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THE STATUS OF LIBRARY TECHNICIANS IN THE
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THE STATUS OF LIBRARY TECHNICIANS
IN THE UNITED STATES

By

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A DISSERTATION

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PREFACE

This study grew out of a suggestion made by Dr. Robert E. Booth, Chairman, Department of Library Science, Wayne State University. John Martinson's study of library technician programs had appeared just previous to this suggestion and it indicated a need for more information concerning library technicians. Initially there was a great deal of scepticism that this would be possible or even worthwhile. It was suggested that it was controversial and therefore should be avoided. Fortunately none of these admonitions deterred me from my task, though on occasion they did seem to have merit and nearly diverted me from my pursuit. The time span of the study has been greater than originally planned, but there have been compensations in the form of being able to discern clear trends in the development of library technicians and their training.

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CHAPTER I

INTRODUCTION

The purpose of this study has been to determine the status of library technician programs in the United States particularly in the context of an historical development of the idea of the library technician, and further to show the relationship of education for professional librarianship with the need for, and education of, library technicians. This has been accomplished in the following manner: (1) An historical account has been developed of library education in the United States with emphasis on the roots of the idea of the technician. (2) A search of the literature of the library technician has been developed with a stress on tracing recurring themes of support, and criticism, of library technicians and their training. (3) A survey of well established library technician programs has been undertaken and the results examined in tabular and narrative form. (4) A survey of the attitude of professional librarians toward library technicians has been made and these results also examined in tabular and narrative form. (5) A survey of state and provincial policies toward library technicians has been made and again the results examined in tabular and narrative form.

A preliminary search of the literature revealed that there was very little, if any, material published regarding the historical development of the library technician. This search also revealed that ideas regarding library technicians were very fragmented and scattered both in time and source of publication. The only unified study of library technicians published prior to 1969 was John Martinson's Vocational Training for Library Technicians, 1965 (7).*

A careful search of the literature revealed that no study has been made to date of professional librarians attitudes toward library technicians, nor has there been any study made of state and provincial policies regarding library technicians and their training.

The term "library technician" as used in this study refers to the para-professional worker who occupies a position in a library somewhere between a clerk and a professional librarian. The type of work performed varies widely from library to library and training varies from one year of post high school study to four years of college training.

The literature was located through all of the usual library research tools with the bulk of the material being located through Library Literature.

The three surveys initiated as a result of this study were conducted either through the use of a questionnaire and

*The footnotes in this study follow the plan of having the first number refer to the item listed in the bibliography. Succeeding numbers, if any, refer to pages specifically cited in the reference.

and a cover letter explaining the purpose of the survey, or through a letter requesting an extended answer to a single question.

The first survey examined the training institutions for the library technician. A copy of the questionnaire is found in Appendix B. This questionnaire was sent to thirty-one schools which had established curricula for library technicians by the fall semester, 1965. The second survey examined the attitudes of the librarians of four different types of library located in the eleven states where library technician programs existed; academic, school, public, and state library. A copy of this questionnaire is found in Appendix C. The third survey was designed to ascertain the policies which the several states and Canadian provinces have or are contemplating with regard to the library technician and his training. This survey made use of a letter as the research instrument and a copy is found in Appendix D.

The originally proposed study was to be of library technician programs in the United States. During the progress of the research it was discovered that similar programs were also developing in Canada. While the focus of this study is on the programs in the United States, reference to Canadian programs is made where it would seem to have relevance.

CHAPTER II

THE STATUS OF LIBRARY TECHNICIANS IN THE UNITED STATES .

Part I: Library Education in the United States

1. The History of Library Education in the United States: To 1887

Library education in the United States lends itself best to study when it is divided into three periods. These three periods are easily arrived at by using two very important dates. The first is the year of Melvil Dewey's Columbia College School of Library Economy, 1887. The second is the year of publication of Charles C. Williamson's Training for Library Service, 1923.

The period before 1887 can be characterized by the phrase "informal library training." There were no schools in which a person desiring to work in a library could enroll in a curriculum designed to teach the skills required of a librarian. The only resources for a person desiring such skills were to apprentice oneself to a librarian of some standing, or to read books and articles on the subject, or a combination of these two.

After Dewey founded his school at Columbia University (and soon thereafter moved it to Albany) there was a period

of some thirty-seven years during which various institutions founded library training schools, but which found such a wide diversity of training standards that the whole system was threatened by collapse (or at best utter chaos) unless standards were imposed.

While the period between 1887 and 1923 may be called a move toward formalization, the period since 1923 can be best characterized by the phrase "trend toward professionalization." One of the laments often found in the literature from 1887 to 1923 was that librarians needed to become more professional. Indeed Melvil Dewey himself had urged at the time of founding his school in 1887 that it be attached to a "considerable library" so that students could be instructed by "men full of the library spirit and thoroughly qualified for their work" (17, p. 23). That the "considerable library" he was speaking of was Columbia University is evident in that he founded his school there, and a side benefit of this was the prestige of an academic environment. This would tend to influence the laymans' view of the librarian as that of a scholar and was one of the central points of Williamson, not only in Training for Library Service, but in other spoken and written statements prior to 1923.

Miss Mary Plummer, one of the prominent library educators of the middle period, in describing library education prior to 1887 mentions three ways in which a

person could become a librarian. Briefly described they are "learning by intuition, by imitation, and by tuition." Miss Vann, in explicating this statement by Miss Plummer, goes on to say that "it appears more likely, however, that the popular method of seeking guidance was through inquiry which sometimes led to an indentureship, or more properly, as it became known, to an apprenticeship". (17, p. 6).

That this is very probably true can be supported through statements made on many different occasions by Justin Winsor, the scholarly librarian of Harvard University. He spoke often of the valuable time that he spent explaining the skills of librarianship and lamented that while it was every librarian's duty to share his experience with others it was incumbent upon the novice to do some reading and observing first before taking up a librarian's valuable time (17, p. 6).

2. The Beginning of Formal Training: 1887-1923

The founding of the Columbia College School of Library Economy in 1887 was a first step in the history of library education, but it was by no means one taken without much criticism. Among those who voiced opposition to Dewey's proposed school were such notable figures as William F. Poole (a charter member of the American Library Association and founder of the first great periodical index of the Nineteenth Century), Mellen Chamberlain, of the Boston

Public Library, and Dr. J. S. Billings, of the U.S. Surgeon General's Office (17, p. 25). Many in addition to those listed above, thought that every great library should be doing its own training and in the words of Poole "In fact, I have entertained the idea that practical work in a library, based upon a good previous education in the schools, was the only proper way to train good librarians. The information cannot be imparted by lectures; and who, that is competent, has the time to do the lecturing?" (21, p. 288).

There is a certain familiar ring to this comment that will be found later in criticisms of library technician programs.

While the founding of the first school was not without criticism there was also much support. Before the century had ended there were to be nine formal programs started, all but one associated with an institution of higher learning. In addition at least five formal (but less extensive) programs were associated with large public libraries. Not all of these programs, however, lasted out the decade. Four have managed not only to survive, but are among the leading library schools of the present and several others were the forerunners of current programs.

• Pratt Institute, Drexel Institute, Syracuse University, and the University of Chicago* are still operating while

*There was a break in the continuity of the Chicago Program from 1903 to 1926.

other early schools transferred their programs to other institutions, e.g., Armour Institute initiated a program which was later transferred to the University of Illinois library school. The other four programs were at Amherst College, Maine State College of Agriculture and Mechanic Arts, Columbian University (in Washington, D.C.), and the Los Angeles Public Library (17, pp. 67-73).

Following the turn of the century programs were to spring up all across the United States and Canada. Many of these operated only a few years, but others such as Western Reserve University, University of Michigan, Simmons College, University of Wisconsin, McGill University, and the University of Minnesota have all survived and flourish today.

With the proliferation of programs came a serious problem, lack of standards. Many of the schools were influenced by Dewey's New York State Library School program and its predecessor at Columbia University, but many others were started by persons with widely differing backgrounds and views.

Among the many curricular innovations proposed during this period was a program that certainly was an ideological antecedent of the current library technician programs. Mr. Aksel G. S. Josephson, a student of Dewey's, proposed a two-year program divided into a junior and senior year. Concerned that the high entrance requirements (proposed by many of the period) could possibly exclude those who

might serve exceedingly well in the lower grades of professional work, he proposed that a definite distinction be made whereby the junior course, or the first-year course, prepare for minor positions and the senior program, or second-year course, be an "independent post-graduate university course, in connection with some university with a large staff of instructors and rich libraries" (80, p. 227).

An indication of how similar his ideas were to the current library technician programs can be observed in the following summation:

The Junior Program.

Purpose: To provide training for minor positions such as accession or order clerk, shelf lister, junior cataloger, etc.

Admission requirement: Minimum--graduation from high school.

Length of course: One year.

Degree or certificate: No statement made.

Curriculum: Devoted entirely to professional studies of which cataloging and bibliography would be major studies; omitted would be the reading and current topic seminars offered in some of the schools.

Methods of instruction: Weekly seminar in library administration providing thereby an intelligent view of library work as a whole, home reading programs on history of libraries and of printing and on library administration; for minor aspects of library economy, such as accessioning, regarded as appendices to cataloging, minimal time to be devoted (80, p. 227).

Probably the greatest impact on libraries, not only in the United States but in the entire English speaking

world, was made by Andrew Carnegie through the foundation bearing his name. The proliferation of libraries in the late nineteenth and early twentieth century can be traced directly to his many and generous grants. The most notable and immediate side-effect of this was the need for librarians and the strain it put on training them. By 1915, the Carnegie Corporation realized the complicated impact of the library building policy it had initiated early in the century. It authorized Alvin Saunders Johnson to "study the results of the wide provision of free library buildings and also to inquire into library schools and the adequacy of the output of trained librarians" (17, p. 169).

When Johnson submitted his report in 1916 one of his recommendations was "a program wherein the Corporation would shift its emphasis to library service and to the promotion of a broader concept of library training" (17, p. 169).

The results of this recommendation were not immediately forthcoming, but by 1918 James Bertram, secretary of the Carnegie Corporation, had decided to engage the services of Charles Clarence Williamson for the purpose of conducting an extensive inquiry into the state of library training, particularly in the United States. The results of this inquiry were also much delayed, but eventually culminated in the landmark report of 1923.

3. C. C. Williamson and a
Library Training Board:
1923 to Present

One of Williamson's first conclusions was "a need for a plan." It would be five years before a full report was forthcoming, but in September, 1918, he published an article entitled "The Need of a Plan for Library Development" (17, p. 173). In this article he pointed out the need for more flexibility in the kinds of library training so that there could be training for persons to meet the needs of every branch of library service.

It is this point that is the key to Williamson's approach to library service, and subsequently to his suggestions for library training. It is amazing that this man's views, which so clearly had an impact on subsequent library training, were so ignored in their applications for library training at the sub-professional level. The following excerpts from Chapter I of the 1923 Report clearly express his views on this matter (19, p. 3).

This chapter enters into a general discussion of the appropriate education, general and vocational, for different types of library work. Much use is made throughout the following pages of the words "professional" and "clerical." Before entering upon any systematic description or critical discussion of vocational training for library work, it is desirable to make as clear as possible the meaning which will henceforth be attached to these terms. As the word "professional" is used in these pages, it is not synonymous with vocational, tho that has been customary in library literature. Nor is the word "clerical," as used here, confined to that part of the work in a library which is essentially the same as the so-called clerical labor carried on in business and

other organizations. Much of the necessary work in a library is peculiar to libraries, yet it is distinctly of clerical grade. Those who do this work, however, have not been called clerks but have been placed with all other library workers in one vocational group of "librarians"

The difficulty of supplying libraries with assistants who were skilled in handling such detail and possessed of enough general understanding of the significance and importance of care and accuracy seems to have led the first schools to shape their curricula to meet the needs of the time, which has been made ever since, more or less unconsciously, to give to manual labor of a purely clerical and routine nature the dignity and importance of professional work. This has made and continues to make library work unattractive and distasteful to men and women with the proper educational and general equipment for successful service in types of work which are of real professional character.

A shortage of persons fitted for the higher grades of library work has been felt for some time, and will no doubt continue to be felt until some differentiation is recognized by library administrators in the organization of library staffs between duties of clerical and routine character and those requiring professional outlook and attainments

Two main types of training for library work are required. The first is the broad, general education represented at its minimum by a full college course which has included certain important subjects, plus at least one year's graduate study in a library school properly organized to give a thorough preparation for the kind of service referred to in this volume as "professional." The second type calls for a general education represented approximately by a four-year high school course, followed by a course of instruction designed to give a good understanding of the mechanics and routine operations of a library, together with sufficient instruction and practice to ensure proficiency and skill in one or more kinds of the clerical and routine work which we may call "sub-professional" or "clerical"

Williamson then goes on to say "Exactly the same instruction has been given to both groups [professional and clerical]. In other words, the schools have been trying and are still trying to train clerical workers in the same

classes and in the same way" (19, p. 5). At this point Williamson then drives home a suggested solution that has had to wait forty-six years for official acceptance by the American Library Association. "The time has now come to apply the remedy for this fundamental defect. The situation calls for a proper organization of library service and the provision of separate facilities for training each class of worker" (19, p. 5).

The next section of this study gives an indication of the ebb and flow of argument around this crucial point of Williamson's.

Part II: Review of the Literature

1. Literature Concerning Library Technicians Through 1960

Prior to 1967 articles in Library Literature that concerned a group of activities which could be construed as those of a library technician were gathered under the heading Non-Professional Assistants. In 1967 a cross reference was added directing the researcher from Library Technicians to Non-Professional Assistants. This was one of several indications of the growing importance of the concept of the library technician.

The first articles on this subject appear in Library Literature, 1936-1939, none apparently having been written earlier for inclusion in the first edition of Library Literature, 1933-1935.

In late 1938 and early 1939 three articles of considerable importance to the modern development of the library technician concept appeared. The first of these was printed in the October 15, 1938, issue of the Library Journal and was by Mrs. T. R. Brewitt and Mrs. M. D. Carter. This three-page article, basically a tabulation of the results of a work analysis of positions in five public libraries, was made by the Education for Librarianship Committee of the California Library Association. Its purpose was to determine the desirability of special training for clerical library workers. It stated that

since 71.8 per cent of the time is spent in the performance of clerical library tasks, it seems obvious that there is a distinct need for non-professional library assistants. At the present time non-professional salaries in libraries are too low and the opportunities for advancement are too limited to attract ambitious young people. The only solution for the capable clerical assistant is to train for professional library work, but many excellent clerical workers do not have the qualifications which make them good librarians. As personnel organization develops and clerical and professional work is separated in libraries, responsible non-professional positions and the need to provide adequate training and salaries for them will increase. We feel that this study has thrown some light on the kind of training needed. How and by whom such training should be given is a problem to be worked out (33, p. 775).

The second of the three articles was by Miss J. Pidduck entitled "Curriculum for Library Clerical Aids," and appeared in the California Journal of Secondary Education, November, 1938. It was basically a description of a course which was inaugurated at Los Angeles City College

in 1937. This course was a response to the need of the city, county, and school library systems for clerical workers. The positions to be served were civil service appointments. The article concludes that it is too soon to evaluate the success or significance of the training but that the California Library Association is vitally interested in the program and is planning a careful study of the experiment (115). This program pre-dates the oldest continuous program which is the U.S. Department of Agriculture's course begun in 1948.

The last of the trio of articles appeared in the February, 1939, Wilson Bulletin for Librarians. The author, Mrs. Anne J. Rymer, librarian of Scarsdale, New York, Public Library, concludes that "The foregoing results would seem to indicate that a large percentage of work done in public libraries is undeniably of a mechanical nature and that the work should be done by qualified clericals to the fullest possible extent" (120). That Mrs. Rymer is not intending to bolster a training program for library technicians is made clear in several places in her article. "The term 'clerical' in library usage has no definite connotation. It too frequently refers to a person who went into library work, who failed to achieve a satisfactory professional status and who remained to form a backwash of discontent, and so carries a certain stigma" (120, p. 393), and

Excellent clerical material can be drawn from secretarial schools. The clerical service should be furnished with a scheme of service by which they could advance as in the business world and for the same reasons that a professional assistant advances in her scheme, namely because she has proven [sic] herself ready to advance" (120, p. 393).

While Mrs. Rymer does not specifically support special library technicians or library clerical programs she does lend important support to the need for two parallel staffs when she says,

For the best results we believe that clerical service should be as strictly defined as professional, the two running parallel and not necessarily overlapping . . . Clerical assistants are characterized by the same human qualities and ambitions as professional assistants and should be permitted by graded service the same possibilities of advancement within their group as professionals. By using the two schemes we should merely be fitting a job to individuals according to their training, ability, and the demands of the situation" (120, p. 393).

One other important article appeared during this period, but it was not included under the Non-professional heading in Library Literature. It did, however, definitely have a bearing on the subject. Ralph Ulveling, later to become Director of the Detroit Public Library, wrote in 1936:

Because we are prone to think of the traditional horseshoe desk as the center for all activities, we are apt to lose sight of the fact that segregation of certain types of work is not only possible but desirable. In summing up the various phases of library work which should be allocated to non-professional staffs, we should analyze the essential abilities required for each type of work, distinguish between those which depend on native ability and those which require library training, then make our decision accordingly" (136).

These four articles of the 1936 through 1939 period reveal an awareness of the need to differentiate between professional and non-professional, and to some lesser extent the need to provide a special kind of training for these persons that is reminiscent of the ideas of Charles Williamson expressed in his landmark 1923 report. It was to remain, however, until 1968 for the profession to take any specific action on the call for explicating which duties belonged to which group. Perhaps more would have been done sooner had not World War II intervened and disrupted the nation's life so thoroughly.

The next six years (1940-1945) saw only three more articles appear concerning non-professionals. The first article published in this period was a valuable contribution in that it recognized many of the problems that face designers of library technician curriculums, and provided some important insights for those attempting to answer the criticisms of such programs. The article is a report on a WPA project conducted in Colorado during the early 1940's. In microcosm the program dealt with such things as regional differences, differences in an individual's background and temperament, professional criticism of the purposes of the program, the need for field study and assignment, and balance in the curriculum. The most important point made is the answer given to professional criticism, namely that the trainees of such

programs will feel qualified to give full professional service after such training. The answer given was that the trainees wished only for an overview with an emphasis to be placed on technical subjects.

The reasons given for this choice fell mainly into two classifications: (1) the workers felt that by fully understanding the whole process of library operation and procedure they would be better prepared to interpret the usefulness of their own job, no matter how detailed the work might be; (2) many of the workers stated they wished to know more about the library simply so they could become intelligent users of the resources that were all about them (93).

The second article, by Elizabeth Ashwell, gives a clear delineation of the clerical duties inherent in public libraries. The core of the problem, according to Miss Ashwell, is that library clerical work should be set apart as a vocation in itself, not necessarily leading to librarianship any more than nursing leads inevitably to medicine. There should be no hard line cutting off the possibility, but both should be separate, dignified careers (27). This also gives answer to some criticism by professionals.

Later the same year Ethel Bluman, Assistant Reference Librarian, Oakland, California, Public Library, in an article appearing in the Wilson Bulletin takes up the cudgel. Basing her remarks on a speech by Archibald MacLeish, she considers the problem of professional librarianship in light of the responsibility of not only giving service to people, but also service to books and

other printed materials. In pointing out the various kinds of "clerical" work she comes to the point where

finally, there are the jobs which demand thorough knowledge of library techniques, and intelligence, judgment, and accuracy above average. Here would be included filing in the card catalog and in certain special card indexes; checking lists with the card catalog; cutting stencils or typing bibliographies from cards or penciled slips, and proofreading typed pages, stencils, cards, etc., and making needed corrections. This is the type of work which consumes so much of the time of professional librarians, either because they have no assistants or because the assistants cannot be trusted to do such work accurately.

It goes without saying that the general education and intelligence of these "library technicians" should be at least of junior college level (32).

These skills were something which she obviously felt were not available to the average high school graduate, but which would be found in a junior college product if there were a program available for them to study.

To hope for the establishment of such a class of library workers in the near future may be visionary; but when, as, and if it is accomplished, librarians will be freed of the necessary details of the physical keeping of the books, freed to select and read and study and talk about books, to plan and lay out methods of bringing out the information in books and other sources, to make more contacts with the community--to be keepers of books in the highest sense (32, p. 277).

From 1946 through 1951 ten articles appeared in journals and two chapters were included in books devoted to library education. Several of the articles dealt primarily with the need to delineate more clearly the tasks of librarianship and to train persons accordingly. Perhaps the most eloquent and scholarly of these pleas was given

by Blanche Prichard McCrum, Librarian of Wellesley College, Wellesley, Massachusetts. In her article "The Idols of Librarianship," based on Francis Bacon's Advancement of Learning, she builds a strong case for the scholarship involved in true professional librarianship, but notes that until the labors of servicing the "library machine" are lessened there can be little time and energy left for the more noble pursuits. To accomplish this she says:

Let us give terminal courses in junior colleges for library technicians who will be to librarianship what laboratory technicians are to the medical profession, what practical nurses are to professional nurses . . . Make this work for library technicians less rather than more theoretical and include in it a large amount of practice work, so that holders of the certificate will acquire actual experience in cataloging, in order work, and in circulation work. In the latter category emphasize the public relations feature and personality. Set a standard of pay for this work that institutions can hope to meet, plan flexible entrance requirements, try to secure large numbers of students, and frankly face the fact that libraries call for a large amount of routine work, acceptably done by docile, neat, accurate workers that boards of admission now think of as proper students of librarianship (98, p. 46).

The results of one of the first systematic attempts to study the views of the library community concerning library technicians was published in 1949 in an article by Verna V. Melum entitled "Training Clerical Aides" (101). Having been encouraged by Blanche McCrum's article, and by a similar idea presented at an institute of "Education for Librarianship" held at the University of Chicago in August 1948, she drew up a survey which was to

ascertain the employment opportunities for nonprofessional workers who have had a little training in library techniques and to learn the opinions of library educators and of librarians in various sizes and types of libraries regarding the training of such workers and the types of duties which they could be assigned (101, p. 692).

The form was sent to 174 libraries of varying types and there were 101 returns. The results indicated that nearly sixty per cent believed that junior colleges should train such personnel and only eighteen per cent were opposed to such an idea. The authors generally concluded that the study indicated sufficient interest in such training to start a program for library technicians in their institution (Stephens College, Columbia, Missouri) in the near future (101, p. 696).

In 1949 Elizabeth Ferguson, Librarian, Institute of Life Insurance, New York, New York, wrote a series of articles appearing in several professional journals. In these articles she described the work being done at the Ballard School of the YWCA in New York. In this description she points out that one of the major reasons for offering courses for non-professionals is: "There were literally no apprentice courses available in the area, and the heavy turnover of this type of help was imposing a heavy training burden on small-staffed special libraries" (54, p. 1730). This seems to at least partially answer one of the criticisms often leveled at such programs--namely that the local library can do its own training of such people.

Mrs. Dorothy W. Sargent made a significant contribution to the literature of the sub-professional in her article "Professional or Clerical?" when she describes the results of a study made at the library of the Central Hanover Bank and Trust Company, New York (121). The article gives a clear description of how to go about separating clerical from professional duties and then realigning the duties and composition of a library staff accordingly. Probably her most significant point is one which should not be new to any organization, but which is often overlooked, the use of a staff manual.

Three articles of the ten mentioned for this period of time, those by Coffey, Jones, and Phinney, are brief statements concerning the need to have more clerical and sub-professional jobs put into library staff organization charts. All three concluded that professional librarians might have more time to be professional if such staff organizations were developed.

One very short article by Mrs. Jane B. Hobson, Supervisor of School Libraries, State Library, Trenton, New Jersey, is a statement on the recognition of the need for sub-professionals, and a suggestion, accompanied by a plan, to offer training for such persons in the high schools. This is the only place in the literature where a training program is suggested below the level of the high school diploma (71).

The next six year period (1952-1957) saw only nine articles appearing in Library Literature which were concerned with non-professionals and of these nine, only six are at all relevant to this study. Three of the six are similar to previous statements, namely the need to separate professional and non-professional tasks, but they offer little in the way of ideas for training (99). Of the three remaining articles, two are by Germans. One, W. M. Luther, concerns the task of "diploma librarians." Unfortunately this article appeared only in German and was not widely circulated in this country. Its major value is to offer to the critics of library technician programs proof that a system, in many ways similar to what current American and Canadian programs do offer, does actually work and has status in a modern Western European nation with a major library network. According to the abstract which appears in Library Literature:

Until the turn of the century German university libraries had only a few clerical assistants besides the professional librarians. In 1906 by a parliamentary resolution secretarial helpers were appointed, mostly women. More tasks were assigned to this group of library body and today libraries cannot do without these so called Diploma librarians. Their essential duty is to be in charge of the title cataloging and to relieve professional librarians for research work. A library with about one million books could use twenty-nine diploma librarians but usually the rating is two or three professionals and one diploma librarian (94).

The second article in German, by W. Meyer, deals with the experiences of German research libraries in training

non-professional assistants (102). This also lacks impact because of its relatively small influence on American and Canadian librarians.

The remaining article is by Dean C. Gross, Administrative Assistant, Great Neck Library, Great Neck, Long Island, New York. It is basically a description of how one library orients its new non-professional staff (anyone from clerical assistant up to professional librarians) to the work patterns and functions of the library in the community. It is an article that really adds nothing new to the study of the library technician other than to add to the growing number of articles which in one way or another show the need for, and growing body of, non-professional staff, especially in the larger library systems.

The 1958-1960 volume of Library Literature gives evidence of the tidal wave to come when it shows ten articles appearing in a three-year period (opposed to nine in the previous six year period). Of these ten articles only four add significantly to the literature of library technicians. The other six articles deal primarily with "how we handle, utilize, or train clerks in our library."

Frances Cox, of Charlotte, North Carolina, in an emotion packed article explains why she, a library clerk, will not join the American Library Association (ALA) (39). In it she makes the plea, "equal pay for equal work."

This of course is an admirable point, but the tone of the article leads this writer to conclude that the author does not have a firm understanding of what a professional librarian is. The article is important in that it puts into print what many people at this point in time were thinking about professional and non-professional librarians, and thus helps to give a measure by which to gauge how far there was to go and how much need there was for a clear statement on the part of the profession defining the role of the professional and non-professional. Such a statement was to be nearly ten years in coming.

Two of the articles appearing during this period concerned specific library technician training programs. In 1959 Mrs. Goldie Nott wrote a description of a program that was part of the curriculum in the two-year Collegiate Technical Terminal Division of Ferris Institute in Big Rapids, Michigan (110). This was the first article to describe a library technician training program since the Ballard articles appeared ten years earlier. Like those articles this generated much enthusiasm in some circles. This time, however, there really seemed to be more hope for enlargement of such programs (and this proved to be the case).* The second article described the same program. The author was Lucy J. Maddox,

*Between 1949 and 1959 there were four programs started for library technicians and four were still operating in 1959. Since that time there have been over one-hundred programs started. It remains to be seen what the survival rate will be.

Director and Instructor, Library Aide Program, Ferris Institute, Big Rapids, Michigan. In her description she made it very clear that the library profession needed to recognize a new dimension.

Professional librarians for many years have categorized library work into two kinds, clerical and professional. Today there is an increasing number who are recognizing the fact that the business of the library can be more accurately divided into three levels of skills: the clerical who can file, type, use business machines, and do general duties which require supervision; the library technician who can catalog, file, order, accession, work with bibliographies, and answer simple reference questions; and the professional (95).

Dr. Maddox makes another point which would prove to be a common experience in later programs when she says "It is expected that the majority of students enrolling in the Library Aide program . . . [will be] more mature adults" (95, p. 293). This recognition of the needs of more mature adults, particularly mothers whose families have grown up and who need a satisfying job, but have neither the money, nor the background to meet professional training requirements, is an important point.

In an article entitled "Division of Labour" (143), J. Wilkinson shows that Canadian librarians were not behind their colleagues below the border in thinking about the needs of better utilizing library man-power. It would, indeed, prove to be that technician programs were to flourish in Canada in the 1960's just as in the United States.

This is the bulk of the printed material concerning non-professionals, the need for and training of, from 1933 to 1960. There may well be articles existing that are not referred to in this chapter, but if there are they are in journals with relatively minor reading publics or they are in a foreign language and thus would have little influence on all but a few. The majority of the articles discussed here are only tangentially interested in library technicians as such. Most are concerned with the need for relief on the part of the professional, and/or the methods of training library clerks in particular libraries or systems. Each article discussed makes some particular point and most lend support to the argument for a more highly structured profession, a concept that has seen dramatic growth in the decade of the 1960's.

2. 1961-1966

This six year period, represented by the two volumes of Library Literature, 1961-1963 and 1964-1966, is filled with a wide variety of articles dealing with "non-professionals." Not only was the number of articles vastly enlarged (fifty-eight) but of this number thirty-eight were included under a sub-heading "training." This indicated for the first time the earnest approach the profession was making to the subject.

The best approach to the literature for this period is through Joanne Boelke's Library Technicians; A Survey of Current Developments (1). This short (nine pages) work is an annotated, selective bibliography of materials concerning every aspect of the library technician, his raison d'etre, his training, his duties, and his acceptance by the professional. While there are at least seventy-four articles or pamphlets on this subject published from 1961 through 1967, Miss Boelke has selected forty-three of the most pertinent to the subject. She prefaces her annotated bibliography with an essay summarizing current developments. Here she states

Although the concept of a middle level of library work, between the clerical and professional levels, is not new, the library profession has only recently given serious attention to issues related to the training and employment of personnel to perform at this level (1, p. 1).

