such students until it has submitted a
report to COU indicating that:

1. foci of research have been defined (at Toronto in the
three areas social environment and libraries, informa-
tion resources and library collections, library admini-
stration, and at Western in the area of bibliographic
control), some examples of research projects appropriate
to each focus have been stated and that there are at
least two persons with significant recent research
publication available for thesis supervision for each
focus. These persons could include present staff, some
of whom already satisfy the research criterion and others
of whom will have matured sufficiently by the commencement
of the programme. It is not intended that COU or any of
its affiliates pass judgement on the qualifications of
these persons. In this case the quality assessment is
appropriately left to the universities which will take
into account the above discussion of the meaning of
"research competence," but will recognize that the publica-
tion requirement in this recommendation is not necessarily
as demanding although it is intended to exclude a person
whose only significant research experience has been in
connection with his own PhD.

2. persons with significant recent research publication
   have been appointed in addition to the 1971-72 staff
   in the areas mentioned in 1. At Toronto these addi-
   tional appointments should amount to four full-time
   equivalent professors, counting persons formally cross-
   appointed either internally or from the University of
   Western Ontario. If Toronto were to decide not to
   develop foci in one of the three areas, this number
   could be reduced to three FTE. At Western the number
   of additional appointments in bibliographic control
   should be two FTE professors, counting persons formally
   cross-appointed either internally or from the University
   of Toronto. As described in the preceding paragraph,
   the assessment of the qualifications of these persons
   is left to the university concerned.

(c) In order to develop the information science aspect, both
    universities strengthen the information science content of
    the MLS and at the doctorate level the field of information
    science be made available (at either or both universities)
    when the universities have developed sufficient collective
    strength. In this case we suggest a submission should be
    made to the Appraisals Committee when the universities
    believe the strength has been assembled. We make this
    recommendation in the belief that there will likely be a
    "critical mass" of professors in information science in the
    two universities jointly a considerable time before there
    is such an assemblage in either separately; students could
    then be accepted at either place, making use of the resources
    of both.

(d) If either university should elect not to develop a doctoral
    programme, the other endeavour to make full use of the
    faculty resources of both Library Schools, both for thesis
    supervision and course offerings.

(e) No BIU support for Library Science doctoral students would
    be justified before the report referred to in subparagraph b.
    above is accepted. The consultants regard 1974 as a realistic
    date, but this does not preclude an earlier date if a uni-
    versity has met the criteria indicated.

18. (C26 and C27) That the appropriate agencies of the federal govern-
    ment - Canada Council, the National Research Council, the National
    Library and the National Archives - provide financial support for
    research in library, archival and information science through
    scholarships and fellowships to advanced students and research
    grants and contracts on a basis comparable to that of other
    disciplines.

19. (C28) That the universities planning to develop a doctoral
     programme provide a short term research fund because high
     priority must be given to the formulation of a broadly based
     research programme as the focus for individual and departmental
     research activities.

20. (C29) That the universities and the Library Schools take
     energetic action to obtain funds for research by making proposals
     to Canada Council, the National Research Council and other outside
     organizations.

21. (C30) That doctoral st dents in Library Science be eligible for
     the same level of financial support from the universities and
     agencies providing scholarships and fellowships as doctoral students
     in Arts and Science programmes.

*   *   *   *   *

ADVISORY COMMITTEE ON ACADEMIC PLANNING

ONTARIO COUNCIL ON GRADUATE STUDIES

REPORT TO THE COUNCIL OF ONTARIO UNIVERSITIES

ON

LIBRARY SCIENCE PLANNING ASSESSMENT

March 2, 1973

PROCEDURE

On the advice of the Ontario Council on Graduate Studies, the Council of
Ontario Universities instructed the Advisory Committee on Academic Planning
to conduct a formal planning assessment for Library Science as one of the first
planning studies carried out by the Committee after its formation in 1971.

A Discipline Group was established consisting of the Deans or Directors of the
Faculties or Schools of Library Science at the Universities of Ottawa, Toronto
and Western Ontario. The other Ontario universities through their chief
executive officers indicated that they had no plans to establish Schools of
Library Science within the planning period of five to ten years.

The Discipline Group held its first meeting with the Executive Vice-Chairman
of ACAP in September, 1971. At later meetings, ACAP was also frequently r`pre-
sented by Professor R. F. White, the ACAP member who had agreed to take a
particular interest in the progress of this planning study.

The procedure and terms of reference for the planning assessment were approved
by OCGS and COU, the COU approval being received on September 17, 1971. This
document is attached as Appendix F.

Following recommendations from the Discipline Group, in accordance with the
procedure established, ACAP obtained the services as consultants of Professor
L. E. Asheim of the Graduate Library School of the University of Chicago,
Professor R. M. Hayes of the University of California at Los Angeles, Professor
W. L. Saunders of the School of Library Science at the University of Sheffield,
and Professor J. T. Saywell, Dean of Arts at York University. As will be evident,
Dean Saywell was the senior Canadian academic from a discipline other than
Library Science stipulated by the assessment procedure. The consultants held
their first meeting with the Discipline Group in February, 1972, discussed
with them the timetable they hoped to follow in their work and their intentions
on their visits to the campuses. During May, 1972, the consultants visited the
University of Toronto and the University of Western Ontario. They also felt
it important to visit the National Librarian and the National Archivist. In
February they had planned to make a visit to the University of Ottawa in a manner
completely parallel to that at the other two universities. However, before
this visit occurred certain resignations precipitated a decision by the Univer-
sity of Ottawa to restrict its Library School activities and to accept no new
students (see Appendix G). In the circumstances, while both the consultants
and the university thought it advisable that they visit the university and talk
with relevant officials, it was not thought necessary for them to make a detailed
examination of the Library School itself.

On August 1, 1972, the consultants presented their draft recommendations to
the Discipline Group, which now consisted of Deans Halpenny and Cameron and
Professor Jean-Marie Joly. The Discipline Group responded orally to these
draft recommendations on August 4.

The consultants delivered their final report to ACAP on August 28, 1972. It
was immediately transmitted to the three universities and to the Discipline
Group with a request that the comments be received by ACAP by a date in October.
After receipt of these comments, a sub-committee of ACAP met with representatives
of each of the universities to discuss points on which ACAP wished further clari-
fication.

It may be wise to remark that it is not anticipated that it will be ACAP's
general practice to interview universities. Universities will be expected to
make their points and their written comments, and if a meeting takes place it
will be because it seems to be necessary to obtain full understanding of a com-
plex situation. It may also be noted that in this particular case ACAP did not
have a meeting with the Discipline Group; it seems best that there be no fixed
rule on this point.

The response of the Discipline Group appears in full as Appendix B, and Appendices
C, D, and E contain those portions of the university comments which the univer-
sity chose to have tabled. Provided with all this input, ACAP has arrived at
a set of positions which it recommends that COU adopt and which taken together,
represent the plan for Library Science graduate work in Ontario in the next few
years.

This report, as is required, is made directly to COU. It has also been trans-
mitted to OCGS for information and so that that body may, if it wishes, make
representations to COU.

INTRODUCTION

The sequence of topics in the consultants' report (Appendix A) forms the most
convenient framework for the presentation of the ACAP report, particularly since
most of the statements from the universities and from the Discipline Group are
in the form of comments on it.

Their report begins with discussion of likely changes in librarianship in the
near future and changes in the setting in which Canadian library schools will
find themselves. In this portion of the report, various paragraphs record
assumptions on which the consultants base their recommendations. We notice
that these assumptions appear to be accepted (in some cases enthusiastically)
by the Discipline Group, and insofar as a committee of laymen can judge, ACAP
members also regard them as valid and valuable statements.

We urge the reader at this point to read the Introduction and Summary of the
consultants' report (pp. A-1 - A-11) before continuing with this document.

Although ACAP's recommendations in the following are not entirely coincident
with those of the consultants, we shall use the same numbers and as a still
further step to avoid confusion we shall prefix our recommendations with the

letter C, for example recommendation Cl is the position which ACAP recommends COU adopt on the matters dealt with in the consultant's recommendation 1.

Also, note that after each of our recommendations we indicate those pages of the consultants' report which contain the relevant argumentation (one of the consultants provided these references).

THE M.L.S. PROGRAMMES

Recommendation Cl

The consultants recommend a continuing study of Canadian library man-power, allowing future assessments of enrolment projections. We recommend that COU ask the Department of Manpower and Immigration to undertake such a study, suggesting that it is not urgent before 1975. The special problem of the manpower need for bilingual and bicultural librarians may require earlier examination. (pp. A-40 - A-62)

The year 1975 is selected in the light of the projections discussed in connection with Recommendation C2. The matter of a bicultural librarian is discussed below in the section on "The Ottawa Situation".

The basis of the recommendation is that neither extensive historical data nor detailed projections exist. What does exist is adequate for the present purpose, but it is wise to keep the situation under review. It seems reasonable to com-mission a thorough Canada-wide study somewhat before any likely shortage of graduates may develop. COU has earlier urged the importance of a general policy of federal studies of high level manpower requirements in most fields. We see this as a part of that pattern.

Recommendation C2

For at least the next five years, no library school (in addition to those at the Universities of Toronto and Western Ontario) be established to offer programmes leading to the first professional degree. If a study of the need for bilingual and bicultural competence, or an unexpected change in the market or the practice of librarianship should call for an extrordinary increase in professionally qualified personnel, COU could review this restriction at the appropriate time. (pp. A-40 - A-62 of the consultants' report and "The Ottawa Situation" in this report).

This recommendation is based on the conclusion that the employment need up to 1979 will be met by the graduates of the two existing schools with only slight growth in either of them. The consultants present the consideration leading to this conclusion in pages A-40 - A-50 of the Report and in the notes between pages A-56 and A-61. In commenting on this recommendation, the Discipline Group drew attention to the fact that account had not been taken of the fact that some MLS

graduates are people already employed in libraries by virtue of their possession of an older BLS degree. It was also pointed out that both universities had reduced their enrolment projections somewhat since they had provided information to the consultants. The Discipline Group also made a number of minor corrections which are specified on page B-12 of their response (Appendix B). With this additional information, one of the consultants made certain corrections to this part of the Report. In order to avoid confusion, the attached version of the consultants' report contains the resultant amendments.

Before examining the detail, it may be desirable to comment on one particular point. The Discipline Group comment that the use the consultants make of figures from the United States imply similar conditions in Canada. It is ACAP's view that this criticism is not justified. Indeed, the final assumption on page A-11 of the consultants' report makes very clear that they understand the sentiment for greater "Canadianization". Indeed, one of the consultants assured us that they were all acutely aware of the differences between U.S. and Canadian conditions and that they used comparisons with U.S. data solely to calibrate estimates from Canadian data or to provide estimates when there was no Canadian data available.

It seems of some importance to indicate also that no one would dispute the Discipline Group's point that forecasting of enrolment and manpower involves the use of untested assumptions. Since this is a characteristic of the future, we suspect that it will be a situation common to all our planning studies. The numbers are best estimates in the light of current knowledge and we emphasize that planning decisions must be taken, remembering that the numbers are of this character. It is for this reason that ACAP does not expect that it will, in most circumstances, recommend enrolment quotas.

The projected enrolment, graduation, and need figures are reproduced in Table A (next page). Revised enrolment plans of the two universities have been incorporated in this Table by ACAP staff, using the same formula that the consultants used in deriving their original tables. This table should be considered to replace Figure 7 of the consultants' report.

It will be observed that there is a slight surplus of graduates over need throughout the decade. However, in view of what has just been said about the character of the numbers, we consider it more accurate to say that supply and demand will be roughly in balance.

The suggestion that a manpower study in 1975 might be reasonable is based on the above considerations.

It was suggested in conversation with ACAP that, granting that the production of graduates was correctly estimated, it would still be reasonable to operate three library schools provided enrolment quotas were established to ensure the distribution of the students amongst the schools. This, however, seems financially impractical. It will be noted that the enrolment (full-time and part-time) projected for the province runs between 500 and 550 throughout the decade. Each of the University of Toronto and the University of Western Ontario has a full-time Library School faculty of 21. Representatives of the University of Ottawa informed us that the minimum faculty that could be contemplated for

TABLE A

PROJECTED ENROLMENTS AND GRADUATIONS

ENROLMENT (MLS & BLS) (FULL-TIME AND PART-TIME)

Schools	70-1	71-2	72-3	73-4	74-5	75-6	76-7	77-8	78-9	79-0
Ottawa	100	100								
Toronto	214	318	325	345	356	363	365	380	382	384
Western Ontario	172	164	170	170	170	170	170	170	170	170
Other Schools	250	300	300	300	300	300	300	300	300	300
Estimated Total	736	882	795	815	826	833	835	850	852	854

GRADUATION (MLS & BLS)

Schools	70-1	71-2	72-3	73-4	74-5	75-6	76-7	77-8	78-9	79-0
Ottawa	81	79								
Toronto	39	118	150	135	144	149	153	152	170	159
Western Ontario	198	140	151	151	151	151	151	151	151	151
Other Schools	240	252	250	250	250	250	250	250	250	250
Total	558	589	551	536	545	550	554	553	571	560
Estimated BLS-MLS Duplication	-50	-50	-50	-50	-50	-40	-30	-20	-10	0
Net Addition	508	539	501	486	495	510	524	533	561	560

NEED (MLS & BLS)

	70-1	71-2	72-3	73-4	74-5	75-6	76-7	77-8	78-9	79-0
Growth @ 4%/year	200	210	220	230	240	250	260	270	280	290
Attrition @ 4%/year	200	210	220	230	240	250	260	270	280	290
Total	400	420	440	460	480	500	520	540	560	580

an adequate MLS programme lies between 12 and 15. Two salient points follow from
this. With only the two current Library Schools, the teaching staff in the pro-
vince will soon be 45 and there is an intention at both universities to develop
considerable involvement of professors cross-appointed from other departments.
Hence, the student/staff ratio will be somewhere around 10 or 11 to 1 throughout
the decade. If a third school were added and shared the same number of students,
the ratio would fall to about 8 to 1, or less. The financial implications of these
figures are sufficiently clear--indeed inescapable--that no detailed cost analysis
seems to be required to lead to the conclusion that the province should fund only
two library schools. The last sentence of our recommendation indicates circum-
stances under which it might be desirable to review this situation. The need is
not for more schools, but rather for stronger programmes, and it would appear
wise to build upon existing programmes.

Recommendation C3

The library schools in both the University of Toronto and the University
of Western Ontario should assess their MLS programmes with an eye to the
changing needs of the next five years and, more speculatively, of the
next ten years. It is recognized that in the University of Western
Ontario, a re-assessment of the MLS programme is already underway. In
assessing the programme special account should be taken of:

(a)   the need for an integrated and unified course of study which
      emphasizes the identification and the assimilation of basic
      principles and the general theoretical groundwork of library
      science;

(b)   the need to integrate into the total programme, whenever necessary,
      appropriate elements of Information Science;

(c)   the changes described in Section II under the heading "Changes in
      the Discipline" (pp. A-27 - A-30 infra.)

(d)   the need for greater emphasis on scientific, mathematical and
      technological content;

(e)   the needs of the populations which the graduates are expected to
      serve;

(f)   the resources of the environment in which the Library School is
      located.
      (pp. A-3 - A-11, A-22 - A-30)

It seems to ACAP that this is a very important recommendation which stresses
the need for flexibility in the training programme in response to the rapid changes
in the use of libraries and in the technological resources available to librarians.
The responses from the universities indicate their awareness of this.

At the same time, it is realized that these recommendations require substantial
changes in programme and may require the involvement in the MLS programme of

professors from other disciplines. This can be achieved both by cross-appointments of staff members in other departments of the university and by appointment to the Library School of people with advanced degrees outside Library Science.

Because the Discipline Group's response suggests that the above six points are covered by the new standards of accreditation to which each school must respond, it may be noted that, although the new accreditation guidelines of the ALA do embrace this philosophy, we would not expect that our Library Schools would wish to be restricted to the minimum innovation such a codification would require. On the contrary, we believe that this recommendation calls for a basic re-examination of some of the fundamentals of instruction in Library Science.

Recommendation C4

It is recommended that the library schools establish entrance require-ments equivalent to those of other graduate programmes; namely a four-year Honours Degree or its equivalent with a first or high second-class standard. (pp. A-70, A-79)

Because of the comment in the Discipline Group response, ACAP discussed this matter with representatives of both universities. It was established that the University of Western Ontario admits only students holding an Honours Degree or its equivalent and finds that it must even reject a few applicants who possess such a qualification because of the limited capacity of the School. The University of Toronto, on the other hand, has its admission requirement fixed at any bachelor's degree with B standing. It was also ascertained that in the Toronto School there is no difference between the programme followed by a student with a Pass degree and that followed by the student with an Honours degree. In other words, the two Master of Library Science programmes, whether of three terms at University of Western Ontario or four terms at Toronto, cover roughly the same ground and, most significantly, neither contains any aspect that could be considered to be a make-up or qualifying component for students admitted with three-year degrees. ACAP also requested the consultants to comment further on their reasons for this recommendation. While the consultants feel that the deeper knowledge of a discipline associated with an Honours degree is important for librarians, their main motivation was to ensure that the quality of the students entering the Library Schools be commensurate with that of those in other graduate programmes and that they be well prepared to handle the possibly more demanding work of the new type of Library Science curriculum described in Recommendation C3.

We remark that there are more ways than one of achieving this goal and we suggest in passing that if there appear to be good reasons for continuing to accept students with three-year degrees it would be highly desirable to insist on a high academic standing, an A or very near it.

Recommendation C5

It is recommended that the schools should give priority to the recruitment of specialists in the area of theoretical classification, indexing, etc., and of staff with substantial background in science and technology. (pp. A-70, A-78 - A-79)

Recommendation C6

It is recommended that the schools set out to increase the
proportion of students with strong scientific/mathematical/
technological backgrounds. Much will depend on the image pre-
sented to such people by the library profession itself, but
educational programmes that give obvious scope and outlet for
the talents and skills of science and technology graduates
are a powerful factor in recruitment. It is to be noted that
social science graduates may well have the desirable quantitative
background. (pp. A-5 - A-6, A-69, A-78)

Recommendation C7

It is recommended that the schools pursue more actively the
possibilities for interdisciplinary programmes which will take
advantage of human and other resources in cognate fields on their
campuses, by such means as greater cross-listing of courses and
encouragement through counselling to take full advantage of these
possibilities; joint faculty appointments; greater use of courses
in other relevant disciplines as a minor concentration, etc.
(pp. A-5 - A-11, A-69, A-77)

ACAP notices that the universities have already taken new steps to follow this
recommendation. This is closely related to Recommendation C3 since it suggests
one way of achieving some of the objectives there set forth.

RELATIONSHIP WITH THE FIELD

Recommendation C8

It is recommended to each School that its "Faculty Council" include some
additional members from other departments of the university. "Faculty
Council" is here used to refer to the main decision-making body at the
Faculty level. (pp. A-5 - A-11, A-69, A-77)

The consultants also recommended the inclusion of professional librarians. We
believe that this could be cumbersome and is unnecessary if effect is given to
Recommendation C9.

Recommendation C9

It is recommended that a joint committee be established, made up of
faculty from each school and of leading professional librarians, to
provide a forum for continuing dialogue between the practitioners and
the educators on such matters as continuing education and the needs of the
profession. (pp. A-5 - A-11, A-74 - A-_, A-82 - A-83)

Recommendation C9

This is a recommendation directed to the Library Schools jointly; it is suggested that they set up such a committee and issue invitations to leading librarians to join it.

Recommendation C10

It is recommended that the schools should give high priority to regular and systematic programmes of continuing education. Staff complements should be such as to accommodate this type of activity through released time and without overloading individual faculty members. (pp.A5-A11, A74-A75 A82-A83)

Recommendatic ₋11

The consultants recommend that those in charge of libraries should give high priority to the systematic release of staff to further their continuing education and to engage in research.

It is recommended that COU draw this statement to the attention of relevant authorities.

SCHOOL LIBRARIANSHIP

Recommendation C12 and C13

The consultants' recommendations numbered 12 and 13 deal with the certification standards for school librarians. We believe that it is outside ACAP's terms of reference to advise on these matters.

We recommend, however, that COU draw these authoritative statements to the attention of the relevant authorities.

Recommendation C14

The training of school librarians merely to meet current certification requirements should not be the responsibility of Graduate Library Schools, unless those requirements are significantly upgraded. (pp. A53, A63)

We note that there are several possible institutions which might provide such training.

THE OTTAWA SITUATION

Recommendation C15

The programme of the Library School of the University of Ottawa has been discontinued and no further programme should be established unless a future study establishes a need for bilingual and bicultural librarians, or there is an unexpected change in the employment market for professionally qualified librarians. (pp. A64-A67)

Recommendation C15

At present, the University of Ottawa hrs io plan available for our study concerning future work in Library Science but a committee of the University is considering a bilingual, bicultural Library School. This is envisaged as a distinctively new undertaking. We are told that the case being made within the University is that there is developing need, not for francophone librarians, not for librarians capable of speaking both French and English but with library training in only one language, but for librarians who are both bilingual and trained in librarianship in both languages in a bicultural milieu. Since no such plan has been fully formulated as yet, the University of course has not proposed it. The consultants obviously could not consider it and it cannot be commented on in this planning study.

As is indicated in Recommendation C2, consideration of simply the numbers of librarians needed will not require more than two Library Schools for some time.

We do not, therefore, encourage the University of Ottawa to plan the development of a library school, but if the University makes further examination of the need for bilingual and bicultural librarians to work in Ontario and if it is thereby led to make a definite proposal for such a programme, we suggest that the matter be carefully examined by COU and CUA. A judgment would have to be made by all concerned as to whether the benefits would justify the undoubtedly high financial costs.

It should be emphasized that the current thinking of the University of Ottawa committee, as described above, envisages a Library School of a completely novel type.

Recommendation C16

> It is recommended to the Universities of Toronto, Western Ontario and Ottawa that they explore jointly the possibility of establishing some facility for the offering of special courses and for facilitating the conduct of advanced research related to archives, government documents, federal library services, and other areas for which Ottawa is a particularly suitable base, thereby taking advantage of the resources of the National Library, the National Archives, the National Science Library, and other government libraries. (pp. A-65 - A-67 and Part I of the letter of November 29 from the University of Ottawa at Appendix C)

ACAP is impressed by the special circumstances created by the concentration of libraries in the Ottawa area. These resourc's are important for research and thesis projects in Library Science; they also suggest that the Ottawa area should contain opportunities for part-time Library Science degree work and non-degree professional development courses. We, therefore, support the above recommendation which has slight but significant changes from that made by the consultants.

Recommendation C17

The consultants recommended that COU explore with the National Library means for offering continuing education. We believe this recommendation to be inappropriate. We recognize that it might be difficult for the National Library to deal with a provincial consortium, although we have no doubt (as Recommendation C16 suggests) that the universities as individual Canadian institutions would be glad to co-operate in ways which the National Library would find useful.

FRANCOPHONE EDUCATION

Recommendation C18

A full-scale francophone Library School at the graduate level should not be established in Ontario. (pp. A-65 - A-67, and page C-5 of the University of Ottawa comments)

This recommendation appears to be generally accepted by the universities and the Discipline Group; the conversations at Ottawa envisage a bilingual school.

Recommendation C19

The consultants propose some arrangements for the support of Ontario students at the Université de Montréal. There is at present, federal support to educate, in another province, students who cannot obtain a desired programme in their own language in their own province. We do not recommend any arrangements in addition to this scheme. (We are not conversant with the extent to which the Université de Montréal is able to accept Ontario students in Library Science, although we note that presumably Ontario students who have wanted purely francophone education in this field have gone to Montreal in the past, and still do so, since a major part of the instruction at Ottawa has been in English).

Recommendation C20

The University of Toronto and the University of Western Ontario should consider giving special attention to the needs and interests of bilingual Ontario students, particularly in providing familiarity with French bibliographic and documentary material. (pp. A-65 - A-67, and page B-8 of the Discipline Group response)

In making this recommendation, it is realized that it does not meet the point of those who feel there is a substantial need for bilingual librarians trained in a bicultural milieu. Nevertheless, it would be a valuable contribution to Ontario librarianship.

THE Ph.D. PROGRAMMES

For about four years it has been generally known that both the University of
Toronto and the University of Western Ontario were considering plans to establish
Ph.D. programmes in Library Science. No other Canadian university offered a
doctorate in this field, and the indications are that a graduation rate of two
or three a year would probably satisfy the Canadian demand. During 1969-70 OCGS
arranged conversations between those concerned at the two universities in an
effort to determine if a joint approach to doctoral work could be worked out with
some agreed sharing of responsibilities. Although there was some willingness to
discuss co-operation, the universities submitted independent programmes to the
Appraisals Committee, Toronto in April, 1970 and the University of Western Ontario
in July. Both proposals received favourable appraisal--Toronto's in January, 1971
and Western's in May, 1971.

Because of the nature of the consultants' recommendations about doctoral work, it
is useful to recount what these appraisal findings imply. A favourable appraisal
means that OCGS is satisfied that there are the necessary minimum academic
resources to present an adequate graduate training in the fields and of the
type proposed by the university. It is not within the jurisdiction of the Appraisals
Committee to examine the need for a programme. The favourable appraisal at the
University of Toronto covered doctoral work in three fields: the social environ-
ment and libraries, information resources and library collections, library
administration. The Western Ontario approval covered bibliography and biblio-
graphic control.

By the time these appraisals were obtained, the provincial government had imposed
a general embargo on the funding of any new graduate programmes. Despite this
lack of funding, the University of Toronto decided to enrol students in a Ph.D.
programme, and two students began their studies in the fall of 1971.

The consultants for this planning assessment had, of course, different terms of
reference than does the Appraisals Committee. They have examined the need for
doctoral work in Library Science and they advise that there is no pressing need
for either of these programmes in the form in which they were appraised. The
difficulty is not with the fields of specialization but it is with the degree of
emphasis on research in the programmes. One can distinguish between "professional"
doctorates and "research" doctorates. (There is at least one university in the
United States which makes this distinction formally by offering two degrees,
D.L.S. and Ph.D.). Of course, the professional doctorate involves the student
in some research and the research doctorate is not devoid of aspects of advanced
professional training; but although there is a continuum of emphasis, the poles
are quite distinct. There is a fuller discussion of this distinction beginning
on page A-35 of the consultants' report.

The consultants' report on page A-17 says "The need in Ontario is not for doctoral
studies that are little more than an extension of professional education, but
for programmes designed specifically to develop advanced research capacity."
They say further that there is a "real need for research in the field of librarian-
ship and information science."

The discussion of "Changes in the Discipline" which begins on page A-27 of the
report gives a clear indication of the kind of topics which they believe require
fundamental research. They emphasize that librarians of the future cannot
depend exclusively on outside specialists for computer and communication exper-
tise. On page A-30 one finds this statement:

> "There is virtually unlimited scope and need for research activity
> across the whole spectrum--from basic research into topics such as
> the information transfer process and the fundamental processes of
> classification and indexing, at the one extreme, to development work
> such as the application of computer techniques at the other. If the
> potential contribution of library and information services to national
> development is to be realized to the full, then it is essential that
> research and development work be prosecuted with the greatest possible
> vigour."

For these reasons the consultants find that doctoral work with a strong research
emphasis is a need in this province. They also state their opinion that neither
Library School is at present able to mount such a programme.