The period cited has its advocates and critics of library technician programs just as all the previous periods. The arguments seem to gain in refinement and those taken by earlier critics for the most part appear to have been recognized and adjustments were being made in theoretical conception and in actual programs. For a long period one of the greatest criticisms was that there were no clearly defined areas of operation for technicians. The American Library Association Inter-divisional Ad Hoc Committee of the Library Education and Library Administration Division (24) and a later

committee give a clear definition of what a technical assistant class of employee should be and suggest a sample classification and typical duties.

The advocates, on the other hand, base their arguments more at length on the necessity of the profession to provide for an additional level of support beyond the clerical level. Dan Sudar, a Canadian, gives an interesting interpretation of the decline of professional librarianship from the proud scholar librarians of ancient Greece and their great heritage up to the industrial revolution. On this point Mr. Sudar says,

The "many" were slaves, barbarians, living "in darkness," and it was not until the industrial revolution first made its impact on them that there began an interaction between their emancipation and the activities of libraries. Thus, both the rise of technology and the democratic revolution . . . constitute the first great enlargement in the educational matrix of our society, and the first division of labor in librarianship. The era of the librarian as a learned bookman came to an end; the era of the technique-ridden librarian began (130, p. 4400).

Mr. Sudar then says

The third level of library education is a brand new field. Clearly, it is not education for the profession, but it is education for library service. We are desperately in need of a corpus of well trained library assistants to serve as aides. Their responsibility is one of maintenance. Without their mastery of techniques and routines, there can be no smooth transmission of proliferating knowledge (130, p. 4899).

On the questions of whether librarianship is a science, an applied science, or a technology, Mr. Sudar points

out that there is support in the affirmative for the first two questions, but that

In practice, librarianship, unlike most professions, has no corps of technicians to sustain it. Is librarianship, then, nothing more than just high-grade technology, a body of administrative techniques and procedural skills? One thing is certain, we cannot be scholars, managers, and technologists at the same time!" (130, p. 4400).

As a further explanation of the reasons why librarianship has, in his opinion, sunk to such a low level in modern society he cites further influences from the industrial revolution.

The significance of the first Mechanics' Institutes in the development of librarianship has not yet been properly defined. It is clear, however, that they appeared in response to the demand of the masses for enlightenment. As a protest movement, public education and public libraries were bound to develop along anti-intellectual lines from the very beginning. Moreover, the new industrial barons, preoccupied with material gain, were not interested in libraries. From the point of view of the history of our profession, it was during this period of alienation and profound social change that the librarian, in a sense, lost his nerve. In order to accommodate the new clientele, and to disseminate knowledge on a lower but wider level, he was forced to use technology. He confused library function with efficiency and refused to relegate that part of function to a technical level, as the new circumstances required. Thus, even in that intellectual institution, the university, the librarian lost his scholarly status because he stooped to 'empty vocationalism' . . . As late as 1963, Ralph Shaw established that professional librarians were spending 90 percent of their time doing routine work of a clerical or subprofessional nature. It's no wonder we are regarded as high-grade clerical help. By the time we get the house-keeping done, and chase the kids around, we have no time for professional work (130, p. 4401).

Mr. Sudar then sums up what he views as a weakness current in the profession.

This failure to discriminate between the professional and technical task is a deep prejudice, almost one hundred years old. Members of our profession, who are still carrying this burden, acquired in the second phase of the history of librarianship, constitute the faction on the right. Most of them seem to believe in either one of the "two principles" of stability: a.) nothing should ever be done for the first time; and b.) nothing should ever be done until everybody agrees with it for so long that it is now time to do something else (130, p. 4401).

In his summing up Mr. Sudar says

To become viable, librarianship must analyze its resources, define its functions, and divide its responsibilities in the way that other professions have done long ago. A scholarly and philosophical profession thinks in terms of the future--sometimes, indeed, inventing it! Can librarianship become scholarship again? Some doubt it, and yet this is exactly what society requires of us; not to be just managers of libraries, but managers of knowledge (130, 4403).

Other writers of this period direct their attentions to various aspects of training. Jane W. Daniels discusses a program of in-service training in the Baltimore area (41). Kenna Forsyth and Mary Parr discuss a program at Drexel Institute in which sixty-nine students took part over a five year period. The program indicated some good points but was only moderately successful because of a high drop-out rate (58).

Patricia Gebhard discusses the "one course" approach and claims some success for it, but does not lay claim to it being more than a good recruiting device. There

is no attempt to claim this program as a library technician curriculum (60). William G. Dwyer's article concerns a library technician program that failed. It did not fail because of lack of enthusiasm on the part of the staff or from the students who attended, but from lack of jobs that called for this middle grade employee. He blames Civil Service for lack of guidelines and salary recognition, and the profession for not spelling out the role of this new kind of support personnel (50).

From the standpoint of theory for the support of the concept of a third level of library employee there are several well written articles during this period. In addition to Mr Sudar's, there are articles by Neal Harlow, John Marshall, Sarah Rebecca Reed, Patricia Knapp, Robert T. Lentz, and Fritz Veit.

Neal Harlow dwells largely on the misuse of professional talent. He declares that professionals have three areas that they must satisfy: (1) Their profession; (2) Their professional standards; (3) Their clientele. In addition to this they need to be able to exercise judgment based on professional knowledge and skill. Finally they need to keep a balance between their assignment and the overall program of their institution. Non-professionals, claims Harlow, need not satisfy all three of these areas. He then goes on to state

Until the distinction between librarian and non-librarian is firmly established among ourselves as are those of doctor, anaesthetist, and nurse; architect, engineer, and contractor; scientist and technician, many of our most baffling problems will not be solved, including the most common and urgent ones of library development and shortage of staff (66).

John Marshall in an article that has much sympathy for library technicians, while frankly pointing to weaknesses, suggests that in addition to acceptance and guidance from the profession there also needs to be recognition in the form of a certificate or diploma. He also suggests that enough standardization of duty needs to be made so that technicians could transfer from one library, or type of library, to another (96).

Sarah Rebecca Reed, in an article published during the summer of 1966 regarding the manpower crises in libraries, suggests that before a massive recruitment of new librarians takes place there should be a re-thinking of function on the part of librarians.

Before recruitment effort of this size (50,000) the library profession should: 1. Identify the kind and levels of duties to be performed by the various nonprofessional library staff members and study the implications for training; 2. Establish sound programs for training non-professional library personnel; 3. Recruit in terms of number and kinds of personnel required; 4. Provide competent personnel for directing and supervising non-professional library personnel; 5. Utilize the various sources of support for conducting pilot programs (116).

Patricia Knapp, in an article designed for a panel discussion type presentation, discusses the differences

between true education and the acquisition of skills. "We may be tired of hearing about this one, but it has crucial significance for discussion of the proper preparation for people who are to work in an institution which encompasses the entire field of recorded knowledge" (83, p. 4889). She goes on to point out that the librarian needs to be an educated person as well as one who has a "bag of tricks." However, she warns that the sub-professional needs more than just a "bag of tricks."

This suggests a third distinction. We need to distinguish not only among several levels or grades of non-professional functions, but among the various types. Some, such as public relations or personnel work, call for specialized, non-library knowledge and skills. Some call, purely and simply, for technical or clerical skills. And some call for a rich educational background and the capacity to apply it in a library situation. It may be dangerous to lump these latter two together. The educated person who is assigned exclusively to boring technical tasks, such as filing, checking, or searching, may be lost to the library and lost to any possibility of being lured into the professional ranks. Obviously, on the other hand, the typical high school graduate, given the skills of a library technician, cannot be assigned work which calls for much background of experience and knowledge (83, p. 4889).

She goes on to say

. . . the distinctions made among the types of non-professional functions suggests that library administrators should, in addition to keeping their professional librarians away from non-professional tasks, employ both library technicians and educated sub-professionals, taking care that each type is assigned with due regard not only for the knowledge and skills the tasks require, but also for the needs and capacities of the individuals assigned (83, p. 4890).

Robert T. Lentz, in an article for the same symposium, uses the medical library as an example.

We librarians must organize our libraries so that professional, nonprofessional, and clerical tasks are properly identified, described, and assigned . . . The production of a broad spectrum of trained personnel is perhaps the first important step that must be taken to help solve the present library talent shortage (91, p. 4896).

Fritz Veit, in an article designed more for the selection and training of librarians for junior college libraries, lends his support to the idea of the "in-between" worker in libraries. "A growing number of librarians feel that staffs would be enriched by an 'in-between' category" (137). His views on the training of such persons are summed up when he says,

Non-professional personnel can be more effective in performing library operations if they are systematically trained before hiring . . . Since the graduate library schools do not provide instruction for training of this category this responsibility has been largely assumed by junior colleges (137, p. 152).

3. 1967-1969

From the trickle of the 1930's and 1940's through the growing stream of the 1950's and early 1960's, the articles appearing in professional journals grew to a virtual flood in the mid and later 1960's. From January 1967 through June 1969 no less than one-hundred and ten articles are listed in Library Literature under the heading "non-professional librarians."

One thing appears to be certain from this phenomenon, the barriers of criticism and apathy have been broken down. Seventy-five of the articles listed appeared under the sub-heading "training" and were largely devoted to descriptions of how the training took place in a specific school or library. Most of the articles are supportive of the idea of para-professionals in the library field and many offer nothing new in terms of theoretical support or curriculum ideas. Many of the well-known figures in professional library education during this period speak out in favor of the programs including: Frank Schick of the University of Wisconsin, Louis Shores of Florida State University (later a consultant in Texas), Paul Wasserman, Mildred C. Langer (Medical Library Association), and Robert Booth of Wayne State University.

Through a rather strange twist of circumstance two of the most telling articles in opposition to library technician programs also appear during this period. Neither author claims to be opposed to the idea of such programs but both express concern over the feasibility of such training. Kenneth Duchac, Supervisor of Public Libraries, Maryland State Department of Education, while expressing a very favorable view of a supportive staff in the library says "By and large, public and school libraries find that training appropriate to the junior

college level in a vocational program does not provide the opportunity to learn significantly different skills from those taught in current library in-service training" (48, p. 1789). He later goes on to say (in reference to some comments by Dr. Mildred Montag, Professor of Nursing Education, Teachers College, Columbia University)

Dr. Montag outlined a number of problems to be resolved . . . it has not been possible to develop a curriculum that will prepare for immediate employment and also serve as an acceptable base for advanced education. Another factor to be considered is that a change in career goal involves a high price both in time and money (48, p. 1800).

The most critical article ever to appear concerning library technician training was by Sam Sass, Librarian, William Stanley Library, General Electric Company, Pittsfield, Massachusetts. The tone of the article is set by the short quote following the title lead. "Whereas leaders in our profession are themselves not entirely sure how its manpower problems should be solved, peddlers of educational snake oil are in the process of foisting a phony solution on us" (122, p. 2122). Like many previous critics of library technician programs Mr. Sass claims to have no opposition to the idea of a library technician but only to the methods by which they are being created.

It is essential that two matters be understood at the very beginning. First, I do not know of anyone who is opposed to sub-professional library employees, whether they are called technicians or anything else, and I am not opposed to them either. What I am opposed to are hybrid college courses which clothe this level of employee in academic garb, grant him high-sounding two-year degrees, and thus add confusion to a situation which is already sufficiently confused (122, p. 2122).

He then immediately proceeds to answer some of the advocates of library technician programs by striking at what he feels is the core of their argument.

Secondly, let us be entirely clear that what we are discussing here are library technicians and not medical technicians, or engineering technicians, or any other kind. I must emphasize this because there are those in our profession who seem determined to confuse the issue by pointing to other professions and saying, "See, it hasn't hurt them any" to these librarians I can only suggest that they read any basic book on semantics, which will show them that just because things are designated by the same word does not actually make things the same (122, p. 2122).

He proceeds to prove his point by submitting a letter from a person calling herself a librarian but which by internal evidence proves she knows little or nothing of librarianship. It is this kind of thing that sears Mr. Sass. He says "I think you will agree that a letter of this kind from anyone with the title of librarian is roughly equivalent to a letter from a physician to the U.S. Public Health Service asking what an aspirin is and how it is used" (122, p. 2122).

Another of Mr. Sass's worries is the answer to the question "Who will be teaching library technicians?" After noting that graduate library schools are having a difficult time finding qualified teachers he cites an example of the teaching staff at Lamar Junior College, Lamar, Colorado.

For example, in one of the catalogs (Lamar Junior College) which offers a course in library science technology along with such mouth-watering courses as a "fry cook course" and a "pantry and salad course," I looked in vain for a librarian among the listed administrative officers, faculty, and what the catalog lists as "operational personnel staff." Among the latter I did find the names of two "library assistants." I had no trouble finding three cosmetologists and a wrestling coach. In a paragraph headed "library" one reads that "the open shelf system and the use of the Dewey Decimal method of filing make it easy for the student to help himself in his search for material." I do think I would have felt a little better about the whole thing if that phrase "Dewey Decimal method of filing" didn't somehow set the tone for that library technology course. I have the sad feeling that the blind may be leading the blind (122, p. 2124).

Mr. Sass continues with several other examples of descriptions of courses which seem at best to have misleading titles and at worst are dangerous in the implications they leave in the students mind--namely, that they have prepared him to be a professional librarian.

As a coup de grâce Mr. Sass cites the quality of student usually found in a junior college. While he admits this is a dangerous generalization he nevertheless states

The majority consists of those whose scholastic record is such that they cannot gain admission to a four-year college, or, having gained admission, they could not make the grade, so, motivated either by their parents or by pressure to seek some preparation for a livelihood, they seek admission to a community college which is practically obligated to admit anyone with a high school diploma (122, p. 2125).

He further states that

I will risk the guess that those taking the library technician curriculum will not be the cream of this group. They will more likely be those who want a course that is not too demanding and employment that promises work that is not physically or mentally taxing (122, p. 2125).

All in all Mr. Sass takes a very gloomy view of library technicians and their training and as if that were not enough he ventures to predict that while it is bad enough for such persons to be foisted on to library staffs where there are professional librarians they will often be hired as the librarian simply because they "come more cheaply" and as he says with some irony "Who would want to hire anyone with an ordinary master's [sic] degree if they could get an Associate [sic] at a bargain price?" (122, p. 2125).

There are two additional articles that must be discussed within the framework of this period. One is by the dean of library educators, Dr. Louis Shores. The other is the final report of a committee of the ALA.

The article by Dr. Shores is very supportive of library technician education and in it he attempts systematically to answer the critics and to further boost

the advantages long heralded by the advocates. He points out that the specific duties of library technicians, which had long been called for, are now carefully outlined and generally agreed upon by most librarians in two places. The first is the GS-1411 series of the Federal Civil Service Code. In this document the duties, skills, and remuneration of technicians is clearly stated. The second is in the statement of the Ad Hoc Committee of the Library Administration Division (LAD) and the Library Education Division (LED).

His answer to the question of educating technicians is not a dogmatic one. While recognizing that it could occur at several levels "it is advocated here that this middle level--to be effective--requires the general education which is now the accepted curriculum of the first two college years" (124, p. 242). He goes on to say "The junior college is in an advantageous position to assume a major responsibility for library technician education . . . Junior colleges are more flexible in curriculum, experimentation and innovation in the educational process . . ." (124, p. 242).

Further in the article Dr. Shores draws upon curriculum work done by Mr. John Martinson's Communication Service Corporation through a group headed by himself and aided by Mayrelee Newman, Richard T. Wilkinson, Richard E. Smith, and William Tucker. The document which this group finally produced, The Tex-Tec Syllabi,

contains a complete set of course outlines and suggested materials (12). In this curriculum there is careful attention paid to articulation "not only with the junior college curriculum, but with education for librarianship" (124, p. 242). Dr. Shores notes that it will be easy to have junior college educators accept the program presented, but that library education personnel are not so likely to accept. In a footnote he states that "I can tell you I have been through this before--in connection with articulating non-ALA accredited undergraduate library science programs . . . I see no reason why this cannot be accomplished with the junior college technician program" (124, p. 243).

The capstone of the literature concerning library technician education is the report appearing in the June, 1969 ALA Bulletin. This report is the final version of a joint committee of the LED and the LAD. The report, which now represents official policy of the Library Education Division, and which was prepared in its final form by the Library Education Division Interdivisional Committee on training Programs for Supportive Library Staff, was preceded by two previous versions. A preliminary version, sometimes known as the Deininger Report (Dorothy F. Deininger, Rutgers University), and a working document published in the LED Newsletter, May, 1968, with a request for changes and/or suggestions to be sent

to Dr. Robert E. Booth (Wayne State University) chairman of the Interdivisional Committee. As its title suggests, "Criteria for Programs to Prepare Library Technical Assistants", it is a guide for all institutions currently offering, or hoping to offer, curricula for training library technicians. It includes a general statement of background and intent and then proceeds to define terms. The definitions include careful elaborations of functions, not only of library technicians, but all other types of supportive staff. Part II (Planning Programs) contains advice on setting up local advisory committees to ensure that there is understanding in the community and to determine if there is a need. Parts III, IV and V concern financial and administrative support, faculty numbers and qualifications, and facilities. Part VI deals with the theoretical framework of the curriculum. Parts VII, VIII and IX outline the institutions responsibilities in student recruitment and selection, records to be kept, and placement and follow-up. The final Part, X, admonishes the institution "to insure the availability of opportunities for continuing education for the student who has completed his basic two-year program" (22,p. 748).

This part has described the literature, as it has appeared in the United States, concerning library technicians. As has already been pointed out, it began

with a trickle in the 1930's and has culminated in a flood in the late 1960's. Much of what has been written is not new. Many of the same ideas discussed in the early period have been re-discussed in the middle and later periods, but taken on the whole there does seem to have been progress made in the developing concept of a supportive staff for librarians. The capstone of all the literature appeared in the ALA Interdivisional Committee Report and in the view of this observer nearly every criticism and suggestion was acknowledged and dealt with in a constructive manner by the report. Only time will tell if the profession will accept its implications and whether or not the concept of the library technician will be successful.

Part III: Survey of Library Technician
Programs, Spring, 1966

There were thirty-one programs for the training of library technicians in the Spring of 1966. The Martinson Report had listed twenty-six and to this were added five discovered through correspondence with various persons in the Office of Health, Education, and Welfare and returns of questionnaires. Since that time the Council on Library Technology (COLT) has located over ninety programs. This is probably the most complete list available at the present time.

Of the thirty-one schools that offered technician programs, and which were contacted, twenty responded with enough information to be useful in a study of their programs. Six others indicated that their programs were too new, therefore, virtually worthless as far as meaningful information was concerned (see Table 1).

Programs appeared in eleven states of the United States, one in Washington D.C., and one was being contemplated in Puerto Rico. There were ten programs in Canada, and though these were not originally a part of the study, information about them appears below.

The programs are, for the most part, predictably located in community colleges with 16, or 80 per cent of the total, while only a few are found in each of such disparate places as a university, technical institute, YWCA, and a governmental evening school. Also, in keeping with current trends, most of the programs are located in large cities or metropolitan areas with 4 appearing in communities in excess of 500,000 and 8 additional in cities between 100,000 and 499,999. Only 4 appear in a more rural setting being in communities under 10,000 (one is in a town of less than 2,500) (see Appendix A).

It is difficult to draw any significant conclusion from these figures other than to note that they correlate rather closely with the location of community colleges and the size of the communities in which they are located.

TABLE 1.--Selected data from library technician training programs, Spring, 1966.

Institution	State	Area Type	Type of Institution					Accreditation	Program Founded	Preferred Title of Program	Programs Terminal				
			Pub.	Fri.	2 Yr. Col.	4 Yr. Col.	Other				Relative Size	Yes	No	No	Answer
Citrus Junior College	Cal.	Urban	X		X			Medium	WCA	1955	Library Assistants	X			
Gavilan College	Cal.	Rural	X		X			V. small	WCA	1964	Library Technician	X			
Fullerton Junior College	Cal.	Urban	X		X			V. large	WCA	1952	Library Technician				X
Palomar College	Cal.	Urban	X		X			Medium	WCA	1949	Library Technician	X			
Porterville College	Cal.	Rural	X		X			V. small	WCA	1960	Librarianship	X			
Rio Hondo Junior College	Cal.	Urban	X		X			Small	WCA	1964	Library Assistants				X
City Col. San Francisco	Cal.	Metro	X			X		Large	WCA	1964	Library Technician	X			
Lamar Junior College	Colo.	Urban	X		X			V. small	AAJC	1964	Library Science Technology	X			
Miami-Dade Junior College	Fla.	Urban	X		X			V. large	SA	1965	Semi-Professional Library	X			
Central YMCA Com. Col.	Ill.	Metro		X	X			Small	NCA	1963	Library Technician	X			
Catonsville Com. Col.	Md.	Urban	X		X			Small	HSA	1965	Library Assistants	X			
Lansing Community College	Mich.	Urban	X		X			Medium	NCA	1964	Library Technician	X			
Muskegon Co. Com. Col.	Mich.	Urban	X		X			Medium	NCA	1965	Library Technician	X			
Oakland Community College	Mich.	Urban	X		X			Medium		1965	Library Technologist	X			
Salem Co. Tech. Inst.	N.J.	Rural	X				X	V. small	N.J. State Board	1962	Library Technician	X			
Ballard School of YWCA	N.Y.	Metro		X			X	V. large		1949	Library Clerical Courses	X			
University of Toledo	Ohio	Urban	X				X	V. large	NCA	1964	Library Technologist			X	
Treasure Val. Com. Col.	Ore.	Rural	X		X			Small	NWA	1964	Library Technician				X
Brigham Young University	Utah	Urban		X			X	V. large	NWA	1963	Library Technician			X	
U.S. Dept. Agri. Grad. School	Wash. D.C.	Urban		X			X	V. large		1948	Library Techniques	X			

Institution	No. of Courses	Types of Material Used					Staff				Teaching Methods*					Recogni- tion		Enrollment						
		Text	Manual	Locally Prepared	A.V.	Other	College Librarian	Outside Librarian	Degrees				Lecture	Prog. Instruct.	Experience	Conference-Discussion	Other	AA Degree	Certificate	Male	Female			
									B.A.	M.A.	M.L.S.	Other												
Citrus Junior College	5	X	X	X			1				X				20	70	10		X					
Gavilan College	4			X			1		X						20		50		30	X			1	11
Fullerton Junior College	5	X	X	X			4				X				30		50		20					
Palomar College	3	X	X	X			1	3	X	X					40		40		20		X			17
Porterville College	1	X	X	X			1			X					40	10	40		10				5	20
Rio Hondo Junior College	6	X		X			3				X				40		60			X	X			
City Col. San Francisco	6	X	X	X			2				X				30		40	10	20	X	X		4	16
Lamar Junior College	18	X	X	X	X		1	1		X					30		10	10	50		X			15
Miami-Dade Junior College	7	X		X		X	1	1			X				20	30	50			X			4	20
Central YMCA Com. Col.	4			X			1			X	X				40		20	40		X			2	11
Catonsville Com. Col.	7		X				1	2			X									X	X			67
Lansing Community Col.	6	X						1		X					60			20			X			15
Muskegon Co. Com. Col.	2	X	X	X				1		X					30	30	20	20						
Oakland Community College	7	X	X	X			3			X	X				10		20	10	60	X	X			
Salem Co. Tech. Inst.	9	X	X	X			1				X				30		50	20			X		2	16
Ballard School of YWCA	4	X		X				3			X	X									X			565
University of Toledo	10	X	X	X			1	2		X	X				60		20	10	10	X			3	29
Treasure Val. Com. Col.	4	X	X	X			2	6	X						30		40	30			X		1	11
Brigham Young University	5	X	X	X			7			X	X				50		10		40	X	X			40
U.S. Dept. Agri. Grad. School	4	X	X	X			15			X	X	X									X			

* Percentage of Time.

There is a rather unusual spread in terms of the size of the institution offering technician programs. Seven are found in large schools with over 10,000 enrollment. There is then a great gap with 13 of the programs found in schools under 5,000 and 8 of these are under 2,500. Nearly 20 per cent are found in relatively small schools of under 1,000 students. This spread is rather unusual in that it does not correlate with the profile of community colleges as a whole. It is left to a more imaginative reader to draw more than a musing remark at this observation.*

The history of such programs is relatively short. The oldest one was begun in 1948 at the U.S. Department of Agriculture Graduate School in Washington, D.C. This was, and is primarily, an evening school and requires only graduation from high school as a prerequisite for entry into the program. Two more programs were started in 1949, one in California (Palomar College) and one in New York (Ballard School of the YWCA). Palomar College did not really conceive of its program as being a library technician program in the current sense but merely a training program for library workers. In a statement of the history of the program Mrs. Esther W. Nesbin, Director of Library Services, says

*There may be an explanation if one accepts the thesis that these small communities find it so difficult to attract sufficient professional librarians that they are desirous of hiring less professionally trained personnel as substitutes.

"Palomar College has been training library clerical assistants since 1949." She further states that

students who have completed the classes in Library Science have found positions in practically all of the libraries in the local area including Escondido City Library, Vista County Library, Fallbrook Junior High School Library, U.S. Marine Corps. Camp Pendleton Library, and Encinitas County Library.

In 1964-65 when they inaugurated a Certificate Program the original program was enlarged and a Certificate of Completion was awarded (191).

The program at the Ballard School of the YWCA was conceived by Gertrude Low during her term as President of the New York Chapter of the Special Libraries Association (1948-49). At that time she appointed a committee to "investigate the possibilities of training courses in New York." Following the conclusion of the first courses, it was decided to "assure their continuance" by having the chairman of the Chapter Committee accept an invitation to become a member of the Ballard School Committee (the governing board of the school) and further instructed the Chapter to appoint the chairman as a continuing member of the Chapter to appoint the chairman as a continuing member of the Chapter Recruitment and Training Committee, not the Chairman (192).

The first classes at the Ballard School were taught on April 4, 1949, by Florence Bradley. The demand was so great that two sections had to be opened and within

a year two new courses were added, one in elementary cataloging taught by Anna M. Erichsen of the New York Public Library, and one in subject filing and indexing taught by Ann McDonald of the New York Records Management Association (44, p. 359).

By 1966 over 1,000 students of the program had been placed in libraries in the New York area and there was great enthusiasm over the accomplishments and future of the program (193).

The next program was not inaugurated until 1952 (Fullerton Junior College, California). During the first eight years only six credit hours spread across two semesters were offered. In 1955-56 a similar program was started at Citrus Junior College, California, with only one student enrolled. By 1959-60 enrollments at Citrus were still very low with seven students being the maximum in any one class. The years 1960-61 saw a jump to twenty-eight students, however, and since that time enrollments have been as high as ninety-one (194).

In 1959, Ferris State College, Big Rapids, Michigan, a four-year institution, established a course which has since been one of the most fruitful outside of the Ballard program. Ferris is one of the three four-year institutions offering library technician training. The others, Brigham Young (1963) and University of Toledo

(1964), have not turned out nearly as many graduates as yet, however, they have tremendous potential as the only programs in their respective states. These same states responded very favorably to the need for graduates of such programs in a survey conducted in the Spring of 1967 to determine the attitude of professional librarians toward library technicians.

Since 1963 the number of programs has increased at a steadily accelerating rate. By 1965 there were twenty programs in operation and by January, 1968, there were an estimated ninety-one (195). Most of these have been started since late 1966 and many are in only their first year. It is still too early to study their programs with any surety, but it will offer a fruitful field for research in another five or six years.

One of the early problems in trying to identify training programs for library technicians was to find a name upon which all could agree. There were seven different terms used for this strange "new" program. The most favored (with eleven) responses was library technician. Four respondents preferred library assistants. One respondent each preferred semi-professional library program, library techniques, library science technology, library clerical program, and one preferred simply the term "librarianship" (see Table 1).

Another problem which was suspected, and confirmed through the questionnaire, was the number of different

courses, and categories of courses, offered in each of the programs. It had sought to suggest six main categories of courses. When the returns were tabulated this number had been enlarged to eighteen with thirty-six different names given for them.

The two most popular courses were reference and organization of libraries. Of the twenty programs, two such courses were offered in fourteen curricula. These were followed closely by cataloging and classification with twelve offerings, and processing techniques with twelve.* Work experience was offered in six curricula while circulation procedures were offered in five and childrens' literature in four curricula. Book selection was offered at two schools while medical records, documentation, filing and indexing, and audio-visual equipment were offered in only one curriculum each. In fourteen programs there were required courses of a secretarial nature.

Most of these figures are not at all surprising, especially the number of such basic courses as reference, organization of libraries, and cataloging-classification. If there is anything unusual it is that the number of these courses does not equal the number of programs responding to the questionnaire. The most disturbing fact is the offering of such courses as book selection and children's literature which will be recognized by most as belonging to the truly

* Possibly there are seventeen here as one returned questionnaire listed six courses in this category.

professional aspect of librarianship. It must be admitted, however, that reference and cataloging-classification are also truly professional areas and the crucial concern should be the level at which these courses are taught. Most library educators feel that many things taught to professional librarians are basically clerical, or at least vocational in nature, and that the difference comes when they are taught to a well-educated person who can in turn apply these newly learned techniques, rooted in a broadly based educational background, in a professional way. This was the feeling of Charles C. Williamson, an early advocate of professional library training, when he said,

Two main types of training for library work are required. The first is the broad, general education represented at its minimum by a full college course which has included certain important subjects, plus at least one year's graduate study in a library school properly organized to give a thorough preparation for the kind of service referred to . . . as "professional." The second type calls for a general education represented approximately by a four-year high school course, followed by a course of instruction designed to give a good understanding of the mechanics and routine operations of a library, together with sufficient instruction and practice to ensure proficiency and skill in one or more kinds of clerical and routine work which we may call "sub-professional" or "clerical" (19, p. 4).

Greater attention has been given to the differences between the professional and the technician in other portions of this study.

In terms of the number of different courses offered in the twenty curricula, there was a mean of seven, a median of six and a range from one to nineteen. It must be added that the nineteen courses appears to be a mis-understanding on the

the nineteen courses appears to be a misunderstanding on the part of the respondent to the questionnaire and probably indicates the total number of courses included in the entire program for the Associate of Arts degree and not just the number of library related courses.

Teaching materials are a very important aspect of any educational enterprise and can give some clues as to the tenor of a program. Most of the programs used text books, seventeen, and these included many titles by authors well known to library educators: Akers, Arbuthnot, Barton, Bonk, Carter, Fargo, Haines, Mann, Metcalfe, Sears, Shores, Tauber, Tozer, and Turabian.*

Thirteen programs use manuals while sixteen use locally produced materials. Three enterprising instructors indicated that they have developed programmed instructional materials. Another three use tapes, films, and other types of audio-visual materials, and one uses outside speakers.

In Appendix A there are case studies of each program and this helps to indicate more clearly the specific uses of these materials.

In the matter of staffing library technician programs the fact that most instructors come from the library of the institution itself is to be expected. In point of fact, Justin Winsor himself emphasized that each librarian had a duty to help in the education of librarians by offering assistance whenever they could (19, p. 13).

*See individual schools in the appendix for full titles.

There were seventeen full-time instructors and fifty-one part-time instructors. Most of the latter came from public and school libraries in the community, and the major portion of these being involved in the work experience portion of the program (see Table 1).

The background of the instructors showed a preponderance with at least a Master's degree in Library Science, thirty-five, while fourteen had additional Master's degrees and one claims a Doctorate. Only three had Bachelor of Science in Library Science degrees while four claimed only baccalaureate degrees. One instructor had a records management specialty.

The time of day when courses were offered was a matter of interest. Seven offered all of their courses during the day while three offered all of their courses in the evening. Four offered about half during the day and half during the evening while two offered courses only during the summer school session. This seems to recognize that a good portion of the enrollment in such programs comes from part-time students.

In the matter of teaching methods there was almost as much variety as there are teaching methods. The two most popular techniques were: (1) The lecture method with six programs using this thirty per cent of the time, four programs using it forty per cent and one using it eighty per cent of the time; (2) Work experience with four

programs using it forty per cent and another four, fifty per cent. One program uses work experience for sixty per cent of its instruction.

Other methods using from ten per cent to forty per cent of instructional time were workbooks, programmed instruction, conference-discussion, and tutorial-seminar (see Table 1).

Evaluation of student progress also came in many forms. Most of the programs used several combinations of the forms to be mentioned, but some seemed to be more popular than others. Sixteen programs gave tests which required short answers. Twelve used multiple choice and the same number used essay examinations. Eleven gave true-false tests while nine gave verbal examinations. One program relied heavily on projects for their evaluation. Nearly all of the respondents to the questionnaire mentioned that work experience was evaluated through a conference with the critic librarian and occasionally this was in conjunction with the student (see Appendix A).

The number of students enrolled in technician programs has been one of the most frequent questions from those who have had an interest, whether favorable or unfavorable. The growth in recent years has been dramatic. There are no meaningful figures before the 1961-62 school year. In that year, however, there were 126 students

enrolled in 20 programs. In 1962-63 the figure rose to 147 or nearly a 17 per cent increase. In 1963-64 the figure rose even more dramatically to 189 for a 28 per cent increase and in 1964-65 the figure 299 provided a spectacular 60 per cent increase (see Appendix A).

This very rapid development is very cheering to the supporters of the library technician concept. A more sobering figure is the extremely poor graduation rate which shows that even with good enrollments there were less than ten graduates for the last two years of this portion of the study.

Nearly all of the schools grant some special recognition to graduates of their programs (or would if more would complete the requirements). Six schools offer an Associate of Arts degree with a library technician major. Seven schools offer a certificate or diploma whether the degree is complete or not. Five schools offer both a certificate and an Associate of Arts degree upon completion of the two years. Two schools offer nothing as a special recognition.

Fifteen schools offer their program as being terminal while three equivocate and answer "yes and no" (see Table 1). Two programs forthrightly say that their curricula are designed to encourage students to proceed towards a Bachelor of Science or Master of Library Science degree. The opponents of library technician programs will probably

delight in the fact that just what they predicted would happen, did, when they said students would decide to proceed toward graduate degrees and that this would be bad because the desirable liberal arts background would be so considerably diluted. This may indeed be true but several points should be made at this time. (1) There is no way to tell with accuracy how many have actually gone on from these programs. It is known that seventeen persons who were enrolled in technician courses did go on to library school but few of these were actually graduates, and probably most were forced by the library schools to present evidence of sufficient background in the liberal arts to succeed as librarians. This is largely a problem for library schools to solve; (2) Perhaps this is another "port of entry" and one that can better identify potentially successful librarians than has hitherto been the case. At least here is an entry where the person was avowedly interested in library work and not just seeking a way out of some other area where they were having difficulty, as has all too often been the case.

The number of graduates or enrollees who have been placed in libraries appears to be large. The actual figures are next to impossible to ascertain in that no school seems to have kept exact records. Nearly all directors, however, imply that virtually all of their

students have found employment in libraries of one sort or another.

The preceding pages have summarized in a narrative form the data gathered from the twenty meaningful questionnaire responses by schools offering library technician curricula. For a detailed report concerning each program see Appendix A.

Part IV: A Survey of Librarians'
Attitudes Toward Library
Technician Programs

Early in the first phase of research several questions kept recurring in conversations with persons interested in library technician programs. These questions were: (1) How many librarians are aware of technician training programs in their area? (2) How many librarians would hire graduates of these programs? (3) What kinds of tasks would be assigned to these graduates?

In the winter of 1966-67 a survey was made of four types of libraries that were located in the thirteen states and territories which had library technician programs.

The questionnaire for this survey was designed to get at the basic questions such as how many working librarians were aware of such programs in their state, and how many had hired, or would hire, persons with such training in their own libraries. In addition it sought

to find out into what kinds of jobs the graduates of these programs would be placed. Two of the last three questions seem the most vital. One asked if the rate of pay for library technicians would be higher than for regular clerical help with similar seniority. The other asked the respondents to scale their attitude toward library technicians programs from strongly favorable to strongly opposed. There was also an open ended question that allowed respondents to put into their own words their attitudes and experiences with such programs.

Two-hundred-eighty-eight questionnaires were sent to state, academic, public, and school libraries in 11 states, Washington D.C., and Puerto Rico. Of these, 209 or 73 per cent were returned. The greatest number of returns came from Michigan and Ohio, the lowest number from Maryland and New Jersey. State libraries were the best respondents with 10 of 11 returns. Academic libraries were next with 76 out of 96. Public libraries returned 65 out of 90 and school libraries had the poorest returns with 58 out of 91 (Table 2).

Of those who returned questionnaires a surprisingly large number had heard of the programs in their own state. One-hundred-forty-seven of the 209, or 70 per cent, had heard of such programs. Only 33 had actually hired such graduates but 178, or 85 per cent, indicated they would hire such people if they were available. Seventeen

TABLE 2.--Type of library by states responding to attitude questionnaire.

States	Academic	Public	School	State	Total
California	90	60	60	100	71
Colorado	80	60	100	100	83
Florida	100	86	44	100	77
Illinois	60	60	60	0	58
Maryland	57	86	44	100	64
Michigan	100	100	80	100	94
New Jersey	100	44	71	100	73
New York	60	80	50	100	69
Ohio	90	90	70	100	84
Oregon	83	50	67	100	68
Utah	100	100	40	100	81
Washington, D.C.	67	0	100	---	37
Puerto Rico	100	0	0	---	33
TOTAL	83	70	63	89	73

Percentage of respondents N = 288.

respondents indicated "no" to the question and 19 did not answer. In 10 of the 17 "no" answers the person indicated further along in the questionnaire that they were either mildly or strongly in favor of the programs as such. In only four cases of "no" were the respondents opposed or strongly opposed to library technician programs.

The kinds of jobs into which graduates of library technician courses would be placed are ranked as follows:

Catalog Clerk	155
Circulation Assistant	148
Periodicals Assistant	124
Acquisitions Assistant	114
Secretary	91
Serials Assistant	80
Audio-visual Operator	78
Reference Assistant	69
Government Documents	64
Children's Assistant	57
Readers Services	32
Other	26

The tasks mentioned under "other" ranged from general clerical to book selection and even included such tasks as making book lists, giving book talks, preparing exhibits and displays, performing public relations duties, publicity, group loan assistant (inter-library loan), bookmobile clerks, photo-lab assistants, bibliographic researcher, and acting as orientation director in a school library.

On the question of higher pay a significantly large percentage said they would pay library technicians at a higher rate than regular clerical help with the same

seniority. One-hundred-sixty-six, or 79 per cent, indicated "yes" on this question while 25, or 11 per cent, said "no." Eighteen gave no answer to this question. A large number indicated that while they favored a higher rate of pay and felt it would be offered, they indicated that it was not yet possible in their system because civil service in their areas had not yet recognized such a classification.

In rating their attitudes toward library technician programs respondents noted strong support in just over 50 per cent of the cases, 106, and at least mild support in nearly 80 per cent of the cases. Only 2 respondents indicated opposition and 5 additional indicated strong opposition to the programs. Twenty-one indicated indifference and 13 gave no response so it 's assumed indifference on their part also (Table 3).

While the statistics indicate only a small number of respondents are opposed to library technician programs, this opposition must be considered important when it is observed that two of the five strongly opposed respondents represent State Libraries. The significance of this lies in the great influence of the state library in their respective states. At least this would be the supposition. The results of the survey, however, somewhat blunt this point when it develops that in New York (one of the state libraries opposed) 11 respondents strongly favor, 4 mildly

TABLE 3.--Degree of acceptance of library technician programs by states.

State	Strongly Favor	Mildly Favor	Indifferent	Opposed	Strongly Opposed
California	68	18	9	0	0
Colorado	74	26	0	0	0
Florida	35	35	24	6	6
Illinois	22	55	23	0	0
Maryland	36	43	14	0	7
Michigan	58	28	14	0	0
New Jersey	38	19	31	6	6
New York	50	20	25	0	5
Ohio	57	29	9	0	5
Oregon	52	8	40	0	0
Utah	52	48	0	0	0
Washington, D.C.	33	33	34	0	0
Puerto Rico	50	50	0	0	0
TOTAL	48	30	18	1	3

Percentage of respondents N = 209

favor, 4 are indifferent and one did not answer the question; while in New Jersey (the other state library in opposition) 6 respondents strongly favor, 3 mildly favor, one is indifferent, one opposed, and 4 did not answer the question.

One thing seems to be very clear from this particular survey, however, and that is the need. The old adage that "necessity is the mother of invention" has been given further verification by these programs. It is to be doubted if any one of them was the product of a theoretical mind sitting in an ivory tower or of the rapacious mind seeking to lure people into a curriculum in order to build an educational empire. All of these courses have been designed to fulfill an existing need. In many cases the need bordered on desperation. The best indication of this is pointed up by the figures showing support for such programs and most dramatically by the fact that those showing indifference, or even opposition to the programs (there were three in this category), would hire graduates to fill positions in their libraries.*

* This survey was the basis for a talk given at a meeting during American Library Association Convention held in San Francisco, California, June 22, 1967.

Part V: Survey of State Policies on
Library Technicians

Another area of keen interest to the observer of library technician programs is that of official policy on the part of the state agencies which have control over the standards of libraries, particularly public libraries, in that state. There was no comprehensive literature on this subject at the time this dissertation was being written. A letter was sent to all State and Provincial libraries requesting information to the fullest extent possible on any policies currently existing or being planned in the state or province. The response was extremely good with forty-five of the states and seven of the provinces responding.

The results of the survey can be generalized as falling into three categories: One--there were no policies concerning library technicians, nor were any such policies contemplated in the near future; Two--there were no such policies at the moment of inquiry, but there was interest and a strong possibility that a policy might be established within the next few years; Three--there were policies in existence or there were to be policies within a very short time. Most of the respondents in categories two and three expressed interest in and encouragement for such policies. Even in cases where the respondent was opposed to some (or all) of the aspects of the training of library technicians they were

in favor of establishing policy so that an official attitude could be known and thus strengthened or changed in a logical, methodical manner.

The states and provinces that fall into the first category are as follows: Arkansas, Iowa, Illinois, Manitoba, Massachusetts, Missouri, North Carolina, North Dakota, Rhode Island, Utah, and West Virginia. Seven of the respondents in this group were very concise in reporting only that no policy existed and that no policy was contemplated. Four of the respondents amplified this somewhat by adding some explanation. Mrs. Glenda Gamby of Missouri indicated that while there were several programs existing in the state there was no policy regarding them contemplated in the near future (159). Mr. Philip S. Ogilvie of North Carolina indicated that no policy existed and that he had "deep concern for those who enter such programs without sufficient understanding that they are in a sense deadened" (182). Mrs. Karl Neal of Arkansas declared that while no policy existed, "There would be no reason that we could not employ library technicians at the state agency or in the public libraries of the state" (176). A letter from the State Library Commission of North Dakota is quoted in full: "No written policy on regulations or para-professionals has been done. On the state level it has been necessary to have non-professional on the staff . . .

In service training has been the policy to develop and improve the status of the personnel " (181).

On the whole it cannot be said that where no policy exists it is because of opposition to the programs. Even Mr. Ogilvie's statement cannot be construed as opposition to library technicians, but only as an expression of concern for persons who enter such programs with mistaken notions as to career possibilities. One thing is certain, there is no regional pattern that can be discerned. The states mentioned have some which are considered rural dominated and some are considered urban dominated. Some are large and some are small. Some are Western, some Eastern, some Mid-Western and some Southern. Some have library technician programs located within or near their borders and some do not. It is then a group without guile.

The second group, by far the largest, represents states which did not have written policies at the time of the survey, but gave enough information to indicate awareness of, and need for, such policies. The states and provinces included in this group are: Arizona, British Columbia, Colorado, Delaware, Florida, Idaho, Indiana, Louisiana, Minnesota, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, Newfoundland, Nova Scotia, Ohio, Tennessee, Texas, Vermont, Virginia, Washington, Wisconsin, and Wyoming.

Of the twenty-five states and provinces listed here each one made some indication as to interest and in some cases even action concerning a written policy. Arizona incidated:

There is, of course, much talk of regulations and policies, to our knowledge that is as far as any control has gone (153).

British Columbia:

However since courses are being offered by Vancouver City College and by other institutions in Western Canada this matter is now under review by the Civil Service Commission (166).

Colorado:

However, considerable use is made locally and at the State Library of persons who do not have degrees in Library Science. In many cases these employees perform work which is practically professional in nature. At the present time we do not anticipate the writing of a policy to cover the subject but may, in the future, do so (150).

Florida:

There are no such regulations in effect to the best of my knowledge, except perhaps local civil service and personnel policies (191).

Idaho:

There would be only a limited market for library technicians here, as our population is low and scattered. Most major libraries feel a need for a professional librarian with a fifth year degree from ALA accredited institutions . . . The employment of a technician as a high grade clerk would be a good thing in many libraries--but only the largest can afford enough money to employ these full time at a living wage (175).

Louisiana:

There has been wide interest in the subject for some time, and the last professional staff meeting of the Louisiana State Library discussed the implications of a technician program (148).

Montana:

A measure now being considered by the Montana Legislature would create a classified service for the State. Should this measure be enacted into law, we are likely to have position descriptions for library technicians which would apply to all agencies of the State which have library programs (163).

Nebraska:

We have watched this development closely and have, of course, followed the experiment in New York State with a great deal of interest. The conclusion that so many people seem to be reaching is that everyone talks about the program but no one will accept the product (160).

New Hampshire:

The University of New Hampshire Extension Service, in cooperation with the New Hampshire State Library, does conduct a summer course for what we prefer to call "Community Librarians." These are noncredit courses designed to provide elementary library techniques to librarians in the smaller communities of northern New England (149).

New Jersey:

As yet there is no certification nor Civil Service Specifications for the title of library technician. There is, however, a growing interest in some of the larger libraries in establishing such positions. The problems seem to be with qualifications and the definition of duties and functions (188).

New Mexico:

I am extremely interested in the importance of library technician programs for libraries. Presently, employees on our staff classified as Library Assistants have duties quite similar to those which might be assigned to library technicians (193).

New York:

It has, however, been our feeling, and a subject on which we have had considerable discussion both with the State University and with the Civil Service Commission, that the creation of so-called para-professional positions may be a solution to some of our problems of manpower shortage which the nation-wide shortage of professional librarians has generated. There are two schools of thought here. Our own is that a professional ladder for college graduates without library training but with such competence would be created within the larger libraries, such as the State Library. The second is that a two-year college program which specializes in the training of persons to perform certain elementary and technical professional tasks in libraries might be a solution, perhaps an answer, or a combination of these two (192).

Newfoundland:

As yet there is no course for Library Technicians given in this Province but there is great interest, particularly among the teachers, in having one set up either at the University or at the College of Trades and Tehcnology. I do not, however, forsee any possibility of this being done within the next two years. We would certainly use graduates of such a course in our Public Library Services as we employ a great many people who are not professionally trained and are given in-service training (174).

Nova Scotia:

At the present time no such courses are given in our Province or, to the best of my knowledge, east of Toronto. However, I do think that it is something into which we must look more closely in the immediate future (168).

Ohio:

The State Personnel Department has no Library Technician classification at the present time, although we have discussed with staff in that department the desirability of establishing such a classification or series. Perhaps one of the reasons we have not taken action on this earlier is that there is no Library Technician training program in this part of Ohio, and to date we have not had applications from people who completed such programs in Cleveland, Toledo, or other cities in which programs are well established (186).

Tennessee:

We do not have a policy on this at this time, however, I personally feel that it does and could make a great contribution to our program (151).

Vermont:

Vermont has no formal program for such, though the University of Vermont offers summer library courses to students of senior standing and others considered to be qualified. Many of the individuals enrolled in these courses are recruited for school library work (167).

Washington:

An official position was not taken at the Executive Board meeting of the Washington Library Association when the subject was discussed; the consensus of opinion was that development of the program should be watched (154).

Wisconsin:

A hearing to be held on February 7, 1969 was to discuss the possibility of not requiring certification of teacher aides (except those working with handicapped children). If the recommendation to drop certification is adopted the same "will apply to aides in school libraries, also (187).*

* Subsequently this action did take place.

Wyoming:

Out of the twenty-three county libraries in Wyoming, only three employ graduate librarians. The other twenty are staffed by para-professionals who have not attended a formal library technician school. However, each year Wyoming presents an excellent in-service training workshop taught by nationally known professors of library science. These workshops have been well attended by Wyoming county librarians. The Western Wyoming Community College has recently added a library technician course to their curriculum so we may have the opportunity to observe these graduates first hand in another year or so (169).

Indiana:

We have no policy in the Indiana State Library concerning the employment of library technicians. We feel there is a need for this type of person and we have a number of our clerical people who probably could qualify under this designation. It is probably more true in a state library than in some others that the classification of the clerical staff is governed by the majority of clerical positions in other departments of state. This means that someone with a higher than average ability to perform semi-professional tasks is completely overlooked (158).

Minnesota:

Our policy, if it could be called one, is that we do not recognize any difference between such individuals and graduates of business colleges or area vocational-technical schools . . . It is my own feeling that we are being unfair to persons who take such an academic program, if we have not informed them that they are not really on an upward track in public libraries. That the kind of position for which they are qualified usually requires residence prior to appointment--which prevents them from being mobile . . . My own feeling is that no college courses in library science should be offered which do not serve as a recruiting mechanism for professionals and are recognized channels to eventual professional status (189).

Texas:

It is the responsibility of the Department of Vocational Program Development, Post Secondary, Texas Education Agency, to approve or disapprove proposed programs for library technician training as for other programs being offered in Post-Secondary Institutions. There are no special regulations for Library Technician Programs but each program proposed is reviewed with the same criteria in mind as for other occupational programs There seems to be no genuine statewide consensus on the need for such personnel, the extent of the labor market available to them, or all the elements which should go into their educations Two Library Technician Programs are presently being offered in Texas. One is at El Centro College . . . and the other is at Odessa College It would appear that each such graduate will have to earn his own acceptability until the position of Library Technician is more stable than now seems to be the case (161).

Virginia:

We do not know of any state policy which specifically mentions library technicians Although requirements mention good knowledge of library techniques, most of the applicants have acquired what they know by working in a library and not through formal classes. The intelligent ones are easy to train in our techniques. There has been some interest in the library technician program in the last year or two, particularly by one or two of the new two-year community colleges. No program has begun yet, and I do not know that it has been approved (164).

The third group, sixteen states and provinces, represents a rather forward looking collection of agencies that have seen the need to take a position on library technicians and have, in written form, some kind of policy (positive or negative). This group is composed of Alaska, California, Connecticut, Hawaii,

Maryland, Michigan, Nevada, Kansas, Kentucky, Oklahoma, Ontario, Oregon, Pennsylvania, Quebec, Saskatchewan, and South Carolina.

In the following paragraphs are extracted some of the highlights of each state or provincial policy and each is commented upon in some manner. The complete statement appears in Appendix E.

The state of Alaska recognizes its rather unique position in the union as a frontier area that is in many respects considerably underdeveloped. The Public Administration Services group has recently completed a "Statewide Library Development Plan" which included references to solving the critical personnel shortage. The use of Library Technicians is discussed in this report (156). The report was presented to the State Library on January 28, 1969. In the report it is noted that Alaska has no accredited library school and must draw all professional personnel from the outside.

Two types of personnel are needed and must be trained. First, personnel at a level classified in the federal service and in many local jurisdictions in the United States as Library Technicians or Library Technical Assistants are needed. A program to prepare such personnel should be developed in the community colleges, leading to an Associate of Arts degree. When trained, these people would be used to direct the smaller community libraries and work under the supervision of librarians in larger units, freeing the latter of non-professional tasks now occupying much of their time (156).

This statement goes the farthest of any noted thus far in that it not only recognizes the need for technicians but goes so far as to encourage the founding of library technician programs in Alaskan community colleges.

California does not yet have a statewide policy, but does have a statewide committee chaired by Mrs. Mary DeNure of the California State Department of Education. In a letter dated April 7, 1969, Mrs. DeNure stated that her committee had contracted with three writers to produce a curriculum containing a core program to be used in all thirty California junior colleges currently engaged in offering library technician courses. These writers, Joleen Bock (Santa Clarita Valley Junior College), Aline Wisdom (Citrus College), Don Donatelli (Chabot College) were to have a document available for a meeting on May 15, 1969. At this time it was hoped that this report would be accepted and serve as a set of standards for California. Thus through the quasi-legal offices of the Chancellor of the California Community Colleges a standard for California would in effect exist.

The State of Connecticut has adopted a statement of standards which contains several statements regarding library technicians as follows:

Personnel. (18.) A principal public library shall have a written Personnel Policy which shall include the following minimum standards: (a.) One staff member (full time or equivalent) for each 2,500 population in service area. (b.) Two-thirds of total library staff to be library technical assistants and/or clerical workers to perform supporting tasks of routine nature; . . . (19.) Such personnel policy also shall include the following minimum standards relating to staff qualifications which shall be applied in filling vacancies occurring after December 31, 1970. (a.) Libraries serving populations less than 2,500. Librarian--two years of academic education in an accredited college or university, or 5 years responsible experience in libraries; and completion of at least eight semester hours in library education or attendance at designated workshops . . . (d.) . . . Above 10,000 population at least one additional professional staff member for each 10,000 population served. Two to six library technical assistants and/or clerks (152).

The State of Hawaii, as of June 3, 1966, has recognized seven levels of sub-professional library workers through its civil service. Of these seven categories the three highest (V, VI, and VII) fall into the description of library technician in that they can be prepared for by specialized training as well as by on-the-job training. The duties and responsibilities of this class of personnel are carefully spelled out in paragraphs 4.068, 4.070, 4.072 of the code of the Department of Personnel Services, State of Hawaii (165).

The state of Maryland has apparently had a written policy on sub-professional library assistants of several different types for over fifteen years. A Specification and Information Sheet dated August 18, 1952, and revised

November 14, 1966, gives as an option under educational requirements for "Supervisor, Library and Files" the "possession of an Associate of Arts degree in library technology from an accredited junior college." This requirement could be met with completion of two years from a four year college plus two years of on the job training or by a high school degree plus four years of on the job training. The financial reward is seen in the differential between this position (\$4,896-\$6,431 per annum) [171] and the Library Assistant position (\$4,046-\$5,314). The latter position calls for graduation from high school and a year of full or part-time library work (171).

The state of Michigan has chosen to recognize the library technician by issuing a certificate called a Library Technician's Certificate to persons completing such a two-year curriculum at an institution approved by the State Board for Libraries. This certificate holds further significance similar to Connecticut's where the library technician, or a person qualifying for the same position by reason of working in a library and attending library science courses, is mentioned as a person necessary to a library system in order to meet state support requirements (173).

The State of Nevada Personnel Division has established three grades of library technicians with position specifications as enclosed (see Appendix E). The two universities, the State Library, and state-controlled institutions employ

from these grades. The intent was to differentiate between employees doing strictly clerical work and those performing services which require specialized knowledge and training. Library technicians enjoy a favorable pay scale. In fact, the senior library technician is at the same grade level as a Librarian I requiring a fifth year degree in librarianship. Technicians are among the highest paid clerical workers in state service, and we consider them most valuable.

Frequently, library technicians have academic degrees although it is not required (162).

It is to be observed at this juncture, however, that despite the apparent acceptance of the library technician in the operational framework of Nevada libraries, there is no special attempt to give preference to the graduate of technician programs. The same credit is given for two years of experience in a library setting as is given for two years of college or junior college credit (162).

The State of Kansas has no policy for library technicians. However, two regional library systems (covering 24 counties) have adopted classification and pay scales to include technicians. There is a pay incentive for the technician with the lowest technician rating having the same pay scale as the third clerical level and the third technician level having nearly an \$1100 per year higher rate (190).

The State of Kentucky has a pay scale incentive for library technicians that ranges from \$4,080 per year for the first step of Library Technician I to \$6,996 for the last step of Library Technician IV. There is,

however, no incentive for a person to have training in a college program in that a year of experience may be a substitute for a year of college work on a year for year basis (194).

There are three positions on the classification and pay scale in Oklahoma that carry a designation of technician or library assistant (a frequent alternate designation for a person in the position of which this study is the focus). Each of these grades pays more than the usual clerical position. There is no real incentive, however, for the college trained technician in that a year of experience may be substituted for a year of college up to two years (184).

In Ontario the Minister of Education has the power to issue a "Certificate of Library Service--Class 2" to a person who submits evidence to the Deputy Minister that he has completed successfully a library course of two years duration that the Deputy Minister deems adequate or that he has completed a course that the Minister deems equivalent thereto. The Deputy Minister may similarly issue a Class I Certificate of Library Service for a one year course or its equivalent (183). At this point in time "only one course has been approved by the Certification Board, for the class 2 certificate, with the requirement that a professional librarian in a supervisory capacity make the recommendation after six months experience" (185).

The Oregon regulation is similar to the Kentucky and Oklahoma regulations in that there are provisions for persons called library assistants but no special incentive for graduates of library technician programs in that equivalence is given on the basis of a year's experience for a year of college. The possibilities of favor, however, are there in that

A library technician course gives an individual exceptional qualification to serve as a Library Assistant and therefore such a person would probably be given preference in interviews for employment, but for State of Oregon service the person would have had to pass the Civil Service examination for Library Assistant I. These people might find employment among the Oregon public libraries, however, without taking the State Civil Service Examination. Employment here is at the discretion of the individual library, and library technician course background would undoubtedly be given preference. Their status is semi- or sub-professional (155).

Section 31-306 of the Pennsylvania Regulations of the State Librarian for Certification of Certain Classes of Library Personnel

implies that the para-professional will be certifiable under Pennsylvania's certification program, which has not yet been implemented. It is expected that the program will be developed and implemented in 1969, with specifics in regard to the para-professional included" (155).

The situation in Quebec falls somewhat between the Group Two and Group Three mentioned early in this part in that while it does not yet have a written policy, it does have an implicit policy of recognition of the programs being offered in the technical colleges in the province.

Since the para-professional group of library technicians is brand new on the library scene in Quebec--formal courses, integrated in the official educational program, have begun this year--there is not yet any regulation that may presently affect them . . . However, as these library technician courses are being given by the Ministry of Education, another department of the same government, the general policy is naturally to implicitly recognize in principle these library science courses at the college level. Presently the library technician course is given in four of the twenty-three existing Collège d'Enseignement Général et Professionnel CEGEP . . . Since 1960, tremendous developments in education have been taking place and the evolution is still going on. To incorporate a recognition in our regulation, we are waiting until such courses as the one of library technicians reach a point of stabilization after an intensive period of experimentation. However, we feel that we have to meet the challenge and accept that a special class between the professional librarian and the clerical staff be formed. Then there might be some adjustments to be made but at least a need of libraries for competent staff at different levels will have been filled in the meantime (170).