Since this is a very important recommendation and since some of the comments in
the Discipline Group response appear to question it, ACAP has asked the consultants
to confirm this interpretation of their report. They have done so and in his
response one of them enlarged on some of the differences between the two types of
doctorate. His remarks may be paraphrased by saying that the professional doctorate
serves the purpose of professional advancement, holders of it will tend to be in
administrative positions, and it will tend to attract students with a substantial
history of professional work in the field. The research doctorate serves the
purpose of demonstrating competence for research work, the holders of it will
tend to be in academic positions and the students it will attract will include
recent graduates. The professional doctoral thesis will be focused on topics
of professional concern and may even report the results of work in a professional
context. The research doctoral thesis will be focused on topics of analytical,
experimental, theoretical, or historical character. The professional doctorate
requires faculty with a high level of involvement in the professional community
and in the solution of operational problems. The research doctorate requires
faculty with considerable experience in the generation of new knowledge.
Against this background it is heartening to observe that both universities have
asserted strong interest and administrative support for strengthening their
research capability. Both have indicated a desire for close inter-university
co-operation in thesis supervision, doctoral course offerings, and other facets
of their Library School programmes. Both indicate an intention to strengthen
the information science component of their Library Schools, both by cross-appointment
of existing staff in other departments and by new appointments.

After studying the available documents and after conversation with representatives
of the two universities, ACAP concurs with the view of the consultants that neither
university has sufficiently defined the foci of its research strength, that is
to say the specific fields in which it would accept proposals for doctoral
dissertations. This is not to indicate any disagreement with the broad areas
noted above--social environment and libraries, information resources and library

collection, and library administration at Toronto and bibliographic control at
Western. Rather, it is to say that these areas are so comprehensive as to be of
little use for the present purpose. Each of them contains a number of foci in
the sense used above. The consultants deal with this point in the middle of
page A-74 and on page A-81. The Library Schools must resist any tendency to interpret
a defined area of research as encompassing all of librarianship. If an area must
be made as broad as "all of librarianship"--or a substantial part thereof--in
order to establish a core of two or three faculty with research competence, that
area does not constitute a focus. It would seem to be the responsibility of
each Library School to define for itself the foci which it will emphasize.

In the last paragraph reference was made to faculty with "research competence".
Since this is a somewhat vague phrase it is desirable to indicate what is meant.
In Recommendation 21 (3) on page A-17 of their report, the consultants indicate
that research competence "shall be attested by a recent history of sustained
publication in journals of research quality, monographic publications of a
scholarly nature, or funded projects involving original research". In response
to our request for any further clarification, one of the consultants referred to
"demonstrated achievement" as opposed to "research potential and promise".
Another said that he envisaged at least five years of sustained research produc-
tivity. Clearly these criteria would not be met by new Ph.D.'s, unless they were
unusual people with a history of pre-doctoral publications in basic research.

On the other hand, ACAP is impressed by the arguments put forward by the univer-
sities that research in library science in Canada must to a considerable extent
be a matter of pulling oneself up by one's own bootstraps. There is an obvious
shortage of people with the qualifications laid out in the preceding paragraph.
Both Library Schools appear to have faculty members with the requisite "research
promise and potential" who will presumably mature in some years into persons of
"research competence". There is an apparent need for mounting research doctoral
programmes and, on the other hand, too hasty a beginning of an effort to guide
students towards research doctorates could be unjustified and counterproductive.

In considering the position to recommend to COU, ACAP took as its objective the
framing of a recommendation which would encourage the earliest possible strength-
ening of sound research capability in Canadian librarianship.

The universities' representatives reminded us that it is a significant matter in
the current financial climate for a university to undertake to strengthen a
department and that it would be very difficult indeed to develop extra strength
for Library Science doctorate programmes unless there were some definite assurance
that certain specific steps would be considered to satisfy the goal of setting
up research foci with adequate staff.

In the light of all the above factors, ACAP has framed the following as the
recommended COU position. Some of the features of this recommendation have not
been discussed above but their justification may be found in the Consultants'
Report in pages A-30 - A-31, A-71 - A-74, A-80 - A-82, and pages A-4, A-22 - A-23.
Our recommendation replaces Recommendations 21-25 in the Consultants' Report.

Recommendation C21

a. The University of Toronto and the University of Western Ontario are encouraged to develop Library Science doctoral programmes with a research emphasis, aiming to accept students by 1974.

b. Neither should accept such students until it has submitted a report to COU indicating that:

1. foci of research have been defined (at Toronto in the three areas social environment and libraries, information resources and library collections, library administration, and at Western in the area of bibliographic control), some examples of research projects appropriate to each focus have been stated and that there are at least two persons with significant recent research publication available for thesis supervision for each focus. These persons could include present staff, some of whom already satisfy the research criterion and others of whom will have matured sufficiently by the commencement of the programme. It is not intended that COU or any of its affiliates pass judgment on the qualifications of these persons. In this case the quality assessment is appropriately left to the universities which will take into account the above discussion of the meaning of "research competence", but will recognize that the publication requirement in this recommendation is not necessarily as demanding although it is intended to exclude a person whose only significant research experience has been in connection with his own Ph.D.

2. persons with significant recent research publication have been appointed in addition to the 1971-72 staff in the areas mentioned in 1. At Toronto these additional appointments should amount to four full-time equivalent professors, counting persons formally cross-appointed either internally or f.om the University of Western Ontario. If Toronto were to decide not to develop foci in one of the three areas, this number could be reduced to three F.T.E. At Western the number of additional appointments in bibliographic control should be two F.T.E. professors, counting persons formally cross-appointed either internally or from the University of Toronto. As described in the preceding paragraph, the assessment of the qualifications of these persons is left to the university concerned.

c. In order to develop the information science aspect, both universities should strengthen the information science content of the M.L.S. and at the doctorate level the field of information science should be made available (at either or both universities) when the universities have developed sufficient collective strength. In this case we suggest a submission should be made to the Appraisals Committee when the universities believe the strength has been assembled. We make this recommendation in the belief that there will likely be a "critical mass" of professors in information science in the two universities jointly a considerable time before there is such an

assembﾆﾚage in either separately; students could then be accepted at either place, making use of the resources of both.

d.   If either university should elect not to develop a doctoral programme, the other should endeavour to make full use of the faculty resources of both Library Schools, both for thesis supervision and course offerings.

e.   No B.I.U. support for Library Science doctoral students would be justified before the report referred to in subparagraph b. above is accepted. The consultants regard 1974 as a realistic date, but this does not preclude an earlier date if a university has met the criteria indicated.

RESEARCH SUPPORT

Recommendations C26 and C27

The Council of Ontario Universities urges the appropriate agencies of the federal government--Canada Council, the National Research Council, the National Library and the National Archives--to provide financial support for research in Library, Archival and Information Science through scholarships and fellowships to advance students and research grants and contracts on a basis comparable to that of other disciplines. (pp. A-30, A-31 and A-72)

We note that the National Research Council has a scholarship programme for potential science librarians.

Recommendation C28

It is recommended to the universities planning to develop a doctoral programme that they provide a short term research fund because high priority must be given to the formulation of a broadly based research programme as the focus for individual and departmental research activities. (pp. A-72, A-81)

Recommendation C29

It is recommended to the universities and the Library Schools that they take energetic action to obtain funds for research by making proposals to Canada Council, the National Research Council and other outside organizations. (pp. A-72, A-81)

Recommendation C30

COU recommends to the universities and to agencies providing scholarships and fellowships that doctoral students in Library Science be eligible for the same level of financial support as doctoral students in Arts and Science programmes.

Recommendation C31

The consultants recommend that if only one university should undertake to develop
the doctorate it should be given special funding to purchase from the other resources
which may have been built up in order to support doctoral research. Although the
spirit of this recommendation may be commendable it appears to be impracticable,
if only because of the difficulty of identifying the resources in question.
Moreover, as a matter of principle, it is a little difficult to see why the
government should essentially buy the same things twice. Also, even if a Library
School does not have a doctoral programme, it is to be hoped that its faculty
members will be engaged in research. We do not, therefore, propose any recommenda-
tion in this connection.

COMMENT ON APPRAISAL VERSUS PLANNING

Since both the Discipline Group response and the statement from the University of
Ottawa seem to contain the implication that the consultants have engaged more
in programme evaluation than in planning, a comment seems in order.

The terms of reference of ACAP consultants require them to give an account of the
current state of the discipline in the province and also to suggest the future
for five to ten years of the discipline, both in terms of the nature of graduate
work and of its scale. Furthermore, it is clear that if the consultants come to
the view that the future scale does not justify all the programmes which may be
proposed they clearly must make comparative quality judgments in arriving at
recommendations as to which programmes should be selected. Moreover, they must
justify their judgment. This was clearly stated in the terms of reference of the
Library Science consultants and it appears to ACAP that they have very competently
fulfilled their charge.

The above should not be misunderstood to imply that consultants do the work of
the Appraisals Committee. The Appraisals Committee is not charged with making
comparisons between two or more Ontario programmes. The Appraisals Committee
has the critical task of deciding whether a specific programme and its available
resources meet minimum academic standards. If situations should arise in ACAP
planning assessments where consultants must recommend that a department discontinue
a programme, it will be on the grounds of the number of programmes needed and
their relative quality; it will not imply that the department is below minimum
acceptable standards. Indeed, ACAP consultants are specifically instructed
that if they come to suspect that a department is below standard they may recommend
that it be appraised but they must not themselves take a decision appropriately
entrusted to the Appraisals Committee.

COU ACTION

It is recommended that COU adopt the recommendations of this report and, in the
expectation that its members will act in accordance with them, COU inform CUA

that it has adopted these recommendations and request that the embargo on
Library Science be now removed in accordance with the original announcement
of the Minister that new graduate programmes would be embargoed until, for
each discipline, a planning study had been conducted.

Further, it is recommended that the discipline group be asked to report to ACAP
by April 1974, on the progress made in developing the actions called for by the
recommendations of this report.

APPENDIX   A

ONTARIO LIBRARY EDUCATION

A Report by the Library Science Assessment Consultants
to the Advisory Committee on Academic Planning

L. E. Asheim

R. M. Hayes

W. L. Saunders

J. T. Saywell

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I. INTRODUCTION AND SUMMARY

CONTEXT

This report arises from the general review being undertaken of
academic programmes in the major academic institutions of the
Province of Ontario. It focuses its attention on the programmes for
professional library education at three universities:

-- University of Ottawa

-- University of Toronto

-- University of Western Ontario

The review of professional library education in Ontario covers:
(1) the expected market for professional librarians, (2) the
character and quality of the academic programmes for them, and
(3) the available resources. It pays special attention to the programmes
for doctoral level education in this field.

The report is organized into four parts:

-- An introduction, which establishes the context
   of the report, summarizes the results and
   conclusions, and presents the committee's
   recommendations.

-- A statement of general evaluations concerning
   the changing nature of librarianship and
   library education.

-- An estimate of the quantitative character of
   the Canadian need for librarians.

-- An evaluation of the specific quality and
   character of the present academic programmes
   and resources.

The Committee first assembled in Toronto in mid-February, for its
preliminary briefing, initial studies, and conversation with the
discipline group. It returned to Ontario for a week of on-site visits

in mid-May. The draft report and recommendations were completed by
the end of July, and the draft recommendations were presented to
Deans Halpenny and Cameron and Professor Jean-Marie Joly of the
University of Ottawa on August 1. The Committee spent the remainder
of that week writing the final report, taking into consideration the
responses to the draft recommendations which were submitted orally
to it by Professors Cameron, Halpenny and Joly on August 4.

In carrying out its task the Committee received the courteous
and invaluable assistance of everyone it approached, and would like
to record its gratitude: at the Council of Ontario Universities -
Professor Preston and his staff, particularly Mrs Graham who understood
our need for an endless supply of coffee; at the University of Toronto -
Deans Land and Halpenny and members of the School, Donald Forster,
Edward Safarian, and Stefan Dupré; at the University of Western Ontario -
Dean Cameron and members of the school, President Williams,
R.J. Rossiter, William Turner (then Acting Dean of Graduate Studies),
and Robert Lee and members of the University Library staff; at the
University of Ottawa - Roger Guindon, the Rector, and Maurice Chagnon,
Jean-Marie Joly, Peter Havard-Williams, Paul Hagen, and members of the
faculty; and in Ottawa to Guy Sylvestre, the National Librarian, and
Wilfred Smith, the National Archivist.

SUMMARY OF GENERAL EVALUATIONS

The study team has, primarily for clarification of its own thinking,
made an effort to establish the general context in which library
education finds itself today. It is certainly one of change -- in
library roles, practice, financial support, jobs, and therefore in the
content of library education itself. Unfortunately, while some of
these changes fit together into a consistent pattern, others present
conflicting patterns so that the total picture of the likely future of
librarianship is, to say the least, difficult to see as a coherent
whole. The following comments, therefore, have the aim of presenting
parts of the total picture in the hope they can be properly fitted
together.

Changes in Library Roles

The Library has been under great pressure--social as well as economic--to modify and add to its traditional roles. In the past, the library had primary roles oriented around acquiring and providing printed material needed by the constituency it served:

-- In the academic institution, to preserve and provide access to the printed records of scholarship.

-- In the public library, to acquire and make readily available the material needed by individuals for their personal education and recreation.

-- In the school, to acquire and have available the material needed to support classroom instruction.

-- In the company or governmental agency, to acquire and provide the material of special interest to the parent organization.

In each case, the focus has been on the material--the book, the journal, the microform--with the services relatively circumscribed and limited to selecting and acquiring the material, cataloging or indexing it, making it available, and providing limited reference service from it. "Reader service" is usually oriented toward encouraging the reader to find and use the available material.

The primary change in library roles has been in extension in the character and magnitude of the service, with vastly greater emphasis placed on the needs of the clientele and correspondingly less placed on the material acquired. Specifically,

-- Libraries are being asked to serve as "information centers", with the emphasis on content rather than format.

-- Libraries are being asked to serve populations relatively uninterested in printed records and not accustomed to using them.

-- Libraries are being asked to expand the range of materials they acquire to include films, audio tapes, video tapes, and computer data bases as well as the printed records previously the focus of concern.

-- Libraries are being asked to serve clientele
   beyond those of their own institutions,
   through networks and other cooperative
   arrangements.

-- Libraries are being asked to serve as
   instruments of social change, as active
   means of education rather than simply as
   means for the reader to educate himself.

The response of the library to these pressures has not been
one of wholehearted acceptance of new responsibilities. Nor have
the pressures necessarily included adequate recognition of the costs
they implied. As a result, libraries have not to date significantly
changed their role. However, the evidence is that changes are
taking place and that libraries will absorb new media and new
services. Hence,

> Assumption. Libraries will continue to fulfill
> the role of acquiring records and making them
> available, but the records will include not only
> printed forms but microforms, computer readable
> forms, and video and audio forms. These extensions
> will require that libraries add specialists in
> the use of these forms for new services.

This assumption says a great deal and some librarians may feel
that it adds unnaturally to the librarian's functions. However,
the likelihood is that the library's role will not be significantly
changed by the additions of new forms of data recording. The
library's role will continue to be passive in the sense that it makes
material available primarily to those who come to get it. It would
continue to focus its attention on the record, not on the content of
the record. It means the library must treat the new technologies
of the computer and of communications in terms of the records they
produce; it will acquire those records and make them available as
it will printed records.

But, this assumption also clearly defines a vital role, one that
librarianship has clearly shown its ability to fill and fill well.
Unless the record has been acquired and is readily available, all of

the information services, the social services, the educational
services have no source to which they can go. It is the library's
continuing role to assure that these other services have the
sources of information available.

Changes in Library Practice

The way in which libraries perform their basic functions of
acquisition, cataloging, document delivery, and reference service
has been undergoing a steady and significant change, with two
basic trends:

-- Libraries increasingly depend upon the use of
centralized services for these functions,
represented by the use of "blanket orders",
of catalog services, of library networks, of
secondary (indexing and abstracting) services,
and of bibliographic centers.

-- Libraries have been changing their patterns of
staffing from a proportion of "one professional
to three clerical" to a decreasing proportion
of professionals and to the use of sub-
professional technicians.

Assumption. There will be a continuing
increase in the use of centralized services in
support of library operations, with a consequent
increase in the use of sub-professionals
(technicians) and clericals for performing the
local library operations.

The corollary to this assumption is that the work of professional
librarians will correspondingly be focussed on management and on
information services. This is borne out by an increasing effort to
upgrade the position of professional librarians in the communities
they serve.

Assumption. There will be an increasing effort
to upgrade the qualifications and positions of
professional librarians, especially in large
academic and research libraries.

> Assumption. There will be an increasing need
> for librarians capable of undertaking research,
> of evaluating research, and of utilizing the
> results of research.

The pressures to expand the scope of library services and to
formalize the processes of library management are leading libraries
to add specialists of various kinds to their staff -- information
specialists and subject bibliographers, computer specialists,
management specialists. In many cases, the educational requirements
of their speciality have precluded combining them with a professional
library education. As a result, there have been problems in hiring
such specialists as "professionals" and in integrating them into the
library staff.

> Assumption. Th · will be an increasing use of
> specialists in ɔrary operations and services,
> with the req⊔ ' ement that they combine a library
> education w: ι their speciality.

Changes in Job Market

The last few years have seen a significant change in the
library job market. Whereas five years ago, jobs were plentiful,
now there are graduates who cannot find jobs. Is this simply a
phenomenon of the times, a result of efforts to reduce spending?
Or is it something deeper? The implications of the Cartter Report
(of the State University of New York) are that the next twenty years
will see a continuing pressure on academic institutions, including
libraries, as a result of changing trends in the population.

> Assumption. The library job market will continue
> to be a tight one for the next ten years.

Changes in Library Education

In what appears to be an almost subconscious recognition of
the implications of the assumptions outlined above, library
schools in both Canada and the United States have been revising
their curricula, introducing new specialities, increasing the
time required to complete the professional degree programme, and
adding doctoral programmes.

> Assumption. Librar; education will continue
> to expand its division into sub-professional
> (technical) education and professional education,
> with steadily increasing requirements in the
> professional curriculum, including specialization,
> internship, and emphasis on research.

Given the trend toward enhanced professional qualifications,
there is an obligation to the librarians already in the field to
provide means by which they can upgrade and maintain their own
qualifications. Furthermore, there is need to provide sub-
professionals with avenues by which they can advance.

> Assumption. There will be a substantial
> increase in the number of "continuing
> education" programmes at both the professional
> and sub-professional levels.

Changes in Society

Libraries are social agencies, reflecting the social forces
in the societies they serve. And library schools, as units within
institutions of higher education, are subject to the forces which
shape higher education in general, as well as those specific to the
field of librarianship. Thus any attempt to plan for the future
in librarianship and library education must take into account
developments completely beyond the control of librarians.

Towards 2000, the Report of the Subcommittee on Research
and Planning of the Committee of Presidents of Universities of
Ontario, discusses in a more general context, the kinds of problems
with which this paper deals. Like the writers of that work, we must
begin by recognizing that the use of predictions of manpower, or
other analyses of current conditions as a base for prognostications,
has its limitations.

> These predictions are subject to serious
> miscalculations, since they usually represent
> extrapolations from past experience and do
> not take into account changes in technology,
> social needs, or migration. Tight coupling
> of professional production to manpower

> forecasts (or other guesses about the future
> based upon the present) is particularly
> dangerous for the longer educational programmes
> in which the interval between the recognition
> of a miscalculation and the results of
> correcting it may be five to eight years.1/

With these reservations, let us then simply point up some of
the forces which must be taken into account as plans are drawn up
for the future of library education in Canada.

Population growth and shifting population patterns play an
important part in predictions about the future. In particular,
the development of suburbia, the changing demographic structure
of the cities, the heavy immigration of non-English speaking groups,
and the policy of multi-culturalism all create conditions which
impinge on library support and library use. These developments mean
not only a shift in concepts of library service; they also have
implications for the content of library education, as the library
schools look toward the preparation of future librarians who will be
facing an entirely different concept of the librarian's role, of the
materials with which he will deal, and even of the institutions in
which he will function.

> Assumption. As the makeup of the population
> of cities changes, the role played by the
> library will also change, requiring new
> concepts of service, new types of materials
> to serve new audiences, and perhaps different
> institutional organization to accommodate the
> changes.

Library schools are subject to the same influences that affect
other professional schools: a predicted unbroken rise in enrolment in
the institutions of higher education; the increase in the CAAT's and
other agencies concerned with vocational training; the upgrading of
qualifications for teachers; the experimental approaches to education

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1/ Towards 2000; the Future of Post-Secondary Education in Ontario.
(From the Report prepared for the Committee of Presidents of
Universities of Ontario by its Subcommittee on Research and Planning
presented as a brief to the Commission on Post-Secondary Education
in Ontario) Toronto: McClelland and Stewart Limited, 1971, p. 92-93.

at all levels, with their emphasis upon self-instruction and more
options; and the extension of higher education. In the field of
librarianship, these educational developments have a double effect:
one direct, the other indirect. The direct effect is like that felt
by all higher education: in the size of enrolment, in the wider spread
of various backgrounds among incoming students, in greater emphasis
upon interdisciplinary content, in the demands for looser organi-
zational structure and more student participation in decision making.
But the indirect effect is equally important. The graduates turned
out by the schools at all levels are the potential <u>users</u> of
libraries as well as potential librarians. The new types of
libraries (in the CAAT's, for example): the new audiences for library
services; the new pressures on library collections (as experiments
in instruction shifts the emphasis from the classroom to individual
study and research) all have implications for change in library
service, and thus for the curricula of library schools.

Not the least of the changes in education which have implications
for libraries are the changes in educational technology. The multi-
media approach in teaching changes the nature and function of
libraries in many ways. Computer-assisted instruction; self-teaching
devices; the whole array of technological aids to the teaching and
learning process suggest a different kind of library collection,
and different kinds of preparation for its administration.

> <u>Assumption. Changes in the general patterns of
> education will affect library education both
> directly (because they are a part of the
> changing pattern itself) and indirectly
> (because the graduates of schools which are
> experimenting with new educational techniques
> and curricula will be the potential users of
> libraries, making new demands upon library
> service which the graduates of library schools
> will have to be prepared to meet).</u>

Whether the current financial situation is temporary, or a
presage of more stringent conditions to come, is not known, but

planning for the future requires that the probable economic future
be taken into account. During 1971-72, the reduced level of
support for education was a definite factor in planning and
implementation of educational programmes, leading to cutbacks in
faculty appointments, in the initiation of new programmes or even
new courses, and in scholarship and fellowship aid. Outside the
schools themselves, the reduction in employment opportunities for
university graduates also had its effect. In the library schools
the effect, oddly enough, was a favorable one. Many students from
other disciplines, faced with a tight job market in their own fields,
began to recognize in librarianship another opportunity for
utilizing their subject knowledge, and enrolment actually increased
in most library schools. But the job market is tight in library
work too, and as the graduates of library schools experience
difficulty in finding positions, the situation might well change.
(Many schools in the U.S., anticipating a continued tightening of
the job market, have already placed a limit on enrolment to avoid
the overproduction of qualified candidates for the dwindling number
of openings. If the same situation arises in Canada this could
reduce support for library education, curtail expansion of programmes
of library education, and reduce the opportunities for teachers of
librarianship.)

The competition of technician training programmes may also be
greater as employers, faced with a smaller budget for personnel,
settle for less expensive staff replacements to fill out their
tables of organization. At the moment, however, the more optimistic
rather than the pessimistic view seems to prevail. The squeeze is
being felt by the less-qualified rather than the more qualified, and
the library schools are likely to continue to attract the more
serious and committed students. But if tuition costs continue to
rise, with no corresponding increase in scholarship assistance, the
continuation of large enrolments in the library schools is by no
means certain.

> Assumption. The financial situation, and
> particularly the opportunities for employment,
> may affect library education in the future
> even though it seems not as yet to have
> reduced the number of applicants for
> admission to library schools.

An important factor in Canada is and will be the rising
concern over "foreign" influences in Canadian higher education.
In the past, Canada has often had to seek its library administrators,
its library school deans and faculty members, and other leaders in
the profession from other countries. Moreover, without a doctoral
programme in librarianship in Canada, it was inevitable that a
Canadian seeking a library Ph.D. would have to be educated abroad,
usually in the United States or Britain. But there is a growing
sentiment that Canada should take advantage of local manpower,
and provide opportunities for identifying and training them. A
coctoral programme in librarianship in Canada would make it possible
to fill major library posts with Canadians rather than experts from
elsewhere.

> Assumption. The sentiment for greater
> "Canadianisation" in Canadian higher
> education will be an important force in
> both librarianship and library education.
> A doctoral programme in the library field
> would make possible the identification
> and preparation of Canadians for the highest
> levels of library responsibility in Canada.

The assumptions enunciated above underlie the Recommendations of the Committee. Combined with the extensive documentation prepared by the schools, the observations made by the consultants during their site visits, the information supplied orally by administrative officers of the universities, faculty members and students in the schools, and experts on the headquarters staff of the Council on Ontario Universities, they form the basis on which the Recommendations rest.

It should also be recognized that the Recommendations reflect the situation in Canadian librarianship as it was in August 1972:

1) Doctoral programmes in librarianship at the University of Toronto and the University of Western Ontario had been approved in 1971, but had not been funded;

2) Toronto had admitted two students to their doctoral programme; Western Ontario had not yet accepted students to their programme;

3) The University of Ottawa had moved to close their programme of library education and was enrolling no new students; a Committee on Library Education had been established to make recommendations concerning the future role of library education at Ottawa, which was not scheduled to make its final report to the University Senate until the Fall.

Thus the recommendations, in effect, concentrate primarily on the two schools which were actually offering an accredited M.L.S. degree programme.

RECOMMENDATIONS

The Accredited M.L.S. Programme

1.   It is RECOMMENDED that a thorough and continuing ·tudy of
Canadian library manpower be made and that the enrolmen. projections
for the M.L.S. programmes in Ontario should be carefully assessed in
the light of that study. It should include consideration of the
present and future markets and of the special needs for bilingual
competence.

2.   It is RECOMMENDED that in the light of available data, no additional
library schools offering programmes at the graduate level leading to
the first professional degree be established within the nexl five
years at least. If an unexpected change in the market or the practice
of librarianship should call for extraordinary increases in
professionally qualified personnel, a review of this restriction
can be undertaken at the appropriate time.

3.   It is RECOMMENDED that the library schools in both the
University of Toronto and the University of Western Ontario should
assess their M.L.S. programmes with an eye to the changing needs of
the next five years and, more speculatively, of the next ten years.
It is recognized that in the U.W.O., a re-asse sment of the M.L.S.
programme is already underway. In assessing the programme special
account should be taken of:
- (a) the need for an integrated and unified course of study
  which emphasises the identification and the assimilation of
  basic principles and the general theoretical groundwork of
  library science;
- (b) the need to integrate into the total programme, whenever
  necessary, appropriate elements of Information Science;
- (c) the changes described in Section II under the heading
  "Changes in the Discipline" (pages 27-30 infra.)
- (d) the need for greater emphasis on scientific, mathematical
  and technological content;
- (e) the needs of the populations which the graduates are
  expected to serve;

(f) the recources of the environment in which the Library
    School is located.

4.   It is RECOMMENDED that the library schools establish entrance
requirements equivalent to those of other graduate programmes;
namely, a four year Honours Degree or its equivalent with a first or
high second class standard.

5.   It is RECOMMENDED that the schools should give priority to the
recruitment of specialists in the area of theoretical classification,
indexing, etc., and of staff with substantial background in science
and technology.