The province of Saskatchewan is developing a ten-month program for training library technicians at the Saskatchewan Institute of Applied Arts and Sciences in Saskatoon. This class will begin in September, 1969. In addition to this, categories for library technicians are being established in the public service, public libraries, and in school districts. Graduates of similar programs in other institutions are being accepted in the Province (178).

South Carolina's policies do not specifically mention library technicians but do make special provisions under ratings General IV, V, and VI (See Appendix E) for

persons with "two years of college or specialized training in business." This could well be construed to mean graduates of library technician programs. The salaries offered are somewhat higher than the usual clerical positions and range from \$4,536 to \$7,380 (13).

The following table shows at a glance the position of each state and province in regard to its having a policy toward library technicians.

TABLE 4.--The policy of states and provinces concerning library technicians.

States and Provinces	No Policy	Policy Considered	Have Policy	No Response
Alabama				X
Alaska			X	
Alberta				X
Arizona		X		
Arkansas	X			
British Columbia		X		
California			X	
Colorado		X		
Connecticut			X	
Delaware		X		
Florida		X		
Georgia				X
Hawaii			X	
Idaho		X		
Illinois	X			
Indiana		X		
Iowa	X			
Kansas			X	
Kentucky			X	
Louisiana		X		
Maine				X
Manitoba	X			
Maryland			X	
Massachusetts	X			
Michigan			X	
Minnesota		X		
Missouri	X			
Mississippi				X
Montana		X		
Nebraska		X		
Nevada			X	

State and Provinces	No Policy	Policy Considered	Have Policy	No Response
New Brunswick				X
Newfoundland		X		
New Hampshire		X		
New Jersey		X		
New Mexico		X		
New York		X		
North Carolina	X			
North Dakota	X			
Nova Scotia		X		
Ohio		X		
Oklahoma			X	
Ontario			X	
Oregon			X	
Pennsylvania			X	
Prince Edward Island				X
Rhode Island	X			
Quebec			X	
Saskatchewan			X	
South Carolina			X	
South Dakota				X
Tennessee		X		
Texas		X		
Utah	X			
Vermont		X		
Virginia		X		
Washington		X		
West Virginia	X			
Wisconsin		X		
Wyoming		X		

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

The course of this study as it has unfolded has provided for some interesting conclusions. These conclusions may be summarized as follows: (1) The idea of the library technician is not new as many people had previously supposed, but is nearly as old as professional library education itself, and certainly as old as the second important landmark of professional library education, the 1923 Williamson report; (2) The number of training institutions for library technicians is significant enough to warrant serious consideration and study by professional library groups; (3) The major number of library technician curricula exist in two-year training institutions and are designed to be terminal degrees; (4) Over ninety per cent of library technician curricula have been founded since 1960 and over seventy-five per cent have been established since 1965; (5) There is a great deal of diversity in course offerings in library technician curricula, more diversity than is found in professional library education; (6) Over ninety per cent of the enrollment of library technician programs consists of females, a larger proportion than found in professional library

education; (7) Over seventy-five per cent of the instructors in library technician programs have had professional library education as evidenced by professional degrees; (8) There is overwhelming acceptance of the idea of the library technician at all levels of the library profession; (9) There is conflicting evidence as to whether library technicians are paid more than persons doing similar work, but without formal training. The evidence shows a slight favoring for the formal training; (10) Over sixty-six per cent of all states and provinces have or are contemplating a written policy concerning library technicians and their training; (11) While there is general acceptance of library technicians there is still considerable controversy over the details of their training and their position in the structure of librarianship; (12) Library technician training programs now have a guideline document comparable to the guideline document that professional library education programs have had for over forty years.

It is not unusual in a study of this nature to find that there are many areas of research remaining. One important area that has been only lightly touched upon in this study is the history of library technician programs. A full study of this nature should be done while there are still many of the founders of such programs alive to give primary evidence. A second recommendation would be to

conduct research into the motivation of the student in, and graduate of, library technician programs to determine his expectations and the measure of his meeting those expectations. A third recommendation would be to conduct research into the impact of th ALA Guidelines on the curricula of, and enrollments in, library technician programs.

EPILOGUE

RECENT DEVELOPMENTS

Because events have been occurring at a rapidly accelerating pace it is worthwhile to note a few of those which seem to be the most important. Isolating a few will serve to emphasize the growing acceptance of the library technician in the corpus of library service.

1. Council on Library Technology (COLT)

The Council on Library Technology (commonly known as COLT) grew out of a meeting held at Catonsville Community College in June, 1966. This Baltimore area institution, behind the drive of Mrs. Florence C. Wilmer, Director of Library Services at the college, called a conference of area librarians to explain the idea of the library technician and "catch the feelings about such a worker in the local work force" (2, p. 1). As a result of this conference it was evident that much confusion existed concerning library technicians, but there was a desire to improve this situation and another conference was called to meet in Chicago on May 26-27, 1967. I was privileged to attend that meeting and acted as an

assistant secretary in recording the various sessions held over two days. Mr. John Nicholson was acting as chairman and he subsequently was to play an important role in the growing activities of this organization. At the final session action was taken toward holding another conference and Mrs. Rhua Heckert, of the University of Toledo, was elected chairman of a committee of three to plan for it. It was further ruled that this should be an annual affair and that a more formalized group be formed. The resulting group became known as the Council on Library Technology.

One further action of the group designated this writer to be the contact for persons wishing further information concerning available library technician programs. I acted in this capacity from June, 1967, until Mr. Nicholson published A Directory of Institutions in the United States and Canada Offering, or Developing Courses, in Library Technology in October, 1968. During that period I replied to over fifty inquiries from persons desiring information as to location and capabilities of library technician programs. Mr. Nicholson has since published a second edition (October, 1969) which lists ninety-one programs in the United States and Canada (see map).

During the summer of 1967 Mr. Nicholson undertook to make another suggestion of the May conference come into

CALIFORNIA - 23

Cabrillo College
Chabot College
Chaffey College
Citrus College
City College of San Francisco
College of the Siskiyous
Foothill College
Fullerton Junior College
Gavilan College
Los Angeles Trade-Technical College
Merced College
Mount San Antonio College
Napa Junior College
Palomar College
Pasadena City College
Redwoods College
Rio Hondo Junior College
San Jose College
Santa Ana College
Santa Barbara City College
Sierra College
Southwestern College
Ventura College

COLORADO - 1

Mesa College

CONNECTICUT - 1

Northwestern Connecticut Community College

FLORIDA - 2

Pinellas County Board of Public Instruction
Polk Junior College

GEORGIA - 1

South Georgia College

ILLINOIS - 6

Central YMCA Community College
Chicago City College
Felician College
Lake Land College
Olney Community College
Sauk Valley College

KANSAS - 1

Seward County Community College

LOUISIANA - 1

Delgado College

MARYLAND - 1

Cantonsville Community College

MASSACHUSETTS - 4

Bristol Community College
Cape Cod Community College
Mount Ida Junior College
North Shore Community College

MICHIGAN - 5

Ferris State College
Highland Park College
Lansing Community College
Macomb County Community College
Oakland Community College

MINNESOTA - 1

North Hennepin State Junior College

MISSOURI - 1

Florissant Valley Community College

NEW JERSEY - 1

Marie H. Katzenbach School for the Deaf

NEW YORK - 9

Ballard School of the YWCA
Borough of Manhattan Community College
Immaculata College
Marie Regina College
Mohawk Valley Community College
Niagara County Community College
Onondaga Community College
State University (Alfred)
State University (Farmingdale)

NORTH CAROLINA - 1

Caldwell Technical Institute

OHIO - 5

Cuyahoga Community College
Lakeland Community College
Miami University
Sinclair Community College
University of Toledo

OREGON - 2

Clackamas Community College
Treasure Valley Community College

PENNSYLVANIA - 6

Community College of Allegheny County
Community College of Delaware County
Community College of Philadelphia
Mount Aloysius Junior College
Northampton County Area Community College
Williamsport Area Community College

PUERTO RICO - 1

Puerto Rico Junior College

SOUTH CAROLINA - 1

Greenville Technical Educational Center

TEXAS - 3

El Centro College
Odessa College
San Antonio College

VERMONT - 1

Green Mountain College

VIRGINIA - 1

Marymount College of Virginia

WEST VIRGINIA - 1

West Virginia University

WISCONSIN - 1

Kenosha Technical Institute

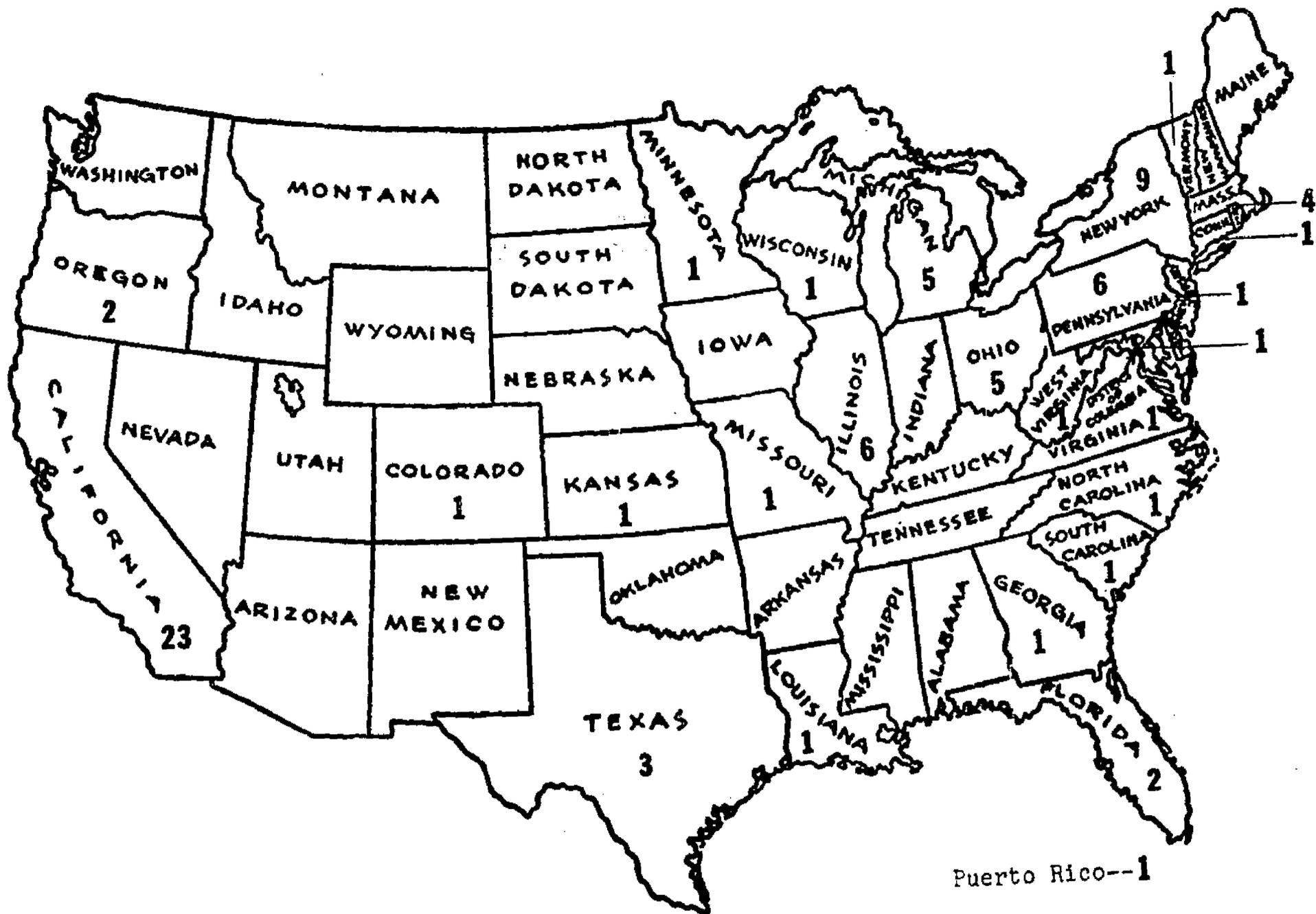


Fig. 1.--Locations of Library Technician Programs by State, Fall, 1969.

existence. He became editor and publisher of a newsletter which took the acronym for Council on Library Technology and became the COLT Newsletter. This journal has become the major source of current information for those interested in recent trends in this fast developing area of study.

2. American Library Association Guidelines

This has already been discussed at length and I include it here only to emphasize its potential importance in bringing stability to a field of operation that threatens to fly apart because of its diversity. This report could well do for library technician education what Williamson's report did for professional library education. Only time will tell, but if I were an Augur I would say the signs bode well.

3. Statistical Inclusion in Federal Statistics

Probably the surest way to know something "has arrived" is to ascertain whether it has been included in a statistical survey, particularly a governmental survey. The first statistics concerning library technicians appeared in a work compiled by the U.S. Office of Education in 1961 entitled, Organized Occupational Curriculums in Higher Education (11, p. 27). A more extensive group of data appeared in The Library Education Directory, 1964-65 (11, p. 27). This directory recognized over fifty programs

offering sub-professional or technician courses and this did not include community college programs. With the advent of the guidelines for library technician courses there will no doubt be an attempt to more clearly define what constitutes a program worthy of inclusion in a statistical survey and data will subsequently become more and more useable. At present the most reliable data is still from private sources, but the portent for sound governmental statistics is good.

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APPENDICES

APPENDIX A

CASE STUDIES OF TWENTY LIBRARY TECHNICIAN
PROGRAMS RESPONDING TO A QUESTIONNAIRE
DURING THE SPRING, 1966

Citrus Junior College - Public (2,500-4,999 enrollment)

Azuza, California (20,000 - 29,999)

Accredited By: Western College Association

Began Program: 1955-56

Prefers Term: Library Assistants Program

Goals: Stated in catalog

Courses Offered: Five

One--Organization of Libraries

One--Classifying

One--Circulation Procedures

Two--Reference

Preferred Sequence: Organization of Libraries, Beginning Reference, Circulation Procedures, Advanced Reference, Classifying.

Course Materials: Textbooks, manuals, locally produced materials.

Gates, Guide to the Use of Books and Libraries.

Wisdom, Staff Manual for Citrus College Library.

Staffing: One college librarian.

Degrees: M.A., M.L.S.

Time Offered: 35% Daytime

60% Evening

05% Summer

Teaching Methods: Lecture 20%

Work/Experience 70%

Conference-Discussion 10%

Evaluation: (a) Short answer items
 (b) Multiple choice items
 (c) True-False items
 (d) Essay examinations
 (e) Verbal examinations
 (f) "Graded for activities performed in laboratory work experience."

Evaluation of work experience:

Laboratory work experience	33 1/3%
Quiz examinations	33 1/3%
Final examination	33 1/3%

Evaluation at conclusion of the program

Comprehensive written examination.

Admission Qualifications: Through counselors and
consultation with the head librarian.

Enrollment: Twelve

Recognition: Associate of Arts degree

The program is designed as a terminal degree.

Three persons have gone on to professional librarianship.

Recruitment: Word-of-mouth technique of one student
telling another.

Placement: There is an institutional placement service
but the head librarian receives calls asking
for recommendations. No records are kept of
placement.

Job Potential: No survey was made.

History: Program grew out of attempts to train
people to work in the Citrus Junior College
library.

Knowledge of Other Programs: Knew of two other programs
in the area.

Fullerton Junior College - Public (10,000 and over enrollment)

Fullerton, California (20,000-29,999)

Accredited By: Western College Association

Program Began: 1952

Prefers Term: Library Technician Program.

Goals: Stated in catalog

Courses Offered: Five

- One--Organization of Libraries
- One--Circulation Procedures
- One--Order and Catalog Procedures
- One--Children's Programs
- One--Work Experience

Students outside program may take courses.

Sequence: All courses require the introduction course

Materials: Textbooks, Manuals and locally produced materials.

- ALA, Filing Rules
- Arbuthnot, Children and Books

Staffing: Four college librarians.
Degrees: Four M.L.S.

Time Offered: Daytime 40%
Evening 20%
Summer 40%

Teaching Methods: Lecture 30%
Work 50%
Tutorial-Seminar 20%

Evaluation: (a) Short answer items
(b) Multiple choice items
(c) True-false items
(d) Essay
(e) Verbal
(f) Work Experience - Observation

- Criteria
1. Accuracy
 2. Adaptability
 3. Attitudes toward work habits
 4. Ability to work harmoniously with others.

A comprehensive written examination is given at conclusion of program.

Control of Program: Head librarian with Vice President for Instruction and a local advisory committee.

Admission: Grade of "C" maintained following an "open door" admission policy.

Enrollment: 1965-66, 67. Not available for previous years. Four have gone on to professional librarianship.

Recognition: Associate of Arts degree
Certificate

Recruitment: Brochures, newspapers, advisory committee, counselors at high schools

Placement: Institution wide.

History: Just grew from pressures by local libraries.

Gavilan College - Public (500-999 enrollment)

Hollister, California (2,499 and under)

Accredited By: Western College Association.

Began Program: 1964

Prefers Term: Library Technician Program

Goals: "To prepare students to work as library assistants in small libraries, or in larger libraries, if they can continue library training in an accredited library school. Program is too brief to give thorough training which would prepare one for professional responsibility."

Courses Offered: Four

One--Organization of Libraries (includes circulation procedures)

One--Classifying

One--Reference

One--Processing

Requires secretarial skills course which is taught in another department.

Preferred Sequence: Organization and circulation, processing, classifying, reference.

Course Materials: Locally produced materials.

Staffing: One college librarian full-time.

Degrees: B.A.

Time Offered: Daytime 100%

Teaching Methods:	Lecture	20%
	Workbook	30%
	Work Experience	50%

Evaluation: Short answer items
Multiple choice items
Essay tests

Work Experience: "Work with students and evaluate work each week."

Comprehensive written and oral examinations given at the end of the program.

Enrollment: 1964-65
1 male
11 females

Recognition: Associate of Arts degree

Knowledge of Other Programs: Program is designed as a terminal one. Knows of no other programs in the area.

Palomar College - Public Community College (2,500-4,999 enrollment)

Palomar, California (30,000 - 99,999)

Accredited By: Western College Association

Began Program: 1949, 1964 (Specifically designed for library technicians after 1964).

Prefers Term: Library Technician Program

Goals: None stated

Courses Offered: Three
 One--Organization of Libraries
 Two--"Library Routines"

Special Requirements: One English course
 Four Secretarial Skills courses

Special Sequence: L.S. 2A before L.S. 2B
 Typing before Business 56 and 59

Course Materials: Textbooks, manuals, locally produced materials.
 Cook, The New Library Key
 Nesbin, Manual for L.S. 2A
Manual for L.S. 2B

Staffing: One College librarian plus three appropriate staff members in English and Business.

Degrees: Four M.A.
 One B.A.

Time Offered: 100% Daytime

Teaching Methods: Lecture 40%
 Workbook 20%
 Work Experience 40%

Evaluation: (a) Short answer items
 (b) Multiple choice items
 (c) True-false items
 (d) Essay examinations

Work experience evaluated by "tests."

Program controlled by Dean and Librarian

Admission Qualifications: By Dean of Students

Enrollment: 1964-65
Males 0
Females 17

Graduates: One

Recognition: Certificate

Program is designed as terminal.

Recruitment: Information in College Catalog.
Briefing high school counselors in the area.

Placement: No formal service.

Job Potential: "Potential is good with present government
financing of book collections for libraries."
"No survey has been made."

History: None stated.

Porterville College (Community College) Public (500-999 enrollment)

Porterville, California (5,000-9,999)

Accredited By: Western College Association

Began Program: 1960

Prefers Term: Librarianship

Goals: Stated in catalog.

Courses Offered: One--General librarianship

Course Materials: Textbooks, manual, programmed instruction.
 Tozer, Library Manual.
 Boyd, Books, Libraries, and You.
 Mann, Cataloging and the Classification of Books.
 Oppenheimer, Book Reviewing for an Audience.

Staffing: One college librarian

Degree: M.A.

Time Offered: 100% Daytime

Teaching Methods:	Lecture	40%
	Workbook	10%
	Programmed Instruction	10%
	Work Experience	40%

Evaluation: (a) Short answer items
 (b) Multiple choice items
 (c) True-false items
 (d) Special projects

Observation and discussion concerning overall improvement in the practical aspects.

Comprehensive written examination at the end of the course.

The librarian exercises control over the program.

Admissions Qualifications: "All interested and willing to work."

Enrollment:	1963-64	1964-65
Males	5	0
Females	15	5

Recognition: None

The course is a terminal one.

Three graduates have gone on to a professional program.

Placement: School operated.

Job Survey: None made.

History: None

City College of San Francisco - Public (5,000-9,999 enrollment)

San Francisco, California (500,000 and over)

Accredited By: Western College Association
California Board of Education

Began Program: 1964

Prefers Term: Library Technician Program

Courses Offered: Six
Four courses involving all library procedures but at progressively sophisticated levels.
Two secretarial skills courses required.
First course open to all. Subsequent courses open only to those vocationally interested.

Course Materials: Textbooks, manuals, and locally produced materials.
Gates, Guide to the Use of Books and Libraries
Pedley, Workbook in Descriptive Cataloging
Sears, List of Subject Headings.

Staffing: Two college librarians--part-time
Degrees: Two M.L.S.

Time Offered: Daytime 100%

Teaching Methods:	Lecture	30%
	Workbook	10%
	Work Experience	40%
	Conference-Discussion	10%
		<u>90%</u>

Evaluation: (a) Short answer
(b) Multiple choice items
(c) True-false items
(d) Performance

Work experience evaluated by the supervising librarian on:
1. Quality of work performed
2. Judgement of supervisor

Admission Qualifications: "Open door" to start and grade of "C" thereafter.

Enrollment:	1964-65
Males	4
Females	16

No graduates at time of questionnaire.

Recognition: Associate of Arts degree
Certificate

Program is designed to be terminal

Recruitment: College catalog, high school counselors,
brochure.

Placement: Institution wide.

History: Too new.

Rio Hondo Junior College - Public (1,000 - 2,499 enrollment)

Santa Fe Springs, California** (30,000 - 99,999)

Accredited By: Western College Association
California Department of Education

Program Began: 1964

Prefers Term: Library Assistants Program

Courses Offered: Six
One--Organization of Libraries*
One--Classifying
One--Reference and related areas
One--Children's Programs
One--Circulation Procedures
One--Processing

Outside students may enroll in courses.

Course Materials: Textbooks, locally produced materials.
Gates, Guide to the Use of Books and Libraries.

Staffing: Three college librarians (part-time)
Degrees: Three M.L.S.

Time courses offered: Daytime 50%
Evening 50%

Teaching Methods: Lecture 40%
Work Experience 60%

Evaluation: (a) Short answer items
(b) Multiple choice items
(c) True-false items
(d) Essay
(e) Matching

Work experience is evaluated by supervisor with use of
check-list

* There are parts of all of these in all courses.

** Moved to Whittier in 1966.

Admission Qualifications: "Any student with a high school diploma may enter the first course. Continuance demands a minimum "C" grade with typing skill of 45 wpm.

Recognition: Associate of Arts degree
Certificate

Graduates: None as yet.

Recruitment: "Brochure sent to public libraries and high schools. Mimeographed sheet of class schedules and registration, information mailed to all libraries in the area."

Placement: Institution wide
Records will be kept of graduates.

Job Potential: "We have not made a job survey, but libraries are calling us as openings occur. So far there are more openings than we can fill."

History: Too new.

Knowledge of other programs:

Cerritos College - Norwalk
Citrus College - Azuza
Mt. San Antonio College - Walnut
Fullerton Junior College - Fullerton
Pasadena Junior College - Pasadena
Santa Ana Junior College - Santa Ana
Trade Tech Junior College - Los Angeles

Lamar Junior College - Public (500-999 enrollment)

Lamar, Colorado (10,000 - 29,999)

Accredited By: American Association of Junior Colleges
The Veteran's Administration

Began Program: 1964

Prefers Term: Library Science Technology

Goals: "To train students for the purpose of aiding librarians in public, private, and school libraries."

Courses Offered: Eighteen

Two--Organization of Libraries (School Libraries)

Two--Classifying and Cataloging

Two--Reference

Two--Audio-visual Methods

Two--Use of Books and Libraries

Two--Book Selection

Six--Library Workshop

Some secretarial courses required.

Students other than those regularly enrolled may take the courses.

Special Sequence: None specified in strict order.

Course Materials: Textbooks, manuals, locally produced materials, audio-visual materials.

Mott, Children's Book on How to Use Libraries.

Akers, Simple Library Cataloging.

Fargo, The Library in the School.

Haines, Living With Books.

Arbuthnot, Children's Books.

Boyd, Books, Libraries and You.

Metcalf, Subject Classification.

Staffing: One full time librarian--College librarian.

One part time.

Degrees: Two M.A.

Time Offered: 50% Daytime
5% Evening
35% Week-end
10% Summer

Teaching Methods:	Lecture	30%
	Workbook	20%
	Work Experience	10%
	Conference-Discussion	10%
	Tutorial-Seminar	30%

Evaluation: (a) Short answer
 (b) Essay tests
 (c) Verbal examinations

Work experience evaluated by supervisor.

Comprehensive written and oral examinations at conclusion of the program.

Control of Program: Director of Special Services and the College Librarian.

Enrollment: 1964-65
 Male 0
 Females 15
 Graduates 0

Recognition: Certificate

The program is designed as a terminal one. The catalog does list the "Library Science Technology" program under the column marked "transfer" in the portion where the three types of curricula are marked "transfer, terminal, and continuing education."

Recruitment: College catalog, newspapers, trips to high school classes. The program works in conjunction with the county and city library.

Placement: College wide service.

Job Potential: "Very few trained librarians in this area-- no grade school librarians, only one junior high."

Miami-Dade Junior College - Public (13,500 enrollment)

Miami, Florida (100,000 - 499,999)

Accredited By: Southern Association
Florida State Department of Education

Began Program: 1965 (September)

Prefers Term: Semi-Professional Library Program
Library Technical Aide Program

Goals: This program is designed to prepare the student for employment in various types of libraries as an aide to the professional library staff. The broad base of the general education courses may enable the student to transfer most of the credits to a liberal arts program."

Courses Offered: Seven
One--Organization of Libraries
One--Classifying
One--Circulation Procedures
One--Reference
One--Processing
Two--Work Experience

Secretarial skills are required and taught in another department.

Special Sequence: Lib. 111; Lib. 112; Lib. 121; Lib 211;
Lib. 212; Lib. 221; Lib. 222.

Course Materials: Textbooks, locally produced materials, programmed instruction.

A.L.A. The Small Public Library
Wulfekoetter. Acquisitions Processes.
Geer. Charging Systems.
Piercy. Commonsense Cataloging.
Barton. Reference Books.

Staffing: One librarian (outside of college).
Degree: M.L.S.

Time Offered: Daytime 100%

Teaching Methods:	Lecture	20%
	Programmed Instruction	30%
	Work Experience	50%

Evaluation: Short answer items 25%
 Multiple choice items 60%
 True-false items 15%
 Attendance
 Class participation
 Term paper

Work experience evaluated in conjunction with work supervisor.

Comprehensive at the end of the program.

Program is controlled by the technical, vocational, and semi-professional division of the college.

Admission Qualifications: Any student eligible for the program.

A grade of "D" in the first course requires that this course be taken over again.

Enrollment: 1964-65
 Males 4
 Females 20

Recognition: Associate of Arts degree.

The program is designed as a terminal one.

"The credits are not transferable to a graduate library school or to one of the Florida undergraduate library science programs leading to a school library certification, but having completed the program they will have a broad knowledge of librarianship as a career, experience in basic skills, and general education courses which should facilitate transfer to any library science program should the student ultimately want to prepare for a professional library career."

Recruitment: Newspaper articles, talks before library associations, local television, personal visits to local public libraries.

Placement: Informal one operated through library.

Job Potential: No job survey but personal knowledge of many local libraries confirms demand.

Knowledge of Other Programs: No others in the state, but many inquiries to start one.

Valparaiso, Florida	Pinellas County
Polk County Junior College	Junior College
Lake City Junior College	Indian River Junior College

Central YMCA Community College - Private (1,000-2,499
enrollment)

Chicago, Illinois (500,000 and over)

Accredited By: North Central Association
American Association of Junior Colleges

Began Program: September 1963

Prefer Term: Library Technician Program } about equal
Library Assistants Program }
(Noted that all terms seem awkward.)

Goals: In college catalog. It is "a bit ambivalent--
though the non-professional aspect is stressed."

Courses Offered: Four
(Noted that four listed in the catalog, but only
three have been offered.)
One--Classifying
One--Reference
One--Processing

Special Requirements: Typing

Special Sequence: Catalog and classifying before process-
ing and reference.

Course Materials: Locally produced materials. "No text
seemed satisfactory--and any time a text was used
it was supplemented at each session by the
distribution of dittoed materials culled from
other books and from the librarian's ideas."
Texts referred to were:

Mann. Introduction to Cataloging and Classification
(Noted that students found this difficult and it
will not be used again.)
Enoch Pratt Library. Guide to Reference Materials.
Piercy. Commonsense Cataloging.

Staffing: College librarian.

Degrees: M.A. in Education plus a M.A. candidate
(36 hours of L.S.) at the University of Chicago.

Time Offered: 10:00-11:30 a.m. twice per week
4:45- 6:00 p.m. twice per week

Teaching Methods: (a) Lecture 40%
 (b) Work Experience 20%
 (c) Conference-Discussion 40%
 The use of a workbook is integrated into the techniques listed.

Evaluation: (a) Short answer items
 (b) Multiple choice items} 10%
 (c) True-False items
 (d) Essay tests 40%
 (e) Verbal examinations 20%
 (f) Project (written) 30%

"Work experience is most applicable to our classes, as they are tiny and generally draw librarians of small suburban public libraries. These students are mature women with no college work in their past--or perhaps one year of college. Their practical day-to-day working experience is invaluable for our course. For example in technical processing (offered for the first time last semester [Winter 65/66]) each student wrote a PROCEDURAL MANUAL which was then to be used as such at the end of the semester in the student's home library. We had excellent results with this project."

Admission Qualifications: "We have an open-door college. However, the librarian/teacher can admit or reject as she sees fit. Generally only those students with strong vocational motivation take these courses."

Enrollment: 1964/65
 Males 2
 Females 11

Graduates: 1964/65, 1 female

Recognition: Associate of Arts degree (Major in library technology)

Basically the course is a terminal one. However, the respondent says: "Most of the students who have stayed with the program wanted to gain some rudimentary knowledge and skills to apply to their particular small libraries. A few hoped to take more library courses through correspondence or at a teachers college in the city--in order to be certified as school librarians."

Recruitment: "A note is sent out to public and school librarians in the Chicago area at the beginning of the school year with exact information on courses to be offered (within next two weeks). Comments are requested (e.g. what time would be better, what would you like to see covered in the course)--and a self-addressed postcard is enclosed."

"College catalogs are mailed throughout Chicago and the surrounding suburban area."

Placement: The institution has a service, but it is not used for library positions.

Records: Records of graduates are kept and will be available for later studies.

Potential: "I have grave doubts about the future of this program. We must now establish a board of consultants drawing on librarians in all fields in Chicago, to shape a real and practical program in which every graduate would find a job that is slightly better in prestige, earning power and working conditions than an ordinary clerk/typist in a library."

History: None

Knowledge of Other Programs in Area: None. (Knows of the Martinson report.)

Catonsville Community College - Public (1,000-2,449
enrollment)

Baltimore, Maryland (100,000 - 499,999)

Accredited By: Middle States Association
Maryland State Department of Education

Program Began: 1965

Prefers Term: Library Assistants Program

Goal: Stated in catalog

Courses Offered: Seven
One--Introduction to Library Services
One--Classifying and Cataloging
One--Reference
One--Processing
One--Children's Literature
One--Young People's Literature
One--A-V Materials and Equipment

Some courses in secretarial skills are required.

Students outside the program may enroll in courses.

Sequence: Introduction, technical processes, cataloging and
classification. Remaining courses may follow
in any sequence.

Materials: Manuals (unnamed)
Barton. Reference Books.

Staffing: Two outside librarians.
One director.

Degrees: Three M.L.S.

Recruitment: Flyer, newspaper items, career night visits.

Lansing Community College - Public (2,500 - 4,000 enrollment)

Lansing, Michigan (100,000 - 499,999)

Accredited By: North Central Association

Began Program: 1964

Prefer Term: Library Technician Program

Goals: Stated in catalog

Courses Offered: Six

One--Organization of Libraries

One--Circulation Procedures

One--Reference

One--Processing

One--Library Problems

One--Technical Services

Four courses are required in the Business Department. Students from outside the program may take courses.

Sequence: There is no required sequence, but a preferred sequence is:

LT 101 (Introduction)

LT 102 (Book Selection)

LT 103 (Reference)

LT 201 (Technical Services)

LT 202 (Circulation & Preparation of Materials)

LT 203 (Library Problems)

Course Materials: Textbooks

Carter & Bonk. Building Library Collections.

Haines. Living with Books.

Gates. Guide to the Use of Books and Libraries.

Akers. Simple Library Cataloging.

Staffing: One "Outside" Librarian (Part-time)

Degree: M.A.

Time Offered: 100% Evening

Teaching Methods: Lecture 80%
Conference-Discussion 20%

Evaluation: (a) Short answer items
(b) Essay tests.

A comprehensive written examination is given at the conclusion of the program.

Control: Chairman - Business Department

Admission Qualifications: By Admissions Office.

Enrollment: 1964-65

Males 0

Females 15

Graduates: 1

Recognition: Diploma

The program is designed to be terminal.

Recruitment: "Brochures, newspapers, visits to high schools."

Placement: Institution wide service.

Potential: "Unknown."

Muskegon County Community College - Public (2,500-4,999 enrollment)

Muskegon, Michigan (100,000 - 499,999)

Accredited By: North Central Association

Program Began: 1965

Prefers Term: Library Technician Program

Goals: Stated in catalog

Courses Offered: Two
 One--Introduction
 One--Technical Services

Students outside the program may enroll.

Course Materials: Textbooks, manuals, locally produced materials, outside speakers.

Stifferud. Wonderful World of Books.

Cook. The New Library Key

Douglas. Teacher-Librarian's Handbook.

Boyd. Books, Libraries and You.

Staffing: One outside librarian.
 Degree: M.A.

Time Offered: 100% Daytime

Teaching Methods:	Lecture	30%
	Workbook	20%
	Programmed Instruction	30%
	Work Experience	20%

Evaluation:	(a) Short answer items	
	(b) Multiple choice items	} 35%
	(c) True-false items	
	(d) Essay	50%
	(e) Verbal examinations	10%
	(f) Demonstration	5%

Work experience evaluated in conjunction with supervisor.

Program controlled by academic dean and librarian.

Admission Qualifications: Through interview with Dean, Registrar and the instructor. Basically persons seeking terminal program as library assistants or clerical workers; college students (looking toward

degree) who wish to work in library to assist with finances. Students who wish to "try out" with the thought of going on into professional librarianship.

Enrollment: Not given

Recognition: Not determined.

Program is designed as terminal.

Recruitment: Resource persons; bulletin ads; films and other A-V, college fliers.

Job Potential: A survey taken by the dean. It indicated enough potential to start the program.

History: None.

Oakland Community College - Public (2,500 - 4,999 enrollment)

Oakland County, Michigan (500,000 and over)

Accredited By: Not yet eligible
Have letter from state universities assuring consideration.

Began Program: 1965

Prefers Term: Library Technologist

Goals: Stated in catalog

Courses Offered: Seven
One--Organization of Libraries
One--Classifying
One--Circulation Procedures
One--Reference
Two--Processing
One--A-V Materials

Students outside the program may enroll in courses.

No sequence required or preferred.

Course Materials: Textbooks, manuals, locally produced materials, audio-visual materials.

Staffing: One college librarian - full-time
Two college librarians - part-time
Degrees: One M.A.
Two M.L.S.

Time Offered: Daytime 50%
Evening 50%

Teaching Method: Lecture 10%
Conference-Discussion 10%
Work Experience 20%
Tutorial-Seminar 60%

Evaluation: (a) Verbal Examinations
(b) Projects

Work experience evaluated by observation of critic librarians.

Control of Program: Head Librarian

Admission Qualifications: Co-operatively by librarian and counselor.

Program is designed to be terminal.

Recruitment: "Through high schools; area librarians; advisory committees made up of leading librarians in all fields."

Placement: Institution wide.

Records will be kept of graduates.

Job Potential: "I have requests on my desk for placement of at least 12 graduates. Already placed one at \$4800.00 who has completed only one-half of the course."

History: Too new.

Salem County Technical Institute - Public (500-999 enrollment)

Penns Grove, New Jersey (5,000-9,999)

Accredited By: State Board

Began Program: 1962

Prefers Term: Library Technician Program.

Goals: Stated in catalog

Courses Offered: Nine
 One--Organization of Libraries
 Two--Classifying
 One--Reference
 Two--Processing
 One--Medical Records
 Two--Field Experience

Sequence: T 191 (Introduction to L.S.)
 T 192 (Classification)
 T 193 (Classification)
 T 194 (Reference)
 T 395 (Technical Services)
 T 396 (Field Work)
 T 497 (Field Work)
 T 498 (Maintenance of Materials)
 T 499 (Medical Records)

Special Requirements: None

Course Materials: Textbooks, manuals, locally produced materials.

Gates. Guide to the Use of Books and Libraries
 Shores. Basic Reference Sources.
 A.L.A. Rules for Filing . . .
 Tauber. Technical Services.
 American Hospital Association. Guide to the
 Organization of Medical Records Departments.

Staffing: One College Librarian

Degree: B.A.L.S.

Time Offered: 100% Daytime
 Was offered in evening but stopped for
 lack of enrollment.

Teaching Methods: Lecture 30%
 Work Experience 50%
 Conference-Discussion 20%

Evaluation: (a) short answer items 30%
 (b) essay tests 20%

Work experience evaluated in conjunction with supervisor and instructor.
 A comprehensive written examination is given at conclusion of program.

Control of Program: Instructor, Director of Institute, and Library Advisory Committee.

Admission Qualifications: "Students from Salem County are considered first. Until this year, classes have been kept small and students were carefully selected. An expanded program of admission is now considered and students are selected from out of county high schools. Admission or rejection is the determination of the Director of Institute, in keeping with rest of Institute's policies. Instructor is frequently asked to consider applicants. Personal interview is required of all applicants."

Enrollment:	1962-63	1963-64	1964-65
Male	0	1	1
Females	2	7	7

Graduates: 5

Recognition: Diploma

Program is designed to be terminal.

Recruitment: "Recruitment is done by Library instructor through the guidance department and Institute Supervisor. County and out-of-county high schools are attended. Many schools visit the institute."

Placement: Institution wide.
 8 working in libraries.*

History: Librarian was a high school librarian. This program grew out of her work there when she moved to the Institute.

* Includes non-graduates.

Ballard School of the YWCA - Private (10,000 and over enrollment)

New York City (500,000 and over)

Program Began: 1949

Prefer Term: Library Clerical Courses.

Goals: "Supplementary in-service training."

Courses Offered: Four
 One--Organization of Libraries
 One--Classifying
 One--Reference
 One--Filing and Indexing

Secretarial courses taught in another department.

No special sequence.

Course Materials: Textbooks, locally produced materials.
 Barton. Reference Books
 Akers. Simple Library Cataloging.

Staffing: Three outside librarians.
 Degrees: Two M.L.S. One Records Management Specialist

Time Courses Offered: Evening 100%

Teaching Methods: Lecture
 Workbook
 Work Experience
 Conference-Discussion
 Tutorial-Seminar

Evaluation: Short answer items
 Verbal examinations.

Evaluation at the conclusion of the program consists of
 "review and work-shop tests."

Program controlled by New York Chapter of Special Libraries Association.

Admission Qualifications: High school diploma and YWCA membership.

Enrollment:	1961-62	1962-63	1963-64	1964-65
	126	145	161	143

Graduates: "Most complete course."

Recognition: Certificate.

Four or five have gone on to become professional librarians.

Recruitment: "Regular notices in 'New York Chapter News.'"
"Y.W.C.A. mails catalogs to all members
and uses posters on all courses."

Placement: No placement service
About 75% are working in libraries while they attend the classes.

Job Potential: "1948 (before establishment) surveyed 450
N.Y. chapter libraries; 120 responded; 90 libraries
employ 215 clerical assistants regularly.

History: None

Knowledge of Other Programs: Knew of no other program
in the state.

University of Toledo - Community and Technical College -
Public (10,000 and over enrollment)

Toledo, Ohio (100,000-499,999)

Accredited By: North Central Association
State Association
Professional Associations

Program Began: 1964

Prefer Term: Library Technologist Program
Library Assistants Program

Goals: None stated

Courses Offered: Ten
Two--Organization of Libraries
One--Classifying
One--Circulation Procedures
One--Reference
One--Processing
Four--"Other"
Three--Secretarial (Taught outside the library department.)

Special Sequence: "All but four courses carry prerequisites. We encourage students to take all four basic courses their first year."

Course Materials: Textbooks, manuals, locally produced materials, field trips, slides, resource persons.
Gates. Guide to Use of Books and Libraries.
Piercy. Commonsense Cataloging.
A.L.A. Anglo-American Catalog Rules
A.L.A. Filing Rules
Cutter-Sanborn. Tables.
Library of Congress. Rules for Typed Cards.
Library of Congress. Classification Tables.
Winchell. Basic Reference.

Staffing: One college librarian - full-time.
Two outside librarians - part-time
Degrees: Two with M.L.S.
One with M.A.

Time Offered: 100% Daytime

Teaching Method:	Lecture	60%
	Work Experience	20%
	Conference-Discussion	10%
	Tutorial-Seminar	10%

Evaluation:	(a)	Short answer items	15%
	(b)	Multiple choice items	10%
	(c)	Essay examinations	30%
	(d)	Verbal examinations	15%
	(e)	Lab and on-the-job evaluation	30%

Work experience evaluation "Observation by the instructor in consultation with immediate supervisor and student."

Program controlled by librarian.

Admission Qualifications: "Must score well in S.A.T., be in good health. If score on S.A.T. is low the high school record can substitute if student ranks in upper half of graduating class. Counseling with the co-ordinator may result in a student being admitted on probation."

Enrollment:	1964-65	1965-66	1966-67
Males	1	1	0
Females	4	8	12

Graduates: 0

Recognition: Associate of Arts degree.
"Courses are recognized by and transferable to the university so students may transfer with junior status if all course work is "C" or above."

Three have gone on to professional librarianship.

Recruitment: No program.

Placement: Institution wide
Records are kept on graduates since 1967
Five are working in libraries.

Potential: "We do not have enough graduates to fill current needs in the area."

History: None

Knowledge of Other Programs in Area: Thinks there is one in Cleveland.

Treasure Valley Community College - Public (1,000 - 2,499 enrollment)

Ontario, Oregon (5,000 - 9,999)

Accredited By: Northwest Association

Program Began: 1964 (Fall term)

Prefer Term: Library Technician Program

Courses Offered: Four
 One--Organization of Libraries
 One--Reference
 One--Processing
 One--Work Experience

Special Requirements: Typing

Special Sequence: Organization, Reference, Processing

Course Materials: Text books (no titles stated), Manuals (no titles stated), Locally produced materials.
 "We have one copy of a large number of books and magazines on two-hour reserve."

Staffing: Two of the college's librarians plus six co-operating librarians in work-experience program.
 Degrees: Both full-time librarians have bachelors degrees (not in library science)

Time Offered: 50% day
 50% evening

Teaching Methods: (a) Lecture 30%
 (b) Work Experience 40%
 (c) Conference-Discussion 30%

Evaluation: (a) Short answer items
 (b) Multiple choice items
 (c) True-false items
 (d) Essay examinations
 (e) Verbal examinations.

"Work experience is the important part of our program. Well supervised, they do the actual work in the library. Students must take 5 hours work experience with each 3 hour library course taken."

End of Program: Comprehensive written examination
Comprehensive oral examination

Program controlled by Librarian and Associate Librarian

Admission Qualifications: Open admissions

Enrollment: 1964-65

Male 1
Females 11

Recognition: Certificate

"Most students are library personnel attempting to improve. They come from nearby libraries. Transfer students take the courses (a) to know how to use the library to improve their grades, (b) as preparation for a library career.

Graduates: None as yet.

Recruitment: No special program
Program written up in catalog as are all other programs.

Placement: Institution wide placement service.

Records of Graduate: They will be kept. No graduates but six students are working in local libraries.

Job Potential in Area: Survey made "showed that every library need [sic] two or more trained aides at once and some could use three or four."

History: "The Technician Department made the survey. A county librarian, a high school librarian, an elementary library supervisor, a minister, and the college librarian made a course of study. The outline was approved by the State Department of Education. It was designed to train library sub-professionals and to be exceedingly practical."

Knowledge of Other Programs in Area: None
(There are no others in Oregon.)

Brigham Young University - Private (10,000 and over enrollment)

Provo, Utah (30,000-99,999)

Accredited By: Northwest Association

Program Began: Spring, 1963

Prefers Term: Library Technician Program.

Goals: "To prepare people for positions above the clerical classification who are unable financially to complete four years of college, who have no desire to become professionals, or who need to become qualified for specialized work quickly. There is an extreme shortage of professional librarians in the country at the present time. This would not be so drastic if sub-professionals were trained for positions which really do not require the professional degree."

Courses Offered: Five
 One--Organization of Libraries
 One--Classifying
 One--Reference
 Two--Book Selection

Special Requirements: Secretarial skills

Special Sequence: "L.S. 111; L.S. 355; Bs. Ed. 101; Bs. Ed. 203; Humanities 101; L.S. 363; L.S. 370; L.S. 466; Bs. Ed. 204; Bus. Ed. 330; T. Ed. 406; Bs. Ed. 275."

Course Materials: Textbooks, manuals, locally produced materials.

Knight. 1-2-3 Guide to Libraries.

Barton. Reference Books.

Turabian. Manual for Writers of Term Papers.

Carter. Building Library Collections.

A.L.A. Standards for School Libraries.

Sears. List of Subject Headings.

Staffing: Seven college librarians (one full-time, six part-time.)

Degrees: Three M.A.

Three M.L.S.

One B.S. in L.S.

Time Offered: 65% day
35% evening
75% summer

Teaching Methods: Lecture 50%
Workbook 20%
Work Experience 10%
Other 20%

Evaluation: (a) Short answer items 40%
(b) Multiple choice items 40%
(c) True-false items 5%
(d) Essay tests 10%
(e) Verbal examinations "occasionally"
Work experience is evaluated through "written
and oral reports and a written report from
supervisor."

Program controlled by Dean of College Administration.

Admission Qualifications: Grade point average of 2.5.
Admission is same as for general college and an
admissions officer determines whether accepted
or rejected.

Enrollment	1964-65	1965-66
Male	0	0
Females	14	26

Graduates: 3

Recognition: Associate of Arts degree
Certificate

Program is not designed as a terminal one. "The program
is designed so that students may go on to finish
degrees or even master's degrees."

Recruitment: "Brochures, college newspaper, bulletin
boards."

Placement: Institutional placement
Records of graduates are kept.
One graduate of 1964-65 is working.

Job Potential: A survey of the area was made. "Letters
were written to the larger libraries in the state.
Results indicated 2 to 10 positions open at the
time of survey. Some responded indicating budget
would not permit but the need was there."

History: In Martinson's report.

Knowledge of Other Programs: "University of Utah has a program listed in their catalog, but they are not actively recruiting and have reported no graduates."

U.S. Department of Agriculture, Graduate School - Private
 (10,000 and over enrollment) Evening College

Washington, D.C. (100,000-499,999)

Accreditation: None

Program Began: 1948

Prefers Term: Library Techniques

Goals: Stated in catalog

Courses Offered: Four
 One--Organization of Libraries
 One--Reference
 One--Processing
 One--Documentation

Students outside the program may take courses.

Sequence: No stated sequence. Only preference is that
 Organization course be taken first.

Course materials: Textbooks, manuals, locally produced
 materials, programmed instruction.

Staff: College Librarians 0 - full time 15 - part time
 Degrees: One M.A.
 Thirteen M.L.S.
 One Doctorate

Time Offered: 100% Evening

Teaching Methods: Too varied from course to course to
 estimate.

Evaluation: (a) Short answer items
 (b) Multiple choice
 (c) True-false items
 (d) Essay tests
 (e) Verbal examinations
 There is a great variety among instructors.

Admission Qualifications: Graduation from high school.

Enrollment: No figures kept.

Recognition: Certificate

The program is designed to be a terminal one.

History: (see Martinson report).

APPENDIX B

QUESTIONNAIRE AND COVER LETTER USED
IN THE SURVEY OF LIBRARY TECHNICIAN
PROGRAMS, SPRING, 1966

ALBION COLLEGE
ALBION, MICHIGAN

Dear Sir:

The rapid growth of libraries in recent years has put a heavy demand on the already meagre supply of professional librarians. This expanding demand plus the internal pressure in the profession itself to lighten the clerical and routine load of the librarian has led to the rapid development of educational programs to train library assistants or technologists. That you are aware of this I am sure for it has been brought to my attention that your institution offers such a program for training this group of people.

You are also doubtless aware of the lack of any significant amount of information concerning programs in schools other than your own. It is the purpose of this study, therefore, to inquire into the nature of such programs and to make the information thus acquired accessible to such persons as yourself so that you may study your own program in relation to the others that exist and perhaps make a more meaningful evaluation of it.

The enclosed questionnaire will allow me to gather some of the initial information necessary for such a study. It is also hoped that I will be able to follow this up with a visit to some campuses to make a more thorough study of the program if this is agreeable to you.

If there are parts of the questionnaire that you would wish to expand upon, please do so freely. The more information available the more accurate this study will be. It is to be the basis for a doctoral dissertation in the area of library education.

Let me take this opportunity to thank you for your consideration of this project and again offer freely any results that may come of it.

Sincerely,

Charles H. Held
Head Librarian

SURVEY OF LIBRARY TECHNICIAN PROGRAMS

QUESTIONNAIRE

Name of Institution _____

Location:

2. (Cont'd)

(A) State _____

(D) Accreditation:

(B) Population of the area in which you are located:

I. Regional

Urban:

500,000 - over _____
 100,000 - 499,999 _____
 30,000 - 99,999 _____
 10,000 - 29,999 _____

(1) New England Assoc. _____
 (2) Middle State Assoc. _____
 (3) Southern Assoc. _____
 (4) North Central Assoc. _____
 (5) Northwest Assoc. _____
 (6) Western College Assoc. _____

Rural:

5,000 - 9,999 _____
 2,500 - 4,999 _____
 2,499 - under _____

II. State _____

III. Professional _____

IV. Other _____

Type of Institution:

3. (A) In what year was your library technician program initiated?

(A) Public _____
 Private _____
 Other _____

(B) Have you had and then dropped a library technician program?
 Yes _____ No _____ If yes, then briefly explain why.

(B) Four-Year Liberal Arts _____
 Four-Year Teachers College _____
 University _____
 Technical Institute _____
 Community College _____
 Art School _____
 Other Professional _____
 Semi Professional _____
 Religious or Theological _____
 Technological _____
 Other _____

(C) Size of Institution:

10,000 and over _____
 5,000 - 9,999 _____
 2,500 - 4,999 _____
 1,000 - 2,499 _____
 500 - 999 _____
 499 and under _____

(C) (Cont'd)

5. (Cont'd)

Which of the following names would you prefer such a program be called:

- Library Technician Program _____
- Library Technologist Program _____
- Library Assistants Program _____
- Para-Professional Library Pro. _____
- Semi-Professional Library Pro. _____
- Other _____

Is there a statement of the goal of your library technician program included in your catalog?

Yes _____ No _____ If no, please include a brief statement of the goals of your program.

Content of courses in your Library Technician Program

(A) Number of courses offered: (Circle one)

- (1) Less than 3 (6) 8
- (2) 4 (7) 9
- (3) 5 (8) 10
- (4) 6 (9) 11 or more
- (5) 7 exact no. _____

(B) Type of courses: (Circle No. of courses)

Library Oriented Courses

- (1) Organ. of Lib. 0 1 2 3 4 5
- (2) Classifying 0 1 2 3 4 5
- (3) Circulation
- Procedures 0 1 2 3 4 5
- (4) Reference 0 1 2 3 4 5
- (5) Processing 0 1 2 3 4 5
- proc. other than cat. & class.
- (6) Other _____ 0 1 2 3 4 5

Secretarial skills courses required

- (1) Taught by your department 0 1 2 3 4 5
- (2) Taught in another dept. 0 1 2 3 4 5

(C) May students outside those regularly enrolled in your Library Technician Program take these courses? Yes _____ No _____ If yes, are there any special restrictions? Yes _____ No _____ If yes, please explain:

(Cont'd)

(D) (1) Is there any stated sequence in which these courses must be taken? Yes _____ No _____
If yes, please state what this sequence is.

(2) Is there any preferred (though not stated) sequence in which these courses must be taken? Yes _____ No _____
If yes, please state what this sequence is.

Course Materials: Circle one

- (A) Textbooks Yes No
- (B) Manuals Yes No
- (C) Locally produced mats. Yes No
- (D) Programmed instruc. Yes No
- (E) Other _____ Yes No

6. (Cont'd)

Where textbooks and manuals are used, please list by giving authors (last name) and brief title.

<u>Author</u>	<u>Title</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. Staffing of courses: Please state number of persons in each category.

- (A) College librarian _____
- (B) Outside librarian _____
- (C) Both _____

If none of these, please explain:

State number of full-time and part-time staff. Full-Time _____
Part-Time _____

What is the educational background of your staff? List number of persons.

- (A) B.A. or B.S. _____
- (B) B.A.L.S. _____
- (C) M.A. _____
- (D) M.L.S. _____
- (E) Doctorate _____
- (F) Other (Please specify) _____

Time courses are offered and percentage of entire program affected:

	<u>Percentage</u>
(A) Day Time	_____
(B) Evening	_____
(C) Weekend	_____
(D) Summer	_____
(E) Other _____	_____

Teaching Methods Used:
% of total instruc.

(A) Lecture	10	20	30	40	50
	60	70	80	90	100
(B) Workbook	10	20	30	40	50
	60	70	80	90	100
(C) Programmed Inst.	10	20	30	40	50
	60	70	80	90	100
(D) Work Experience	10	20	30	40	50
	60	70	80	90	100
(E) Conference-Discussion	10	20	30	40	50
	60	70	80	90	100
(F) Tutorial-Seminar	10	20	30	40	50
	60	70	80	90	100

Evaluation:

(A) Evaluation methods used in conjunction with instruction:

(1) Which of the following methods of evaluation are used in your instructional program. (You may circle all of these if applicable.)

- (a) Short answer items
- (b) Multiple choice items
- (c) True-False items
- (d) Essay tests
- (e) Verbal exams
- (f) None
- (g) Other _____

10. (Cont'd)

(2) Are any of the above methods preferred? Yes _____ No _____
If yes, please note in rank order which are preferred and estimate the percentage used in your program.

For example:

- (a) Essay tests 60%
- (b) Short answer 25%
- (c) Verbal 15%

<u>Type</u>	<u>%</u>
(a) _____	_____
(b) _____	_____
(c) _____	_____
(d) _____	_____
(e) _____	_____

(B) Evaluation methods used for work experience, if applicable.

(Cont'd)

(C) Evaluation methods used at the conclusion of the program:

- (1) Comprehensive written exams _____
- (2) Comprehensive oral exams _____
- (3) Standardized Achievement Tests _____

Name those used:

- (4) None _____
- (5) Other _____

(D) Who exercises controls over these programs?

Admissions: What is the policy for admission into your program? Who determines which students are admitted or rejected?

12. Enrollment:

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-5</u>
Male	_____	_____	_____	_____
Female	_____	_____	_____	_____

13. Graduates:

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-5</u>
Male	_____	_____	_____	_____
Female	_____	_____	_____	_____

14. Recognition given graduates of your program:

(A) Regular degree

- AA _____
- BA) or equiv. _____
- BS) _____
- Other _____

- (B) Certificate _____
- (C) Diploma _____
- (D) Other _____

Is your program designed as a terminal one? Yes _____ No _____ If no, then please explain how, or if, there is any articulation with other library training programs either in your local area (or any other area if applicable.)

Questionnaire - Page 7

If you have developed a statement of the history of your program, or if you care to develop such a statement for this questionnaire, it will be appreciated if you would include it with this instrument. One of the features of this dissertation that I hope to develop is a history of such library technician programs.

Do you know of any other programs similar to yours in your general area? Would you please include their address so that this survey might be made more complete.

If you are interested, please indicate whether or not you would like to receive a copy of the results of this study. Yes _____ No _____

APPENDIX C

QUESTIONNAIRE AND COVER LETTER USED
IN THE SURVEY OF LIBRARIAN'S
ATTITUDES TOWARD LIBRARY
TECHNICIANS, SPRING, 1967

ALBION COLLEGE
ALBION, MICHIGAN

Librarian

Dear Sir:

It has been nearly one year since I embarked upon a study of library technician programs. That study has allowed me to gather some interesting and important information. It is, at this point however, limited to the educational programs and the schools and people associated with them. It does not include information concerning the actual employment and utilization of the graduates of these programs.

The purpose of this questionnaire is to inquire of the libraries, located in the states where such educational programs exist, exactly how they would, or are, utilizing library technicians.

Your cooperation in this enterprise will be greatly appreciated and the information thus gathered will be published (hopefully) in my doctoral dissertation (Wayne State University) and passed on to the ALA through an ad hoc committee on library technician programs.

Let me take this opportunity to thank you for your consideration of this project and offer freely any results that may come of it.

Sincerely,

Charles H. Held
Head Librarian
Albion College

1. Type of Library

Academic _____	Special _____
Public _____	State _____
School _____	Other _____

2. State or Territory

California _____	New York _____
Colorado _____	Ohio _____
Florida _____	Oregon _____
Illinois _____	Utah _____
Maryland _____	Washington, D.C. _____
Michigan _____	Puerto Rico _____
New Jersey _____	Other _____

3. Are you aware of the para-professional library training programs in your state? Yes _____ No _____

4. Do you hire, or have you hired, graduates of these programs in your library? Yes _____ No _____

5. Would you hire such persons in your library if they were available? Yes _____ No _____
If "no", please explain why not. _____

6. If you hire, or would hire, graduates of such programs what kinds of jobs would you have them work at?

Circulation _____	Secretary _____
Catalog Clerk _____	Periodicals Asst. _____
Reference Asst. _____	Serials Asst. _____
Children's Asst. _____	Government Documents _____
Readers Services _____	Acquisitions Asst. _____
Audiovisual Operator _____	Other _____

7. Do you, or would you, pay para-professionals at a higher rate than untrained clerical help with the same seniority? Yes _____ No _____

Page 2.