6.   It is RECOMMENDED that the schools set out to increase the
proportion of students with strong scientific/mathematical/
technological backgrounds. Much will depend on the image presented
to such people by the library profession itself, but educational
programmes that give obvious scope and outlet for the talents and
skills of science and technology graduates are a powerful factor in
recruitment.

7.   It is RECOMMENDED that the schools pursue more actively the
possibilities for interdisciplinary programmes which will take
advantage of human and other resources in cognate fields on their
campuses, by such means as greater cross-listing of courses and
encouragement through counselling to take full advantage of these
possibilities; joint faculty appointments; greater use of courses
in other relevant disciplines as a minor concentration, etc.

Relationship with the Field

8.   It is RECOMMENDED that the Faculty Council for each school be
expanded by including additional members from other faculties of
each university and from leading professional librarians in the
field.

9. It is RECOMMENDED that a joint committee be established, made up of faculty from each school and of leading professional librarians, to provide a forum for continuing dialogue between the practitioners and the educators on such matters as continuing education and the needs of the profession.

10. It is RECOMMENDED that the schools should give high priority to regular and systematic programmes of continuing education. Staff complements should be such as to accommodate this type of activity through released time and without overloading individual faculty members.

11. It is RECOMMENDED that those in charge of libraries should give high priority to the systematic release of staff to further their continuing education and to engage in research.

School Librarianship

12. It is RECOMMENDED that the Provincial Ministry of Education should raise the certification standards for school librarians, i order to give more realistic support to the role that school libra es should play in education.

13. It is RECOMMENDED, at the least, that a requiremer t for appointment to supervisory positions in school librari s, media centres, or a school library system should be the M.L.S. degree from an accredited library school programme.

14. It is RECOMMENDED that the training of school librarians merely to meet current certification requirements should be the responsibility of Colleges and Faculties of Education and not of the graduate library schools, until such time as those requirements and present support of school libraries are upgraded.

The Ottawa Situation

15. It is RECOMMENDED that the library School at the University of Ottawa should not be continued in its present form. This

recommendation is made in support of the apparent decision by the University of Ottawa to discontinue what has been a programme of marginal academic quality. Any proposal to create a new programme should meet standards of academic quality equivalent to those defined by the ALA Standards of Accreditation, and should satisfy market needs unmet by the accredited schools, as identified by the results of the Manpower Study proposed in Recommendation 1.

16. It is RECOMMENDED that the Universities of Toronto and Western Ontario explore, especially with the University of Ottawa, the possibility of establishing a programme of special courses and advanced research related to archives, government documents, federal library services, and other areas for which Ottawa is a particularly suitable base, thereby taking advantage of the resources of the National Library, the National Archives, the National Science Library, and other government libraries.

17. It is RECOMMENDED that the Council of Ontario Universities explore with the National Library means for offering continuing education courses for experienced practitioners to help ensure that Canadian librarianship derive maximum benefit from the distinctive Ottawa library resources of all types.

Francophone Education

18. It is RECOMMENDED that no attempts be made to establish a full-scale Francophone library school at the graduate level in Ontario. It is not feasible to establish in Ontario a Francophone programme of the quality offered at the Université de Montréal.

19. It is RECOMMENDED that the Province of Ontario should agree to support advanced studies for Ontario students at the Université de Montréal through transferability of Provincial government fellowships.

20. It is RECOMMENDED that Toronto and Western Ontario take into consideration, in their curriculum and academic regulations, the special needs and interests of French-speaking Ontario, thereby encouraging the enrolment of Francophone students.

The Ph.D. Programmes

There is a real need for research in the field of Librarianship
and Information Science. The problems are identifiable and unique,
and the criteria for legitimate research are now established.

There is a real need also for research-oriented faculty, in
contrast to and in addition to the now largely professionally-oriented
faculty, in Schools of Librarianship and Information Science.

These needs are particularly pressing in Canada where there have
been no doctoral studies and little training in or opportunities for
advanced research, either in general or in problems uniquely Canadian.
The need in Ontario is not for doctoral studies that are little more
than an extension of professional education but for programmes designed
specifically to develop advanced research capacity.

21. Therefore, it is RECOMMENDED that support for a doctoral programme

at either school be deferred until all of the following have been

achieved to the satisfaction of the Council of Ontario Universities.

(1) A specific, clearly circumscribed, focus has been defined
by the school for the areas of research on which it will
concentrate.

(2) The relationship of the school's defined focus of research
to other departments in the university has been made
explicit, through such means as possible joint appointments,
sharing of resources, outside minors related to the area of
research, etc.,

(3) At least two and preferably three faculty members are on the
staff with demonstrated research competence in each of the
defined areas of research. This demonstration shall be
attested by a recent history of sustained publication in
journals of research quality, monographic publication of a
scholarly nature, or funded projects involving original
research.

To meet these objectives, both schools will have to:

(a) Identify present members of the faculty with research
potential, limit their instructional loads, and periodically
review their research performance;

(b) Add new senior faculty with instructional loads limited
specifically for the purpose of carrying forward research
work in one of the defined areas of focus; and

(c) Make joint appointments or similar arrangements with other
faculties on the campus, or on other campuses.

22. It is RECOMMENDED that any Ph.D. programme clearly reflect the participation in its planning of the senior research faculty who will be involved in its implementation.

23. It is RECOMMENDED that, although the University of Toronto must see the two doctoral students admitted in 1971 through to their degrees, it should not accept additional students to the doctoral programme until the prerequisite conditions, outlired above, have been met.

24. It is RECOMMENDED that every effort be made to utilize the special resources of both schools. In the event that both commit themselves to meeting the criteria, they should make their programmes as complementary as possible. In the event that only one commits itself to meeting the criteria, it should utilize the resources of the other to the maximum possible extent. The potential research strengths in faculty and resources of the two schools appear to the Committee to lie in the two broad general areas listed below:

> History of books, printing and libraries (to include analytical and descriptive bibliography). Western Ontario

> Library management and services to meet the needs of different types of library community. Toronto

25. It is RECOMMENDED that in considering the development of areas for doctoral research one university give first priority to information science.

Research Support

26. It is RECOMMENDED that the Council of Ontario Universities urge the Canada Council and the National Research Council to recognize the value of research in Librarianship and the Information Sciences, and to provide financial support for advanced students and for research studies on a basis comparable to that accorded to other disciplines in the Humanities and the Social Sciences.

27. It is RECOMMENDED that the Council of Ontario Universities urge the Secretary of State of the Federal Government in consultation with

the National Librarian, the National Archivist, and the President
of the National Research Council to institute through these agencies
grants for research in Library and Archival Science, such grants to
include doctoral research fellowships, faculty research fellowships,
and support for designated research projects of an academic nature.

28. It is RECOMMENDED that any university planning to develop a
first-class doctoral programme should provide a short-term research
fund, because high priority must be given to the formulation of a
broadly-based research programme as a focus for individual and
departmental research activities.

29. It is RECOMMENDED that energetic action by both the university
and the library school should be taken to obtain funds for research,
through proposals to the Canada Council, the National Research Council,
and other outside organizations.

30. It is RECOMMENDED that the doctoral students in Library Science
be given the same level of financial support as the doctoral students
in any other programme.

31. It is RECOMMENDED that in the event that only one university
chooses to commit itself to meeting the criteria specified above,
the Province view sympathetically a request for extra-Formula
income to enable that university to acquire from the other such
resources as have been built up to support doctoral level research.

II. LIBRARIANSHIP AND EDUCATION FOR LIBRARIANSHIP

DEFINITION OF LIBRARIANSHIP

The Scope of the Discipline

The central concern of librarianship is with the materials of record, with those who use (or could use) records, and with the most effective means by which records and the people who have need of them can be brought together. In this statement may be found the key to the nature and scope of the discipline of library science, and it is worth considering further its practical implications, in terms of the library's contribution to society. The principal forms taken by the contribution are the following:

1. The preservation and transmission of the cultural heritage.

2. The support and furtherance of economic, scientific and technological development.

3. The support of the educational process--both formal and informal--at all levels.

4. The servicing of one of the most significant forms of of leisure-time activity--recreational reading.

These functions are performed by libraries and information units. Some of these may contribute in only one of the four areas (e.g., industrial libraries in Area 2, School libraries in Area 3), while others may contribute to a greater or lesser degree to three or even all four (e.g., university libraries, in Areas 1, 2 and 3 and sometimes 4). With these considerations in mind we can now turn to the records, their users, and their organization.

First of all the records: these comprise principally the printed word, but also include manuscripts; near-print; film, tape and other audio-visual media; records in machine-readable form; in fact any of the media by which information and imaginative stimuli may be communicated. (In practice, however, it is normal for one of these groups--

the pictorial and three-dimensional products of the visual arts--to
be the concern of the museum and gallery specialist rather than the
librarian.) This concern with records finds its expression above all,
perhaps, in the study of bibliography in all its varied aspects. Of
these, particular attention must be drawn to the central importance
of the librarian's role in collection building, in the selection and
evaluation of materials in relation to users' needs and the library's
objectives, and to the knowledge of sources of supply and the skills and
routines of acquisition associated with the collection-building process.
Increasingly, of course, the concern with records is extending beyond
the "bibliographical", and the study of topics such as the generation
and use of data bases and their characteristics, and the handling and
utilisation of audio-visual materials, is becoming of increasing
significance.

The second aspect of the librarian's task--concern with the users
or potential users of the materials of record--leads him to the study
of the library and information needs and the library-using and
information-seeking behaviour of the various kinds of community served
by libraries. This can range from studying the needs of faculty and
research workers (as distinct from those of undergraduates) in a
university community, to the study of how the needs of an industrial
chemist differ from those of an academic chemist; from the assessment
of the contribution of the school library to the educational process
to the analysis of public library use or non-use by underprivileged
groups. Furthermore, for a proper understanding of the various
communities served by librarians it is usually necessary to take the
study at least one stage back from the point at which the library comes
into the picture: to gain, for example, a thorough understanding of
the nature, objectives and organization of higher education as a
prelude to work on academic librarianship; to study the structure and
organization of industry and research as the first step towards a
knowledge of industrial librarianship; to gain background in relevant
branches of social knowledge before specializing in public librarianship.

So much, then, for the records and those who use them. The
third area which makes up the study of Library Science is that which
is concerned with the means by which the materials of record and their
users are most effectively brought together. This can be considered
under two distinct headings.

The first of these, now sometimes called the Organization of
Knowledge, is a study of the principles and methods of organizing
records for use. It covers the whole area of information retrieval,
which includes cataloguing, classification and indexing, and takes
account of both manual and non-manual methods.

The second area is Administration and Management. At the level
of basic principles this study is no different for the field of library
science than for any other activity which requires administrative and
managerial skills. The principal emphasis, however, will be on the
application of these principles in the distinctive and special
circumstances of different types of library within different institu-
tional frameworks, with different constraints, and different objectives.
In all situations in which he is likely to find himself, an important
element in the librarian's duties is his responsibility for planning,
evaluation and constant revision and refinement in the light of
experience and formal evaluation. To this it should be added that
there is an immense range in the scale and complexity of the operations
with which a librarian might be concerned--from the vast, sophisticated
national system such as the Library of Congress or the British Library,
to the relative simplicity of the small school library run by a
teacher-librarian.

Information Science

In recent years there has been added to the situation described
above a new and extremely important dimension: the development of
information science. Exactly what is embraced by this term is still
to some extent a matter of discussion and controversy. There are those,

for instance, who identify it very closely with computer science, while others see it as a much more broadly based discipline, embracing elements of many scientific and, for that matter, non-scientific disciplines. A fruitful approach, perhaps, is to think of it in the present context as being concerned with the scientific foundations of the work of librarians and information specialists. Though this approach does not preclude its study as a self-contained corpus of knowledge--which is frequently a most useful way of handling it in an educational institution--it does lay appropriate emphasis on its all-pervading nature, on the need to integrate it into all relevant aspects of the study of library science. This approach must come out in the librarian's study of the generation of information; its storage and organization (whether in the form of libraries full of books and journals or computer data bases); the associated problems of cataloguing, classification, indexing and coding; the control of information. whether by conventional bibliographical means or by computer-based systems; and the design and analysis of systems.

If Librarianship is to flourish, it seems certain that it must take full account and full advantage of what information science has to offer, and it is already becoming clear that this has considerable implications for both the study and practice of librarianship. The methods of information science, even at their most elementary, call for quantitative attitudes and approaches to library problems and situations; they call for some knowledge, at least, of scientific methods; they call for numeracy, as well as literacy. Even if not all librarians will need a command of statistical techniques and not all library school students will need to follow a course in operational research, some, will; and on the staffs of most substantial libraries there will need to be those with the sort of scientific knowledge and scientific attitudes required to take full advantage of what a rapidly developing technology can offer the library.

The Basic Elements of Librarianship

From what has gone before, it will be clear that the range of knowledge encompassed by library science is wide indeed and the question how much of this must be known by a professionally qualified librarian is one which constantly exercises those concerned with professional education for librarianship. In most parts of the world there seems to be fairly general agreement that there is such a thing as a basic core of professional knowledge which is essential to a librarian, whatever the type of library, however specialized the activity in which he may ultimately find himself. The practising librarian needs and is required to have basic skills at a general level in three areas: bibliography and related subjects, the organization of knowledge, and the administration and management of libraries. Any other consideration apart, the demands made by the need for mobility dictate a broadly-based, first professional education: few librarians can even be sure of what type of library their first appointment will be in, let alone the directions in which they may move as their careers develop.

This need for a broad professional base has in itself influenced the development of the discipline. When the study of librarianship was at a relatively simple stage the "broad professional base" could include a high proportion of existing professional knowledge, with a great deal of emphasis on the acquisition of skills needed to carry out relatively uncomplicated techniques With increasing complexity and sophistication the sheer volume of knowledge and variety of techniques of relevance to librarianship have forced library educators to seek the essentials, to think more sharply in terms of library objectives, to identify the theoretical bases from which the discipline must be studied and developed. In professional education the most marked result of this development has been a greater concentration on theory and principles and less emphasis on the detailed practice of techniques, which is increasingly seen as the province of the in-service element in professional education rather than of the library

school. In general, in fact, the emphasis nowadays is on "why?"
rather than "how?", with particular concern with the need for
adjustment to a changing society and the anticipation of that society's
informational and documentary needs.

The Divisions of the Field of Librarianship

This is a topic which can lead to long philosophical and semantic
discussions, from which a definitively acceptable outcome is most
unlikely. For the practical purposes of this Report it is necessary
to produce a list of divisions against which general Provincial
library science coverage and possible Ph.D. specializations may be
checked. The three basic divisions (1. the materials of record,
2. the people who do or could use these materials, and 3. the means
by which users and materials are brought together) are too broad and
general for this particular purpose, and it is therefore desirable
to derive from them a longer list of rather more specific divisions.
To this end, the Association of American Library Schools' list of
17 divisions has been somewhat modified to produce the following
eight divisions. Its imperfections are obvious and acknowledged.
Not the least of these is that the divisions cannot be mutually
exclusive. For example, History of Libraries may well come under
Areas 3 and 4 as well as 1, Classification belongs to both Areas 5
and 6; more seriously, it does not clearly reveal that much of the
content of Area 6 must be subsumed in other sections. Nevertheless,
the list does cover all likely, desirable courses, in reasonably
homogeneous clusters, and to that extent should serve as a serviceable
working tool.

1. History of Books, Printing and Libraries (to include
   analytical and descriptive bibliography).

2. Library and Information Resources (to include book
   selection and collection building, reference,
   subject bibliography, special materials [other than
   rare books, which would be under 1 and Archives, Area 8].

3. The Library in Society: role, objectives, etc.
   Includes Comparative Librarianship and Education
   for Librarianship.

4. Library management and services to meet the needs
   of different types of library community.

5. Organization of knowledge: cataloguing, indexing,
   classification.

6. Information Science and Systems. To include library
   automation and data processing, specialized aspects
   of classification and indexing.

7. Communication studies. To include media, publishing,
   printing and book production.

8. Archive Administration.

In each of these areas, the subject matter must cover the
relevant topics of professional and technical value as well as
appropriate research methodology.

The Multidisciplinary Nature of Librarianship

From what has been said thus far it will be apparent that the
practice and study of librarianship calls for a highly multi-
disciplinary approach; this is indeed one of the principal characteristics
of the profession.

This multidisciplinary nature of library science is reflected in
each of the three areas identified earlier in the report. In area 1--
the materials of record--some understanding, at least, of the subject
matter of the records, whatever it may be, is the starting point for
their bibliographic control; from a different viewpoint, knowledge of
the literary, printing and allied arts is also called for, reinforced
in the case of historical studies with relevant historical knowledge.
The concern with non-documentary media of record, already referred
to as an increasingly important element in the totality of the
communication resources from which the librarian now draws, can

obviously benefit from the skills and expertise of the media specialists.

In the second area--the study of the users or potential users of records--the skills and methods of the social scientist are brought into the service of librarianship. Studies of need and of use draw from disciplines such as Psychology, Sociology, and Statistics.

The two sections which make up the third area add a further large crop to the disciplines from which library science must draw. The organization of knowledge calls on linguistics, logic, and computing science, to mention but three significant disciplines. Administration and Management draw on the disciplines of management science, including operations research, and public administration. And running through all aspects of librarianship is a central concern with communication and with education.

At the level of an M.L.S. programme the knowledge required of any of these supporting or ancillary disciplines is of course not very profound; but setting them out as above does tell us something about the nature of librarianship, about its relationships with other disciplines, about the content of the pre-requisite education and about the sort of people who are likely to be successful in the profession. At advanced levels of specialization, of course, the relationship with other disciplines may be very important indeed and, as distinct from the M.L.S. level, may require their study in considerable depth.

Changes in the Discipline

It will be clear that Library Science is a dynamic discipline and that it is currently going through a period of considerable change to which no imminent halt seems likely. It will be useful to consider some of the more significant influences which are likely to make for changes in the discipline; a number of these have already been referred

to in various parts of this section.

1. The need for librarians increasingly to concern themselves with non-documentary materials. This is exemplified in the development of the "Resource Center" concept.

2. The related need to utilize to the full the possibilities of educational technology: libraries are in the communications business, not just the book business.

3. The increasing emphasis on the librarian's direct teaching role, which will often require him to teach the skills involved in making maximum use of library and information resources (both bibliographical and non-bibliographical) to students, staff and others at all levels.

4. The development of multi-dicsiplinary teams serving total information needs of national, provincial or local government departments or groups of departments; this will involve librarians as team-members with statisticians, economists, city planners, sociologists, computer men and others.

5. The emergence of the subject specialization concepts. This implies the use of librarians with highly developed subject and professional skills in roles which involve them in all the library operations in the context of a narrow, specialized range of library resources. This may be within a large general library or a relatively small special library. A difference from the traditional special librarian is that the subject specialist will be expected to have a much more highly developed specialist subject knowledge, which has been given a professional orientation by high level or advanced training in library science.

6. It has become increasingly necessary to draw on and utilize specialized data bases and other resources from other parts of the continent and, indeed, other parts of the world. Librarians therefore need extensive knowledge of the national and international library and information complex. The associated development of networks of all kinds, at all levels, will place a premium on the library and information skills required to utilize them to maximum effect: the role of skilled intermediary between user and system will therefore become increasingly one of the paramount librarianship responsibilities of the future.

7. Non-bibliographical data bases will increase in importance: for example there will be greater emphasis on more accessible, faster, more comprehensive, more standardized <u>statistical</u> information systems, co-ordinated on an inter-disciplinary and international basis.

8. Equipment and communications costs are likely to fall in relation to manpower costs. There is likely to be a correspondingly greater use of equipment of all sorts: reprographic, telecommunication, etc.; the production use and processing of machine-readable records; the development of large-capacity, cheap, direct-access machine-readable stores, leading to the rapid growth of computerized data banks and data-based information systems. There will be an increasing tendency to keep records in machine-readable form.

   All of these factors imply a need for librarians of the future to be involved with and aware of the implications and possibilities of equipment of many types, to a degree far greater than at present.

9. With the shrinking of the world and the great increase in significant literature in languages other than English, it is possible that the library will become a natural base for first-stage translating, which will mean bibliographically and linguistically competent librarians sitting down with the subject-expert enquirers to produce outline translations as a preliminary indicator of whether or not the expense of full translation is justified.

In summary then, with rapidly expanding and developing technology and increasing sophistication of operations, there will be a need for librarians capable of undertaking research, of evaluating research, and of utilizing the results of research.

Important as may of these changes will be for the practice and study of librarianship there is none of them which cannot be accommodated within the framework of the three broad subject areas already indicated as covering the field of library science. What may develop is an increasing need to enlist the occasional or even continuing services of specialists such as programmers and equipment maintenance specialists. There are dangers, however, in pressing the use of non-librarian specialists too far. It would be inappropriate,

for instance, to seek subject specialists or specialist bibliographers
from outside the ranks of librarianship (as has been done in some
North American libraries), for bibliography and book selection are
in many ways the cornerstone of library science. It would also be
unwise to depend exclusively on outside specialists for computer
expertise: all, or at least the great majority of professional
librarians should acquire from their basic professional education
enough knowledge of computer applications to be able to use the
services of, and hold meaningful dialogues with, computer specialists;
some, indeed, should be expected to reach a very high level of
expertise and knowledge in the computer area, in addition to their
professional knowledge and experience as practicing librarians.

Research in Library Science

The need for research in library and information science is
fully accepted in the United States and Great Britain and this
acceptance has found expression in very substantial funding of large
numbers of research projects. There is virtually unlimited scope and
need for research activity across the whole spectrum--from basic
research into topics such as the information transfer process and the
fundamental processes of classification and indexing, at the one
extreme, to development work such as the application of computer
techniques at the other. If the potential contribution of library
and information services to national development is to be realized to
the full, then it is essential that research and development work be
prosecuted with the greatest possible vigour.

Some of this work should certainly be carried out in operational
units--the need for continuing R & D activity in any large library has
already been referred to--but the natural base for much of this activity
is the graduate library school. Like any university department such a
School should have a dual role--research and teaching. The imple-
mentation of the first of these roles--the obligation to work towards
extending the boundaries of knowledge of its subject--is of

immeasurable benefit to the second; for the teaching of a Faculty
actively engaged in research has an "edge", an authenticity, which
is lacking in a department which restricts itself exclusively to
the teaching role. An environment of research is essential for
strong and effective university teaching.

Full knowledge cannot be claimed of the extent of library and
information science research in Canada in general and in its library
schools in particular, but the general impression is that the level
of such activity is low. There would appear to be need for a care-
fully co-ordinated systematic programme of research and development,
organized at national or at least provincial level, with the library
schools having a major role. A federal or provincial approach is
needed not only to ensure co-ordination and the observance of an
appropriate system of priorities, but because substantial funding will
be involved. Certainly some types of library science research are
inexpensive and, like much humanistic research, involve only the
personal activity of the researcher. But much of the needed research
is expensive; it may, for example, be computer-orientated, it may
require multi-disciplinary teams.

Large-scale funding of research and development is essential to
healthy library and information science in the 1970's; and a healthy
library and information science is essential if its contribution to
national development is to be maximized.

LIBRARY EDUCATION AND TRAINING

In Librarianship, as in many other fields, the role of the professional is constantly being upgraded to reflect new demands and new responsibilities. Many problems which were once considered of central piofessional concern have now been resolved, in whole or in part, and procedures have been established and rules set down to govern the activities connected with their control. Such routinized tasks can now be assigned to personnel with much less preparation, while the highly qualified person moves on to new or unresolved challenges.

This pattern of development is perhaps most dramatically illustrated in the health sciences, where technical assistants now perform a great many functions which were once the sole province of the fully qualified doctor. In Librarianship, a similar development is taking place; as once-professional tasks are now turned over to non-professional personnel, the Librarian is expected to turn his or her attention to increasingly challenging problems in the planning, management, evaluation, operation, and design of services.

The pattern of preparation for library personnel has been changing to reflect these developments. Probably at no time in the history of formal education for librarianship has training been available on such a variety of levels. The American Library Association's Policy on Library Education and Manpower, adopted in 1970, recognizes two levels of non-clerical, non-professional positions, and two levels of professional responsibility, and advocates programmes of training for each on' of them. Thus we now have actually available, or at least approved, programmes of preparation for the Library Technical Assistant (or Technician) at the community college level; for the Library Assistant at the bachelor's degree level; and for the Senior Librarian through either a post-master's certificate or the doctorate. In addition, continuing education is now seen as essential for librarians or library workers, whatever formal preparation has been attained.

The Master's Degree

The master's degree has officially been considered the first professional degree since 1951, when ALA issued revised Standards for Accreditation; however, many institutions continue to offer the bachelor of arts degree, even though such a degree programme is not eligible for ALA accreditation. (The traditional Canadian bachelor's, because it represents academic work equivalent in content and level to the master's degree programmes in the United States, has been acceptable for accreditation under the 1951 standards. The present move towards a two-year master's as the standard in Canada makes it now essentially correct to say that the first recognized professional degree in both the United States and Canada is the master's.)

The Bachelor's Degree

The bachelor's degree programme continues to be widely offered, primarily because, in the majority of states and provinces, certification regulations for school librarians are designed to parallel certification requirements for school teachers. In most cases, however, this first-level qualification is provisional, and the school librarian is expected to go on for additional professional education within a specified time in order to continue to qualify for professional recognition. Some states and provinces are already demanding the master's degree as the basic qualification for both teacher and school librarian certification, and it is highly likely that the standards will be raised in all of them in the not-too-distant future.

The confusion, then, concerning the status of the bachelor's degree should soon be removed. The proposed standard enunciated in the Library Education and Manpower policy would establish the bachelor's degree as an appropriate background for the kind of responsibility represented by the classification, "Library Associate". Implicit in this designation is the premise that a great deal of the work that has for twenty years been considered "first-professional" should now be seen

as "pre-professional", if the emphasis is upon practices and
procedures which follow established guidelines. The Library Associate
responsibilities also call upon the staff member's general educational
background as much as (or more than) on the technical skills of library
work. It is this aspect of the responsibility that differentiates it
from the other non-professional classification: the Library Technical
Assistant.

The Two-Year Diploma

In recent years, and following a trend in other professions,
librarianship has increasingly become aware of the importance of
support staff in library operations. The rise of the junior and
community colleges in the United States, and the CAATS in Ontario, with
their emphasis upon vocational training, has opened the way for many
two-year programmes of technical training leading to a diploma and
designed to prepare for supporting positions in professional and other
vocational fields.

The new ALA Policy on Library Education and Manpower has legitimized
the two-year training programme for technical assistants and the way
is now open for closer liaison between these programmes and those
designed for the preparation of Librarians. As appropriate content
becomes better defined, and the graduates of the two-year programmes
have demonstrated the value of their contribution to library operations,
it should be possible to revise the content of the graduate programmes
to eliminate, or at least approach very differently, the inculcation of
purely technical skills. The purpose of the Policy is, in the long run,
to upgrade the programmes of professional education by placing technical
training at an earlier point in the student's academic career, and to
relieve the librarian from time-consuming tasks and routines which do
not require the full professional degree for their satisfactory
performance.