8. Do you support para-professional library training:

Strongly	_____
Mildly	_____
Indifferently	_____
Opposed	_____
Strongly Opposed	_____

9. Make any further comments you feel are appropriate concerning para-professional library education. Include any comments dealing with the desirability of para-professionals in libraries that you think are not made clear by the preceding questions.

APPENDIX D

LETTER USED AS THE SURVEY INSTRUMENT
TO DETERMINE STATE AND PROVINCIAL
POLICIES TOWARD LIBRARY
TECHNICIANS

ALBION COLLEGE
ALBION, MICHIGAN

January , 1969

Dear

I am currently in the process of completing a doctoral dissertation at Wayne State University. The subject is a study of library technician programs in the United States and Canada. One of the chapters is, of course, concerned with the acceptance of such para-professionals and any regulations or policies on the part of state and provincial agencies which may affect them.

The purpose of this letter then is to inquire of each state and province what their policy is. If there is at this time no written policy would you please indicate whether one is being contemplated and, if so, broadly indicate what its implications will be. Any written or printed material will be very helpful. If there are any restrictions on the use of this information please so indicate and I will handle it as you direct.

Please accept my thanks for any help that you can give. If your office does not handle responsibility for such information would you please pass this along to the proper person?

Sincerely,

Charles H. Held
Head Librarian
Albion College

APPENDIX E

EXTRACTS FROM STATE POLICY CODES
CONCERNING LIBRARY TECHNICIANS

ALASKA

persons will accomplish immeasurably more than a much larger number of persons of average preparation or competence.

Training and Developing Staff in Alaska

Until such time as there is an accredited graduate library school in Alaska reliance must be placed on drawing in librarians from outside. This can and should be supplemented by a state-supported scholarship program to finance the graduate education of especially qualified and interested students. An internship program should also be instituted under which college juniors could be provided summer employment in Alaska libraries as a means of interesting them in library careers. ^{1/}

It is quite clear that the implementation of this statewide plan will be achieved or not achieved, well or poorly, in direct proportion to the rate at which library staff at other than the full professional level are trained in Alaska, and put to effective use. Two types of personnel are needed and must be trained. First, personnel at a level classified in the federal service and in many local jurisdictions in the United States as Library Technicians or Library Technical Assistants are needed. A program to prepare such personnel should be developed in the community colleges, leading to an AA degree. When trained, these people would be used to direct the smaller community libraries and work under the supervision of librarians in larger units, freeing the latter of non-professional

^{1/} It is to be noted that the Alaska State Library is now a party to an interstate study project in the area of library training which may eventually provide some relief.

tasks now occupying much of their time. The second category of personnel needed are community aides, trained to carry library services out to people who are not now being reached. They would function both in remote villages and in economically depressed sections of urban areas. Their skills would be in identifying and understanding the needs of particular groups, attracting their interest, and motivating them to make use of the library. The manner in which these community aides would function is further suggested in the plan elements dealing with demonstrations of this kind of library program. The preparation required is less the formalized kind of training proposed for the library technicians than, after recruiting the right kind of candidates, providing training in library materials and services on the job or in specialized workshops.

It is particularly important that in the scholarship program, as well as in the training of technical and community personnel, native Alaskans be sought. The success of such elements of the service plan as community "out-reach", oral history, and service to native areas will thus be better assured.

Because it will be necessary for some time to come to use untrained staff in some Alaska libraries, the State Library and the resource center library staffs should prepare and distribute instructional materials for their use and give on-the-job instruction whenever feasible.

Library Staffing Patterns

The staffing of Alaska's libraries under the proposed plan

would call for an initial concentration of librarians -- not great in number -- at the resource centers and research libraries and as consultants broadly covering the State. The larger community libraries should have and probably could afford librarians with professional degrees, but not in the numbers prescribed by general standards. The same would be true of the school libraries in Alaska. In the smaller community libraries, principal reliance must be placed on a combination of library technicians and community aides with essential supervision, advice, and assistance provided from the most convenient external source -- by personal visit, correspondence, and other communications. Libraries in the regional system -- community, school, and other -- should make maximum joint utilization of personnel; this concept extends not only to the actual staffing of libraries but also to professional supervision and consultation.

Compensation for Library Personnel

Higher salaries must be offered to attract the quality of librarians needed. As noted above, a combination of relatively few first-rate people with full professional preparation and experience and an ample supply Alaska-trained technicians and aides would make the best sense at this point in Alaska's library development. The former must, under current conditions, be compensated at a level equivalent to teaching and educational curriculum positions of comparable qualification standards. ^{1/} Positions in the research

^{1/} At present, 1968-69, this would be in the minimum range of \$14,000-\$16,000 per year.

CONNECTICUT

the latest official U.S. census. In actual practice, acquisitions rates should be planned with due regard to State Health Department estimated populations to avoid the possibility of a large deficit of holdings at the time of the succeeding official census.

PERSONNEL

8. A principal public library shall have a written Personnel Policy which shall include the following minimum standards:
- a. One staff member (full time or equivalent) for each 2,500 population in service area.
 - b. Two-thirds of total library staff to be library technical assistants and/or clerical workers to perform supporting tasks of routine nature; one-third of staff to be professional. Non-professional employees (library technical assistants and/or clerks) to be high school graduates and have appropriate skills. High school students may be employed as pages.
 - c. A qualified staff member to be available to provide professional services to the public at all hours when central public library or a branch library serving a population in excess of 10,000 is open. ("qualified", as used above, means a staff member with educational background and experience sufficient to meet the needs of the public.)
 - d. A written job description and salary schedule for each position.
 - e. Fringe benefits to attract and keep career personnel: medical-surgical, major medical, group life insurance, and pension or retirement programs.
9. Such personnel policy also shall include the following minimum standards relating to staff qualifications which shall be applied in filling vacancies occurring after December 31, 1970.
- a. Libraries serving populations less than 2,500
Librarian - two (2) years of academic education in an accredited college or university, or 5 years responsible experience in libraries; and completion of at least eight (8) semester hours in library education or attendance at designated workshops.
 - b. Libraries serving populations 2,500 to 4,999
Librarian - graduation from an accredited college or university, or, 2 years college and five (5) years responsible experience in libraries; and completion of at least fifteen (15) semester hours in library education or equivalent attendance at designated workshops.
 - c. Libraries serving populations 5,000 to 9,999
Librarian - graduation from an accredited college or university, and completion of some course work (at least fifteen (15) semester hours) in library education, preferably at least one (1) year library experience.

- d. Libraries serving populations 10,000 to 34,999
 Librarian - graduation from an accredited college or university, and one year of library education (Master's or fifth year degree from a library school), and one (1) year of professional experience; administrative experience highly desirable.

Above 10,000 population at least one (1) additional professional staff member for each 10,000 population served.

Two (2) to six (6) library technical assistants and/or clerks.

Above staff needs should include a children's librarian. (College graduate with some experience or course work in library science including a course in children's literature.) Beyond one (1) professional librarian, para-professionals (college graduates taking courses in library science or otherwise preparing themselves in a planned and approved system of study for higher responsibility) may be substituted on a 3 for 2 basis in determining the number of professionals.

- e. Libraries serving populations 35,000 to 99,999
 Librarian - graduation from an accredited college or university, and one year of library education (Master's or fifth year degree from a library school), and three years experience preferably including at least one (1) year of administrative experience.

One (1) professional staff member as head of service area for each 10,000 population served. A minimum of three to 10 professional librarians and 6 to 10 library technical assistants and/or clerks.

Professional librarians are recommended for the following areas of work:

- Children's work
- Cataloging
- Reference work
- Extension (if needed)

Beyond the above professional librarians, para-professionals may be substituted on a 3 for 2 basis in determining the number of professionals.

- f. Libraries serving populations over 100,000
 Librarian - graduation from an accredited college or university, and one year of library education (Master's or fifth-year degree from an A.L.A. accredited library school), and six (6) years of experience including at least three (3) years of administrative experience.

Professional staff members as department heads. Library technical and clerical assistants at a ratio of two to each professional staff member. Beyond the above professional librarians, para-professionals may be substituted on a 3 for 2 basis in determining the number of professionals.

PHYSICAL FACILITIES

20. A principal public library building shall meet the highest standards for lighting, heating, air-conditioning and acoustics.

.....

Class Specification
for the Class:

LIBRARY TECHNICIAN V

Duties Summary:

Library Technician V assignments typically include one or more of the following types of duties:

1. Performing para-professional operations of limited scope or difficulty in one or more of the functional areas of librarianship. Duties include the uncomplicated or routine segments of more difficult professional-type operations (e.g., brief, temporary or preliminary cataloging). Performance of such duties requires a specialized knowledge and understanding of techniques used in one or more of the basic elements of library science (such as acquisition, cataloging, reference work); application of well-established methods and practices; the use of standard library tools (such as the ALA Cataloging Rules for Author and Title Entries, Rules for Descriptive Cataloging), or agency-generated manuals and instructions; and use of readily available reference sources in the library in which employed.
2. Performing a variable sequence of complex library routines that are not completely standardized or prescribed; or which involve deviations from established procedures caused by new or changing situations or conditions; or matters for which only general provision can be made in regulations or procedures. Such assignments require the use of considerable initiative and judgment in the application of a substantial variety of library regulations, procedures, and instructions; or the use of a variety of standard references, guides, and precedents to obtain needed information and to select and adapt methods and procedures.
3. Performing a variable sequence of other clerical or subprofessional tasks (such as coding, searching for, recording, or filing library materials) which require: (a) sufficient knowledge of technical, scientific, or specialized terminology in various principal subject-matter areas and/or sufficiently detailed comprehension of nontechnical material to distinguish relationships among a wide variety of closely interrelated matters; and/or (b) ability to identify books or other documents in a variety of foreign languages, or to translate into English from one of two foreign languages, material which is repetitive or routine in content or format. Such duties require familiarity with common reference materials used in translation, but not a full knowledge of the languages which are being translated.
4. Serving as the responsible employee in charge of subprofessional or clerical segments of work, including work of the Library Assistant IV level of difficulty, requiring a good overall knowledge of a subprofessional activity in a large library, or the operating procedures of a large library station. Assignments may also include responsibility for suggesting new or improved work routines, or for training, scheduling, or other limited supervision of the work of lower-grade assistants.

LIBRARY TECHNICIAN VCharacteristics of the Class:

Library Technicians V work within a framework of established library policies, rules and regulations. They must apply considerable judgment in the application of numerous operating instructions, procedures and precedent decisions. Work is performed under supervision of a Librarian or Supervisory Library Technician. Detailed instructions are furnished where assignments are unique and require marked changes in established procedures. The supervisor discusses areas of work where special emphasis is needed, gives suggestions on handling more difficult assignments, and is available to answer any questions which may arise.

When performing para-professional work (e.g., concerned with acquisition, cataloging, or reference techniques), Library Technicians V follow well-fixed or clear-cut guides and well-established practices; there are few opportunities for use of originality; decisions made or actions taken deal recurrently with similar situations or problems. The work is subject to review and revision, e.g., cataloging is typically reviewed for conformity to library practices; reference material requested by users may be subject to spot check review.

When responsible for more complex clerical or subprofessional library routines, work is reviewed primarily for overall effectiveness and compliance with general policies and procedures. Work typically flows to the Library Technician V according to an established procedure. The incumbents of these positions are responsible for recognizing the limits of their own ability and authority. Only unusual matters are referred to higher levels for decision and review. In addition to requirements specified at Library Technician IV level, personal contacts at this level require considerable knowledge of the library's organization, services, facilities, and classification system and procedures. Some Library Technicians V deal with clientele of the library in providing limited ready-reference service, or in interpreting or explaining a variety of detailed library rules and regulations. Other Library Technicians V have limited contacts with dealers, donors, and exchange sources relating to the procurement or acquisition of materials.

Examples of Duties:

Library Technician V positions normally include the performance of one or more of the duties described below. These are illustrative and not all-inclusive.

1. Prepares records and lists material to be acquired when decision falls clearly within library acquisition policies. From established sources, prepares bibliographic entries for material to be acquired. Screens entries to eliminate or question editions and/or publishers which do not meet library standards. Processes requests for the purchase of publications which are unusual or hard-to-find, and require searching to locate sources of supply.
2. Maintains serial checklist which includes the following duties: (a) recording and identifying a large volume of publications with a wide range of subject matter, formats, and foreign languages; (b) searching decision files, order records, and standard bibliographic works for titles which lower-grade serial checkers have been unable to find. Only those titles which then are not found will be routed to higher-grade

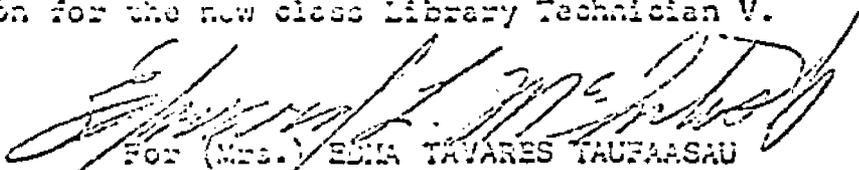
- personnel for further searching as possible new serial titles. In adding items to checklist, checks each issue for changes in title, issuing organization, publisher, or frequency. Establishes temporary entry for new titles. Makes necessary cross references for serial checklist from changes in title, special supplements, and reports with special titles. Notes gaps in holdings and makes record so that missing issues may be acquired.
3. Performs cataloging and classifying of material in which few problems are found in establishing entries or in adding entries due to (a) similarity to previously cataloged material; (b) entries that are partially indicated or material has limited subjects; or (c) detailed guidelines are available. Performs cataloging, either temporary or preliminary, and original cataloging, either temporary or preliminary, and original cataloging in brief form. This includes adapting Library of Congress printed cards by making notations specific to the needs of the library; cataloging new editions and new volumes of works already in the library requiring careful comparison of the information contained in the book and on the cards already in the catalog. Where cataloging or classification is other than routine, refers cases to a Librarian.
 4. Performs shelf listing, adding new titles and copies to the shelf list and withdrawing or correcting all cards for books discarded by librarians. The work is complicated by (a) the need to apply numerous procedures, and to determine which procedures apply for the volume in hand; (b) need for ability to recognize articles in foreign languages and/or to transliterate characters in foreign alphabets; (c) need for a sufficient knowledge of specialized terminology to distinguish relationships among a wide variety of interrelated matters. Work includes completing the call number, keeping together in uniform order all works of the same author in the same classification number, and relate to each other in uniform order all works of the same author in the same classification number. In order to see that additions are made to proper cards, may need to search tools such as public catalogs, Union List of Serials, etc. Must have some knowledge of cataloging rules in order to recognize information in piece at hand that makes changes necessary in previously completed cataloging. Calls these to attention of the Librarian. May be responsible for upkeep of public card catalog, including final filing of cards, corrections on all catalog cards.
 5. Aids individuals in the use of the library resources by locating materials, including books, reports, and other documents. This involves not only giving assistance in the actual physical location of materials, but also involves the location of information through the use of the author-subject-title card catalogs and indexes. Locates and selects appropriate materials to answer ready-reference questions. Compiles and prepares lists of books and articles having common characteristics such as subjects, author, language, or place of origin. Assists readers in the use of library facilities such as the card index, book collection, and basic reference files. More difficult reference questions are referred to the Librarian.

LIBRARY TECHNICIAN V

recognize identifying information in a variety of foreign languages. These knowledges typically have been gained through previous experience in the same or a related activity, or in special training courses.

This is the first specification for the new class Library Technician V.

APPROVED:

June 3, 1966
FOR (Mrs.) EDNA TAVARES TAUFASAU
Director of Personnel Services

.....
 Class Specification
 for the Class:

LIBRARY TECHNICIAN VI

Duties Summary:

Assignments at the VI level typically include para-professional operations of more than average complexity in one or more of the functional areas of librarianship. For example:

- (1) Performing a cycle of non-routine technical assignments of some complexity and variety; e.g. preparing bibliographic information which describes and identifies items to be acquired, performing cataloging following standard practices; locating and selecting material for ready or selective reference.
- (2) Searching for, locating, and acquiring data for the use of clients.
- (3) Maintaining collections and providing para-professional library services where collections are non-technical.
- (4) Serving as technician in charge of a small branch library. In this capacity the incumbent is responsible for the branch but depends upon professional librarians for assistance and direction.

Characteristics of the Class:

Library Technicians VI work within a framework of established library policies, rules, and regulations. At this level work assignments require some judgment by the Technician in the application of guides on problems that are non-routine. When assignments involve para-professional work (e.g., concerned with acquisition, cataloging, or reference techniques) there is some opportunity for originality as at this level, the incumbent is expected to be familiar with the specialty and works under limited supervision. Routine or repetitive requests for information are not reviewed by a librarian prior to information being given to the requestor. The search methods and sources are decided by the incumbent. The personal contact work at this level requires a comprehensive knowledge of the library and a thorough understanding of at least one functional area. At this level works extensively with dealers, donors, and exchange sources to provide and acquire materials, or with library patrons in providing extensive library services.

Examples of Duties:

Library Technician VI positions normally include one or more of the duties described below. These are illustrative and not all-inclusive:

- (1) Responsible for the complete operation of a loan desk, including supervising the work of 1 to 3 assistants at the V level. This involves charging and discharging books, renewing loans, calling in overdues, reserving books for readers, maintaining statistics on circulation activities, filing and searching. Answer factual, directional, and routine reference questions. Guides readers to location of materials and provides ready reference assistance as required.

LIBRARY TECHNICIAN VI

- (2) Serves as Technician in charge of a small branch library or a major specialized unit of a large library. In this capacity performs the full range of para-professional library services. Technical assistance, advice, and answers to professional problems are obtained from Librarians at nearby branches, county Librarians, or specialists at the state library.
- (3) Serves as the chief para-professional position in charge of ^{circulation} in a large library. Selects, schedules, and trains floor and gate monitors. Directs the machine sorting of records of overdue books. Supervises the collection of fines for overdue books. Performs a variety of circulation, photocopy, and reserve duties necessitated by peak work periods or absenteeism.
- (4) Serves as head of a stack maintenance branch of a large library. Directs a large staff of non-professionals returning books to shelves, shifting book collections, and clearing books from tables and shelving them.
- (5) Performs cataloging and classifying of material in which some problems are found in establishing entries or adding entries. This includes cataloging new editions and new volumes. Major problems or questions not covered by specific guides are referred to a librarian.
- (6) Serves as technician in charge of preparation of catalog and shelf cards and book order lists, supervises maintenance of official catalog and union checklist for a group of libraries. Responsible for complete operation of a section of a catalog department which catalogs and classifies books and other library materials; supervises work of one to two assistants at the IV and V level.

Knowledge & Abilities Required:

Library Technician VI positions are para-professional in nature and require a thorough working knowledge of (a) library functions, services, practices, and procedures, and/or the terminology, content, and classification of specialized collections. Included are requirements for a thorough working knowledge of at least one of the basic elements of library science. Some positions also require ability to read or translate non-technical or repetitive material in a foreign language. Such knowledges are usually gained through on-the-job experience or specialized training courses.

Classification Instruction:

VI level positions typically have characteristics which form a balance between the grade levels described for the V and the VII level Library Technicians. The grade-level criteria for the V and VII levels should be used in classifying VI positions, with appropriate adjustments for differences in duties and responsibilities assigned. Different combinations which may be found, for example, are:

- (1) Assignments with the basic knowledge requirements as described at the V level, when the incumbent is delegated more responsibility and independence because of extensive experience with methods and techniques utilized in performing these assignments (i.e., serving as the responsible employee in charge of work of the V level of difficulty).

LIBRARY TECHNICIAN VI

4.070

- (2) Assignments with the basic knowledge requirements as described at the VII level which are performed under significantly closer and more complete supervisory controls (i.e., in-service training assignments).
 - (3) Assignments and responsibilities which are considered to fall between the factors described for the V and VII grade levels.
-

This is the first specification for the new class Library Technician VI.

APPROVED: June 3, 1966


For (Mrs.) EDNA TAVARES TAUFASAU
Director of Personnel Services

Class Specification
for the Class:LIBRARY TECHNICIAN VIIDuties Summary:

Library Technician VII assignments typically include para-professional operations of considerable difficulty in one or more of the functional areas of librarianship. For example:

1. Performing a cycle of nonroutine technical assignments of substantial variety or complexity (e.g., searching for and preparing relatively hard-to-find bibliography information which fully describes and identifies items to be acquired; performing descriptive cataloging following standardized practices; locating and selecting appropriate materials to answer ready references or selective reference questions in a specific area of interest). Performance of such duties requires (a) a background of understanding, demonstrated skill, and considerable judgment in the application and interpretation of well-established library techniques and methods, and the use of standard library tools and available reference sources within the library in which employed; and (b) substantial knowledge of a specialized area such as bibliographic references; the book trade, procurement sources, and trade journals.

2. Searching for, locating, and acquiring data or documents for the use of specialized clientele (e.g., scientists and engineers). Normally, the requested data or documents are available from collections or resources within the library in which employed. Such work requires (a) substantial knowledge of detailed library work processes for input and output of data in a specialized collection, including in some cases use of automated equipment; (b) ability to select or establish methods and procedures for acquiring data for relatively unique projects; (c) a comprehensive working knowledge of the terminology, content, and classification scheme of one or several specialized collections sufficient to understand standard methods, procedures or techniques for conducting literature searches for requested data; and/or (d) ability to read or translate nontechnical or repetitive material, or material involving specialized subject-matter knowledge, in two or more foreign languages.

3. Maintaining collections and providing para-professional library services where; e.g., (a) collections are narrow or nontechnical; and (b) professional services are provided by other organizational segments of the library or by a higher echelon of command. Such assignments include some work of the Library Technician I level described in paragraphs 1 or 2 above, as well as responsibility for circulation desk routines, filing, shelving, and other clerical library routines. Some assignments may also include responsibility for developing new or improved work routines regarding the services provided; or for training, scheduling, and supervising the work of lower-grade assistants.

4. Performing as assigned as a Branch Librarian. In this capacity performs the full range of para-professional work needed to operate the Branch. Technical assistance, professional guidance, and answers to problems and questions requiring professional training and experience are referred to extension librarians, or to specialist librarians of the state.

LIBRARY TECHNICIAN VIIDistinguishing Characteristics:

Para-professional work at the Library Technician VII level, as at lower grade levels, follows established library techniques and methods, and the use of standard plans and guidelines. At the Library Technician VII level, however, the Library Technician must use initiative in applying and adapting these guidelines to the specific information at hand. Decision-making requires the use of experienced judgment in the assigned area; e.g., determining the most expeditious point of beginning a search for hard-to-find bibliographic information, as well as the practical consideration of when it must end.

Para-professional work is performed under the general technical supervision of a Librarian. The Library Technician VII typically works on the basis of a general assignment of responsibilities, and follows through the full continuity of the job to the final results. He must be able to recognize nonroutine situations, and refer to the supervisor more difficult problems or ones which might involve a change in library policy. Depending upon the assignment, completed work may be reviewed for technical accuracy; e.g., cataloging is reviewed for consistency of form and entries; or reports on search are reviewed to see that no aspect of a request has been overlooked. Typically, however, more routine or repetitive requests for information are not reviewed, and results of searches are accepted as final and form the basis for information given the requestor.

The Library Technician VII engaged in personal contacts, must utilize the comprehensive working knowledges required at this level in obtaining, providing, and exchanging information. Library Technicians VII, for example, establish and maintain cooperative working relationships within the library and with library clientele; give book talks or other presentations to interested groups; or work closely with dealers, donors, and exchange sources in the acquisition of materials. When required or when assigned the responsibility of directing a Branch Library, is expected to maintain close contact with professional librarians in the area and in the central offices. In this capacity the Library Technician VII is required to recognize the limits of his capabilities and seek for professional assistance as it is required or when performing services of a complex technical nature.

Rules of Duties:

Library Technicians VII positions include the performance of one or more of the duties described below. These are illustrative and not all-inclusive.

- (1) Provides acquisition services for a large library or group of libraries; has responsibility for correct bibliographic information and order data on all outgoing orders; e.g., correct author, title, publisher, date of publication, and price, and requires searching of standard bibliographic tools for hard-to-find data. Following library policy, makes recommendations concerning such matters as editions of titles to be substituted for those that do not meet library standards; acceptance of gifts for addition to the collection; need for acquisition of duplicate copies; variant editions; sources for procurement. Explains, advises, and reviews problems in the acquisition of books, recordings, films, and other library material obtained through jobbers, publishers, secondhand market and/or rare book dealers. Must have a sound technical knowledge of bibliographic references; trade journals and the book trade; and the library's procurement policies, techniques, and methods.

LIBRARY TECHNICIAN VIIExamples of Duties: (cont'd)

- (2) Performs descriptive cataloging in a technical library following standard rules and established procedures. Material includes scientific and engineering publications, many of which are in foreign languages. Work sometimes requires unusual descriptive entries, and extensive searching to establish consistency of author entries, correct dates, and necessary notations of information. Consults with supervisor on especially difficult problems. All work is reviewed for consistency of form and entries. Performance of these duties requires a detailed knowledge of library cataloging practices, especially as related to the library in which employed.
- (3) In a large library, performs difficult searching duties on the basis of correspondence and telephone requests and for items not located by lower-grade searchers. Problems involve incomplete or incorrect information, such as author doubtful due to possible corporate author; fragmentary title given; garbled issuing body; technical reports of unknown authorship, item identified by manuscript number, second source quoted, unusual material requested, original requested by transliterated title, translation wanted rather than original, etc. Searching requires an extensive knowledge of the library's resources and classification scheme, a sound knowledge of cataloging rules and standard reference and bibliographic tools of the library. Searches are conducted for all types of library materials, to ascertain the existence of an item, and to locate correct bibliographic information. Works independently in conducting searches. Results are accepted as final and form the basis for information given to the requester. Report of search may be reviewed to insure that no aspect has been overlooked, that all possible places have been searched, and that appropriate reference and bibliographic sources have been consulted.
- (4) Applies a sound technical knowledge of the physical composition of books and other library material (quality of paper, strength and type of binding, suitability and wearability of materials used, problems relating to margins, end pages, maps, charts, pictures, etc.). Examines, before library acceptance, all problem and on-approval books and materials. Recommends whether to buy books, to return unsatisfactory books, and makes decision against purchase of duplicate copies. Processes problem books and materials. Work requires a detailed technical knowledge of bindery policies, and library techniques, methods, and equipment used in the physical processing of books. Works on own initiative and consults supervisor only on unusually difficult problems or ones which might involve a change in library policy.
- (5) As a technician in charge of a large Branch Library is responsible for the administrative and technical direction of the library. Supervises assistants, technicians, janitorial help.
- (6) As Head of an Order Branch is responsible for placing orders for books, periodicals, films, etc., for following up on receipt of the materials, for certifying receipt, and for supervising the associated routine.

LIBRARY TECHNICIAN VIIDegrees and Abilities Required:

Library Technician VII positions require cumulative and comprehensive working knowledge of (a) library functions, services, practices, and procedures; and/or the terminology, content, and classification scheme of specialized collections. Included are requirements for substantial para-professional knowledges of one or more of the basic elements of library science (such as administration, acquisition, cataloging, reference). Some positions also require ability to read or translate technical or repetitive material, or material involving some subject-matter knowledge, in two or more foreign languages. Such knowledges usually are gained through on-the-job experience or specialized training courses.

 This is the first specification for the new class Library Technician VII.

APPROVED: June 3, 1966


 For (MRS.) EDNA TAVARES TAUPAA
 Director of Personnel Services



SUPERVISOR, LIBRARY AND FILES

STANDARD SALARY SCALE: \$4,896 - \$6,431 a year (Maximum reached in six years)

NATURE OF WORK: This is sub-professional library work in applying basic library science techniques to the management of an agency or institutional library which contains a minimum of 2500 volumes, most of which contain reference material for use by a professional staff.

An employee in this class works with considerable independence within the framework of established library routines and procedures. The work involves such technical library skills as purchasing, cataloging, classifying and indexing of books, periodicals, and other printed materials. In addition, an employee in this class will be required to compile bibliographies for members of the agency staff, guide readers and researchers in the use of reference facilities, and perform all clerical duties incident to the library operations.

Employees in this class work under the general direction of an agency officer. They may be provided consultative or advisory services by a professional librarian on the headquarters staff. Generally, these employees are not required to supervise others.

MINIMUM QUALIFICATIONS:

Education: Completion of two years of schooling at an accredited four-year college or university.

Experience: Two years of experience in performing, or assisting in the performance of, a broad range of librarian duties in a library utilizing established techniques of library science.

OR

Education: Possession of an Associate of Arts degree in library technology from an accredited junior college.

OR

Education: Graduation from a standard high school.

Experience: Four years of experience in performing, or assisting in the performance of, a broad range of librarian duties in a library utilizing established techniques of library science.

Physical: Retirement at age seventy is mandatory. Persons who have reached age sixty-nine will not be enrolled by the State Employees' Retirement System, and may not be appointed to any State position.

ESSENTIAL REQUIREMENTS OF WORK:

General knowledge of the principles and practices of library procedures; of the Dewey Decimal classification system; of purchasing, classifying, cataloging and binding books and other library materials;

Familiarity with library clerical functions; bibliographic tools; inter-library loan procedures;

Ability to keep simple library records; to prepare clear concise and informative reports; to organize and direct the work of a small sized library; to instruct staff members, employees and students in the use of a library and its resources; to prepare correspondence in connection with the library;

ESSENTIAL REQUIREMENTS OF WORK: (contd.)

Freedom from disqualifying physical defects. Candidates selected for appointment are subject to a physical examination.

EXAMPLES OF WORK (Examples are illustrative only):

- Reads publisher's book reviews and recommends acquisition of materials;
- Prepares purchase orders, receives and classifies new volumes and periodicals;
- Compiles bibliographies as requested by agency staff members;
- Cooperates with other State agencies and institutions regarding inter-library loans;
- Assists staff members and students in research projects;
- Explains library procedures and policies to interested persons;
- Prepares abstracts of new acquisitions for use by staff members;
- Issues books and periodicals to authorized employees, receives and shelves same, and keeps accurate records incident thereto;
- Takes physical inventory of all books and library materials;
- Performs other necessary duties as required.

IMPORTANT INFORMATION ABOUT EXAMINATION AND APPOINTMENT:

1. Applications will not be acknowledged until an examination is scheduled. Applicants will be notified in writing if application is not approved.
2. Examinations to measure the suitability of applicants will be based on all information on this job description sheet. Examinations to promote present State employees will also include seniority ratings. A representative of the hiring agency will interview candidates before a selection is made and work records are subject to review.

Date Adopted: August 18, 1952
" Revised: November 14, 1966



LIBRARY ASSISTANT

STANDARD SALARY SCALE:

per year (Maximum reached in six years)

\$4,046 - 5,314

DESCRIPTION OF WORK:

This is sub-professional library work involving varied library clerical duties and limited responsibility for more complex specialized library tasks. An employee in this class is responsible for performing sub-professional library work of limited difficulty in cataloguing and rudimentary classification and may involve elementary research into library sources. The work is performed in accordance with well established standards, procedures and policies, and the employee may work independently on special assignments.

An employee in this class works under supervision of a member of the professional library staff. She may exercise supervision over clerical workers and student helpers in the circulation of books and in the performance of other related library work.

MINIMUM QUALIFICATIONS:

Education: Graduation from a standard high school.

Experience: One year of training or experience either full time or part time, paid or student help in library work.

Note: One year's study at an accredited college or university may be substituted for the required experience, as listed above.

Physical: Retirement at age seventy is required by State law. Therefore, persons who have reached age sixty-nine will not be enrolled by the State Employees' Retirement System, and may not be appointed to any State position.

SPECIAL REQUIREMENTS OF WORK:

Examination will be based on the nature of the work and the knowledges and abilities listed below:

General knowledge of the principals and practices of library procedures; of the Dewey Decimal classification system; of library records and their purpose; of basic clerical procedures;

Familiarity with the selection, care, and repair of books; with reader comprehension and interest levels; with bibliographic tools;

Ability to use library methods and principles in cataloguing, classification, circulation, and reference services; to establish and maintain effective working relationships with other library personnel and with the using patrons including high school students and faculty members; to keep simple library records; to make simple repairs to damaged volumes;

Maturity as evidenced by the ability to handle difficult situations;

Freedom from disqualifying physical defects. Candidates selected for appointment are subject to a physical examination.

EXAMPLES OF WORK: (Examples are illustrative only)

- Assists in receiving, examining, arranging, and shelving library books;
- Checks in and files newspapers and periodicals, writes for missing issues, collates and prepares for bindery;
- Gathers, sorts, and files clippings and miscellaneous materials in developing special reference collections;
- Assists in the classification, paging, stamping and plating of new books;
- Keeps records of books and periodicals charged out and returned by patrons, and maintains records of catalogue cards;
- Reads, shelves, classifies pamphlet material, codes documents, and maintains circulation records and statistics;
- Answers routine inquiries and simple reference questions;
- Keeps encyclopedia, text books, and other information up-to-date by inserting addenda and/or revisions;
- Assists in maintaining order in the library;
- Fills requests for books, pamphlets, and other printed material by means of searching lists, catalogues, book guides and other bibliographic tools;
- Maintains book order information files, loan files, directories and bindery records;
- Opens, sorts and files library materials;
- May assist in instructing and supervising a staff of clerks, either student help or staff help, in the circulation of books;
- Performs other necessary duties as required.

FORMATION ABOUT EXAMINATION AND APPOINTMENT:

1. Applications will not be acknowledged until an examination is scheduled for this classification.
2. Examination may include tests to measure the suitability of candidates, but will include an interview by the appointing authority before selection. Examinations may include seniority ratings and a rating of potential for promotion. Work records are subject to review.

Revised: August 6, 1964

STATE OF



MICHIGAN

State Board of Education
 has granted a
Library Technician's Certificate
 to

In accordance with the provisions of Act 106, 1937; Act 286, 1965; Act 287, 1964; Act 380, 1965; and the regulations made thereunder.

**State Superintendent of
 Public Instruction**

STATE BOARD OF EDUCATION

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STATE DEPARTMENT OF EDUCATION
MICHIGAN STATE LIBRARY
735 EAST MICHIGAN AVENUE
LANSING, MICHIGAN 48913

MINIMUM STANDARDS FOR LIBRARY SYSTEMS AND PUBLIC LIBRARIES

The State Board of Education is authorized by law to set standards for library systems and public libraries and to issue certificates to library employees. The Michigan Compiled Laws and Michigan Administrative Code contain specific authorization for the application of these standards to the distribution of state aid grants. The portion of the State Department of Education rules relating specifically to standards and certification are reproduced here with interpretive data and recommendations.

General Definitions

The terms "public library", "library system" and "unaffiliated library" are defined as provided by Section 2 of Act No. 286 of the Public Acts of 1965.

The term "staff" includes professional, clerical, and full-time pages but not part-time pages nor those employees doing building maintenance or janitorial work. Full-time employment is defined as a work week of 35-40 hours.

"Population served" means the population determined by the latest decennial or special federal census.

STANDARDS FOR LIBRARY SYSTEMS

PERSONNEL

- I. A library system serving 100,000 population or more shall have:
 - a. A head librarian with a librarian's permanent professional certificate and at least one year of administrative experience.
 - b. A professional staff including the head librarian, of at least ten members.¹ Professional staff giving service by contract shall be equated as part of the minimum personnel. Not more than 50% of the professional staff may hold librarian's limited certificates, professional limited certificates or special professional certificates.²

Explanatory Information:

1. It is recommended that the professional staff include at least one professional librarian having either the librarian's permanent professional or librarian's professional certificate, in charge of each service area; as, Reference and Research, Information and Advisory Services for Adults, Extension Services; a professional librarian in charge of each service point having a population of 10,000 or over; or one professional for each 10,000 population served.
2. The 50% of the professional staff who are eligible for the librarian's limited certificate, professional limited certificate or special professional certificate must apply for and receive such certificates before they can qualify as professional staff.

- II. A library system serving at least 50,000 population with an area density under 35 per square mile shall have:
- a. A head librarian with a librarian's permanent professional certificate.
 - b. A professional staff, including the head librarian, of at least five members.¹ Professional staff giving service by contract shall be equated as part of the minimum personnel. At least three out of five members of the total professional staff shall be graduate professional librarians. Not more than 40% of the professional staff may hold librarian's limited certificates,² professional limited certificates or special professional certificates.
- III. A provisional library system serving a population less than 100,000 with a density over 35 persons per square mile shall meet personnel standards under Item II and have plans for reaching personnel standards described in Item I listed above.
- IV. A provisional library system serving a population less than 50,000 with a density under 35 persons per square mile shall have plans to reach the personnel standards described in Item II above.

Explanatory Information:

1. It is recommended that the professional staff include at least one professional librarian having either the librarian's permanent professional or librarian's professional certificate, in charge of each service area; as, Reference and Research, Information and Advisory Services for Adults, Extension Services; a professional librarian in charge of each service point having a population of 10,000 or over; or one professional for each 10,000 population served.
2. The 40% of the professional staff who are eligible for the librarian's limited certificate, professional limited certificate or special professional certificate must apply for and receive such certificates before they can qualify as professional staff.

ACCESSIBILITY AND HOURS

A library system shall provide:

- a. A system headquarters located conveniently for the majority of system members.
- b. Regional reference and service centers (or system headquarters serving as such centers) so located that users may travel from any point in the area served, work at the center and return within a day.
- c. Community service points easily accessible to every reader within 1/2 hour travel time, consisting of:
 - (1) Local library in a village, township or small city;
 - (2) Branch of a large city, county or regional library;
 - (3) Bookmobile.¹

A library system shall maintain the following hours:

- a. Community libraries, branch libraries and other permanent outlets shall be open a substantial part of at least five days per week, but not less than thirty hours per week, throughout the year. Community libraries and branch libraries serving 3,000 population or less shall be open not less than fifteen hours and a portion of at least three days per week.²
- b. Regional reference and service centers shall be open at least a major portion of five days per week throughout the year, including some Saturday or Sunday hours and evening hours.³
- c. Bookmobile service shall be regularly scheduled to fit needs of the area.

Explanatory Information:

1. Library systems may have community service points consisting of one or any combination of Items (1), (2), and (3).
2. "Other permanent outlets" are defined as libraries supported by the local governments which they serve at a rate of at least .3 mill.
3. "Regional reference and service centers" refer to centers that are primarily for public service.

MATERIALS

- I. These standards are not based on quantity only since the essential criterion is the number of usable materials. A public library should develop a vital collection based on the literacy, educational, informational and recreational needs of the area served. It is recommended that the collection be treated as a living, changing organism and that worn-out and dated materials be discarded regularly.
- II. A library system shall have at least 100,000 volumes of currently useful printed materials within the system, but if it has less than 100,000, it shall have a plan for regular additions to reach this total.¹

STANDARDS FOR UNAFFILIATED LIBRARIES

CLASS I - POPULATION SERVED LESS THAN 3,000

- I. Staff - One paid worker, who shall be at least a high school graduate, holding a certificate of library experience or a library technician's certificate, on duty at all service hours, except during vacation or sick leave.
- II. Hours - Open to the public a minimum of twenty hours per week including some Saturday and evening hours.
- III. Materials - A collection of currently useful materials to meet the ordinary needs of the community, with regular and frequent additions of new titles.

CLASS II - POPULATION SERVED 3,000 - 4,999

- I. Staff - Head librarian holding a certificate of library experience or a library technician's certificate, preferably with two years of college education, employed as a full-time worker.
- II. Hours - Open to the public a minimum of thirty hours per week including some Saturday and evening hours.
- III. Materials - A collection of currently useful library materials to meet the ordinary needs of the community, with regular and frequent additions of new titles.

Explanatory Information:

1. 100,000 volumes refers to locally owned books, excluding periodicals and uncataloged pamphlets, documents and other such printed material, all of which should be available without charge throughout the system. Special materials, not subject to interloan, that are utilized for reference service may be counted.

CLASS III - POPULATION SERVED 5,000 - 12,999

- I. Staff - Head librarian having at least a bachelor's degree with a major in library science, eligible for or holding a librarian's limited certificate, and one assistant holding a certificate of library experience or a library technician's certificate.
- II. Hours - Open to the public a minimum of forty hours per week.
- III. Materials - A collection of currently useful library materials to meet the ordinary needs of the community, with regular and frequent additions of new titles.

CLASS IV - POPULATION SERVED 13,000 - 24,999

- I. Staff - Head librarian holding a librarian's professional certificate and one assistant holding a librarian's limited certificate.
- II. Hours - Open to the public a minimum of 48 hours per week, including some Saturday or Sunday and evening hours.
- III. Materials - A collection of currently useful library materials to meet the ordinary needs of the community, with regular and frequent additions of new titles.

CLASS V - POPULATION SERVED 25,000 or over

- I. Staff - Head librarian holding a librarian's permanent professional certificate and one professional staff member for each 10,000 population in the service area. Not more than 50% of the professional staff may hold special professional certificates.¹
- II. Hours - Open to the public a minimum of 52 hours per week including some Saturday or Sunday and evening hours.
- III. Materials - A collection of currently useful library materials to meet the ordinary needs of the community, with regular and frequent additions of new titles.

AFFILIATED COUNTY OR REGIONAL LIBRARIES

The largest public service center in a county or regional library system shall set the standard for hours of opening applicable to its population group, if the county or regional library headquarters is not a public service center.

Explanatory Information:

It is recommended that the professional staff include at least one professional librarian having either the librarian's permanent professional or librarian's professional certificate, in charge of each service area; as, Reference and Research, Information and Advisory Services for Adults, Extension Services; a professional librarian in charge of each service point having a population of 10,000 or over; or one professional for each 10,000 population served.

CERTIFICATION

For convenience, the certification requirements adopted by the State Board for Libraries are listed here.

Librarian's Permanent Professional Certificate shall be granted to a person who has the following qualifications:

- . A bachelor's degree from a college or university accredited by a regional accrediting body or approved by the State Board for Libraries.
- . A master's degree or its equivalent from a library school accredited by the American Library Association.
- . Four years of satisfactory professional experience in a library or libraries approved by the State Board for Libraries after completion of the educational requirements in subdivisions 1 and 2.

As of July 1, 1965, a librarian holding a librarian's permanent certificate issued by the State Board for Libraries shall be granted a librarian's permanent professional certificate.

A person employed as of July 1, 1965, who has had at least ten years of approved professional library experience in a Michigan public library may be granted a librarian's permanent professional certificate after successfully passing an examination administered by the State Board for Libraries.

Librarian's Professional Certificate shall be granted, valid for four years, to a person who meets the qualifications stated in 1 and 2 above. This may be exchanged for a librarian's permanent professional certificate as soon as the experience requirement is met.

Special Professional Certificate shall be granted to a person having a master's degree in a special subject field, other than library science, and employed in a professional capacity in a public library.

Librarian's Limited Certificate shall be granted to a person who is employed in a Michigan public library and who is:

- . A college graduate with 24 semester hours of library science (major or its equivalent), or
- . A college graduate enrolled in a library school accredited by the American Library Association

Limited Professional Certificate shall be granted to a person who is a college graduate with a major (24 semester hours) in a subject field, and is employed in Michigan public library.

Library Technician's Certificate shall be granted to a person upon completion of two-year library technician curriculum at an institution approved by the State Board for Libraries.

Certificate of Library Experience shall be granted, valid for three years to a person who has graduated from high school and successfully completed one library within two years after his appointment. This may be reissued by the State Board for Libraries upon submission of evidence of continuing growth through academic courses, institutes or other in-service education.

SENIOR LIBRARY TECHNICIANDEFINITION OF THE CLASS:

Under general professional direction, assists in the operation of either (1) the State Center for Cooperative Library Services; or (2) the supervision of a branch library or large library department requiring the independent performance of the most difficult sub-professional library work; and does related work as required.

MINIMUM QUALIFICATIONS:Education and Experience:

I

Graduation from an accredited four year college or university, plus at least 2 years of sub-professional technical library experience; or

II

3 years of education at the college level and 4 years of progressively responsible sub-professional technical library experience; or

III

Graduation from high school and 5 years of progressively responsible library work, at least three of which must have been in technical library work at a level comparable to a Library Technician II; or

IV

An equivalent combination of education above the high school level and qualifying experience.

Knowledge, Skills and Abilities:

Thorough knowledge of library techniques, systems and procedures; considerable knowledge of standard procedures and rules pertaining to bibliography, cataloging and classification as established by the American Library Association, the Library of Congress and the Superintendent of Documents in Classification Schedules. Ability to use bibliographical tools in acquisitions, pre-cataloging, cataloging, and classifying materials. Exceptional ability to direct sub-professional library activities; to deal effectively with those contacted in the course of the work.

EXAMPLES OF DUTIES: (The following is used as a partial description and is not restrictive as to the duties required)

Participates in and supervises technical and clerical subordinates engaged in procedures related to the acquisition, verification, pre-cataloging, cataloging and processing of library materials requested by contracting agencies; acts as department or branch library head in the absence of a professional librarian; independently performs advanced and complex

bibliographic searching and pre-cataloging or difficult reference work; interprets rules and relays policy; adjusts complaints; maintains records and prepares reports; assists on special library projects; trains subordinates.

LIBRARY TECHNICIAN II*Page 23*DEFINITION OF THE CLASS:

Under general direction, serves as a sub-professional technical aide in performing and supervising the more difficult sub-professional library work including bibliographic searching, pre-cataloging, recording, ordering, and research, in a major library division; and performs related work as required.

DISTINGUISHING CHARACTERISTICS:

The class of Library Technician II typically supervises subordinate technical and/or clerical staff assigned to a special collection area or complex major library activity.

MINIMUM QUALIFICATIONS:Education and Experience:

I

Graduation from an accredited four year college or university, plus one year of sub-professional technical experience in a library setting;

II

Two years of education at the college level and three years of clerical experience, two years of which must have been in a sub-professional technical capacity in a library setting; or

III

Graduation from high school and four years of responsible clerical experience, three years of which must have been in a sub-professional technical capacity in a library setting.

Knowledge, Skills and Abilities:

Considerable knowledge of library methods, techniques, principles and procedures as they pertain to bibliography, cataloging, and classification established by the American Library Association, the Library of Congress, and the Superintendent of Documents in the classification schedules. Ability to use bibliographical and standard reference tools in ordering, cataloging, and classifying library materials; ability to use reference books, indexes, periodical guides; etc.; ability to supervise others. Skill in dealing with the general public and others contacted in the course of work.

EXAMPLES OF DUTIES: (The following is used as a partial description and is not restrictive as to the duties performed)

Assists in moderately complex searching; performs advanced bibliographic

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searching; receives and verifies requests for library materials and when indicated, conducts correspondence in locating sources to fill orders; does preliminary cataloging; answers complex reference questions; maintains pertinent transaction and correspondence files; verifies books received against orders and bibliographic listings; may have responsibility for a special collection.

Grade 21

LIBRARY TECHNICIAN I

DEFINITION OF THE CLASS:

Under professional supervision, performs technical library work of moderate difficulty in varied phases of library operation, including bibliographic searching, pre-cataloging, verifying and research; and performs related work as required.

MINIMUM QUALIFICATIONS:

Education and Experience:

I

Graduation from an accredited four year college or university; or

II

Two years of education at the college level and two years of clerical experience, one year of which was in a sub-professional technical capacity in a library setting; or

III

Graduation from high school and three years of responsible clerical experience, two years of which was in a sub-professional technical capacity in a library setting.

Knowledge, Skills and Abilities:

Considerable knowledge of library policies and procedures; good knowledge of standard procedures and rules pertaining to bibliography, cataloging, and classification as established by the American Library Association, the Library of Congress and the Superintendent of Documents in Classification Schedules. Ability to use bibliographical tools in ordering, cataloging, and classifying library materials; ability to use reference books, indexes, periodical guides, etc.; ability to supervise others; ability to deal effectively and courteously with people.

EXAMPLES OF DUTIES: (The following is used as a partial description and is not restrictive as to the duties performed)

Under professional supervision performs bibliographical research in connection with cataloging and classification of books; as requested, performs research for government agencies and others; places books on reserve; answers semitechnical correspondence for the division director; explains the arrangement and resources to library patrons; catalogs, classifies, and reclassifies books and other library material; maintains statistical records and prepares reports; aids in ordering and selecting books; supervises special collections areas; corresponds with cooperating libraries on matters affecting operations or on matters concerning policy. May be required to do typing and supervise assigned clerical personnel.

KENTUCKY

Library Group

Code No. 5512

CLASS TITLE: Library Technician I

CHARACTERISTICS OF THE CLASS: Under immediate supervision performs sub-professional library work, including the preparation of catalog cards, maintenance of library shelf lists in accordance with accepted practices, and the preparation of books and materials for libraries; and does related duties as required. This class is utilized also for recipients of library scholarships.

EXAMPLES OF DUTIES: Under immediate supervision types "masters" for offset duplication of catalog cards, book cards and pockets, or types original cards from Library of Congress proof cards, following specialized policies set up for inclusion, exclusion or adaptation of information and for general format of the material on each card. "Adapts" catalog cards by adding title, additional author entry, subject heading, and analytical cards, as needed. Assembles labels and marks books, documents, periodicals and other library materials. Shelves or files these materials according to catalog numbers. Locates these materials on request from library patrons. Assists in maintaining circulation and other records. Handles requests for and keeps records of circulation of Audio-Visual materials. Assists in public relations activities. Assists in supervising the housekeeping of libraries. Assists in maintaining, operating and providing general or specialized services in a library, under technical direction. May pursue an academic year of study under auspices of the library scholarship program.

MINIMUM QUALIFICATIONS

Training and Experience: Graduation from high school with at least four years of closely related experience in a library or the agency concerned. Each year of college may be substituted for the required experience on a year for year basis.

Special Knowledge, Skills and Abilities: A beginning knowledge of the proper preparation and organization of library materials for public circulation. Ability to learn standard library organization systems and procedures. Ability to meet and deal successfully with the public. Methodical. Accurate. Ability to pay close attention to details.

(10-1-66)

Library Group

Code No. 5513

CLASS TITLE: Library Technician II

CHARACTERISTICS OF THE CLASS: Under general supervision performs sub-professional library work, including cataloguing of non-technical material, preparing books and other library materials for circulation to the public, and performs related duties as required. Under technical supervision, maintains and operates a specialized library.

EXAMPLES OF DUTIES: With some supervision, types "masters" for offset duplication of catalog cards, book cards and pockets, or types original cards from Library of Congress proof cards following specialized policies set up for inclusion, exclusion or adaptation of information and for general format for the material on each card. "Adapts" catalog cards by adding title, additional author entry, subject heading and analytical cards, as needed. Assembles completed catalogue and book cards and pockets into sets. Receives, collates labels and marks books, documents, periodicals, and other library materials. Maintains shelf lists. Keeps production and shipping records. Assists Regional Librarians in conducting programs (discussion groups, audio-visual presentations, etc.). Assists in all public relations activities. Assists local librarians in any routine activities. Assists in providing regional information retrieval, reference and referral services. Assists in organizing, maintaining, operating and providing specialized services in a library under some technical direction.

MINIMUM QUALIFICATIONS

Training and Experience: Graduation from high school with at least five years of closely related experience in a library or the agency concerned. College training may be substituted on a year for year basis for the required experience.

Special Knowledge, Skills and Abilities: Some knowledge of library techniques principles and procedures. Knowledge of Departmental routines and policies. Limited knowledge of "Reference" tools and how to use them. Thoroughness. Methodical. Accurate, ability to pay close attention to details. Ability to deal successfully with the public.

Library Group

Code No. 5516

CLASS TITLE: Library Technician III

CHARACTERISTICS OF THE CLASS: Under supervision at intervals, performs semi-professional library work, including use of Library of Congress and other cataloguing tools, prepares books and other library materials for distribution to Regional agencies as well as the general public. Assists Regional Librarians in all aspects of their professional duties. Under limited technical supervision, maintains and operates a specialized library and performs related duties as required.

EXAMPLES OF DUTIES: Types masters for offset duplication of catalog cards, book cards and pockets, or types original cards from Library of Congress proof cards, following specialized policies set up on information control and general format for the material on each card. "Adapts" catalog cards by adding title, additional author entry, subject heading and analytical cards, as needed. Assists in training less experienced library personnel. Does simple, original cataloguing. Assembles completed catalogue and book cards and pockets into sets, while examining the quality of printing on reproduced cards and pockets. Assists in supervision of cataloguing, processing and shipping books and the maintenance of all records. Assists Regional Librarian in conducting programs of all kinds. Assists Regional Librarian in carrying out Departmental policies. Writes news articles for local papers. Handles all but the most difficult Reference questions; assists in providing information retrieval and referral services. Assists Regional Librarian in planning and conducting Regional Workshops. Carries on all routine activities of a Regional Library in the absence of the Head Librarian. Assists in organizing, and maintains, operates and gives specialized services in a library, with limited technical direction.

MINIMUM QUALIFICATIONS

Training and Experience: Graduation from high school, with at least six years of closely related experience in a library or the agency concerned. College training may be substituted on a year for year basis for the required experience.

Special Knowledge, Skills and Abilities: Thorough knowledge of library techniques principles and procedures. Thorough knowledge of Departmental routines and policies. Ability to "get things done" with a minimum of supervision. Good judgment. Thoroughness. Supervisory ability.

Library Group

Code No. 5527

CLASS TITLE: Library Technician IV

CHARACTERISTICS OF THE CLASS: Assists the Supervisor of Technical Processing in the day-to-day operation of cataloguing, processing, card assembly and distribution of all books and other library materials for the State Library, Regional Libraries, Local Libraries, state agency or Special Libraries and Bookmobiles. Assists in original cataloguing. Teaches, trains and supervises preparation of books and materials for less experienced personnel. Under occasional technical supervision, aids in organizing and maintains and operates a specialized library, and performs related duties as required.

SAMPLES OF DUTIES: Supervises the preparation of "masters" for offset reproduction of catalog cards, book cards and pockets for all library materials, ensuring quality and quantity production in accordance with specialized policies set up on information inclusion and format for each card. Prepares masters or types cards for cataloguing the collections of local, state agency or special libraries. Supervises the accurate assembling of catalog and book card "sets". Supervises the maintenance of the Departmental Union Catalog and Shelf List, along with Union Catalogues of other Libraries. Responsible for checking the accuracy and quality of the work performed by processing staff members. Responsible for maintaining production and shipping records. Responsible for the prompt and careful handling of "special orders" (county and state agency) and for seeing that libraries receiving such special orders are billed in accordance with Departmental policy. Accepts responsibilities for maintaining, operating and providing specialized services in a library, under occasional, technical direction.

MINIMUM QUALIFICATIONS

Training and Experience: High school with at least seven years of experience in a closely related library field, or within the agency concerned, with at least one year in a teaching, training and supervisory capacity; college training may be substituted for experience on a year for year basis.

Special Knowledge, Skills and Abilities: Specialized knowledge of library techniques, principles and procedures. Knowledge of Departmental routines and policies. Basic knowledge of "Reference" tools and how to use them. Thoroughness. Accuracy. Ability to deal successfully with the public, and to train assistants in specialized processes involved.

OKLAHOMA
LIBRARY TECHNICIAN

DEFINITION:

Under general supervision to direction, performs semi-professional non-clerical library work in cataloging, rudimentary classification and bibliographic searching of library materials; performs related work as required.

This class differs from that of Librarian Assistant by the presence of semi-professional tasks in library operations and related clerical work and differs from the class of Librarian I by the absence of assignments of a complex and technical nature in library operations required at the professional level.

EXAMPLES OF WORK PERFORMED:

Locates simple bibliographic information by utilizing the card catalogue, book catalogues and periodical indexes for publication data.

Catalogues fictional material; types catalogue cards from established forms; compiles shelf listings; assigns subject headings to pamphlet file material.

Prepares bibliographies, abstracts or other information as requested; arranges for long term loans requested by schools.

Arranges for inter-library loans of publications including braille and talking books.

Orders Library of Congress cards.

Reads current reviews; studies current bibliographies; answers simple reference questions.

Consults with professional librarians when necessary to verify accuracy of work performed or to request professional assistance in cataloging and classifying.

MINIMUM QUALIFICATIONS:

1. Graduation from an accredited four year college or university including or supplemented by a minimum of twelve (12) semester hours of library science;

OR

an equivalent combination of education and experience, substituting one year of successful full-time paid employment in the performance of duties comparable to those indicated above for the required hours of library science.

2. General knowledge of the principles and practices of library procedures including reference, circulation, bibliography, classification and cataloging; of the bibliographic tools; of library reference and research materials; of clerical library techniques; of spelling, punctuation and grammar; of basic office procedures; all as evidenced by a passing grade on an appropriate examination.

3. Ability to establish and maintain effective work relationships with others; to express tact, courtesy and good judgment in dealing with the general public; to express ideas clearly and concisely, both orally and in writing; to follow oral and written instructions; all as evidenced by an investigation and/or an oral interview.

LIBRARIAN ASSISTANT

DEFINITION:

Under immediate to general supervision, performs sub-professional library work including basic operations in reference and indexing; performs related work as required.

EXAMPLES OF WORK PERFORMED:

Maintains book order information files, inter-library loan files, directories and bindery records.

Fills requests for books, pamphlets and other printed materials by means of searching lists, catalogues, book guides and other bibliographic tools.

Opens, sorts and files library materials; files legal package supplement material with original material.

Reads shelves; classifies pamphlet material; codes documents and maintains circulation records and statistics.

Answers routine inquiries and simple reference questions.

MINIMUM QUALIFICATIONS:

. Completion of two (2) years of college including or supplemented by either six (6) semester hours of library science, or paid employment equal to one (1) year of full-time experience in library work*;

OR

an equivalent combination of education and experience, substituting one (1) year of experience in library work for one (1) year of the required college, with a maximum substitution of two (2) years.

. General knowledge of the principles and practices of library procedures; of the Dewey Decimal and Library of Congress classification systems; of library records and their purpose; of bibliographic tools; of basic clerical procedures; all as evidenced by a passing grade on an appropriate examination.

. Ability to establish and maintain effective work relationships with others; to express tact, courtesy and good judgment in dealing with the general public; to express ideas clearly and concisely, both orally and in writing; to follow instructions; all as evidenced by an investigation and/or an oral interview.

NOTE: Nine (9) months full-time paid employment in a school library will be considered as one (1) year as are most scholastic years of this purpose.