The Post-Master's Certificate

The post-master's certificate is being introduced in a growing number of schools to meet a variety of purposes. In some cases, it simply represents an opportunity for librarians who already hold the first professional qualification to take courses regularly offered in the master's programme for which there was not time in their initial academic programme, or which represent new knowledge that was not then available. In some cases, it is meant to provide an individually tailored programme of advanced study in special courses designed specifically to supplement the regular offerings in the master's curriculum. In others, it is seen as a programme of advanced study which will have status beyond the master's degree without leading to doctoral research. And finally, there are cases in which the certificate programme is seen as a first corridor to the doctoral programme, providing an opportunity for the school to screen students who should not be encouraged to go on beyond the certificate, while providing for other students the equivalent of one year of residence towards the doctorate if they meet the school's standards for doctoral study.

The Doctorate

At present--and traditionally--the Ph.D. degree in librarianship in North America combines two aspects: academic research and advanced professional education. While research is an important component of all the programmes leading to the Ph.D. in this field, it often seems to be a secondary or even tertiary objective. In most cases, there appears to be a tacit recognition on the part of the library schools offering the Ph.D., that it may legitimately lead to added competence in library practice as much as it does to the "contribution to knowledge" which the traditional academic disciplines tend to stress.

A review of the catalogues of seventeen of the eighteen library schools offering the Ph.D. in 1972 reveals the following: All programmes require the writing of a dissertation; indeed, one actually

states as one of its objectives: "to foster the writing of dissertations". But only six specify the degree as exclusively a research degree. The others describe the Ph.D. programme as one which provides general advanced work in library subjects. A vocational objective is often acknowledged: nine specifically mention preparation for administrative responsibilities in the field, and seven of these also mention preparation for teaching positions in library schools. The others speak more broadly about the programmes, stress on "advanced study", "high scholarly attainment" or "scholarship", with the production of a dissertation seen as one, but not the exclusive, evidence of the student's achievement of these objectives. Nor is the research which is required for the dissertation always seen as academic in nature; at least one school (offering the Ph.D. in Information Transfer) states that "research is done largely on functioning organizations under contract arrangements".

These variations in approach to the purpose of the Ph.D. are reflected in the programme requirements. Some of the schools do not have a required set of courses, but rather suggest that course work will be selected to support the individual student's research and knowledge needs, with no m. iimum or maximum registration specified beyond the minimum institutional requirements.* Others have a definite programme of courses, including the required selection of a major and minor field, with as much as three years of formal registration required. All permit and encourage interdisciplinary selection of coursework, as dictated by the needs of the individual's programme.

Four of the catalogues stress comprehensive mastery of the entire field of librarianship as the end of a doctoral programme. Two see the Ph.D. as concentrating on intensive studies of a special field. Four others specify a combination of general study plus concentration in some one specialty.

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* In all cases, institutional requirements mandate at least one academic year of residence, but in the more permissive programmes, this need not be translated into a specific number of substantive courses.

Two library schools in the United States offer the D.L.S. degree instead of (or in addition to) the Ph.D., and some attempt is made to make a distinction between the professional and the academic programmes. In neither case is this distinction completely clear-cut. The school which offers both programmes requires in both essentially the same course registration, the production of a thesis, and compliance with similar requirements for admission. Thus far in the U.S. situation, the D.L.S. has never really taken hold. The combination of professional and academic in a single degree, the Ph.D., seems to be well established in the tradition of library education at the present time. The prestige that the doctorate presumably confers upon its holder motivates a large number of students to seek it, if for no other reason than to gain status in academic institutions or among their peers. So long as the Ph.D. represents the highest achievement in the field, and so long as alternative programmes at the advanced levels are seen as a kind of consolation prize for failure to achieve doctoral candidacy, library leaders will continue to be selected from those who can present the academic doctorate. And the schools will continue to feel the obligation to offer programmes leading to the Ph.D. rather than to a professional degree, unless an unanticipated change occurs in the society or in the professional field itself. The Ph.D., for the library field, is the recognized professional research degree and a logical advanced degree for a library school to offer as it moves to increase the scope and impact of its programme of professional education.

In view of the fact that there is no tradition of research-oriented doctoral work in Canadian librarianship, it seems to the Committee essential that any doctoral programmes in the field of librarianship stress the academic research component. The growing need for research on library problems has already been alluded to; the need in Canada is particularly pressing because of the complete lack of library research studies in the Canadian context. The doctoral programme therefore has a special responsibility to train a cadre of library educators as well as librarians with competence in research and enthusiasm for it.

Continuing Education

The publication _Towards 2000_ puts forward the view that the participation rate in higher education of a particular age group (18-24 is the group usually considered) will in the future become less and less meaningful as a measure of the adequacy of an educational system; that the trend is towards life-long education; and that the appropriate measure will change from being the proportion of the age group and become the proportion of the total _labour force_ in the higher educational system. It goes on to say that in the 1970's most of the older enrolment will be on a part-time basis.

In the field of Library Science there is plenty of evidence of the trends indicated above. The accelerating rate of development and change, both in the needs of the communities served and the means by which librarians can serve them, is such that regular exposure to specialized courses, institutes, workshops, and the like, will be an essential part of the career pattern of the librarian of the 1970's and 1980's. Less than ever will it be true that possession of a basic professional qualification is in itself an adequate life-long career ticket.

This has a clear implication for the library schools: an important manifestation of the leadership and support which the profession legitimately expects of them should be the provision of adequate continuing education facilities, in a variety of appropriate forms, available to all professional librarians in their regions; and for the benefit of a wider, national (or even international) audience, in areas in which they excel or have special expertise.

Types of course which should be available, either on a short, full-time basis, or spread over a longer period of part-time study, include the following:

1. Courses or Institutes intended to communicate to the profession the results of original research carried out in the School.

2. Courses designed to introduce practitioners
    to new professional developments, techniques,
    etc., which were not included in their own
    basic professional education, e.g. computer
    applications, problems associated with
    multi-media developments.

3. Workshops and similar gatherings of experienced
    librarians considering specific professional issues
    or problems.

4. Instruction in highly specialized or advanced
    applications of particular professional skills.

III. CANADIAN LIBRARY MANPOWER

The picture of librarianship implied by the general context presented above is one of increasing specialization and possibly of decreasing numbers of students in professional library education over the next several years. It is, therefore, desirable to have a quantitative as well as a qualitative picture of the present library situation in Canada, especially in Ontario, and of that foreseeable over the next several years.

The numbers presented are estimates based on the data available to the Committee, most of which were incomplete, uncertain, and inconsistent. They should therefore be viewed with extreme caution until the thorough manpower study called for in Recommendation 1 has been carried out.

In any event, care should be taken to avoid making decisions based purely on quantitative data. In particular, the Committee feels that the need for research competence in Canadian librarianship, as represented by a Ph.D. programme, is significantly greater than would be implied by the data based on US experience in production and employment of Ph.D.'s in librarianship.

PROFESSIONAL (MLS or BLS) LIBRARIANS

Past and Present

Figure 1 lists the estimated number of people presently in library positions, categorized by type of institution and by level of education, for Ontario and for Canada as a whole. Some of the numbers are very uncertain, but the notes associated with this figure summarize the data on which they are based. Figure 2 graphically shows the pattern of growth which Figure 1 and other data imply for the total number of librarians in Canada. The past several decades have shown a consistent growth rate of about 4% per annum. Comparable data show that the growth in numbers of librarians in the United States has been at nearly 5% per annum for the last three decades.

FIGURE 1

ESTIMATED NUMBERS OF STAFF IN VARIOUS CATEGORIES
LIBRARIES IN ONTARIO AND CANADA, 1971/72

ONTARIO

Type of Institution	Notes	No. of Instit.	Level of Education						
			PhD	MLS, BLS	BEd & Cert.	BEd	LTA	Clerical	Total
Univ. & College	1	26	3	680				2410	3093
Other Post-Second.	2	83		150				350	500
Library School	3	3	10	45	5			15	75
LTA School	3	11		11					11
Public Library	4	300		665			230	1945	2840
School Library	5	2104		104	550	2287	62		3003
Special Library	6	233	6	400				400	806
Gov'tal Library	6	200		400				800	1200
Total			19	2455	555	2287	292	5920	11528

CANADA

Type of Institution	Notes	No. of Instit.	Level of Education						
			PhD	MLS, BLS	BEd & Cert.	BEd	LTA	Clerical	Total
Univ. & College	1	46	5	1550				5500	7055
Other Post-Second.	2	206		350				650	1000
Library School	3	13	15	71	10			30	126
Public Library	4	900		1350			500	4150	6000
School Library	5	8500		300	1500	6000	180		7980
Special Library	6	325	13	600				600	1213
Gov'tal Library	6	265		500				1000	1500
Total			33	4742	1510	6000	680	11930	24895

FIGURE 2

TOTAL NUMBER OF PROFESSIONAL (MLS & BLS) LIBRARIANS
IN CANADA
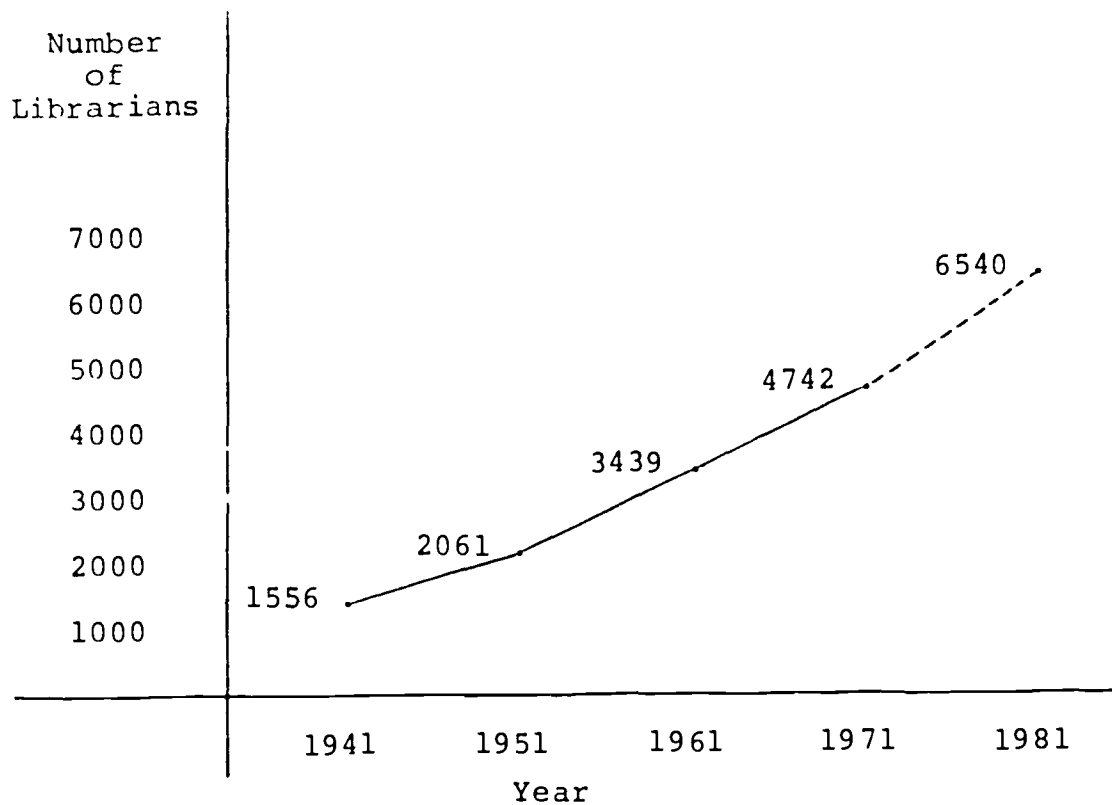
Notes

(1) Notes from a draft study of Canadian Library
manpower listed: 1941 (1556 librarians),
1951 (2061), 1961 (3439)

(2) Figure 1 (above)lists 4742 for 1971/72

(3) Projection of 6540 by 1981 is based on apparent
growth rate of about 4% per year.

(4) In 1940, there were 244 members of ALA in
Canada; in 1970, there were 1025.

Future

If the 4% growth rates were to continue for the next decade, the
number of occupied library positions would be about 6500 in 1981.
However, several factors have introduced changes which affect the picture
of Figure 2:

-- The market (i.e., available job openings)
   has shown a significant decline in the past
   two years.

-- The Library Technician grade (LTA) has begun to
   absorb some professional level positions

-- Overall Canadian and Ontario population growth
   has slowed from the former rate of 3% to less
   than 2% per annum.

-- The mix of educational alternatives, in Ontario
   at least, is being planned to place an increasingly
   larger proportion of students in post-secondary
   institutions (such as CAATs) other than universities
   and colleges--institutions which tend to have fewer
   librarians per student population.

-- The rate of growth of the student population in
   Ontario institutions of higher education is expected
   to decrease steadily from the present 10% per annum
   to 5% per annum by the end of the decade.

Figure 3 therefore presents a range of projections exhibiting
the effects of several possible assumptions concerning growth rates
of professional library positions.

Professional Education Programmes

Figure 4 lists the various library education programs in Ontario
and Canada. They fall into five categories: Ph.D., accredited MLS or
BLS, other MLS or BLS, B.Ed. (plus certification), and LTA.

Figure 5 presents a summary by decade and year (from 1962 to 1980)
of the graduation of librarians, for the three Ontario schools and for
Canada as a whole. Figure 6 provides comparable data for the United
States.

FIGURE 3

POSSIBLE GROWTH RATES FOR PROFESSIONAL STAFF
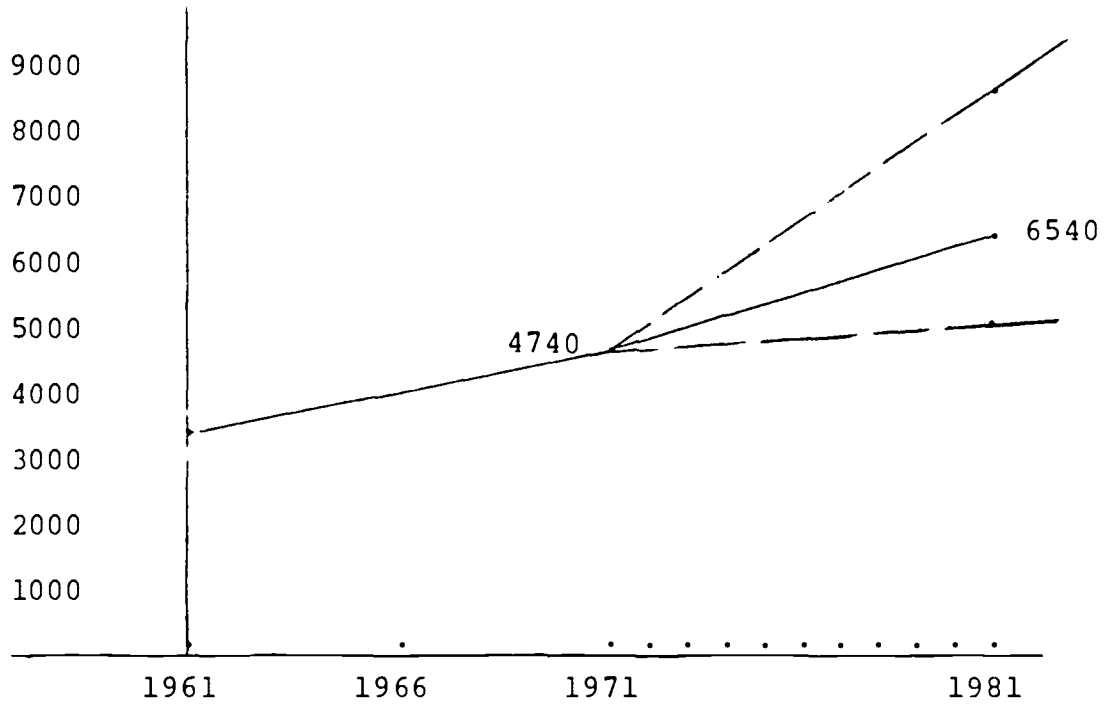
Alternatives:

1981 Library Population		Annual Growth Rate		
		5%	4%	3%
Percentage of Professional Staff	25%	7700	7000	6400
	20%	6200	5600	5100

FIGURE 4

LIBRARY EDUCATION PROGRAMMES

IN ONTARIO

Institution	Number of Faculty		Level of Programme				
	Full	Part	PhD	MLS Accred	MLS Non-Accred	BEd	LTA
Ottawa	6	7			X		
Toronto	21	15	X	X			
Western Ontario	21	9	X	X			
Queen's Faculty of Education	1					X	
Toronto Faculty of Education	3					X	
Western Ontario Faculty of Ed.						X	
Algonquin CAAT							X
Cambrian CAAT							X
Fanshawe CAAT							X
Lakehead University School							X
Niagara CAAT							X
Ryerson Polytechnical							X
Ste. Clair CAAT	2						X
Seneca CAAT							X
Sheridan CAAT							X

Sources: American Library Directory, 1970/71
          Curricula Vitae
          Letter from Dean at Ottawa indicates the temporary
            closing at that school

FIGURE 4 (Continued)

LIBRARY EDUCATION PROGRAMMES

IN CANADA OUTSIDE ONTARIO

Institution	Number of Faculty		Level of Programme			
	Full	Part	PhD	MLS-BLS	BEd	LTA
Alberta (Edmonton)	7	∴			X	
British Columbia	10	5		X		
Dalhousie	4	2		X		
McGill	8	8		X		
Montreal	9	6		X		
Collège d'Enseignement	4	1			X	
Trois Rivières					X	
Red River, Winnipeg						X
City College, Vancouver						X
S. Alberta IT, Calgary						X
Saskatchewan IAAS						X
Maisonneuve, Montreal						X
Sainte-Anne de La Pocatière						X
Rouyn						X
Jonquière						X
Ste-Thérèse						X

Figures 2 and 5 together provide a basis for estimating attrition, since a production of 3000 MLS and BLS graduates in the decade 1962-71 resulted in a net growth of only 1300 in the same period. Of those graduates, about 800 were MLS of which some percentage were previous holders of the BLS. If that duplication is estimated at 25% (i.e., 200), there remains a net of 1500 librarians lost to the profession for an attrition (over the average of 4000 librarians during the period) of less than 4% per annum. The United States data of Figure 6 shows production of 53,000 MLS or BLS; there was a growth of 25,000 (from 40,000 to 65,000), for an attrition of 28,000, a rate of about 5% per annum over the average of 52,500 MLS librarians. Data on the distribution of librarians, by years of experience (as reported in a survey of salaries made by ALA in 1970), and on the percentage of MLS graduates which go into non-library work (as reported in 1972) tend to support an attrition rate of about 4% to 5% as reasonable.

Figure 7 presents projections of enrolments and graduations made by the three Ontario schools and estimated for other Canadian MLS-BLS schools, together with the projected needs based on a growth at 4% and an attrition at 4% per annum. These data imply that, even if the past rate of growth were to continue, the projected rates maximum of graduation would significantly exceed the likely market needs.

On the other hand, the enrolments experienced in 1972 are considerably less than those that had been projected, implying that the future rates of graduation will be less as well. Furthermore, th enrolment projections were intended to represent maxima for planning purposes, not expected actuals.

FIGURE 5

LIBRARY GRADUATES

Period	MLS & BLS Graduates				
	Ottawa	Toronto	Western Ontario	Other Canada	Total
42-51					
52-61	40	600		360	1000
62-71	500	1500	370	630	3000
62-3	31	87			230
63-4	39	105		112	290
64-5	39	104		185	328
65-6	27	153		156	336
66-7	60	183		134	377·
67-8	67,65	192	32	189	480
68-9	67	234	e 42	267	610
69-70	e 76	231	e 128	230	665
70-1	e 81	42	e 157	240	520
72-81					6310
1-2	e 79	109	e 140	252	e 580
72-3		P 131	P 166	p 250	P 557
73-4		P 145	P 166	p 250	561
74-5		P 149	P 166	p 250	565
75-6		p 158	P 166	p 250	574
76-7		p 165	P 166·	p 250	581
77-8		p 165	P 166	p 250	581
78-9		p 165	P 166	p 250	581
79-80		P 165	P 166	p 250	581
80-1		P 165	P 166	p 250	581

e – estimated

p – projected

FIGURE 6

GRADUATION IN THE UNITED STATES

Period	Ph.D.	MLS	BEd	LTA & BA
		Graduates		
42-51	e 100			
52-61	e 120	e 18,000	e 3,000	
62-71	e 200	e 53,000	e 10,000	
62-3	17	2,825		
63-4	13	3,227		
64-5	12	3,834		
65-6	19	4,558		
66-7	21	5,890		e 300
67-8	25	5,979		e 500
68-9	17	6,932		
69-70	e 25	e 7,000		
70-1	e 25	e 7,000		
71-2	e 25	e 7,000		

Sources

(1) For 62-71; Bowker Annual 1972, United States
     Statistical Abstract

(2) For 52-64; National Inventory of Library Needs,
     pages 70, 71

(3) ALA Salary Survey, 1970

FIGURE 7

PROJECTED ENROLMENTS AND GRADUATIONS

ENROLMENT (MLS & BLS)

Schools	71	72	73	74	75	76	77	78	79	80
Ottawa	100	100								
Toronto	110	300	400	400	420	440	440	440	440	440
Western Ontario	172	164	190	190	190	190	190	190	190	190
Other Schools	250	300	300	300	300	300	300	300	300	300
Estimated Total	632	864	890	890	910	930	930	930	930	930

GRADUATION (MLS & BLS)[1]

Schools	71	72	73	74	75	76	77	78	79	80
Ottawa	81	79								
Toronto	42	109	131	145	149	158	165	165	165	165
Western Ontario	198	140	166	166	166	166	166	166	166	166
Other Schools	240	252	250	250	250	250	250	250	250	250
Total	561	580	567	565	565	574	581	581	581	581
Estimated BLS-MLS Duplication	-50	-50	-50	-50	-50	-40	-30	-20	-10	
Net Addition	511	530	507	511	515	534	551	561	571	581

NEED (MLS & BLS)

	71	72	73	74	75	76	77	78	79	80
Growth @ 4%/year	200	210	220	230	240	250	260	270	280	290
Attrition @ 4%/year	200	210	220	230	240	250	260	270	280	290
Total	400	420	440	460	480	500	520	540	560	580

[1] These data are derived from estimates made to represent planning maxima. Actuals are expected to be significantly less.

Ph.D. LIBRARIANS

Present

The number of librarians with a Ph.D. as shown in Figure 1, is based on curricula vitae (for Toronto and Western Ontario) and on limited data for others. With respect to special librarians, in particular, there are the data from a salary survey made in 1970 by the Special Libraries Association. Of a sample of 3594 (out of 5975 total members of SLA), 119 had Ph.D.s (most in a subject field). Since 226 of the sample were in Canada, it is not unreasonable to estimate, if the ratios implied by the sample are extended to the total number of members of SLA, that about 13 special librarians in Canada hold the Ph.D. With respect to the estimates of Ph.D.'s in university and college libraries, a survey of United States Ph.D.'s in librarianship suggests that half were in academic positions in library schools and half were in professional library positions. Again, it is not unreasonable to estimate that Canadian experience would be similar.

Future

There are no historical data to indicate the likely future growth in positions for Ph.D.'s in Canadian libraries (whether in subject fields or in librarianship). Denis and Houser made some projections of possibly available positions during the next decade, extending the guesses of a prior study by the "Committee to establish guidelines for Canadian doctoral programmes". The projected need varied from 75 to 100, including positions presently held by MLS-BLS as well as future new positions. All in all, the results seem very inconclusive as a basis for estimating a likely market.

Perhaps the United States experience can provide some bench marks. Ph.D.'s (including those both in librarianship and in subject fields) in the United States average about 0.5% of the total number of librarians and 0.75% of those not in school libraries. Projecting this performance to the Canadian context would imply a present possible

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market of 35 (0.75% of the 4742 MLS-BLS librarians) and a future
growth to a total of about 50. A second means of calibration can be
found in data from the 1970 ALA salary survey, which showed that about
half of the persons with doctorates holding library positions were in
library schools. Given the total number of faculty positions in the
United States, about 25% have doctorates compared with the 21% in
Canada.

If this United States picture is at all indicative, there is an
immediate market for about 5 Ph.D.'s, primarily on library school
faculty, with a growth of 20 over the next decade to a total of about 50.

CERTIFICATED LIBRARIANS AND LTA's

Positions in school libraries are primarily filled by B.Ed.s with some degree of advancement toward a certificate in school librarianship. MLS-BLS graduates seem to be used primarily in supervisory postions, at the level of school systems. Nothing in the available data suggests that this picture will change as far as the proportion and postion of MLS-BLS graduates in concerned.

On the other hand, there is considerable evidence that the proportion of LTAs in all library work will increase. The LTA is viewed by many as the level of education appropriate for the production work in technical processing. In the United States as well as Canada, the number of programmes training LTA's has rapidly increased, with obvious expectation that their graduates, increasing in numbers at an even greater rate, would find ready employment.

Unfortunately, however, there are no data, either historical in Canada or comparable in the United States, on which to base estimates of the number of positions which should become available for LTAs during this coming decade.

LIBRARY SCHOOL FACULTY

Given the estimates of Figures 7, one can make projections of the
necessary faculty levels for production of graduates at each of the
levels of library education (Ph.D., MLS-BLS, and LTA). To do so, certain
assumptions must be made concerning faculty loads, time spent by each
category of student, and rates of attrition during training:

	Ph.D.	MLS	LTA
Faculty Load (per FTE)	4 candidates	10 candidates	20 candidates
Time spent	3 academic years	2 academic years	1 academic year
Attrition	33%	10%	33%

For example, to calculate the number of faculty FTE for a Ph.D. programme,
the ratio of one FTE faculty to four FTE doctoral students would be used.
However, a typical teaching load for a faculty member directing Ph.D.
students would be a seminar, and an MLS-oriented course, in addition to
the dissertation supervision for two Ph.D. candiates. Therefore, the
calculation of the number of faculty who must be qualified to guide Ph.D.
work should be based on twice the number of FTE.

If we assume a roughly linear growth rate in each of these categories,
Figure 8 presents the resulting production and necessary faculty levels
to achieve it. The United States experience implies that a faculty level
in MLS schools in Canada of 100 in 1980 will include about 25 who will have
Ph.D.'s, an increase of 10 over the present 15. The projected graduation
of 22 Ph.D.'s should cover that growth plus an additional 12 to cover
attrition of the present Ph.D. population at 4% per annum.

FIGURE 8

PRODUCTION VERSUS ENROLMENT

Graduation

	71	72	73	74	75	76	77	78	79	80
Ph.D.				2	2	3	3	4	4	4
MLS	415	435	455	475	495	515	535	555	575	595
LTA	200	300	400	500	600	700	800	900	1000	1100

Enrolment

	71	72	73	74	75	76	77	78	79	80
Ph.D.	2	5	9	12	15	16	18	18	18	18
MLS	632	700	750	770	820	860	900	930	950	950
LTA	300	450	600	750	900	1050	1200	1350	1500	1650

Faculty Needed to Provide Level of Education

	71	72	73	74	75	76	77	78	79	80
Needed Ph.D. faculty	1	3	5	6	8	8	9	9	9	9
FTE Ph.D. faculty	½	1½	2½	3	4	4	4½	4½	4½	4½
FTE MLS faculty	63	70	75	77	82	86	90	93	95	95
FTE LTA faculty	15	23	30	38	45	53	60	68	75	83

Notes for Figure 1

(1) The estimates for University and College Librarians were derived from the following sources of data:

   (1) Canada Year Book, 1970-71,
   (2) Canada Statistics, 1970-71,
   (3) CACUL Budgets, 1969-70, 1970-71, and 1971-72.

In summary, the available data are as follows:

	66/7	67/8	68/9	69/70	70/1	71/2	Estimate
Ontario							
Institutions			26	27	26	10	26
Prof. Staff				612	654	555	680
Total Staff							3090
Canada							
Institutions	79	79	79	73	108	46	110
Prof. Staff			1303	1417	1537	1450	1550
Total Staff			4401			6124	7050
Sources	1	1	1	1	2	3	

CACUL divides 46 universities and colleges into three categories:

   (I)   enrolment greater than 5000 (8 campuses),
   (II) enrolment between 1500 and 5000 (13 campuses),
   (III) enrolment less than 1500.

Apparently other sources of data separately count various colleges which are part of a university for totals of 79 (or 73). The figure of 108 institutions now includes those with enrolment of less than 100 students.

   Group I: Alberta, UBC, McGill, Manitoba, Montreal,
              Saskatchewan, Toronto, Western Ontario.

   Group II: Calgary, Carleton, Dalhousie, McMaster,
              Memorial, New Brunswick, Ottawa, Queen's,
              Sir G. Williams, Victoria, Waterloo,
              Waterloo Lutheran, Windsor.

Notes for Figure 1 (cont'd)

(2) "Other Post-Secondary" institutions include Colleges of
Applied Arts and Technology (CAAT), technical institutes,
teacher's colleges (less than 4 year), nursing schools, etc.
The estimates were derived from the following sources of data:

(1) Canada Year Book, 1970-71,
(2) Canada Statistics, 1970-71.

In summary, the available data are as follows:

	66/7	67/8	68/9	69/70	70/1	71/2	Estimate
Ontario							
Institutions			33+	39	43		80
Prof. Staff							150
Total Staff			122+				500
Canada							
Institutions			230	99	144		230
Prof. Staff				154	242		350
Total Staff	75+	182+	400+				1000
Sources	1	1	1	2	2		

(3) Library school and LTA school data are presented in detail in
Figure 5, as derived from the following sources:

(1) American Library Directory, 1970-71
(2) Memo from Ontario Department of Education
(3) Summary of a Survey of Library Technician
Training Programmes, Canadian Library
Association, February 1971
(4) Curricula Vitae from the three Ontario
Library Schools.

In summary, the data from Figure 5 are as follows:

	Total	Ph.D.		MLS-BLS		Total	Estimate
	Instit.	Full	Part	Full	Part	Faculty	(Full Only)
Ontario		3+7	3÷1	18+14	6+14		
Accred. MLS-BLS	2	10	4	32	20	66	42
Other MLS-BLS	1			6	7	13	13
B.Ed. Certification	3						5
LTA	9						11
Canada							
Accred. MLS-BLS	6					121	76
Other MLS-BLS	2					19	10
B.Ed. Certification	5						10
LTA	19						21

The Data in Figure 1 present only full-time faculty, under the assumption that part-time faculty are presented elsewhere.

(4) Public library data are derived from the following sources:

    (1) Canada Year Book 1970/71
    (2) Canadian Statistics 1969, 1970
    (3) Memo from Donald Cook (Public Libraries in
        Ontario 1970)
    (4) Draft report on Library Manpower
    (5) Summary Report on LTA Training.

	66	67	68	69	70	71	72	Estimate
Ontario								
Institutions			266	291	347 672			300
Prof. Staff				561	665 70			665
LTA Staff				84	123 2097		230	230
Total Staff				2095	2743			2830
Canada								
Institutions	890	855	716	717	732 1126		900	900
Prof. Staff			970	997	1020	1040		1350
LTA Staff				454	350			500
Total Staff	3538	3838	4348	4412				6000
Sources	1	1	1,2	2,3	2,3	3	4,5	

Total number of institutions does not include branches although
staff figures do. In report on Public Libraries in Ontario, Staff
are classified by "Certificates": A (34), B (631), C (67), 2 (28),
1 (28). For Ontario 1970, total staff is estimated from salary
budget ($22 million) at average of $8,000.

Canadian Statistics for Ontario in 1969 lists total operating budgets
of only $27,889,000; the report on public libraries in Ontario in
1969 lists $30,800,000 (15% more).

(5) School library data are exceptionally sparse and difficult to
    evaluate. Sources:

    (1) Canada Year Book 1970/71
    (2) Memo from Cook "School Library Situation"
    (3) "School Libraries in Canada, 1971", Canadian
        Library Journal, V29 (2) March-April 72
    (4) LTA Training
    (5) Letter from Doris P. Fennell, Ministry of Education.

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	66/7	67/8	68/9	69/70	70/1	71/2	Estimate
Ontario							
Institutions			2104				2104
MLS-BLS Staff					104		104
B.Ed. Staff					2620		2620
LTA Staff					62		62
Canada							
Institutions	3271	5188	6451		8500		8500
MLS-BLS Staff					9%		300
B.Ed. Staff							7500
LTA Staff							180
Sources	1	1	1		2,3,4		

(6) Special Library and governmental library data are very sparse.
Sources used:

(1) Directory of Special Libraries, Toronto and Ontario
West of Ottawa (Lists 233 libraries)
(2) "SLA Salary Survey, 1970", Special Libraries July/August
1970, V61 (6), Pages 333-348.

	66	67	68	69	70	71	Estimate
Ontaric							
Institutions						433	433
Prof. Staff							803
Total Staff							2003
Canada							
Institutions						590	590
Prof. Staff							1105
Total Staff							2705

Of a sample of 3594 of the 5975 members of SLA,
226 were in Canada.

Notes for Figure 5

(1)   Estimates for decades from draft report on library
      manpower (from census statistics).

(2)   Estimates for 1962-69 from R.B. Land, "Recent develop-
      ments in education for librarianship in Canada",
      Library Association Record, V72, No. 4, April 1970,
      page 143.

(3)   Estimate for 1969-72 from R.B. Land, informal
      communication, 16, May 1972.

(4)   Estimates for 1966-71 confirmed (or corrected) from
      assessment reports on graduations provided by Ottawa
      and Western Ontario. The discrepancies between Land's
      estimates and Western Ontario's figures may be
      explained by the year in which figures are recorded.
      Those between Land's figures and Ottawa's are not
      clearly identifiable. (see also (7) below)

(5)   Letter from Paul Hagen, Dean of Graduate Studies,
      University of Ottawa, to M. A. Preston, 1 May 1972
      reports decision "to reduce, for the present, the
      activities of our school".

(6)   University of Western Ontario enrolment projections.

(7)   June 1972 report from University of Ottawa lists
      graduates:

	70	71	72
	76	98	76

(8)   Estimates for B.Ed. certification.

(9)   Estimates for LTA.

Deleted in revision.

IV. EVALUATION OF PROGRAMMES

OVERALL EVALUATION

At present, the programmes for the preparation of library personnel
in Ontario are represented by the library schools at the University of
Toronto and the University of Western Ontario.[1] Training other than
professional education is available in the programmes for school librarian-
ship offered by OISE and elsewhere, and by nine technician training pro-
grammes offered primarily in the CAATs.

It appears to this Committee, in view of current economic conditions
and the changes in Education and Librarianship suggested in Section I,
that the present two programmes will be sufficient to meet the needs of
the current job market and of all reasonable projections of need for the
next five years. The extensive facilities and the size of the faculties,
particularly at Toronto, are adequate to handle a considerable increase
in students seeking the professional qualification. The need is not
really for more schools, but rather for strong programmes, and it would
appear wiser to build upon (and expand if necessary) the existing programmes
than to start from zero to develop respectable academic programmes of
professional education.

The apparent contradiction between the one view (that heavier and
more demanding use will be made of library services in the coming years),
and the other (that additional schools are not needed to meet these
demands) is explained by the trend toward the use of supportive staff to
supplement professional personnel in the libraries in North America. The
likelihood seems to be that there will be a slow increase in the ratio
of non-professional staff in libraries of all kinds, and that this develop-
ment will require better-qualified personnel at both the professional
and the non-professional levels. While it is not anticipated that there
will be a large increase in the number of professional staff in libraries,
neither is it expected that there will be a reduction in the total number

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[1] The programme at the University of Ottawa (not now enrolling any
new students) will contribute a few graduates in the next year,
primarily for libraries serving the French-speaking in Ontario
and Quebec.

of professional librarians needed. The responsibilities of the librarians will be more demanding, but many of the semi-professional tasks now performed by them will be turned over to supportive staff.

This probable development carries implications for the preparation of personnel at both levels. Concerning the non-professional levels, this Committee did not directly examine the programmes of training for the Library Technical Assistants now offered in the CAATs. However, a survey of the literature and of the evidence afforded by comparable programmes in the junior colleges in the United States suggests that the major need at this level will be less one of proliferation of programmes and more one of re-evaluation and rationalization of those programmes that already exist.

More important to the task before this Committee is the implication for professional education. The existing professional programmes at the University of Toronto and the University of Western Ontario, while good by present-day standards, must prepare now to upgrade and strengthen their professional rather than their vocational aspects. New Standards for Accreditation are now in effect (approved by the Council of the American Library Association in June 1972), and both schools, if they wish to retain the accredited status of their master's programmes, will have to plan for a revisit of the Committee on Accreditation within the next five years. This re-evaluation will be based upon the new Standards which themselves have been upgraded to reflect the move toward sharper definition of professional and non-professional responsibilities.

UNIVERSITY OF OTTAWA

The threatened complete disappearance of the University of Ottawa's Library School served to concentrate the attention of this Committee on the likely consequences of such a closure, from the viewpoint of Canadian librarianship in general and librarianship in the Province of Ontario in particular. The most significant of these consequences seem to be as follows:

1. The Province's three university library schools will be reduced to two.

2. The fine libraries and collections of the capital city will, to a great extent, be lost as an educational resource for the Canadian library profession.

3. Similarly, the potential use of senior and distinguished Ottawa librarians, as visiting specialist lecturers, will also, to a great degree, be lost to professional education for librarianship.

4. The Province loses its only bilingual Library School.

5. The Ottawa Library School's unusually strong collection of French language library science materials will be lost to professional education for librarianship.

6. One means of providing readily accessible training in librarianship for employees of the Federal libraries will be lost.

Comment will now be made on each of these matters in turn.

1. <u>Reduction from 3 to 2 library schools</u>. In quantitative terms the loss is not so serious as it may at first seem. With the present contraction of the market for library school graduates it may indeed turn out to be a short-term advantage if the annual provincial output of such graduates is reduced in this way. In the long-term, the Toronto School, and probably the Western Ontario School, too, have potential for considerable expansion, if such expansion within the province should be necessary.

From a qualitative point of view the loss of the School as it has been in the past would not appear to have very serious consequences for Canadian librarianship: it has been unsuccessful on a number of occasions in reaching the standards required for accreditation, and this Committee's general assessment of the School, as it was up to the time of the recent decision to close it down, was not favourable.

In general, the conclusion must be that the reduction from 3 to 2 library schools is not in itself a serious matter, except perhaps with respect to the education of bilingual librarians, as discussed in 4 below.

2. <u>The Utilization of Ottawa's Library Resources</u>. The concern
over the loss of access to the rich library resources in Ottawa would
be more convincing if the school had actually made use of them. Ap-
parently it has not, although it might have done so had the plans
for expansion and improvement under the direction of Mr. Havard-Williams
worked out. As it is, the resources of Ottawa are yet to be used to
the full in library education, and the simple retention of the existing
programme at the University of Ottawa is not likely to change that
picture. However, the value of these resources is still great and every
effort should be made to utilize them to the full in the professional
education of librari...s. Much benefit could be gained if the Toronto and
Western Ontario Library Schools would effect arrangements with the Uni-
versity of Ottawa whereby students could take courses in Ottawa in which
specialized Ottawa library resources would be of particular value. It
has been suggested that the universities of Ontario might establish a
"Center for Continuing Education" at Ottawa, and the suggested arrange-
ments might well provide a base for such an establishment. An additional
role for Ottawa libraries of special distinction could be the systematic
provision of in-service training for students and practitioners needing
working experience of the specialist resources in question.

3. <u>The Use of Specialist Ottawa Librarians as Visiting Lecturers</u>.
The cooperative arrangements suggested above would provide the means of
associating specialist Ottawa librarians with professional education,
by utilizing their services as part-time lecturers.

4. <u>A Bilingual School</u>. The programme of library education at the
University of Ottawa has not been bilingual in any real sense: the
courses were conducted primarily in English, and the library collection -
one of the two best French language collections in the librarianship in
Canada - is eighty percent English language material. While the import-
ance of a bilingual school is not under-rated, there is a shortage of
hard, factual information on exactly what the nature and scale of the
need is. A thorough survey of the bilingual situation, in the full
Canadian context, should be a prerequisite to any major action on this
matter.

5. The Ottawa French Language Library Science Library. If the proposed cooperative programme recommended above is offered, or if the University of Ottawa should, some time in the future, establish a new school of librarianship, this library should certainly be maintained to serve them.

6. Training for Federal Library Employees. Although the service function performed for employees of the Federal government by a school located in Ottawa is a real one, there is nothing in the programme which has been offered at the University of Ottawa to suggest that it was designed to meet this need by anything more than location. The number of Federal employee participants has in fact been very small.

Post-qualification, Specialist Training Courses. The National Librarian described his need for a team of people with very diversified specialist qualifications. Similar types of need are no doubt experienced in other libraries. Such expertise is not appropriately obtained at the basic training, M.L.S. stage, but is best acquired by special intensive courses, often of relatively short duration, and designed for qualified, experienced librarians. Presenting this type of course could well be another function of the proposed cooperative arrangements, particularly in areas of study in which there would be benefit from the availability of Ottawa's distinctive resources.

UNIVERSITY OF TORONTO SCHOOL OF LIBRARY SCIENCE

General. The Toronto School has a long history and has played a major role in the Canadian professional education scene. A measure of its significance is the statistic, quoted by Dean Land in the School's Ph.D. proposal, that more than 2,300 librarians, or more than 45% of all the new librarians graduated in Canada in the period 1931-1969, have been produced by Toronto. Amongst these have been many of the leaders in all the principal branches of Canadian librarianship. The School is currently making a successful transition from a one-year B.L.S. course to the two-year M.L.S. which has been agreed upon as the future basis for professional education for librarianship in Canada. The appointment

of Dr. Halpenny, with her bibliographical knowledge and reputation, brings a new dimension to the school's programme. With 204 full-time and 111 part-time students and 21 full-time staff, the school is at this time of a viable size and there is plenty of scope for expansion should it be required. It is clearly very active in counselling and placement and closely monitors the general employment situation. Its careful annual records of the employment of its graduates and of the Canadian library job market have proved particularly valuable to this Committee.

A survey of the full time faculty at Toronto indicates a teaching load of from 9 hours to 19.5. The average load at Toronto for full time people would seem to be between 12 and 13 hours.

Supportive Resources. Pride of place must be given to the magnificent new building - possibly the finest Library School building in the world - which not only provides a most impressive range of educational facilities for the present student body, but is capable of accommodating up to 400 students, should further expansion be required. Its data processing and instructional media facilities are excellent by any standards and its library comprises a very strong library science collection, adequately accommodated and well staffed.

The city of Toronto offers a rich variety of libraries of all types, and is also the book-trade and publishing centre of English-speaking Canada. The University library itself, with its vast new building, should be a very important resource for the operation of a graduate Library School.

It would appear that the School is equitably treated by the University in the allocation of graduate scholarships to those following the M.L.S. course (currently 41 such scholarships are held by students of the School).

Attitude of the University Administration. Tangible evidence of the support given to the School is the new building and the generous scholarship support, both referred to above, and the generous scale of staffing. The latter is presumably linked to the expected Ph.D.

development, since Mr. Forster, the Provost, stated that staffing is
excessive in relation to the present programmes. He nevertheless
expressed the view that if the Ph.D. programme was funded the School
would probably require two or three more staff. The general impression
is that the School is very solidly based for its M.L.S. programme and
from our interview it appeared that the university administration
endorses a Ph.D. programme and would support it adequately. However,
a later communication from the Dean of Graduate Studies implies that
the addition of new faculty would depend upon enrolment increases as
they occur in the Ph.D. programme, and that increased general university
support is uncertain.

Relationship with Other Departments and Disciplines. The Ph.D.
proposal recognizes the importance to library science of inter-
disciplinary studies and states that M.L.S. students have taken courses
for credit in a wide range of graduate departments. Over what period
of time this applied and to what extent it is common practice is not
clear. The new M.L.S. programme also allows up to two half-course
electives in other departments. In discussions with Dean Land and
Faculty no impression of strong links or involvement with other depart-
ments emerged. For example, the strong resources available in computer
sciences in the university have not been exploited.

Faculty. So far as can be ascertained from Curricula Vitae, the
Faculty's special subject background at Bachelor's or Master's level
covers a fairly wide range: Arts and Science 2, Arts 1, English 5,
History 4, Economics/Business 1, Political Science 1, Economics 1,
Modern Languages 2, Physics 1, Chemistry and Mathematics 1, Pre-Medical 1.

All Faculty members hold at least an M.L.S., except for two with
a Toronto B.L.S.; six hold subject Masters' degrees (2 English Literature,
1 History, 1 Business, 1 Political Science, 1 Physics) and seven hold
the Ph.D. in Library Science.

Curricula Vitae reveal that the Faculty are outstandingly active
in professional affairs, at local, provincial and national levels. In
this way they are undoubtedly exercising very considerable professional

leadership. Furthermore, many of the Faculty have very strong opera-
tional experience as successful practitioners at a senior level.
Links with and respect from the "Field" should be very strong.

The research record of the Faculty is, however, not impressive.
From a staff of this size, with good professional qualifications and
experience, it would be reasonable to expect at least a small number
of outstanding contributions and a good number of solid, substantial
works. Perusal of the publications lists in the last three annual
reports shows a heavy preponderance of run-of-the-mill publications,
unlikely to be of more than passing interest, with no more than two or
three publications of real substance; and the life-time publications
lists do not significantly alter this impression. More will be said on
this matter under the heading Research.

The full-time staff, supplemented by the extensive and impressive
list of part-time faculty drawn from local libraries, are certainly
adequate and competent to teach the present M.L.S. programme. There
appears, however, to be no full-time staff provision for historical
and descriptive bibliography, and there is apparently no great strength
in classification and indexing. Many faculty members have held senior
operational positions and there is considerable strength and potential
in the library administration and management areas.

Students. Dean Land expressed the opinion that librarianship is
not getting a proportionate share of the best graduates, but he went
on to say that the academic level of applicants to the Toronto School
had been improving over the last eight years or so, possibly because
of employment prospects. The Toronto report for 1970/71 reports 13
students with advanced degrees. Nevertheless, the 1971/72 student
body is still composed of a majority of students with 3-year degrees,
a very small number with Honours degrees, a very small number with
first-class standing in either case, and only 11 who appear to have
done some graduate work. Preliminary reports of 1972/73, however,
suggest that the number with Honours degrees has substantially increased.

M.L.S. Programme. The School's new two year (four-term) M.L.S. programme commenced in September 1970. Students elect 50% of their courses, the other 50% being required, most of the latter being courses carried out in the first year, and comprising the core of subjects with which every practising librarian should be acquainted. Included in the electives are a half-course of Directed Field Work and a research project which stands in lieu of two half-courses. Each first year student is also required to solve a set of computer programming problems, but this element is not fully integrated into all the relevant parts of the curriculum, tending to stand on its own.

The wide range of electives enables a student either to select a cluster of related courses - e.g. in school libraries and work with children - or to cover a broad range of librarianship topics. Up to two relevant half-courses in other graduate departments may be taken; in appropriate cases certain undergraduate courses in other departments may also be taken.

As a first professional qualification the Toronto M.L.S. is sound in conception and covers an appropriate range of library science courses. Its required core course should ensure that all successful students have an adequate grounding in basic general principles; its range of electives is comprehensive and gives a wide choice for second-year work.

However, a weakness of the programme is the failure to balance the strength of the basic programme in library skills and techniques with equal strength in some of the areas dealing with broader theoretical aspects of study in the library field.

Research. The Toronto papers show research grants to a total of $219,000. Of this amount, however, $147,000, including the only really significant grant (Campbell's $110,000), goes to part-time members of Faculty. A further $14,000 is made up of relatively small-scale internal grants from the University of Toronto to individual Faculty members, which though important and welcome do not amount to really significant

research support. If grants which appear to be in support of Ph.D. studies by Faculty members are also excluded, what is left amounts to about $30,000, which is accounted for by grants to three Faculty members only - Professors Forgie, Kurmey and Schabas.

For a School of this size the on-going research programme appears to be very small. If the strength of a department can be measured by its success in attracting substantial funding from outside, (as was suggested by one senior university administrator - not of Toronto), then the Toronto School has still a very long way to go.

Interviews with members of the Ph.D. Committee did not give an encouraging impression of dynamic research attitudes and intentions and no feeling came through of a strong research orientation in the School or of an environment particularly favourable, at present, to substantial research activity. It should be mentioned, however, that several senior and leading Faculty members were unavailable for interview at the time of our visit, so impressions received must be treated with caution. It could also be the case that some of the recent Ph.D.s, now that their doctoral work is behind them, may soon be getting into their stride with research and publication.

In general, the impression is that the research and publication potential of the Faculty as a whole is considerable and promising. What is lacking is a nucleus of experienced scholars with solid research achievement behind them, who could develop in the School the appropriate research attitudes and create an environment in which research will flourish. This situation is certainly not peculiar to the Toronto School and is probably an accurate reflection of the present general state of Canadian library science research.

An essential prerequisite for a significant departmental research programme at Toronto is the availability of substantial funds for library science research. Canada Council now recognizes library science as eligible for research grants and NRCC can make grants for research in Information Science. It is recommended that high priority be given to creating a departmental research programme which will attract the requisite grants and contracts. A Research Committee which includes this sort of

responsibility in its terms of reference in fact exists, but it is understood to be inactive at present.

The Ph.D. Programme. The Toronto School has an approved Ph.D. programme. Also, Toronto has a large, experienced and well-qualified staff and, as already mentioned, the physical plant is outstandingly good. Although Provincial funding for a Ph.D. programme has yet to be approved, the University in fact allowed the School to enrol two Ph.D. students in 1971 and accept three more for 1972.

The Consultants discussed the Ph.D. programme with Dean Land, with the Chairman of the Ph.D. Committee, with all available members of that Committee, and with the two Ph.D. candidates at present in the School. There seemed an uncertainty on the part of the faculty as a whole as to the nature and direction of the proposed doctoral programmes. This seems to suggest that there may have been insufficient involvement of the faculty members in the final decision-making process concerning the present programme and future plans. Whether this derives from a failure of the faculty to respond to the opportunity, or of the director effectively to solicit faculty participation, cannot be determined from the evidence available to this Committee.

Objectives envisaged for the Ph.D. programme included the development of research capability, and the provision of teaching staff for Library Schools, of Senior Administrators, and (though without much conviction) of librarians who would take up research posts. It must be said that no very convincing commitment to research emerged, nor any strong feeling that librarianship needed research-trained librarians because librarianship itself is an area in urgent need of research. Rather, the general attitude was that a Ph.D. programme is a good thing in itself, something to be aspired to, and something for which the main prerequisite was to meet certain standards of support and staffing - such as a suitable number of Ph.Ds on the Library School Faculty. The need to introduce a strong research programme into the School has already been referred to; this would go a long way towards creating an environment more appropriate to Ph.D. work and towards developing in the Faculty a clearer vision of the nature and objectives of a Ph.D. programme.

As the only School which has recruited and admitted students for
the Ph.D., Toronto has already gained some experience of the potential
demand for Ph.D. places. The two stuoents admitted in 1971 are mature
and experienced and appear to be of high calibre. One hopes to become
a library school teacher; both particularly wanted to do Ph.D. work in
a _Canadian_ environment. There were eight applicants for the next course,
some of them very well qualified; the largest single source of applica-
tions is the Western Ontario Library School.

Turning to the subj ct areas in which Ph.D. work is proposed, it
is believed that more precise and limited definition is required. The
three areas proposed at present - _Social Environment and Libraries_,
Information Resources and Library Collections, and _Library Administration_ -
are so all-embracing as to be virtually meaningless for the present
purpose. They would give the School a mandate for Ph.D. work in most
branches of library science, including some in which the School clearly
does not possess the requisite competencies at advanced level. Further
work needs to be carried out on the definition of Ph.D. areas and it
is worth focusing attention on the obvious strength and potential already
possessed by the School in the areas of Public Librarianship, School
Librarianship anJ Library Management and Administration. The Information
Science component, although soundly developed at the M.L.S. level, would
require strengthening to reach the point at which it could support Ph.D.
work.

The general conclusion is that it would be premature to fund a Ph.D.
programme for 1972, for the reasons outlined above. A realistic date for
the commencement of a Ph.D. programme would possibly be 1974 or more
probably 1975, assuming the conditions set out in Recommendation 21
are met.

Continuing Education. The School has sponsored a number of single-
purpose workshops, institutes and colloquia but such activity has been
in abeyance since 1969 because of pressures associated with the new build-
ing and with course changes. There is no special budgeting for such
courses and the success of one which was charged for - the MARC Institute -

sugges.c that there might be considerable financial as well as educational benefit in systematically developing such courses.

There is a summer school on a voluntary rotation basis, but much of the pressure on this is attributable to holders of the B.L.S. working for conversion to the M.L.S.

UNIVERSITY OF WESTERN ONTARIO SCHOOL OF LIBRARY AND INFORMATION SCIENCE

General. Still only in its fifth year of operation, this School has already established a strong and distinctive reputation, has built up a very sizable faculty and student body, and through its unusually heavy emphasis on seminars has made important contributions to library science teaching methods. A successful attempt has been made to break away from the traditional type of teaching and, perhaps more importantly, from the traditional curriculum and traditional ideas of the nature and objectives of library science. After an initial period in which the positions adopted were somewhat extreme, a constructively self-critical approach to methods and objectives can now be discerned; examination of the March 1972 long-term review papers suggests that an amalgam of what is best in the new and what has been proved to be indispensable from the old will emerge as a very strong M.L.S. programme.

Innovative methods, a permanent atmosphere of self-appraisal, and a very elaborate committee system result at Western Ontario in substantial demands on Faculty time and energies. Add to this the extremely demanding nature of the seminar method as practised in the early years and the result is a Faculty with a very heavy - indeed probably excessive - work-load so far as teaching and administrative activities are concerned. For this reason it seems essential that the one term in three which is free from teaching duties should be strictly reserved for research activity.

The literature made available to us, supplemented by our site visit and comments in the Porter Report (page 198) build up a strong impression that students as well as staff are very heavily loaded, though again, there seems to be a full awareness of this and of the need to introduce appropriate changes.

It would appear that the School is moving into a second phase in which the experience gained in its early years will be consolidated, and in which the academic environment will stabilize and provide a firm, sound base for the next stages of development.

Supportive Resources. The School benefited to the full from the expansive financial climate of the 1960s, the time when it came into existence, and very large sums of money have been made available to it. The results of this can be seen in the well equipped printing shop and bindery; in the generous provision of typewriters, audio-visual equipment, etc.; and above all in the very fine collection of early printed books. The University, up to the present, has clearly given very s⁻⁻ ·g financial support to the School, though with economy now in the air the School – in common no doubt with other departments – is beginning to experience relatively lean times.

The School's accommodation, though temporary, makes adequate provision for the various activities which must take place in it. Further reference to the temporary nature of the accommodation will be made below.

Looking at supportive resources in a wider context – that of the total library environment – it is obvious that this School is not in such a richly endowed area as that of Ottawa or Toronto. However, the university library is strong and housed in an impressive new building, and the School appears to have established a close working relationship with it. The School also appears to be active in organizing for its students visits of observation to other North American centers rich in library resources. In this way it can help to counter-balance inevitable deficiencies in the range of libraries available to students in the London area. It is regretted that financial stringency has resulted in cutting back on visits of this type. The School's own library, though naturally still weak in some areas, has already built up an impressive collection, and its use as a techniques laboratory is an important asset for the School.

Attitude of the University Administration. As already mentioned, the initial resources made available to the School were extremely generous. Present attitudes, as revealed in conversations with the

President, the Acting Graduate Dean and the Academic Vice-President
are, however, rather more guarded; a fact no doubt not unconnected with
present financial conditions. The Academic Vice-President acknowledges
a moral commitment towards the School, but the general attitude towards
the Ph.D. is at best somewhat neutral.

It is hoped that no special significance attaches to the fact
that the School is not in the building programme for the period up to
1980. A more definite and immediate prospect of a permanent building
would be a clear demonstration of the University's commitment towards
the School.

Relationship with Other Departments and Disciplines. The situation
regarding links and associations with other departments is not entirely
clear. The Porter Report states that "At present the School is com-
paratively isolated both academically and physically from the rest of
the University." This, indeed, was the general impression gained by the
Committee during the site visit. However, the document on the future
of the School refers to the possibility of awarding degrees in associa-
tion with the Computer Science Department, and Dean Cameron spoke of
future combined work with that Department. Documents from the School
spoke also of cross-listing of a number of courses at the graduate
level, and the Ph.D. proposal refers to possibilities of half-courses in
English, Sociology, Linguistics, Journalism.

An important association of related disciplines could be brought
about by the creation of the Faculty of Information and Communication
recommended in the Porter Report, though this does not appear to envisage
work beyond bachelor's degree level. The Academic Vice-President, in
referring to this recommendation, said that the proposed Faculty
would involve an inter-departmental committee, receiving good impetus
from the Library School; but the general status of the proposal seems
somewhat indeterminate at present.

Faculty. There is a full-time faculty of 21, which seems adequate
for the School's present M.L.S. commitments. It is supported by a
high quality team of visiting, part-time lecturers, mostly drawn from
the ranks of senior local practitioners.

The Dean's paper on "Future Intentions" shows the following distribution of specialized subject background amongst the Faculty: English 3, Modern Languages 2 (possibly 3 or 4), History 6, Fine Arts 1, Mathematics 2, Geology 1, Bacteriology 1, Political Science and Economics 1, Education 1.

The Faculty seem to have unusual strength in advanced subject degrees - eight hold Masters degrees (two in English, two in History, one each in Education, Languages, Political Economy, and one is an M.A.T.); five hold doctorates (in English, Library Science, History of Science, Economics, and Education).

Six Faculty members hold no formal qualification in Library Science, but three of these hold a subject Master's degree and one a subject Doctor's degree; the other two hold bachelor's degrees. Of the rest of the Faculty all hold the M.L.S. except for one Toronto B.L.S., a British F.L.A., and a New Zealand Diploma.

Research and publication of the Faculty are dealt with below under the heading Research.

Participation in professional activity is relatively light - certainly very much below the Toronto level - but individual exceptions to this are Professors Cameron, Fyfe, Dolan, Pendrill, Prodrick and Schulte-Albert.

Several of the Faculty members have strong field experience at a senior level; but some of the younger, more recently recruited lecturers, though looking very bright and promising, are distinctly lacking in operational experience.

The full-time and part-time staff are certainly competent, among them, to cover the various series of courses into which the Western Ontario syllabus is divided (of which more will be said under the M.L.S. Course below.) There seems to be special strength in the areas of bibliographical, resources, and research collections, particularly in the fields of analytical bibliography and rare books. There is a lack of full-time strength in the areas of public librarianship, classification and indexing and certain aspects of administration and

management. Though attempts are being made to strengthen the informa-
tion science team, its present basis is rather precarious since at
least one of its members - and that a key figure (Dr. Tague) - has
now left.

Efforts have been and are being made to strengthen the Faculty,
and a need for extra staff for administration, information science,
and cataloguing is acknowledged in the "Future Intentions" paper. The
potential of many faculty members is, however, clearly very good.
There seems to be the beginning of some real research; and the future
outlook, given appropriate research resources and research attitudes (of
which more below), should be promising. Mention should also be made of
the fact that Faculty members have every third term free of teaching,
which should provide considerable impetus for solid research activity.

Students. An employer of librarians, with wide experience of the
graduates of Canada's library schools, said that as a group, Western
Ontario's products could be distinguished by their very lively-minded
approach to librarianship. Such impressions as it was possible to
form during our short visit bore this out. This speaks very well both
for the School's methods of teaching and for its selection of students.

A close scrutiny of the Western Ontario student body confirms the
statement that Western Ontario admits only students with the equivalent
of an Honours degree. While it is impossible to check completely
behind their statistics it would seem that about 20% of their students
have a 4-year degree with first class standing, 60% with roughly second
class (or B) standing, and about 20% have graduate degrees, usually an
M.A.

M.L.S. Programme. The M.L.S. Course is still in a state of
evolution, with active discussion taking place on such fundamental
matters as its duration, the methods of teaching, and the proportion of
required courses to electives.

The very high proportion of full-time students gives the possibility
of a carefully phased and fully integrated development of the programme
and full advantage is being taken of this. In the Information and

Communication Studies series a serious attempt appears to be made to integrate elements of information science into the programme from the very beginning.

The various series into which the programme is divided cover, between them, the requirements for a sound basic professional education. Clearly there is questioning, if not dissatisfaction, in respect of some elements of the curriculum - for example, certain proposals concerning cataloguing and classification, in the 1972 long-term review conference - but this would seem to reflect a proper and healthy concern with maximizing the programme's effectiveness, rather than a serious deficiency.

Five seminars a week seems an excessively heavy work-load for the students, and must leave far too little time for the considered reflection and pondering over principles and significant professional issues that should characterize a postgraduate course of this type. The proposed extension of the programme from three to four terms, with a corresponding reduction in courses each term, is to be welcomed, as is the apparent trend towards 2-hour rather than 3-hour seminars.

Research. The importance of research is recognized in the Dean's proposals concerning the Ph.D. course: "Doctoral work must not be a terminal activity or undertaken only as a professional training for graduate library school teachers, but must be a prelude to dynamic application of research methods and problem-solving techniques in the whole field of library and information science."

To date, however, the Western Ontario Faculty's research record, as reflected in publications, is undistinguished. Certainly Professor Cameron himself has made substantial scholarly contributions to his field, Professor Prodrick has carried out some useful surveying work, Professor Dolan has quite a strong record of research and consultancy in his field, and Professor Pendrill's $7,316 grant from the Ontario Department of Health, for a Medical Library Pilot Project, may mark a beginning of significant funded research. But these are all isolated activities, not the end-product of any systematic departmental research programme, and they reflect no particular pattern.

With a staff of the size and calibre of that at Western Ontario there is potential for very substantial and significant research activity. Such potential will only be realized to the full, however, in a strongly research-oriented environment, and at the Western Ontario School such an environment, and the attitudes that go with it, have yet to be created. It should be added that this situation is not peculiar to Western Ontario; it applies, so far as can be judged, to Canadian library and information science in general. The development of a research capacity implies a heavy commitment of time to research management and also calls for research experience of a sort which is generally lacking in the School. It is, therefore, encouraging to learn that the Associate Dean-Designate is experienced in research and research administration.

The Ph.D. Programme. Acknowledging the existence of many positive assets within the School, from the point of view of Ph.D. work we feel there are nevertheless some very important problems which still await a solution. The first of them is the matter of areas of Ph.D. specialization. The only area in which a really strong case can at present be made is that of descriptive and analytical bibliography which is currently a largely one-man research enterprise and is in any case a field of activity well removed from the mainstream of Library and Information Science. There is, indeed, apparent strength and potential (though little research experience) in other areas of bibliography - those concerned with research collections, collection building, and bibliographical control (in the more normally accepted sense). It is pertinent to express regret at the very loose and misleading use of the term bibliographical control in the Ph.D. proposal. Questioning of the Ph.D. committee and other staff revealed confusion about its meaning even in their own minds, and the impression was created that it was being used as an "umbrella" term which would accommodate practically any subject the School wished it to cover.

Returning to the matter of a bibliographical specialization, it is felt that the present strength in analytical and descriptive bibliography

is not in itself an adequate basis for a significant Library Science
Ph.D. programme, but that given the support of strong specializations
in related bibliographical and historical fields, a broadly-based
area of bibliographical studies could be developed as a basis for a
viable Ph.D. programme.

Information Science has also been mentioned as a possible Ph.D.
specialization. The School's approach to this subject is lively and
progressive, and a serious attempt is made to integrate it into the
M.L.S. programme in a meaningful way. At present, however, the full-
time staffing situation in this area is too flimsy and precarious to
support advanced work. Certain limited applications of information
science techniques are involved in the hand-printed-book research, and
various aspects of computer techniques are applied in the School's
library; but the theoretical base at present appears to lack both depth
and breadth - for example there appears to be no full-time strength
in the theoretical classification and indexing areas. The development of
advanced work in information science, in the context of a Library and
Information Science School is, however, of sufficiently major importance
to justify a Ph.D. programme in one of the Province's major library
schools.

The Committee feels that the Ph.D. planning committee would benefit
from a greater involvement on the part of senior faculty members who
are likely to be directing Ph.D. work. The committee which we met,
though very democratic in its composition, seemed somewhat light-weight,
and was chaired by a member of staff who was about to leave the School.

Our general conclusion is that the funding of the Ph.D. programme
in library and information science at Western at this time would be
premature, and would remain so until the conditions outlined in Recommenda-
tion 21 are met. If the University chooses to satisfy those conditions
the programme could be in operation possibly in the Fall of 1974, but more
probably in 1975.

Continuing Education. The School has sponsored one major conference
and several smaller meetings. Shortage of funds prevented an Institute
on Slavic Librarianship, planned for 1971, from taking place. The School

offers a two-term programme for the conversion of the B.L.S. into
an M.L.S., a summer session of seven weeks (especially for school
librarians working towards the M.L.S.), and also evening and Saturday
courses to help those already on the job to acquire part of their
professional education. None of these activities is "continuing
education" in the post-qualification sense except perhaps the B.L.S.
conversion, for which there is not likely to be a permanent demand.

The School explicitly recognizes continuing education as an
important commitment but has understandably given it lower priority
than the M.L.S. and Ph.D. programmes. It expresses a firm intention in
the "Futur of the School" memorandum to present Workshops, etc.

A P P E N D I X   B

DISCIPLINE GROUP RESPONSE

faculty of library science

October 27, 1972.

Professor M.A. Preston,
Executive Vice-Chairman,
Advisory Committee on Academic Planning,
Council of Ontario Universities,
102 Bloor Street, W.,
TORONTO 181, Ontario.

Dear Professor Preston:

The Discipline Group in Library Science presents
herewith its statement on the report of the Library
Science Planning Assessment. The statement has a
preamble, and then, as requested in your letter of
September 1, 1972, comments on each of the recommendations
in the report.

                    Yours sincerely,

                    William J. Cameron
                    Dean,
                    School of Library and Information Science,
                    University of Western Ontario.

                    Frances G. Halpenny
                    Dean,
                    Faculty of Library Science,
                    University of Toronto.

                    Jean-Marie Joly
                    Assistant Vice-Rector,
                    University of Ottawa

Response of Discipline Group to Recommendations of Consultants

Preamble

1. Many of the recommendations in the Report are, in our opinion, stimulating and forward-looking. They suggest areas for review and adjustment of programs to keep up with changing needs in librarianship; they point out valuable possibilities for our faculties in interdisciplinary action within our universities in continuing education outside them, and in relationships with leading librarians and important national institutions: all avenues we should like to explore actively and purposefully. They support development of advanced research and of graduate study at the doctoral level which will serve needs of the library profession in Canada and encourage scholarly investigation in library science. We hope, with the consultants, that all of these aspects can be developed in a spirit of co-operation among the three universities. The Report has undoubted value to us as a catalyst.

2. We should like to comment, however, about certain other aspects of the Report. (a) We agree with most of what is said in the Summary of Part I and in Part II, and consider that the presentation of the library world into which our schools must fit can be generally useful within and without the library profession. Nevertheless, we feel bound to note that much of what is set down in these sections represents opinion, open to question and debate as matters of opinion must always be. Moreover, the sharp divisions in the structure of the Report, reflecting perhaps multiple authorship, make for some confusion in the reader trying to fine a clear line through the descriptions, analysis, and prognostications. (b) The Recommendations do not flow clearly from documentation elsewhere in the Report. (c) We must express concern that on-site discussion by the consultants with members of faculty was not extensive at any of the three schools. They visited one school for the first time over a week-end, and for the second time after its session was finished: they talked to only a few members of faculty and not always to those teaching in areas about which they had some concern. At another school one-third of the faculty were not teaching in the term during which the visit was made. At the third school (Ottawa) there was no conversation with faculty although judgment of the school's program is made in the Report. May we suggest that the matter of time for visits be examined for future ACAP teams. (d) A stress is laid on statistics and projections in suggesting lines of development, but some of those provided in Part III are doubtful (see Appendix) and the Report itself states that the consultants did not find adequate statistics to guide their planning. (e) Personal references are made haphazardly: these are, we submit, out of place in a document which is to have circulation. (f) No real picture of the

library situation in <u>Canada</u> emerges from the pages of the report, except in the section devoted to resources in the city of Ottawa; moreover, the reference at a number of places to Canada's needs by analogy with those of the United States (as 1/10 those of the United States, for example) gives an air of unreality to the information and ignores what minimal let alone desirable features should be characteristic of Canada and specifically <u>Ontario</u> in the library field.

3.   We should like to point out that in our opinion much of this report is concerned with assessment or appraisal, rather than planning.   There are already, however, mechanisms for assessment of our programs through the American Library Association's continual accreditation for professional quality and through the appraisal and review process of the Ontario Council on Graduate Studies which concerns itself with the academic quality of post-graduate studies.   We believe that the preoccupation with the section on Ph.D. studies, can only create a sense of contra-diction and frustration within the discipline and the parent universities.   We would earnestly ask ACAP to consider the terms of reference of its consultants so that "planning" is in future more clearly defined.

4.   The representatives of Toronto and Western note that their universities have had plans for the development of their schools taking due account of enrolment and reflected in programs of study, deployment of staff, and assembly of physical and library resources.   This Report encourages many aspects of those plans, and adds further matters for consideration.   Ottawa will be bringing forward a new and important plan for itself.   The Discipline Group, which is to continue, will interest itself in co-ordination of plans within effective limits, sharing resources wherever practicable, and keeping the recommendations of the Report in mind.

We should not fail to point out, however, that a number of the recommendations require at least the co-operation if not the initiation of other bodies, and it would be our hope that ACAP and COU would be prepared to request interest and support from these other bodies on behalf of the discipline of library science.

The Recommendations

The Accredited MLS Program

1.   The Group strongly agrees with the recommendation.
There is nothing in the recommendation, however, to suggest
who should undertake the study and who should pay for it.
Perhaps COU should commission it. We urge that the
assumptions on which any manpower study would be undertaken
should be carefully tested. Manpower needs for MLS
graduates outside libraries, including archives, should be
included in the study. We would point out that manpower
studies are already being carried out in Canada and these
should be taken into account.

2.   This recommendation is, we submit, of doubtful validity.
The "available data" have been admitted, by recommendation 1,
to be insufficient. We also have serious reservations about
those actually set out in Part 3 of the Report; for example,
no allowance appears to have been made there for implementation
of recommendations 12 and 13, and recommendation 15.
      The dilemma of the consultants in trying to
deal with the apparent contradictions between recommendation
1 and recommendation 2 we fully appreciate.

3.   The first sentence of this recommendation may be misleading.
Reassessment of the MLS program at the University of Toronto
is only now possible because this is a new program; and
as the second sentence states, the UWO program is constantly
being reassessed.

      The recommendation points aptly to the volatile
nature of library science at present; in the next five
years our schools will need to be able to respond to change,
and we would wish to be flexible.

      The six special points especially cited by the consultants
are covered in the new Standards for Accreditation to which
each school must respond in the annual review of accredita-
tion and, therefore, the reassessment called for will, in
fact, take place.

4.   There is no unanimity of opinion on this ambiguously
worded recommendation. We recognize that the consultants
were concerned with distinguishing a graduate program
appropriate for preparing professional librarians and an
undergraduate program appropriate for library technicians
and technologists. The implication that admission to the
present programs differs from other graduate programs in the
same university is not warranted. Admission to a graduate
program in most Canadian universities usually consists
of two levels of requirements, one for two-year programs
and one for one-year programs. The recommendation seems
to imply that the minimum entrance requirements for the MLS
program should be that for a one-year Master's program.
The variations in Canadian undergraduate programs must be

remembered in this context. The University of Toronto, with its two-year MLS program, would prefer to put greater weight on the quality of candidates for admission rather than always require a fourth year in undergraduate programs. as a prerequisite; nevertheless entrants with a four-year undergraduate degree or better are increasing and will be encouraged. UWO already has an entrance requirement for its three-term MLS of a first- or second- class standing in a four-years honours degree or its equivalent.

5.   We agree that these two areas of specialization need to be carefully provided for in an MLS program. (Is a weakness in the present programs implied? We are not sure that the consultants adequately appreciated present offerings in classification, as their criteria in judging course content are unclear.)

         Recruitment of staff from science and technology must be a concern; it has its difficulties of course.

6.   With the proviso that the schools should not overlook the importance of active recruitment and encouragement of students with social science backgrounds as well, we fully agree with this recommendation.

7.   We agree in principle with this recommendation. All three schools are actively exploring possibilities within the MLS program and UWO points out that its prerequisite year program is in fact interdisciplinary. There is a practical difficulty in interpreting just how much course work outside the School is appropriate.

Relationship with the Field

8.   We agree with the principle of this recommendation. The amount of implementation will vary from place to place (Toronto has already given its Council a new composition). We accept that this expansion is one means of encouraging the implementation of recommendation 7.

9.   If the word "provincial" or "province-wide" is added after the word "joint" to avoid ambiguity, we agree with this recommendation. Within each School, it should be noted, such a forum in one form or another has existed in the past.

         There is nothing in the recommendation to suggest who should establish the provincial joint committee or to whom it would be responsible. The Ontario Council of Library Schools could be asked to nominate the faculty members, but who will nominate the professional librarians?

10.   We strongly agree with this recommendation and fully
recognize the need for provision of regular and systematic
continuing education for the profession. (It should be
noted that the schools are giving careful attention to the
continuing education of their own faculty.) Each school
may give different priorities to continuing education and
specific kinds of continuing education, especially those that
can be carried out in some relationship with professional
associations.

11. .   The group strongly agrees with this recommendation.
It should be pointed out that there is nothing to suggest
to whom the recommendation is addressed. Should COU take
responsibility for bringing the recommendation before
those in charge of libraries?

School Librarianship

12.   The Discipline Group is in agreement with the spirit
of this recommendation, since it seems highly probable that
teachers and pupils in Ontario public schools would be
better served by more highly trained librarians.
However, the recommendation does not state <u>to what level</u>
the certification standards should be raised, and for that
reason is not fully effective.

     Quite understandably the consultants did not consider
that it was part of their mandate to undertake the
thorough study, both of the present program of study leading
to certification and of the requirements of school librarian-
ship, that would have been required in order to come to
a conclusion regarding the desirable level of competence.
The Discipline Group is similarly hesitant to offer advice
concerning the level to which standards should be raised.
However, we would recommend that COU attempt to convince
the Ministry of Education that one feature of the present
situation be corrected as rapidly as possible. A sizable
number of duly certified Ontario teachers have earned
M.L.S. degrees and yet are considered, for classification
and remuneration purposes, no more qualified than other
teachers who have followed the abbreviated program of library
courses prescribed for certification.

13.   We approve the stand taken by the consultants and urge
COU to forward this recommendation to the Ministry of
Education, with considerable insistence that
such a requirement should be considered as a minimal first
step towards a more general attempt to improve the quality
of services offered by school libraries and media centres.

14.   We are also in agreement with this recommendation, but
question its usefulness. To our knowledge none of the
three library schools which have been active in Ontario
offers programs devised "merely to meet current certification
requirements" or plans to do so. It may be that the consultants'

14. views would have been more clearly expressed had the
     recommendation incorporated the underlined words in this
     revised version: "... the training of school librarians
     merely to meet current certification requirements should
     <u>continue to</u> be the responsibility of colleges and faculties
     of education ..."

The Ottawa Situation

15.   We are in agreement with this position.

          The efforts made by the University of Ottawa in recent
     years to strengthen the staff and to improve the program
     of its library school have been noted with sympathy by the
     profession and the other library schools in Ontario.
     The Discipline Group cannot, therefore, but concur with
     the University of Ottawa's desire not to continue its
     library school "in its present form" and with its intention
     to satisfy recognized needs by means of new leadership,
     augmented staff, and a revised MLS program worthy of
     accreditation.

16. We strongly endorse this recommendation.

     We would deem it even more valuable in the context of our
     reply to recommendation 15 if two modifications were to
     be effected: (1) Reversal of the order in which the
     universities are mentioned so that the recommendation
     would read: "... that the University of Ottawa explore with
     the University of Toronto and Western Ontario ..."
     (2) A more explicit statement of the desirabiltiy of
     involving from the very first steps of planning representatives
     of the libraries and collection mentioned.

17.   We agree with the spirit of this recommendation.   To
     give it effect we suggest that COU might work through
     our Discipline Group. We should like to see it made
     clear that the proposed continuing education courses should
     be placed at the disposal not only of National Library
     personnel (which is one possible interpretation of this
     recommendation) but also of librarians practising in other
     libraries throughout Canada.

Francophone Education

18.   We agree with this recommendation, especially since
     the University of Ottawa plans to pursue its objective
     of offering truly bilingual and bicultural programs in
     library science.

19. The intent of this recommendation is, in our view, not clear.
     It seems to refer to Ontario students whose mother tongue
     is French; but were the consultants concerned with <u>unilingual</u>
     Francophone students, or with <u>bilingual</u> students who, for
     one of many conceivable reasons, prefer to follow a course
     of study dispensed in French? In the first case, the
     recommendation is felt to have merit. In the second case,

19. the establishment by the University of Ottawa of a good quality bilingual program would appear to be a satisfactory method of meeting the needs of the students; the full implementation of the next recommendation would also help.

20.   We support this recommendation, if it is taken to refer to the needs and interests of bilingual students whose mother tongue is French: even if the recommendation as worded were acted upon with the greatest good will by the Universities of Toronto and of Western Ontario, these universities can hardly be expected to create in their library schools a "French stream" catering to the unilingual Francophone.

    Given our interpretation, we feel that these two universities should also make it possible for their students to become familiar with French materials as some will serve in such areas as northern and eastern Ontario. That this objective could be most effectively and economically achieved through cooperation with the University of Ottawa is an attractive hypothesis that we would like to explore.

The Ph.D. Programmes

21. We are encouraged by the strong statement in support of
research, and the recognition that the need for doctoral
studies which will develop capacity for advanced research
is pressing in Canada. Such a need has been repeatedly
identified as a matter of urgency by the Canadian Library
Association.

We are greatly concerned by the recommendation that funding
for a doctoral program at either Toronto or Western should
be postponed. Their proposed doctoral programs were both
assessed by the Ontario Council on Graduate Studies and
were approved. Their academic quality was endorsed. The
delay which might now ensue cannot help but be a serious
frustration of plans made over some time and of staff
assembled to carry them out. Candidates of high calibre
are ready for study, and will be lost to American schools
or will have to disrupt arrangements for study already in
process. It should be noted that the appraisals procedure
of OCGS calls for reassessment of an approval of a new
Ph.D. program five years after its commencement. A means
of review is thus automatically available.

We must ask, however, what objective criteria could be
established for "all" developments cited by the consultants?
We must also ask what assurance of funding there would be
if by some means it were possible to establish such criteria
and then for COU to decide "all" had been met at the same
time?

After careful reflection, and trying to act indeed as a Discipline
Group, we wish to urge that the Toronto Ph.D. program
be given immediate formula funding, and would ask that
UWO's be funded as soon as the university is prepared to
introduce it. Both programs have been approved by OCGS, but
Toronto has continued to build up its staff and resources since
receiving that approval, it has had the experience of working
with doctoral students (and this is providing practical
examples in such matters as focus of courses), it has
excellent candidates studying and applying. We believe
that both universities can work to take care of the
developments suggested by the consultants along with,
indeed by means of, doctoral instruction, and that doctoral
instruction will be an incentive to research. Western is
prepared to offer resources to assist Toronto now.

We recognize that clarification of aim and focus, greater
participation of individuals in research, more publication
of a scholarly kind are developments that are in order for
both schools. We are prepared to encourage them and to
work to give positive signs of growth. We will pursue such
aids as sharing of human and material resources within the
individual university, and outside but related minors.

(We do wish to state, however, that we would not want
to create a sharp distinction between "senior" faculty
and others--research and publication, for instance,
have been made criteria for promotion for all faculty;
and some involvement by all faculty with the practising
library profession is essential if research is to
be productive for the discipline.)

22. We can support this recommendation although, as noted
    above, we would wish all faculty to be involved in
    planning.

23. As noted above, we urge that the program at Toronto be
    given formula funding immediately.

24. Co-operation we are certainly prepared to encourage.

    We should note, however, a caveat about the apparent
    strengths noted by the consultants. The areas designated
    in this recommendation cause us concern. They are
    apparently derived from a classification of divisions
    in the field of library science given in pages A-25 and
    A-26, one school being given one division. The classification
    itself is a matter of opinion, but in any case the identification
    slots selected for each school are not those they would
    be prepared to accept. For example, Toronto has strengths
    in divisions 2, 3, and 7 as well as 4; Western, while acknowledging
    its special collections, has worked for a research strength
    in "content analysis, classification and indexing, history
    of classification and bibliographical control of early
    books".

25. The importance of "information science" must be recognized.
    Certainly a "high" priority has to be considered by both
    schools for inclusion of relevant aspects in their
    programs. Western had committed itself to this area
    as one of priority in its appraisal proposal to OCGS.
    It must be noted that relationships within an individual
    university are vitally important in any consideration
    of how inclusion is going to be worked out. This Discipline
    Group will be actively investigating the implications
    of "priority".

26, 27. The Discipline Group hopes that COU will indeed make
    representations along the lines suggested by these
    recommendations. Lack of availability of funds is one
    important reason why research and research literature
    have not developed in our discipline.

28, 29. The possibility of a research fund would be heartening.
    In turn, the library schools would of course take even
    more energetic action in applying for funds for research.

30. We find ourselves unable to comment here as we are uncertain
    to whom the recommendation is addressed.

31. In the light of our remarks above, we have no comment here.

APPENDIX 1

STATEMENT ON PART III: CANADIAN LIBRARY
MANPOWER, pp A40-A62 OF A REPORT BY THE LIBRARY
SCIENCE ASSESSMENT CONSULTANTS TO
THE ADVISORY COMMITTEE ON ACADEMIC
PLANNING

The authors of the report deplore the lack of figures on which
to base their recommendations. Yet they proceed to use many
numbers gleaned from a variety of sources whose authority
and whose data gathering methods are in some cases questionable.
They readily admit that "the numbers presented are estimates
based on the data available to the Committee, most of which
were incomplete, uncertain, and inconsistent" (p.A 40, our
underlining).) It would seem unwise to go on using these
questionable figures as the authors do when they compute
a 4.25 per cent attrition rate from two numbers admittedly
incorrect as representation of reality.

Here and there the authors recognize that they are examining
the Canadian situation but nowhere is there evidence that
efforts were made to identify factors which might create a
context different than that which exists in the United States. The
authors are careful never to say clearly and emphatically
that conditions in the United States are to be found of
necessity in Canada, but their use of examples from librarianship
in the United States would lead one to accept that such is the
case. Otherwise what is the meaning of the examples? The
authors state: "Again it is not unreasonable to estimate
that the Canadian experience would be similar" (p.A51).
Further on: "If this United States picture is at all indicative
..." (p.A 52).

The marshalling of figures does not really serve much of a
purpose and the Report has many untested assumptions. Granted
that the authors' opinions may be well informed, unsubstantiated
opinions they remain. Only one of the 31 recommendations appears
to be based directly on some of the numbers found in pages A40
to A62, that

> "no additional library schools offering programmes
> at the graduate level leading to the first
> professional degree be established within the next
> five years at least."

But no new programmes are contemplated in Ontario ...

p.A44, Fig. 3. The figures must be used only as indicative of possible directions. The ones offered by the authors are possible, there are others about which the authors are silent.

p.A45, Fig. 4. University of Western Ontario does not offer a Ph.D. programme in library science at the moment.

p.A46, Fig. 4 (continued). Alberta offers a B.L.S., not an M.L.S. Dalhousie offers an M.L.S. not a B.L.S.

p.A47, lines 3 to 5. Attrition of 1700 librarians is surely wrong. No account is taken of the fact that numerous B.L.S. librarians are returning to obtain an M.L.S. These librarians appear to have been counted twice.

p.A48, Fig. 5. There is cause for concern here. For example, the projected number of 175 M.L.S. graduates from Toronto in 1972-73 is impossible. There is a possibility of 116 graduates new to the profession plus 35 B.L.S. librarians not new to the profession. No enrolment projections given by Toronto to any institution or agency have ever provided for graduating 200 students per year to 1975-76.

p.A50, Fig. 7. The figures from Fig. 5 are used again in the graduation figure. The error rests not only in the figures (which should be, for Toronto, 1972-73, 116 not 175) but in the assumption that upgraded B.L.S.'s add to the growth of the profession. A B.L.S. who earns an M.L.S. upgrades his education. He does not become two librarians in the province. Again, Toronto has never projected an enrolment of 400. Even if part-time students were counted as full-time students, the resulting 400 students would include many B.L.S. merely upgrading their education.

p.A50. The enrolment and graduation figures are maxima, and minima would be desirable also. A statement on this point is made on page A47, divorced from Fig. 7, and Fig. 7 could, therefore, be subject to further misinterpretation.

p.A51. It should be noted that Canadian membership in American professional associations (pp.A51,A52, for instance) is not a reliable sample on which to base assumptions. Re Denis & Houser's article, the figure 63 quoted by the writers refers to the number of respondents to a questionnaire not to a figure of estimated Ph.D.'s needed in Canada. The article stated 75 to 100, not 63 to 148.

p.A53, first paragraph. The writers seem to ignore their own recommendations concerning school librarians (nos. 13, 13, 14). If implemented, these recommendations would alter substantially the number of graduates needed in school libraries.

p.A61, "Notes for Figure 6". These must be notes for Figure 5 since Figure 6 has to do only with the U. S. Of particular interest are the figures from the Land article in Library Association Record. ese data are from DBS, now Statistics Canada. otes for Figure 9"--Figure 6?

A P P E N D I X   C

COMMENTS AND STATEMENT OF UNIVERSITY OF OTTAWA

I- THE ACAP CONSULTANTS' REPORT, AND RECENT EVENTS AT THE
   UNIVERSITY OF OTTAWA

The views expressed in the next pages of this document
will be more easily understood if replaced in the recent
historical context of Library Science Education at the
University of Ottawa.

On July 1, 1971, a new Dean of the Library School was
appointed, with the mandate to re-evaluate objectives,
revise programs, and strengthen the teaching staff by
filling newly created positions. After a few months, a
decision was reached to abandon the program leading to
the B.L.S. and to install a completely reformulated two-
year program, leading to the M.L.S., in September 1972.
Moreover, a few of the vacant positions were filled.

At the end of March of this year, the Director resigned;
so did two members of the staff, at approximately the
same time. The vacancies thus created, added to the
unfilled new positions, required immediate action: it
was decided to defer the implementation of the new program,
and not to admit new students into the currently dispensed
ones. A special committee was created and instructed to
examine the future of the School.

The ACAP Consultants were informed of the situation; their
visit to Ottawa was much briefer than the ones they made
to Toronto and Western Ontario, and did not, quite under-
standably under the circumstances, display the characteris-
tics of an attempt to appraise the School, its program,
its personnel and its resources. (Details of the visit
are mentioned below). Yet, the Consultants saw fit to pass
judgement on the School, and have interpreted the deceleration
of activities mentioned above as a final decision to phase
it out.

The special committee mentioned above is expected to submit
its final report in a few weeks: clearly, many months will
elapse before the University reaches a final decision con-
cerning the future of Library Science on the campus. The
present document, therefore, does not state intentions, though
it does contain expressions of aspirations: the Consultants'
views, and our own Committee's report, will be weighed careful-
ly in determining whether our aspirations can and should be
transmuted into intentions.

II- THE UNIVERSITY OF OTTAWA'S REACTIONS TO THE REPORT OF THE ACAP CONSULTANTS

A-   The General Tenor of the Report

1. In our view, this is a valuable document: it sets
forth interesting views on the future of library services,
Library Science and Library Science Education. It also
presents detailed descriptions and evaluations of two of
the three Ontario Schools of Library Science, and though
one may not agree with every particular of these sections,
they are not to be brushed aside hastily, since the thought-
fulness and competence of the Consultants are clearly ma-
nifested by the high level of conceptualization attained.
As a consequence, the Report has already created a consi-
derable amount of soul-searching and stock-taking in the
Universities concerned.

2.' However, we must stress that, contrary to our
expectation, the Report seems to be much more concerned
with evaluation than with planning. The careful delineation
of alternative objectives, the careful examination of the
pros and cons of various methods for achieving the preferred
objective, the proposed schedule of implementation, which
we expected to find in the Report, are to a great extent
lacking.

We make this point with one objective: drawing ACAP's atten-
tion to the possibility that more explicit instructions might
have to be given to its Consultants. We suggest there might
be two dangers here: (1) ACAP might not get the sort of
enlightenment desired; (2) duplication might occur (it clearly
does in this instance) between the work of ACAP Consultants,
and that of O.C.G.S. and its Appraisal Committee.

B-   Recommendations concerning the University of Ottawa
      Library School

Rec. 2 It is RECOMMENDED that in the light of
        available data, no additional library
        schools offering programmes at the gra-
        duate level leading to the first profes-
        sional degree be established within the
        next five years at least.

        If an unexpected change in the market
        or the practice of librarianship should
        call for extraordinary increases in
        professionally qualified personnel, a
        review of this restriction can be under-
        taken at the appropriate time.

(note: It has been fully ascertained,
         in a conversation with the Con-
         sultants, that they consider
         the Ottawa School as being phased
         out, and that, if maintained in
         existence, it would constitute an
         "additional library school".)

Comments:

1) We fully understand that the Consultants were expected,
and felt obligated, to make one or more recommendations based
on the relationship between manpower needs and manpower pro-
duction.   However, we note that they characterize most of the
quantitative data available to them as "incomplete, uncertain
and inconsistent" (p.A40), and that they deplore the "shorta-
ge of hard, factual information on exactly what the nature
and scale of the need /for bilingual librarians/ is"(p.A66);
hence, their first recommendation that "a thorough and conti-
nuing study of Canadian Library manpower be made.../to include
consideration/ of the special needs for bilingual competence"
(p.A13).

Under these circumstances, we wonder whether the Consultants
were well advised to attempt to establish a relationship
between manpower needs and production: since so little
reliable information is available, it might have been more
prudent not to embark on an undertaking which, under the best
circumstances, is fraught with danger.

2) Moreover, we shall show in a later section that the
available information may not have been used or interpreted
correctly by the Consultants, and that they were led thereby
to exaggerate the danger of overproduction of librarians.

3) We also wish to state that, in our view, the Consultants
laid too much stress on the purely quantitative aspects of
the situation;   the types of librarians produced, the special
qualities or qualifications that new, forward-looking programs
of training should foster, the determined attempt to match
training with employers' requirements, may very well have
repercussions on employment possibilities which the usual fore-
casting techniques are ill-equipped to deal with.   To illustra-
te: should Ottawa produce in the next years a cohort of well-
trained librarians which employers favor, because of their
unique bilingual abilities, over graduates of other schools,
one should at least raise the questions: is Ontario producing
too many librarians, or too many of the wrong kind?

We therefore reject the suggestion that the University of
Ottawa should await the results of the recommended manpower
study before deciding whether to continue Library Science
ation.

Rec. 15   *It is RECOMMENDED that the library School*
at the University of Ottawa should not be
continued in its present form. This recom-
mendation is made in support of the apparent
decision by the University of Ottawa to dis-
continue what has been a programme of mar-
ginal academic quality. Any proposal to create
a new programme should meet standards of aca-
demic quality equivalent to those defined by
the ALA Standards of Accreditation, and should
satisfy market needs unmet by the accredited
schools, as identified by the results of the
Manpower proposed in Recommendation 1.

Comments:

1) We agree fully with the first sentence. The designa-
tion, in 1971, of a new director of the Library School,
the authorization given him to create and fill new posi-
tions and to acquire data-processing equipment, the de-
cision taken by the Senate to abolish the B.L.S. program
and to install, in September 1972, a new M.L.S. program,
show that, long before the Consultants had produced their
report, we had determined to revitalize Library Science
Education on our campus.

2) We agree with the Consultants that we should not
attempt to continue the teaching of Library Science
unless we can fully satisfy ourselves that our School
meets the A.L.A. accreditation standards.

3) We also agree with the spirit of the recommendation
regarding the overproduction of librarians, but, for
reasons stated above, disagree with the conclusions
derived from it by the Consultants.

Rec. 16   *It is RECOMMENDED that the Universities*
of Toronto and Western Ontario explore,
especially with the University of Ottawa,
the possibility of establishing a programme
of special courses and advanced research
related to archives, government documents,
federal library services, and other areas
for which Ottawa is a particularly suitable
base, thereby taking advantage of the re-
sources of the National Science Library
and other government libraries.

Comments:

We agree with this recommendation. We would
however suggest that, should our University decide
to pursue its activity in the Library Science area,
the order in which the Universities concerned are
mentioned would be more proper if reversed. Moreover,
we would insist that the recommended exploration in-
volve, from the very first steps, representatives of
the libraries and collections mentioned.

These points are minor, however, in comparison to the
basic suggestion that the unique resources of the Ottawa
area be fully used in the training of librarians.

C-   Recommendati ns concerning Francophone Education

Rec. 18   It is RECOMMENDED that no attempts be
             made to establish a full-scale Francophone
             library school at the graduate level in
             Ontario. It is not feasible to establish
             in Ontario a Francophone programme of the
             quality offered at the Université de Montréal.

Comments:

1) We are in full agreement with the first sentence of
this recommendation: this University's ambition has been,
and continues to be, to succeed in a difficult endeavor:
offering a truly bilingual and bicultural program.

2) We consider that, in the second sentence, the Con-
sultants very probably meant "desirable" instead of
"feasible": there is no trace in their report that they
have studied the feasibility of the undertaking mentioned.

Rec. 19   It is RECOMMENDED that the Province of
             Ontario should agree to support advanced
             studies for Ontario students at the Uni-
             versité de Montréal through transferability
             of Provincial government fellowships.

Comments:

1) We do not object to this recommendation, though
we consider that its implementation would assist a
very small number of Ontarians: the Francophones or
the bilingual Anglophones who chose to follow a pro-
gram of instruction dispensed exclusively in French,
and that it would duplicate an existing program of
scholarships enabling Francophone Ontarians to follow
in Quebec programs of studies not dispensed in French
in Ontario.

Rec. 20   It is RECOMMENDED that Toronto and
             Western Ontario take into consideration,
             in their curriculum and academic regulations,
             the special needs and interests of French-
             speaking Ontario, thereby encouraging the
             enrolment of Francophone students.

Comments:

1) We agree wholeheartedly with the spirit of this
recommendation though we cannot help ponder whether
it implies the duplication of the considerable human
and material resources required to make this objec-
tive attainable, in the hypothesis that Ottawa retains
its bilingually - oriented Library School.

2) We wish to conclude this section by expressing our
deeply-felt satisfaction that the Consultants addressed
the question of the education of Ontario Francophones,
singled that question by devoting an explicitly-headed
section of their recommendations to it, and proposed
thoughtful solutions. As an institution deeply involved
in the welfare of French-speaking Ontarians, the Univer-
sity of Ottawa expresses its gratitude to the Consultants.

D-   Other recommendations

1) Recommendations 1, 3 to 14 and 17:
We do not wish to present detailed comments on these
recommendations, which will be dealt with by the Dis-
cipline Group, on which we were represented.

2) Recommendations 21 - 31:
We are not directly concerned by these recommendations,
and will not offer comments beyond the one submitted
above: a clearer distinction between the roles of OCGS and
ACAP will have to be achieved, so as to avoid duplication,
confusion and frustration.

E- Manpower projections

A detailed critique of section III (<u>Canadian Library Manpower</u>,
pp. A41-A62) has been prepared by the staff of the Faculty of
Library Science of the University of Toronto, and will un-
doubtedly have been brought to the attention of ACAP. We
shall therefore not attempt to examine this question beyond
raising the following points:

   1.   The Consultants seem not to have taken into account
      the repercussions which two of their own recommen-
      dations would have, should they be implemented.
      Recommendation 12 states that the level of quali-
      fication required for certification as school libra-
      rian should be raised; Recommendation 13 states
      clearly that the M.L.S. should be required of
      persons occupying supervisory positions in school
      libraries and media centers. Yet, no mention is
      made of the consequences of these measures on the
      labor market.

2. We are informed that projected graduation statis-
   tics for both Toronto and Western Ontario are
   exaggerated.

3. In determining the annual attrition rate,
   the Consultants seem to have erred by not
   taking into account the numerous holders of
   B.L.S. degrees who re-enter a University
   temporarily to earn the M.L.S. One there-
   fore wonders whether the same person is not
   counted twice: as a present and as a future
   member of the labor force.

4. The postulate that, Canada having 10% of the
   population of the U.S.A., its library needs
   are one-tenth of those of its neighbor, is
   an attractive but fallible one.

F- Other statements concerning the Univerity of Ottawa

In the fourth section of the Report (Evaluation of
Programmes, pp. A63-A83) certain observations concerning
the University of Ottawa require brief comments. In those
pages, the Consultants act first as the devil's advocate,.
and list arguments tending to prove that Library Education
should be continued at the University of Ottawa, notwith-
standing their recommendation to the contrary; then, they
attempt to show that these arguments are valueless. Many
of their rebuttals are based on the expressed premise that
the Ottawa School was and is of-mediocre quality and on
one of two conclusions: the expressed one that it would be,
at this moment, undesirable to attempt to improve it, or
the unexpressed one that it would be impossible to do so.

Concerning the expressed conclusion, we are in disagreement,
because of the fragility of the quantitative data used by
the Consultants, as stated above, but also because of their
unwillingness to take proper account of qualitative consi-
derations: bilingualism, new types of functions exercised
in libraries, the growth of demand for archivists and spe-
cialists in records management, the demand for library ad-
ministrators, etc.

Should the unexpressed conclusion have been the predominant
one, we agree with its spirit: we do not intend to engage
in a makeshift job of replastering; our "new" School of
Library Science will excell, or it will not exist.

ADVISORY COMMITTEE ON ACADEMIC PLANNING
Ontario Council on Graduate Studies

Professor M. A. Preston
Executive Vice-Chairman

November 20, 1972.

Dean P. Hagen,
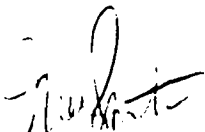Faculty of Graduate Studies,
University of Ottawa,
Ottawa, Ontario.

Dear Dean Hagen:

As I indicated in my letter of November 13, I am now writing to describe the
area on which ACAP would like clarification from the University of Ottawa in
connection with the Library Science planning assessment.

The consultants in effect recommend that two library schools will satisfy the
provinces' needs for some time and that the commencement (or re-activation) of
a third should await careful manpower studies. This position may or may not be
valid and ACAP has not, as yet, taken a firm position on it. However, we read
the Ottawa brief as saying that, even if this position is correct, factors other
than manpower considerations justify an Ottawa programme, since it would provide
qualitative features that would not be available in the other programmes. Some
such features are listed on pages C3 and C7 of the brief, but in ACAP's preliminary
examination the members were unable to identify any factors in the list which
other schools would not provide, except perhaps bilingual instruction. We note
that instruction in library science in French is available in Montreal. We are
aware of the general advantages of bilingual programmes, but are somewhat uncertain
as to how they apply to graduate work in a professional field, particularly when
cost is considered.

It is this area (qualitative factors which only Ottawa would supply) on which
we would invite clarification if the University wishes to supply it. This may
not, in fact, require a meeting; a further document might suffice. If you and
your colleagues desire a meeting it would now appear necessary to schedule it for
Monday, December 4 at about 3:00 p.m. This change arose because of the commit-
ments of those concerned in the other two universities.

Yours sincerely,

M. A. Preston.

MAP.sg

cc: Dr. Chagnon
     Dr. Joly

UNIVERSITÉ D'OTTAWA

550, RUE CUMBERLAND

UNIVERSITY OF OTTAWA

550 CUMBERLAND STREET

OTTAWA 2, CANADA

CABINET DU VICE-RECTEUR
ENSEIGNEMENT ET RECHERCHE

OFFICE OF THE VICE RECTOR
ACADEMIC AFFAIRS

November 29, 1972

Dr. M.A. Preston
Executive Vice-Chairman
Advisory Committee on
 Academic Planning
Council of Ontario University
102 Bloor St. West
Toronto, 181

Dear Professor Preston:

In a letter dated November 20, you reques-
ted from Dean Hagen some clarifications on this University's views
concerning the report submitted to ACAP by its Consultants on Li-
brary Science Education. I hope you will not mind if I reply in
his stead.

I. Why Library Science at Ottawa ?

The document we adressed to ACAP attempts
to make the following points: the man-power projections submit-
ted by the consultants do not appear more convincing to us than
they seem to have appeared to them; therefore, we do not view
these projections as an adequate basis for decision. Moreover,
we consider that the consultants gave too little weight to quali-
tative considerations in attempting to assess both the advanta-
ges of maintaining a Library Science program here, and the
likely demand for our graduates. I shall now attempt to develop
the last of these two points.

A. Ottawa is an exceptionally privileged
area in which to conduct such programs.

1. The large number (197, if we are well
informed) and great variety of libraries in this region make it
ideal for the purpose of organizing student visits and intern-
ships, as well as assigning term papers, special projects and
research topics. Libraries and other collections that are
Canada-wide in scope (the National Library, the National Science
Library, the National Archives); the numerous special libraries

created by the Federal Departments, other governmental agencies, and national associations whose headquarters are located in Ottawa; the two University Libraries; the Municipal Library with its many branches: where else in Canada can one find such a wealth of materials, of opportunities to observe and possibly even take part in the day-to-day operation and innovative ventures of these institutions ?

2.   The area is also, evidently, enormously rich in human resources, upon which a Library School could draw in many ways: the participation of local experts as members of the School Council or of its advisory committees, or as part-time me rs of its teaching staff, or as advisors in research or other special staff or student projects, or as participants in seminars, workshops, conferences, etc. could constitute a major safeguard of the quality of an Ottawa-based program of instruction.

These facts have been recognized by your Consultants, who recommended that special efforts be made to ensure that the unique advantages of this area be made use of in the training of librarians. The method recommended will, however, probably strike any knowledgeable reader of their report as awkward, unwieldy and costly.

B.   The University of Ottawa constitutes a unique milieu in which to train librarians.

1.   Because of its bilingual and bicultural character, our University can train a type of librarian that cannot be trained elswhere in Canada: the fully bilingual, bi-culturally-oriented librarian. It is very important here not to adopt a restricted view of what a bilingual librarian is: we do not have in mind a librarian trained in Montreal or Toronto and who happens to speak, at least reasonably well, the two official languages of Canada. To that definition we would add the following components: an exhaustive knowledge of the vocabularies, professional techniques and professional tools of librarianship as it is practiced in French-speaking and in English-speaking countries; an adequate knowledge of the two bodies of literature to which library users in bilingual areas will wish to have access; sufficient familiarity with the other linguistic group, such as can be achieved only by daily contact over a period of time and by deliberately planned opportunities to explore that group's values, interests and modes of thinking.

These outcomes, we feel, cannot be achieved in a School which has, from the outset, been planned and conducted as a unilingual operation devoted to satisfying the needs of one linguistic group: the staffing, the collection of professional books and the program of such

an institution are too deeply influenced by the initial orientation to be rapidly and economically re-directed towards a new mission.

2. *There is a considerable clientele for Library Science programs in the area served by our University.*

The first part of this clientele consists of full-time students; here are some statistics showing that the demand from this type of student is considerable and that it has consistently grown over the years:

	Full-time students Library School, U.O.
1960-61	14
1965-66	29
1970-71	79
1971-72	82

They come from far and wide, but mostly from Ontario and Québec; as an indication of this fact, here is the distribution according to the location of the University that conferred the degree submitted for admission by our 1971-72 full-time students:

Origin of previous degree

Canada:		
	Eastern Provinces	9
	Québec	19
	Ontario	40
	Western Provinces	6
Europe:		4
Asia:		4
	Total	82

Part-time students constitute the second part of our clientele; although their numbers have not shown the steady increase reported above-registrations fluctuat from 15 to 30 between 1959 and 1970 - we were pleased to note a considerable increase in 1971-72, when we registered 53 such students. The preponderance of the central Provinces is evident here also; Ontario, however, has an even greater lead on Québec.

It must be admitted that this part-time market has not been fully exploited in the past: the hundreds of professional librarians working in the area must number a considerable proportion of persons who graduated before the M.L.S. became the "accepted" first professional degree, and who would be greatly interested in upgrading their somewhat passé B.L.S. without leaving having their jobs and moving their residences. A rejuvenated Library School in Ottawa should pay special attention to the needs of such persons.

3. There is a vast market for librarians in Ottawa.

Employed professional librarians in the area have been estimated to be approximately 600 in number. According to reliable estimates, about two-thirds of them work for the Federal Government and its various agencies. It is also estimated that, in the next five years, one hundred new positions will be created in the Civil Service, while the attribution rate shall be at the 5% level. It can thus be established that the number of new vacancies, in Federal libraries alone, will be approximately:

	Attrition	New positions	Total Vacancies
1973	20	20	40
1974	21	20	41
1975	22	20	42
1976	23	20	43
1977	24	20	44
			210

Assuming that the attrition rate is the same in non-government libraries and, for safety's sake, that only one-fourth the number of new posts are created in the same period, it can be shown that 77 new vacancies will occur in these libraries. Thus, over the next five years the immediate area should offer 290 new vacancies or an average of 58 per year.

We would not, of course, expect the area's employers to restrict their recruitment to our School even though it would be in a better position to satisfy some of their requirements than other Schools because of our bilingual character* and, hopefully, because of the innovative programs which will be mentioned later. On the other hand, neither would we expect all of our graduates to seek employment in the capital.

---

* The Director General of the National Library states that, from two applicants with equal professional qualifications, he will automatically select the bilingual applicant; the Director of the National Science Library states that it would be desirable that 100% of his staff be bilingual. The Municipal Librarian and the Librarian of the University of Ottawa make similar statements.

4.   *The University of Ottawa could develop distinctive programs of study.*

Because it will probably want to make a clean break with the past, the University of Ottawa will not be bound by traditions and by vested interests when and if it undertakes the rejuvenation of its offerings in Library Science.

Hence the likelyhood that, instead of being satisfied to duplicate existing programs, it will want to explore new avenues.

Though careful studies are still required before final decisions are reached on that point, it does appear that new ventures in such areas as information science, records management and library administration could be profitably undertaken. Thus, Ottawa could produce breeds of librarians which other Schools do not, and for whom the need is being more and more clearly felt.

The same could be said about special courses which your consultants recommended for the Ottawa area: Government publications, federal library services, archives management, etc. Clearly, a renovated Ottawa School could include such elements in its program, possibly as areas of specilization, and therefore turn out librarians that are qualitatively different from those who obtained their training elsewhere.

To summarize: we feel that it would be very desirable that Library Education continue to be taught at Ottawa because this would satisfy a real demand, both from students and from employers, and because we deem that we can satisfy special demands from employers (for truly bilingual librarians and for librarians trained in special areas) which other Schools cannot or, at least. have not up to this moment.

II.   Is Montreal an alternative ?

The Consultants recommend that Francophone Ontarians be financially assisted by the Provincial Government, should they wish to undergo Library Science education in French at the Université de Montréal. (This, at least, appears to be the most plausible interpretation of a somewhat obscure recommendation). Your letter to Dean Hagen raises the same issue. I shall make two comments on this point.

A.   The Library School at the Université de Montréal is unilingual : all instruction is given in French. It therefore does not possess the characteristics which we outlined above when describing our aspirations for a Library School at the University of Ottawa. We do not question the quality of the program dispensed at Montréal, we simply stress that its objectives are different from those we would strive to attain, were we to pursue our activities in this area. We do not either, question the objectives of the Montreal School;

we submit that it is healthy for two Schools to have different objectives as long as the basic goal: providing excellent education, is attained by both.

B. What has not been shown by the consultants, or by anybody el'se to our knowledge, is that the Montreal School would be willin; nd able to welcome substantial numbers of Ontario students. We are reliably informed that that is not the case. With 80 full-time students this year, it would appear that the School is approaching its registration ceiling. It does not seem very likely that the Université de Montréal would be greatly motivated to increase substantially its investments (in buildings and in personnel particularly) with the main objective of being in a better position to greet a number of Ontario students.

III. What about costs ?

Your letter also raises the question of costs. The following comments appear appropriate.

A. Operating a Library School is admittedly costly: our Committee submits a rough estimate of $400.000 for a renovated School.

B. What is the cost of the alternative proposed by your Consultants ? We raised the question with them, and obtained no answer. If we analyse their suggestions, however, we come up with three major elements. The disappearance of a Library School in Ottawa should be compensated, they state, by three measures:

1. Ontario students wishing to study at the Université de Montréal should be assisted financially by the Provincial Government through the device of making its graduate fellowships transferable to another Province. (Rec.# 19)

This would not increase costs if we can assume that the same students who would have registered at Ottawa would now register at Montreal, and would obtain the same amount of financial assistance. As a matter of fact, we pointed out in our reaction to the Consultants' report that a federally financed program now exists for the very purpose of assisting the student who wishes to follow, in another Province, a program of study not offered in his mother-tongue in his own Province. Were Ontario to take advantage of this program, some provincial funds might be economized.

2. The Universities of Toronto and of Western Ontario should be more attuned to the needs and interests of French-speaking areas of Ontario, and adjust their curricula and regulations in such ways that, more Francophone students being encouraged to enroll, better library services shall be made available to French-speaking Ontarians. (Rec.# 20)

As stated in our first report to ACAP, this is, to us, a heart-warming suggestion; since we have no ambition to monopolize the graduate education of Francophone Ontarians, we would be inclined to agree with it. However, this would entail considerable costs: personnel would have to be added to the staff of the two Schools, most probably; their professional collections would have to be enlarged; measures would have to be taken to compensate for the inability of the Toronto and London areas to provide students with the large and varied collections of French materials with which they would want to become familiar, in specialized areas as well as in general literature, etc.

These measures would have to be taken in two Schools; is not that duplication, too ?

3. The Universities of Toronto and Western Ontario should attempt to establish a program of special courses taking advantage of the resources of the Ottawa area (Rec.# 16)

We assume that these courses would actually be given in Ottawa. What would be the costs involved ? Those of transporting teachers and students, of securing teaching and living quarters, of setting up some sort of permanent secretariat, etc. We are completely unable, due to lack of information, to suggest even a rough estimate of the total cost.

C. Even if it was demonstrated that whatever other drawbacks they have, the Consultants' recommendations are more economical than the operation of a Library School in Ottawa, we submit that such a consideration should not be the major determinant of the decision reached. It is universally agreed that bilingual countries, governments, firms and associations are more costly to run than unilingual ones; the question then becomes: is what one buys with the extra money worth the expenditure ? The answer each one will give will flow from diverse considerations, ranging from political philosophy to personal experiences with members of the other linguistic group.

Inasmuch as a Province can be said to have given an official answer to question raised above, Ontario's reply is affirmative. The statements of ex-Prime Minister Robarts concerning Ontario's responsabilities towards its French-speaking population; some of the recommendations contained in the Draft Report of the Wright Commission (Recommendation No 7 touches precisely on Library Science programs in French); some of the recommendations of the Symons Commission (Recommendation No 55 and 56 deal with French and bilingual library services); these and other pronouncements all seem to point to the same conclusion: Ontario should be willing to pay for the extra costs of bilingualism.

As far as the University of Ottawa is concerned, even more direct and clear-cut indications of the Provinces's will can be adduced here:

1) The very Act of the University, enacted by the Ontario Legislature, makes an obligation to us to promote bilingualism and biculturalism, and to foster the development of the French culture in Ontario. Is it ACAP's contention that the real but unexpressed intent of the legislators was that Ottawa should pursue these aims as long as no extra expense is involved ?

2) The annual provincial grants to our University, aimed at covering the extra costs of bilingualism, are another concrete indication of Ontario's will to countenance the costs that spring from the acceptance of a bilingual situation as a valuable asset. No distinctions have even been made, in discussions concerning these grants, between graduate and undergraduate programs, nor between professional and non-professional ones, as suggested by your letter.
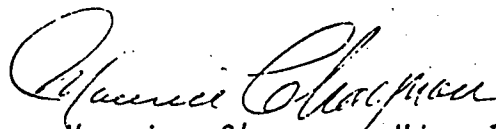
IV. The December 4 Meeting

We should very much like to send two representatives to Toronto to meet with some or all of the members of ACAP. Dean Hagen being unavailable on that date, our representatives would be:

Dr. Marcel Hamelin, Vice-Dean of Graduate Studies
Dr. Jean-Marie Joly, Associate Vice-Rector (Acad. Affairs)

Both of these gentlemen are members of the Committee on Library Science Education and are therefore well informed on the work performed by the Committee and on the conclusions it has reached.

Yours very truly,

Maurice Chagnon, Vice-Rector
(Academic Affairs)

MC/lc

A P P E N D I X   D

COMMENTS AND STATEMENT OF UNIVERSITY OF TORONTO

October 31, 1972

Professor M. A. Preston
Executive Vice-Chairman
Advisory Committee on Academic Planning
Council of Ontario Universities
102 Bloor Street West
Toronto, Ontario

Dear Professor Preston:

I am writing to state the University of Toronto's response to
the Library Science Assessment Report.

The University of Toronto has studied with close attention the
Report to ACAP by the Library Science Assessment Consultants entitled
"Ontario Library Education". Although we have reservations about
matters of detail in some of the statements and recommendations of
the Report, we found it on the whole to be stimulating and forward-
looking. It sets forth changing needs, examines existing practices
and attitudes in the light of those needs, and suggests new directions
that are required of the profession, and therefore required of the
professional school if it is anxious to meet those needs.

We found the three main topics of the Report particularly interesting
and useful: first, its emphasis on broadening the traditional concerns
of librarianship to embrace the new dimensions of information science
and operational research; second, its approval of interdisciplinary
and trans-disciplinary approaches in instruction, research and service;
and third, its stress on the paucity of research in library science at
the present time. We shall make general comments on each of these topics,
and then a specific statement of intention.

Regarding the inclusion of information sciences as an area of high
priority in the doctoral programme of the Faculty of Library Science,
this University has recognized the importance of this discipline through
the establishment of our Institute for the Quantitative Analysis of Social
and Economic Policy, through the development of computer science research
and its applications in areas such as industrial engineering, psychoacoustic
research, management science, and in many other ways. We have reached a
position of real strength in the areas that contribute to information
science. It is true that the Faculty of Library Science needs to expand

its contacts with the theory, methods and techniques of this crucially important discipline. We recognize that it would be an incomplete and one-sided development of library education not to give full weight to the new quantitative tools that are increasingly necessary for the management of many complex enterprises including universities and libraries themselves: science-based approaches, the control of information, the design and analysis of systems.

Action for the Faculty of Library Science with regard to the offerings in information science beyond the M.L.S. level will require, first, a careful consideration of the M.L.S. programme to discern what would have to be developed within it or added to it as a base for Ph.D. studies; and, second, the exploration of possibilities of co-operation, development, and integration of the immense resources already possessed by the University in this area. The necessary preparatory study is already planned. The possibilities for specialization within information science are numerous enough that there need be no conflict at any time with the offerings of the University of Western Ontario at the doctoral level.

Secondly, regarding the multidisciplinary nature of librarianship, we accept the criticism in the Report that we have not as yet made sufficient use of other university resources by cross-appointment and active involvement with other disciplines, even though we possess the necessary strengths in many relevant areas. We will need to effect this involvement by transfers of resources, since increased resources for new programmes must now come almost exclusively by that route. The Faculty of Library Science is anxious to take advantage of resources in the University by using people from other faculties within its courses and by encouraging students to take outside minors.

Thirdly, in library science-research, we recognize the need to develop this area, and we believe that such development will proceed most effectively in relation to an on-going doctoral programme which generates questions and the impetus to solve them. The health of a faculty requires that the atmosphere of research be felt by all its members. One of the important reasons research is not evident at present is that funds from most of the sources mentioned in these recommendations have simply not been available. The Canada Council, for instance, has only recently recognized library science as eligible for research grants. We are hopeful that the Report's strong recommendations in this regard will produce satisfactory results.

An important aspect of developing activity in research is a favourable general climate. The Faculty of Library Science has expanded rapidly in numbers in very recent years, and has been much preoccupied with developing the new M.L.S. programme and other concerns related to its new building and the organization of its activities as a fully graduate department. It now enters upon a period of consolidation, and the time is favourable for the encouragement of, and planning for, research.

A full doctoral programme would be a special impetus to what might be done, as will be the Ph.D.-holders we have recently added to our staff and those we will shortly have by the study-leave route. As stated above, however, research -- good research -- needs to be encouraged as a positive and integral part of the teaching of everyone in the graduate department.

As the Report indicates, there is a genuine lack of research literature related to Canada, and we are in an excellent position to take a role of leadership here.

***

The University of Toronto believes that the deferral of support for the Toronto Ph.D. in Library Science recommended in #21, page A-17, of the Report is unwise and unnecessary. We urge the wisdom -- with regard to the time factor involved for the doctoral candidates, the need for such highly trained people in Canada, and the capacities of the Canadian professional schools to develop and offer such training -- of giving immediate approval, and formula funding, to the Toronto Ph.D. in Library Science, on the basis of the following undertakings:

1. In the matter of bolstering our information science options, we shall immediately initiate recruitment of resources from the Institute for Quantitative Analysis, the Department of Political Economy, the Department of Computer Science and the Faculty of Applied Science and Engineering. In our attempt to correct the deficiencies which we have acknowledged to exist, our _initial_ thrust will be through the recruitment of resources already existing within the University, for the following reasons:

(a) We have on our staff people of high quality in a number of relevant areas;

(b) We could make the requisite changes more quickly from internal sources;

(c) The quality of personnel is better than we would probably obtain by recruiting directly into a Library Science Faculty; and

(d) We want to strengthen the relationships between the Faculty of Library Science and the rest of the University, and combat the isolation which too often is a general characteristic of professional schools.
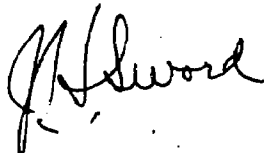
2. In the development of cross-appointments with other disciplines, we shall again begin by initiating arrangements to reallocate resources already existing.

3. In the third area of criticism, the need for active promotion of research in Library Science, we have some strength beyc 'l what was evident during the summer in the members of staff returni rom study leave. Nevertheless we shall in all likelihood be obligeu .o go outside our present staff establishment in order to consolidate the research strength to the extent required for first-rate doctoral work as well as meeting the profession's great need for continuing education. We intend to do this if necessary. It is obviously prudent to canvass our personnel in different but related fields -- as we did in appointing the present Dean of Library Science. In any event we undertake to strengthen the research capacity and initiative of the Faculty of Library Science to the extent of at least one senior appointment in 1973-74 and one in 1974-75. In addition we are desirous of co-operating with the University of Western Ontario for our mutual benefit, and we are interested -- along with Western -- in the possibility of making use of the resources in the Ottawa area and other areas.

In view of the urgency of the need for Ph.D.'s in Library Science in Canada, and of the favourable appraisal received by our Ph.D. programme, we admitted three further doctoral candidates during 1972 -- one from the faculty of Western, one having left a senior post in the McGill Library system, and one being the Chief Librarian of Memorial University, on sabbatical. We urge the approval of the Ph.D. programme in Library Science for immediate funding, on the basis of the undertakings given above. There would be a real problem for this University to commit further resources to this programme without the assurance of formula support.

We shall welcome an opportunity to discuss further the points raised in this reply.

Sincerely yours,

J. H. Sword
Vice-President
Institutional Relations and Planning

A P P E N D I X   E

COMMENTS AND STATEMENT OF UNIVERSITY OF WESTERN ONTARIO

University of Western Ontario response to the Consultants
Report of the Advisory Committee on Academic Planning on the School of Library
and Information Science.

This response was generated by a sub-committee of Senate consisting
of representatives from the School of Library and Information Science, the
general university faculty, graduate students and the relevant University
administrators.

The Committee felt that, in general, the consultants report represents
a careful study of the present stage of development of graduate work in Library
and Information Science in Ontario. We have the impression that the consultants
have placed more emphasis on appraisal of Ontario Library Science against long-
established standards existing elsewhere than on positive planning assessment
for particular provincial and national needs. Some of the reservations we have
must be identified before accepting their assessment of the situation.

> (1) Our present M.L.S. candidates meet the admission requirements
> suggested by the consultants (p.A14).
>
> (2) We question the basis upon which the consultants (p.A51) reached
> an estimate of Canadian need for Ph.D. qualifications in Library
> Science. The American bench mark is derived from a steady state
> situation not yet attained in Canada and, therefore, is,at best,a
> statement of minimum needs.
>
> (3) We would contend that no school in Canada has a better record
> of sustained publication than our own (Appendix I). To judge our
> productivity against long-established foreign schools is to do
> Canadian Library Schools an injustice. In view of Appendix I we
> remain uncertain as to what constitutes "a recent history of
> sustained publication" (p.A17) in the field of Library and Information
> Science.
>
> (4) We are puzzled by the conclusion of the consultants that the
> senior University administration is "at best, somewhat neutral" in
> their attitude toward the Ph.D. (p.A77). To dispel this impression
> please see Appendix II.

We believe that proposals contained in the documents describing the U.W.O. Ph.D.
program (which were evidently not examined by the reviewers) could be implemented

in the near future within the guidelines suggested by the consultants (Appendix III). We would draw attention to the fact that the Ph.D. proposal from U.W.O. is directed toward certain aspects of information science. This subject has been identified as a priority area by the consultants. We believe that the program could be expanded into other aspects of information science if an appropriate co-operative venture were developed with the University of Toronto.

APPENDIX I

Publications of full-time faculty since 1967 (the establishment year of
the School of Library and Information Science)

Excluded from this list is the series of nine printed pamphlets
issued in connection with the American Association of Library Schools
conference held at SLIS in July, 1970. These were written by several
faculty members as discussion papers, but some of them contained
results of research. All teaching aids (such as Professor Colvin's
renowned Cataloging Sampler) are also excluded and all informational
publications not based on systematic research. Book reviews,
conference papers, purely technical reports or manuals, and reports
on professional experience are also ignored. Even such professional
work as abstracting or indexing is not included. Only significant
journal articles are listed (13 out of a total of 29).

Monographs (other than Occasional papers, directories, etc.)

William J. Cameron [With Brian J. McMullin], The HPB Project: Phase I.
Describing an experiment in creating a Universal Bibliography of
Hand-Printed Books by using the computer's memory bank and by
developing a step by step cumulation of existing records. London,
Ontario: School of Library and Information Science, 1968. xx 158 pp.

William J. Cameron [With Brian J. McMullin and Joginder K. Sood],
The HPB Project: Phase II. Describing an experiment in creating
a computerized cumulative short-title catalog of hand-printed books
leading to a universal bibliography of books printed 1453-1800. With
illustrative material from John Milton and Miltoniana. London,
Ontario: School of Library and Information Science, 1970. ii 165 pp.

William J. Cameron, Poems on Affairs of State. Augustan Satirical Verse,
1660-1714. Volume 5: 1688-1697. New Haven & London, Yale
University Press. 1971. XLIII, 650 pp.

William J. Cameron, A Perfectible Milton Bibliography. An experiment
in collocation of the machine-readable bibliographic records of the
HPB Project. London, Ontario: School of Library and Information
Science, 1972. v + 43 + 48 + 30 + 16 + 15 pp.

William J. Cameron, [In preparation] Pamphlet libraries in London
Coffee-Houses in the mid-Eighteenth Century. An exercise in
bibliographical control of pamphlet literature using the machine-
readable records of the HPB project.

Gloria M. Strathern, Navigations, traffiques, and discoveries: an
annotated guide to publications relating to the area now the province
of British Columbia, 1774-1848. Victoria, B. C., Social Sciences
Research Centre, University of Victoria. 1970. 15 + 417 pp.

Constantine M. Hotimsky, Russian Abbreviations in Descriptive Biblio-
graphy. London, Ontario: School of Library and Information Science.
1972. 50 pp.

2. Parts of books

William J. Cameron, "The Development of Eighteenth-Century Studies in
the British Commonwealth" in Studies in the Eighteenth Century Papers
presented at the David Nichol Smith Seminar, Canberra 1966. Canberra:
Australian National University Press, 1968. pp. 31-48.

William J. Cameron, "John Dryden's Jacobitism" in Restoration Literature
Critical Approaches. London: Methven & Co. Ltd., 1972. pp. 277-308.

Florence DeHart, "U.S. Library Technician Programs" (In Schick, Frank L.,
ed. North American Library Education Directory & Statistics, 1966-1968.
Chicago: American Library Association, 1968. pp. 27-30.

Florence DeHart [With Frank L. Schick], "Prices of U.S. and Foreign
Published Materials" (In The Bowker Annual of Library and Book Trade
Information, 1969. New York: Bowker, 1969. pp. 41-52).

Geoffrey R. Pendrill, Medical Libraries and Medical Literature. Five
Years' Work in Librarianship, 1961-65. London, The Library
Association, 1968. pp. 71-109.

3. Journal articles (selective list)

Florence DeHart, "The Rutgers Doctoral Program" Journal of Education
for Librarianship, Vol. 10, Spring, 1969. pp. 319-322.

Florence DeHart, "'Standardization' in Commercial Children's Cataloging;
A Comparative Study of 100-odd Titles." School Library Journal,
Vol. 95, February, 1970. pp. 744-49.

Frank T. Dolan, "The Role of the Information Scientist" in International Journal of Man-Machine Studies, Vol. 1.   January 1969.

Frank T. Dolan, "Information in the Petroleum Industry" in The Journal of Canadian Petroleum Technology.   July-September 1969.

Frank T. Dolan, "Information Transfer in Information Science" in Information Science in Canada, Vol. 1, No. 2.   Spring 1970.

Janet H. Fyfe, "Scottish Collections in Canadian Libraries" in Library Review, Vol. 20.   Autumn, 1965.

Constantine M. Hotimsky, "A Russian account of New South Wales in 1822" in Melbourne Slavonic Studies, 1967, No. 1.   pp. 82-95.

Constantine M. Hotimsky, "Bibliography: Library Science: Soviet Union" in Canadian Slavic Studies, Montreal, 1967-1968, Vol. 1, No. 4. pp. 1-14.   Vol. 2, No. 1.   pp. 1-6.

Constantine M. Hotimsky, "Slavic Studies and Libraries" in Canadian Library Journal, Vol. 27, 1970.   pp. 119-123.

Sam D. Neill, "Books and Marshall McLuhan" in Library Quarterly. 41:4, October 1971.   pp. 311-319.

Sam D. Neill, "The Environmental Surround: an Argument for Resource Centres" in British Journal of Educational Technology, Vol. 2, No. 3, 1972.   pp. 88-101.

Hans G. Schulte-Albert, "Gottfried Wilhelm Leibniz and Library Classification" in Journal of Library History, VI, No. 2 (April, 1971). pp. 133-152.

Elaine Svenonius, "An Experiment in Index Term Frequency" in Journal of the American Society of Information Science, (March/April 1972).

The University of Western Ontario
London   Canada

APPENDIX II

I have discussed the paragraph headed "Attitude
of the University Administration" on pages A76 and A77 of the
Consultants Report with the Vice-President (Academic), the
Dean of Graduate Studies, and the Assistant Dean. It would
appear that the Consultants in describing the attitude of the
University Administration as "at best somewhat neutral" have
over-reacted to our statements that the next ten years at this
University will be a period of consolidation rather than one of
rapid expansion. This general philosophy applies to the
School of Library and Information Science as well as to other
Faculties within the University.

I should add that the University has a strong
commitment to the School of Library and Information Science
as is evidenced by the rapid build-up of Faculty over a
relatively short period of time and by the provision of newly
designed, highly functional physical facilities. The University
also supports the proposed Ph. D. program. It should be
possible to make the new appointments recommended in the
ACAP Report by two stratagems: (a) by making suitable
replacements for raculty members leaving, and (b) by the
use of part-time funds for the creation of full-time positions.
Also, if the Master's program were to expand further, additions
would be made to the Department's establishment.

I should also like to comment upon the statement on
page A77 of the Consultants Report, "it is hoped that no special
significance attaches to the fact that the School is not in the
building program for the period up to 1980". The fact that the
School of Library and Information Science is not on our current
building program in no way reflects a lack of interest in the
School. The provision of the present accommodation at a distance
from the new D. B. Weldon Library was the choice of the first
Dean and his Faculty. At the time it would have been possible,
as was done at the University of Toronto, to incorporate the
Library School in the plans for the new D. B. Weldon Library.

It is the opinion of the present Dean, the Faculty, and the
Administration of this University that the present quarters,
although "temporary", are very well suited to the academic
requirements of the School. It seems a curious suggestion
that the future of a School should depend upon exterior
bricks and mortar. Our first priority has been a conscientious
attempt to attract first class Faculty.

The plans of the School of Library and
Information Science have the full support of the University.

D. C. Williams,
President and Vice-Chancellor.

October 27th,
1972.

APPENDIX III

Guidelines implicit in Recommendation 21.

The initial areas of research approved for the Ph.D.
program at the School of Library and Information Science are
Bibliography and Bibliographical Control of Infoᵣ.ation.
"Bibliography" is ancillary to "Bibliographical Control of
Infoᵣmation", which has been a recognized area for research
since Luther Evans, Librarian of Congress, coined the term in
1943. A bibliography taken from <u>Library Literature</u> (which
covers only about 40% of the literature in English, and
probably less than 20% in other languages) ᵢs provided to
illustrate the narrower limits of the field, and suggest the
focus provided by the profession.

Four faculty members who have completed Ph.D. work in
the field and who are actively undertaking research work in
the area have identified the "specific, clearly circumscribed,
focus" on which they will concentrate:

   W.J. Cameron: Bibliographical control of early printed books
   F. DeHart: Content analysis
   E. Svenonius: Classification and Indexing
   H.G. Schulte-Albert: History of classification

Explicit relationships with Althouse College of Education,
the Faculty of Engineering Science (especially the Systems
Engineering program), the Faculty of Social Science (specifically
History, Sociology, Psychology, Computer Laboratory) the Faculty
of Arts (specifically English, Russian and French), and the
Faculty of Science (especially Computer Science) are being
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Cataloging
Classification
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APPENDIX   F

PROCEDURE OF PLANNING STUDY AND TERMS OF REFERENCE

Procedure for Library Science Assessment

as Approved by COU, 17 September 1971

Tasks requested from discipline group (with help available from ACAP at all stages)

1. Prepare list of major divisions of study and research within librarianship and information science. Since this breakdown will to a considerable extent determine the form of the reports, it is of considerable importance and will be the subject of discussion with ACAP and with the consultants. Also specify any common "core" courses which should be included in all MLS or Ph.D. programmes.

2. Suggest suitable consultants. This also will be a matter for discussion with ACAP.

3. Prepare tables of current and past strength showing, for each library school, under each of the major divisions determined in 1.,

   a. faculty members, with publication lists and other evidence of their activity in the division;

   b. number of MLS students taking courses in the division;

   c. extent of research by (1) faculty and (2) students;

   d. extent of library support and other research facilities and teaching facilities for the division.

4. Statement of current availability in each school of resources of space, library budgets, total enrolment and other items which cannot be allocated to the separate divisions.

5. Submit tables of proposed future strength (in as much detail as universities have developed) as in items 3 and 4, but also including Ph.D. work. These tables should be accompanied by supporting arguments, including an analysis of supply and demand.

th in consultation with ACAP and separately, consider the situation revealed

by this tabulation and consider whether future plans should be modified or
developed in more detail.

7. Possibly develop a tentative plan for development of library science in Ontario.

Information from Universities

Apart from the material collated by the discipline group, each interested
university will be requested to make an individual statement on its plans for
library science and related matters, in particular the items of future commitment
implied by item 5 above, after the action in 6 has been completed.

Terms of Reference of Consultants

1. Consider the materials prepared by the discipline group and the universities
   and obtain other data they may require to carry out the tasks detailed below.
   They may obtain data and views from any relevant source, such as, for example,
   employers of librarians. At this time no decision has been taken on the
   availability of appraisal consultants' reports. Pending a decision, they cannot
   be made available.

2. Report on the adequacy of the present state of graduate work in Library Science
   in the province, discussing the following:
   a. coverage of divisions and specialties
   b. faculty quality and quantity
   c. nature of programmes offered
   d. enrolment size
   e. quality of student body; admission requirements
   f. relationship to related disciplines
   g. other matters considered by the consultants to be significant.

3. Make recommendations for the development of Library Science in Ontario between 1971 and 1981, but in more detail for 1971 through 1976, and, without limiting the generality of the foregoing, dealing with the following points:

   a. Changes in the discipline and its associated technology that affect manpower requirements and training programmes.

   b. Manpower needs and desirable enrolments, year by year, in MLS and any other programmes recommended. In considering manpower needs, one should take account of the "market" available to graduates (at least all of Canada) and of other sources of supply for that market.

   c. Programmes to be offered. In particular, consider (1) any need for post-master's training and education, recommending on the nature and vocational purpose of such training, whether it would lead to a Ph.D. or other degree or qualification, in what numbers students could be expected, what associated staff and other resources it would require, and, if such programmes are recommended, what institutions should be involved in what form of organizational pattern and with what responsibilities for coverage of specialties and with what timing; (2) innovation at the master's level.

   d. Distribution amongst the universities of responsibility for programmes and for specialties, including consideration of the need for any additional library school(s).

   e. Distribution of enrolment amongst the universities.

   f. Desirable extent of involvement of associations of librarians (i.e. employers) in a continuing advisory role to the library schools, either on a national or provincial level.

   g. Desirable extent of involvement with related disciplines.

   It is permissible for consultants to recommend appraisals of individual programmes.

Appointment of Consultants

The consultants shall be: two persons of international reputation exp⁻⁻ienced in library school teaching and administration, and one person of wide academic experience in Canada but in a discipline other than librarianship.

Report of Consultants

The consultants submit a joint report to ACAP. (Minority reports are, of course, possible.) The reasoning leading to their recommendations should be given fully, in view of the subsequent treatment of the report. ACAP submits the report for comment to the discipline group and to each interested university. ACAP receives these comments and, considering them along with the consultants' report, develops its recommendations for CCU action. The question of full publication of the report and the comments is not yet settled.

A P P E N D I X   G

LETTER FROM DEAN OF GRADUATE STUDIES, UNIVERSITY OF OTTAWA
RE: STATUS OF PLANS AND CONSULTANTS' ROLE

UNIVERSITÉ D'OTTAWA   UNIVERSITY OF OTTAWA

ECOLE DES ÉTUDES SUPÉRIEURES

CABINET DU DOYEN

OTTAWA 2 ONTARIO

TEL.: 231-2960

SCHOOL OF GRADUATE STUDIES

OFFICE OF THE DEAN

May 1st, 1972

Dr. M.A. Preston
Executive Vice-Chairman
Advisory Committee on Academic Planning
Council of Ontario Universities
102 Bloor Street West
Toronto 181, Ontario

Dear Dr. Preston:

You will recall that I promised to let you have, before the end of April, a clear statement concerning the University of Ottawa's participation in the provincial assessment of University programs in Library Science.
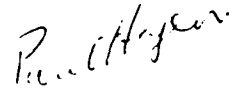
I can now inform you that the University of Ottawa has made the decision to reduce, for the present, the activities of our School of Library Science. Specifically, we have taken the following decisions:

1- The new M.L.S. program we proposed to begin in September 1972 will not begin as planned;

2- Students who are engaged in the B.L.S. programme who do not obtain their degree in May 1972 will be permitted to continue their studies until they complete the requirements for the degree (mostly part-time and summer students);

3- Students enrolled in the old M.L.S. programme (with thesis) will be given the opportunity to complete the requirements for their degree;

4- No new students will be admitted to programmes in library science this year.

We are setting up a committee, which includes experts in library science from outside the university, to report before the end of 1972 on the future of the Library School. Since it is impossible to foresee what recommendations the committee will bring forward, I am at present unfortunately not in a position to tell you about future plans for the School. What is clear, however, is that ACAP should not consider, as our definite position on

this matter, the academic programmes presently existing in the Library
School or the description we sent you of the master's programme we proposed
to begin next September. We believe that, after they have visited the other
library schools, it might be useful for the ACAP consultants to meet with
the members of our committee. If you decide that it is appropriate for them
to visit Ottawa, not only for this purpose but at the same time to make
themselves aware of the extensive library and archival resources available
for the teaching of library science in this city, we should be very happy
to receive them.

                                        Yours sincerely,

                                        Paul Hagen
PH/jp   Dean