DEFINITION:

Under general supervision, performs sub-professional library work including basic operations in reference and indexing; performs related work as required.

EXAMPLES OF WORK PERFORMED:

Maintains book order information files, cataloging and accessional records, inter-library loan files, directories and bindery records.

Compiles factual and statistical information and prepares it for publication.

Fills requests for books, pamphlets and other printed materials by means of searching lists, catalogues, book guides and other bibliographic tools.

Replaces, sorts and files library materials; files legal supplement material with original material.

Restacks shelves; classifies pamphlet material; codes documents and maintains circulation records and statistics.

Answers routine inquiries and simple reference questions.

MINIMUM QUALIFICATIONS:

Completion of two (2) years of college, including or supplemented six (6) hours of library science, and experience equal to three (3) years of full-time paid employment in library work;

OR

Equivalent combination of education and experience, substituting additional year of experience in library work for each year of the required college.

Considerable knowledge of the principles and practices of library procedures with special emphasis on reference or cataloging; of the Dewey Decimal and Library of Congress classification systems; of library records and their purpose; of bibliographic tools; of basic clerical procedures; all as evidenced by a passing grade on an appropriate examination.

Ability to establish and maintain effective work relationships with coworkers; to express tact, courtesy and good judgment in dealing with the general public; to express ideas clearly and concisely, both orally and in writing; to follow instructions; all as evidenced by an investigation report or an interview.

Note: Nine (9) months full-time paid employment in a school library may be considered as one (1) year as are most scholastic years of similar purpose.

ONTARIO
Report of the Certification Board

The Regulation (1967) under the Public Libraries Act includes seven sections which provide for certificates of librarianship and certificates of library service, and provides that the Minister of Education may evaluate library courses. The Minister appointed the Certification Board in 1961 to make recommendations to him. The Board has met regularly since 1961, and has made recommendations that have been acted upon through changes in Regulation and through the policies under which certificates are issued.

The following is the basis upon which certificates are issued for the courses described:

Certificates of LIBRARIANSHIP

- Class A Certificate:** B.A., M.A., plus B.L.S. from an accredited library school or equivalent;
B.A., plus B.L.S. from an accredited library school or equivalent, plus M.L.S. from an accredited library school or equivalent;
B.A., plus M.L.S. (of two academic years) from an accredited library school;
B.A., M.A., Fellow of the Library Association (U.K.).

In each case, five years of experience as a librarian are required. As an example of "accredited library school equivalent": the diploma of the University of London School of Librarianship.

- Class B. Certificate:** B.A., plus B.L.S. or M.L.S., from an accredited library school or equivalent;
B.A., Fellow of the Library Association (U.K.).

- Class C. Certificate:** B.A., plus B.L.S. or M.L.S. from an unaccredited library school or equivalent;
B.A. in Library Science;
B.A., Associate of the Library Association (U.K.);
Fellow of the Library Association (U.K.).

Certificates of LIBRARY SERVICE

- Class 2 Certificate:** B.A., plus a library course which is less than equivalent to a B.L.S. from an unaccredited library school;
A library course of at least two years, "that the Minister deems adequate", such as the course of some European library schools which are for three years including practice work;
Associate of the Library Association (U.K.).

- Class 1 Certificate:** A library course of at least one year, "that the Minister deems adequate".

Newman F. Mallon - Chairman
W. A. Roedde - Secretary
John Marshall

The LIBRARY ASSISTANT 1 assists professional librarians in routine library and clerical operations in a sub-professional capacity; does related work as required.

DISTINGUISHING FEATURES OF WORK

The Library Assistant 1 assists a superior with standard library routines and procedures in a sub-professional capacity. Work is performed in accordance with well established standards, procedures and policies. The employee may work independently in special collections and may supervise clerical workers and library helpers in library duties. The Library Assistant 1 is concerned with gaining more adequate knowledge of library operations, procedures and special problems arising in library specialities. He may receive specialized training under close supervision and as he gains knowledge in library operations he may assume a more independent and responsible capacity in performing library duties. The Library Assistant 1 works under supervision of a professional librarian or other superior who reviews effectiveness of work and application of judgment and initiative.

EXAMPLES OF WORK

Assists, under the close supervision of a professional librarian, an assigned routine library function such as ordering, circulations, or inter-library loans.

Receives training in library problems and procedures and library techniques.

Assists library patrons in locating library materials.

Supervises and participates in checking publications in and out.

Supervises clerks and participates in typing catalogue cards, filing, and shelving books and making minor book repairs.

Checks donated materials for review by professional librarian; checks donated materials against present supply.

ENTRY REQUIREMENTS

KNOWLEDGE, SKILL AND ABILITY:

Working knowledge of classifications systems; some knowledge of standard reference tools such as card catalogue, Reader's Guide, International Index and indices, which are ordinarily made available to the public; working knowledge of library techniques, systems, working tools, and procedures; some knowledge of bibliographies; ability to tactfully and courteously deal with library patrons; ability to supervise subordinate library clerical personnel in routine assigned library duties.

EXPERIENCE AND TRAINING:

Graduation from senior high school, and two years of college; or two years of full-time paid library experience; or a satisfactory equivalent combination of experience and training.

The LIBRARY ASSISTANT 2 assists professional librarians in varied and more complex library operations in a sub-professional capacity; does related work as required.

DISTINGUISHING FEATURES OF WORK

The Library Assistant 2 works more independently than the Library Assistant 1 but in accordance with library policies and procedures. He works independently in specialized library areas and may supervise clerical and subordinate library staff members in library duties. The Library Assistant 2 exercises considerable independence of judgment and works in less routine library operations requiring considerable skills and knowledges acquired through library experience. The Library Assistant 2 is responsible for complete and separate operations and exercises considerable initiative in the performance of his duties. He works under supervision of a professional librarian or a head librarian who reviews work through reports and conferences for effectiveness and efficiency.

EXAMPLES OF WORK

- Assists a professional librarian or supervises an assigned library function or area such as ordering, circulation, inter-library loans or specific section of a library.
- Supervises subordinate library personnel in preparing publication orders; supervises the complete operations of a specialized division library.
- Supervises a specialized library function such as shelving books, pre-cataloguing of publications, and book preparations.
- Assists library patrons in locating library materials.
- Performs routine data searches and collects materials at the request of patrons.

RECRUITING REQUIREMENTS

KNOWLEDGE, SKILL AND ABILITY: Considerable knowledge of library operations, library systems, working tools, and procedures; considerable knowledge of classifications systems, bibliographies and other specialized knowledges essential to performing sub-professional library activities; working knowledge of reader interest levels; ability to apply library methods and principles to assigned work; ability to establish and maintain effective working relationships with other library personnel and library patrons; ability to supervise effectively subordinate library personnel in all phases of library activities.

EXPERIENCE AND TRAINING: Two years of college, and two years of full time paid library experience, with library experience substituting for college years on a year-for-year basis; or a satisfactory equivalent combination of experience and training.

PENNSYLVANIA

31-306. CERTIFICATION AS LIBRARY ASSISTANT.

Upon application to the State Librarian, a certificate of library assistant will be issued to persons:

- A. Who have completed at least two academic years of college education in an institution approved by the appropriate Pennsylvania state agency or accredited by the Middle States Association of Colleges and Secondary Schools, or equivalent accrediting agency, and who have successfully completed nine credit hours of courses in library service at institutions approved by the appropriate Pennsylvania state agency or accredited by the American Library Association; or
- B. who have completed at least two academic years of college education in an institution approved by the appropriate Pennsylvania state agency or accredited by the Middle States Association of Colleges and Secondary Schools, or equivalent accrediting agency, and who have completed a minimum of one year of in-service training in library work that has been approved by the State Librarian; or
- C. who successfully pass an examination given under the auspices of the State Librarian demonstrating knowledge and experience equivalent to 2 or 3 above; or
- D. who, on June 14, 1961, were employed as head librarians in Pennsylvania public libraries, the individual service areas of which contain 9,999 people or less; or
- E. who were employed in Pennsylvania public libraries on June 14, 1961, in positions which were classified by their employers as requiring a library assistant; or
- F. who are certified as library assistants or the equivalent by another state or country, and who satisfy the State Librarian that they have equivalent qualifications to those required of other applicants.

The statutory authority for this regulation is found in Section 201(13) of the Library Code, the Act of June 14, 1961, P.L. 324 (24 Purdon's Stat. Ann., Section 4201) (School Laws of Pennsylvania, Section 2993(13)). Approved by the State Librarian on October 21, 1963.

COMMONWEALTH OF PENNSYLVANIA
STATE COLLEGE STATE COMMISSION

Entrance and Promotion Examinations

for

LIBRARY ASSISTANTS AND TECHNICIANS

Classification	Class Code and Title	Salary Range
1.	2503 - Library Assistant I	\$4,329 - \$5,803
2.	2504 - Library Assistant II	\$5,527 - \$7,407
3.	2505 - Library Technician	* \$6,390 - \$8,580

Entrance salary for applicants who hold a bachelor's degree will be \$6,716 effective May 31, 1968.

DUTIES OF WORK AND EMPLOYMENT OPPORTUNITIES

Employees in these positions work in the acquisition, circulation, classification, cataloging and maintenance of library collections. They prepare inter-library loans, and bibliographies. Library Technicians supervise a library function in a large school or in a division of library.

Positions are located in the State Library, and various departmental libraries in Harrisburg; and throughout the state in various state institutions including state colleges, museum sites, state hospitals and correctional institutions. Most positions exist in the Department of Public Instruction.

Temporary appointments are available in all of these classes. For specific information on location and number of job openings, contact the personnel office of the state agency or institution in the area where you wish to work.

REQUIREMENTS REQUIRED

Education and Experience

Applicants for these positions must possess the following education and experience:

Library Assistant I - Graduation from high school, or equivalent certification by the Pennsylvania Department of Public Instruction.

Library Assistant II - Education as above plus two years of library-clerical experience comparable to the duties of a Library Assistant I. An associate degree or equivalent training with major course work in library science may be substituted for the required experience.

Library Technician - High school graduation and four years of library-clerical work including two years of advanced library clerical work comparable to duties of a Library Assistant II;

OR

An associate degree or equivalent training with major course work in library science and two years of advanced library-clerical work;

OR

A bachelor's degree.

General Requirements

Applicants must be United States citizens, Pennsylvania residents, of good moral character, and physically capable of performing the duties of the positions.

Special Knowledge, Skills and Abilities

Library Assistant I - Knowledge of correct English usage, punctuation, spelling, grammar and vocabulary, and the operation and care of a typewriter. Skill in the performance of clerical and manipulative tasks. Ability to learn library techniques and procedures, and the working tools used in acquiring, circulating and maintaining library materials.

Library Assistant II and Library Technician - Knowledge of library techniques and procedures and the working tools used in the acquiring, cataloging, circulating and maintaining library materials; the methods and procedures used in bibliography preparation; the use of library research materials; and reader comprehension and interest benefits of library services.

EXAMINATION

Examination for all classes will consist of a written test which will be held at Allentown, Altoona, Clearfield, Coaldale, DuBois, Erie, Harrisburg, Johnstown, Philadelphia, Pittsburgh, Reading, Scranton, Wilkes-Barre, and Williamsport.

SUBMISSION TO THE GOVERNMENT OF SASKATCHEWAN
by the
COMMITTEE ON THE TRAINING OF LIBRARY TECHNICIANS

To the Honourable George J. Trapp,
Minister of Education,
Department of Education,
Regina, Saskatchewan.

Sir:

I. INTRODUCTION

In March, 1967, acting on the request of the Minister of Education, the Director of Technical and Vocational Education for Saskatchewan, Mr. J. A. Doyle, asked the Provincial Librarian to convene a committee to investigate the training of library technicians in the province.

This Committee, known as the Committee on Training for Library Technicians, held three formal meetings to discuss policy outlined prior to each meeting by smaller groups and individual members. Particular attention was given to the role of library technicians, the immediate and future demand for such personnel in the province, the skills needed by the technician, and the requirements for a training program. Existing training programs in other provinces and in the United States were examined and the success or failure of such programs was analyzed. The Committee was always aware that any recommendations concerning training for library technicians must be suited to the needs of Saskatchewan.

The membership of the Committee represented a cross section of the libraries, schools, and other institutions which would be prepared to employ the graduates of a technician program, or which would be particularly interested in the standards of such training.

The Committee respectfully submits this statement describing various aspects of the proposed program and makes specific recommendations concerning the type of desirable program for the training of library technicians in Saskatchewan.

The need for training various types of library personnel springs from the needs of the library itself. The rapid growth of university and college libraries, the establishment of scores of new public libraries, and the amazing development of school libraries in size and number, all lead to a demand for more library staff at all levels. Generally speaking, until a few years ago, library education was limited to the special training for the professional librarian at the graduate level with in-service training for library clerks conducted by individual libraries. Now, however, there is increasing emphasis, particularly in the United States, on library training at many levels to provide for the varied and differently educated specialists needed in all types of libraries. Provision is made for the following types of personnel:

- A. Specialist librarians with advanced degrees in subject fields at the doctoral level in order to serve in research fields or as administrative librarians.
- B. Librarians with regular post graduate library degrees who occupy a large majority of all professional positions.
- C. Librarians with undergraduate library training who are supplying positions in schools, in smaller public libraries, and less responsible positions in larger libraries.
- D. Library technicians or library assistants with new semi-professional status who relieve the librarians of many duties in the clerical and technical fields.
- E. Clerk-stenographers who perform many duties under the supervision of librarians or library technicians.
- F. General clerks with on-the-job training for specific duties.

The Committee is concerned primarily with the library technician or library assistant, a category which is assuming increasing importance in all types of libraries. The personnel trained for such positions permit librarians to spend more time on truly professional work by relieving them of both the performance and the supervision of clerical routines.

II. THE NEED FOR TRAINED LIBRARY PERSONNEL AT THE TECHNICIAN LEVEL

With the rapid growth of libraries of all types, due in part to the information explosion and the new emphasis on learning, there is strong evidence that greater numbers of library personnel at all levels will be needed. In fact the shortage of trained staff in libraries, clerical, advanced clerical, and semi-professional, as well as professional, is reaching major proportions in this province.

The Committee believes that the provision of trained personnel at the advanced clerical or semi-professional level would be a positive step toward alleviating this shortage of staff. Technicians could relieve the professional librarians of many areas of responsibility by assuming the supervisory clerical duties and more technical duties presently consuming professional time. In addition there is a growing need for library technicians in the areas of automation, computers, and library machines.

The Committee analyzed carefully the immediate and long-term needs of the province for library technicians. A conservative estimate indicates that fifty technicians could be employed immediately, and by 1970 a minimum of thirty additional library technicians could be placed annually in the libraries, schools, and institutions of the province.

III. THE LIBRARY TECHNICIAN

A. What is a Library Technician?

A library technician is a person with at least secondary school education who performs or supervises specific library procedures, mainly of a senior clerical, semi-professional, or technical nature. He may exercise supervision over a number of staff members at a technical or clerical level.

He possesses advanced training and/or experience in library procedures and techniques, but is not expected to have the theoretical knowledge or subject background expected of a librarian. Usually he receives only broad direction from a librarian in the supervision of clerical staff or the performance of technical duties. On the other hand, he does possess skills and knowledge of routines and techniques not possessed by the librarian. The greater part of the work of the technician lies between that of the general library clerk and that of the professional librarian.

B. Functions of the Technician

A technician performs specified library duties in libraries, schools, and similar institutions. Such duties may be supervisory or technical in nature involving specific skills and techniques, or may involve dealings with the public in a semi-professional category.

The areas of work which may involve a library technician include the following:

1. The acquisition of materials, both print and non-print:
 - a. preliminary searching of order information
 - b. checking present holdings
 - c. preparation of orders
 - d. correspondence dealing with orders
 - e. maintenance of order files
 - f. supervising receipt of materials.

2. The organization of materials, both print and non-print:
 - a. preliminary searching of cataloguing information
 - b. preliminary preparation of the catalogue cards
 - c. preparation of cards for fiction and added copies
 - d. completion of printed cards
 - e. supervision of the processing of materials (preparation of cards, pockets, jackets, etc.)
 - f. checking of materials
 - g. maintenance of the card catalogue and of the vertical file
 - h. general organization and maintenance of the files of special materials
 - i. transferral of materials within the library system.

3. Public use of print and non-print materials:
 - a. Circulation services:
 - (1) supervision and training of clerks to perform duties concerned with the circulation of materials such as the registration of borrowers, charging and discharging, the reserve system, and circulation statistics.
 - (2) supervision of part-time and student assistants.
 - b. Reference and informational services:
 - (1) answering of directory questions
 - (2) locating information respecting simple reference questions
 - (3) the preparation of bibliographies
 - (4) helping patrons to locate information and/or materials in card catalogues, indexes, on shelves, and in filing cases, etc.

- c. Administrative services. Under the general supervision of a librarian, to take major responsibility for library service in small branches of a metropolitan library system, as head clerk in a school library, or as branch librarian in medium-size and small branches of a regional library.

4. Special work with other communication media:

The library technician, as well as working with people and books, may assume certain responsibilities in the purely technical field respecting audio-visual services and library machines. These may include:

- a. The supervision and operation of the equipment used in the communication media such as tape recorders, film projectors, and offset printing machines.
- b. Supervision and operation of office and library machines such as photographic charging machines.
- c. Supervision and production of library materials through such processes as laminating, mounting, duplicating, and the making transparencies and slides.
- d. Preparation of library displays.
- e. Supervision of the maintenance and technical use of audio-visual materials such as tapes, records, films, and slides.

C. Skills and Knowledge Needed by the Technician

The library technician must apply established library policies, rules, and instructions to the operation of a particular library. This infers resourcefulness and judgment in making decisions where there are alternate courses of action, especially when the supervising professional librarian is not immediately available. He must know library detail thoroughly in order to supervise and instruct others. He must be constantly aware, too, of the proper relationships between his position and that of other personnel in the library.

Specifically, the library technician possesses skills and knowledge in the following areas:

- 1. The technical use of such library tools as card catalogues, indexes, directories, and major reference works.
- 2. The ability to type accurately.

3. A knowledge of publishers, jobbers, producers, and distributors.
4. The preparation of catalogue cards.
5. An understanding of the major library classification schemes.
6. A knowledge of circulation procedures.
7. A knowledge of bibliographic aids, and the preparation of bibliographies.
8. A knowledge of the operation, maintenance, and use of machines used in the libraries and in audio-visual centres.
9. The maintenance and technical use of all media of communication such as books, periodicals, documents, pamphlets, maps, pictures, slides, films, tapes, and recordings.
10. A knowledge of the daily routines concerned with the operation of a small branch library.
11. The ability to work with other persons, both fellow-workers and patrons.

IV. THE TYPE OF TRAINING NEEDED

It appears to the Committee that with the rapid growth of libraries, and with the consistently higher demands now placed on all levels of staff in such libraries, that the individual library can no longer handle the training for all non-professional staff. In-service education can best be applied to the upgrading of professional and clerical personnel; it is no longer adequate or economical for original training.

Adequate programs for library technicians must be given in an educational institution geared to post-secondary training. In Saskatchewan, the institution most suited to offer such training is the Saskatchewan Institute of Applied Arts and Sciences in Saskatoon.

The Committee also suggests that if such a training program were inaugurated, then short-term intensive training programs for library clerks might be conducted in addition to the program for library technicians. At very little additional cost this training on a crash-program basis could meet special and immediate needs.

A. Type of Courses Offered

The courses offered must rank in quality and comprehensiveness with courses in other technical and advanced clerical fields. The Committee recommends that a curriculum composed of courses in the following areas of study be prepared for candidates for positions as library technicians:

1. Introduction to library services:
 - a. The library and its functions, library terminology, and library literature.
 - b. The acquisition and organization of library materials.
 - c. Reference and reading services. How to help patrons to use the library effectively.
 - d. Audio-visual services. The maintenance and technical use of audio-visual materials and equipment, as well as the local production of materials and displays.
 - e. Laboratory periods for practical work.
 - f. Field work in particular libraries. This work period should enable the student to acquire an overview of the operation of the library, but should not exceed two weeks.

2. Office skills and procedures:
 - a. Typing, maintenance of records, general filing.
 - b. Operation of library and office machines.

B. Length of the Course

The Committee suggests that the course comprise two semesters (one school year). This should not preclude the possibility of offering the course at some future date by summer sessions.

C. Admission Requirements

This training should be on the post-secondary level. In other words, the Committee feels that entrance requirements should include successful completion of Grade XII or its equivalent.

V. THE COST OF A TRAINING PROGRAM FOR LIBRARY TECHNICIANS

Such a training program will require adequate staff, quarters, and equipment.

A. Staff

One professional librarian with wide experience is needed as chief instructor for the inauguration of the program. Audio-visual specialists and librarians from various types of libraries should supplement the instruction. A second, full-time staff member should be added as soon as enrollment warrants.

B. Quarters

A library classroom and laboratory are needed. The laboratory should include facilities for using audio-visual equipment, for cataloguing, and for the production of local audio-visual materials.

C. Library Facilities

The library facilities of the Institute should be available to the class for practice. However, a special collection of books, primarily in the fields of reference, bibliography, and librarianship, should be housed in the library classroom and the laboratory.

D. Equipment

Typewriters, office machines, printing and duplicating machinery, should be available for use by the class of library technicians. A complete range of office, library, and audio-visual equipment should be utilized in the library technicians training program.

VI. RECOMMENDATIONS

The Committee on the Training of Library Technicians has given considerable study to a training program for library technicians in the Province of Saskatchewan. Because the Committee feels that such a training program is important to the development of our libraries, it therefore recommends that:

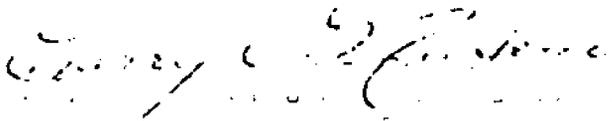
- A. THE DEPARTMENT OF EDUCATION ESTABLISH A PROGRAM OF TRAINING FOR LIBRARY TECHNICIANS BEGINNING IN THE FALL OF 1968.
- B. THE PROGRAM BE OFFERED AT A POST-SECONDARY INSTITUTION FOR A TERM OF ONE ACADEMIC YEAR.

- C. ADMISSION REQUIREMENTS BE SET AT GRADE XII OR ITS EQUIVALENT, AS MAY BE DETERMINED BY THE INSTITUTION CONCERNED.
- D. THE COURSES BE DESIGNED TO PROVIDE FOR THE NEEDS OF VARIOUS TYPES OF LIBRARIES SUCH AS PUBLIC, REGIONAL, SCHOOL, GOVERNMENT, AND OTHER SPECIAL LIBRARIES WITHIN THE PROVINCE.

Because of the rapid growth of libraries, the changing concept of library service, the development of various levels of library personnel, and the effects of automation and technology on library operations, the Committee is firmly convinced of the need for library technicians. It is evident that to provide these technicians in quantity, a formal training program is necessary.

A delegation from the Committee is prepared to discuss details of this brief with the Department of Education if requested to do so.

Respectfully submitted,


Harry E. Newsom,
Provincial Librarian.

Chairman of the Committee on the
Training of Library Technicians.

July 10, 1967.

THE COMMITTEE ON THE TRAINING OF LIBRARY TECHNICIANS

MEMBERS OF THE COMMITTEE

Individual

Representing

Miss Grace Campbell

North Central Saskatchewan Regional Library, Prince Albert.

Mrs. Anne Davidson

Supervisor of Visual Education, Saskatchewan Department of Education, Regina.

Mr. J. Arnold Doyle

Director of Technical and Vocational Education, Saskatchewan Department of Education, Regina.

Miss Marjorie Dunlop

Regina Public Library, Regina.

Miss Marion Graham

Saskatoon Public School Board and the Saskatchewan Library Inquiry Committee, Saskatoon.

Mrs. Yvette Kagis

Saskatchewan Library Association and the University of Saskatchewan Library, Saskatoon.

Mr. Willard Kallio

Wheatland Regional Library Board and the Saskatchewan School Trustees' Association, Saskatoon.

Miss Katherine McKinnon

Moose Jaw Public Library, Moose Jaw.

Miss Elspeth Miller

Co-ordinator of Library Development, Provincial Library, Regina.

Mrs. Frances Morrison

Saskatoon Public Library, Saskatoon.

Mr. Harry E. Newsom

Provincial Librarian of Saskatchewan, Regina. (Chairman)

Mr. Joseph Petreny

Saskatchewan Teachers' Federation, Regina.

Mr. Ian J. Wilson

Saskatchewan Institute of Applied Arts and Sciences, Saskatoon.

Mr. John G. Wright

Supervisor of School Libraries, Saskatchewan Department of Education, Regina.

Other Participants:

Individual

Mr. David C. Appelt

Mrs. Jacquie Goliath

Mr. Leonard J. Gottselig

Miss Margaret Hammond

Miss Gladys McKay

Miss Effie McLean

Mr. Vincent A. Needham

RepresentingUniversity of Saskatchewan Library,
Saskatoon.Saskatchewan Institute of Applied
Arts and Sciences, Saskatoon.

Legislative Librarian, Regina.

University of Saskatchewan Library,
Regina.Readers' Services Division, Provincial
Library, Regina.

Saskatoon Public School Board, Saskatoon.

Technical Services Division, Provincial
Library, Regina.

* * * *

SOUTH CAROLINA

GENERAL

General I	3, 328 (\$1. 60 per hour) High school graduate				
General II	3, 396	3, 552	3, 744	3, 936	4, 116
	High school with some business training.				
General III	3, 936	4, 116	4, 332	4, 536	4, 764
	High school graduate with some college and/or business training and experience.				
General IV	4, 536	4, 764	5, 016	5, 268	5, 508
	High school graduate with 2 years of college or specialized training in business.				
General V	5, 268	5, 508	5, 784	6, 072	6, 384
	Same as General IV with allowances for additional education, successful experience and proven ability.				
General VI	6, 072	6, 384	6, 696	7, 032	7, 380
	Same as General V with allowances for additional education, administrative experience and ability.				

If an employee is promoted to a position in a higher class, the promoted employee will be increased to the step immediately above the salary step he received prior to his promotion.

For all grades, longevity increments for every 3 years' service beyond the maximum step.

N. B. Library schools accredited by the American Library Association are all graduate schools, requiring for admission prior graduation from an accredited four year college or university.

TYPES

<u>Population Served</u>	<u>Director</u>	<u>Department Heads</u>	<u>Assistant Directors</u>
000 and under	L-I, PP-I or PP-II		
000 - 60,000	L-II	L-I, PP-I, or PP-II	
000 - 80,000	L-III	L-I, L-II, or PP-II	
000 - 100,000	L-IV	L-II or L-III	
,000 - 200,000	L-V	L-II or L-IV	L-IV
,000 and Over	L-VI	L-IV or L-V	L-V

DEFINITIONS

BRANCH LIBRARY serves a population area of at least 25,000, is open to the public at least 40 hours per week, and has a collection of at least 1 volume per capita.

COMMUNITY LIBRARY is a permanent installation with a paid staff and regular hours.

STANDARDS FOR S. C. PUBLIC LIBRARIES
REVISED SALARY SCHEDULE

Approved by Standards Committee of the Public Library Section, SCLA, March 16, 1968

MINIMUM QUALIFICATIONS
PROFESSIONAL

	<u>Beginning Salary</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>
Librarian I	7,380	7,764	8,148	8,544	8,988
	Graduation from a library school accredited by A. L. A. No previous professional library experience required.				
Librarian II	8,544	8,988	9,420	9,900	10,404
	Graduation from a library school accredited by A. L. A. and at least one year of successful professional library experience.				
Librarian III	9,900	10,404	10,920	11,460	12,048
	Graduation from a library school accredited by A. L. A. and at least two years of successful library experience with demonstrated competence in administration or in an area of specialization.				
Librarian IV	11,460	12,048	12,648	13,272	13,932
	Graduation from a library school accredited by A. L. A. and at least four years of successful professional library experience with demonstrated competence in administration.				
Librarian V	13,272	13,932	14,628	15,372	16,140
	Graduation from a library school accredited by A. L. A. At least six years of successful experience, three of which shall have been in administrative capacity, or in the area of specialization, with demonstrated competence in that position and/or one year's graduate study in the area of specialization.				
Librarian VI	16,140	16,932	17,784	18,684	19,620
	Same as Librarian V with allowances for additional successful experience and proven ability.				
PRE-PROFESSIONAL					
Pre-Prof. I	5,784	6,072	6,384	6,696	7,032
	Graduate of an accredited college including 18 semester hours in library science.				
Pre-Prof. II	6,384	6,696	7,032	7,380	7,764
	Graduate of an accredited college including 18 hours in library science, and at least two years of appropriate library experience plus additional training.				

AUTOBIOGRAPHICAL STATEMENT

NAME: Charles Holborn Held

BIRTH: January 26, 1929, Detroit, Michigan

MARITAL STATUS: Married to Nancy Jean Graffam, March 25, 1967

EDUCATION: Theodore Roosevelt High School, Wyandotte, Michigan, 1942-1946, Diploma.
Albion College, Albion, Michigan, 1946-1950, A.B.
University of Michigan, Ann Arbor, Michigan, 1950-1952, M.A.L.S.
University of Edinburgh, Edinburgh, Scotland, 1957, Certificate (History)
Albion College, Albion, Michigan, 1961-1962, M.A. (History)
Wayne State University, Detroit, Michigan, 1963-1969.

POSITIONS: Fordson High School, Dearborn, Michigan.
Librarian, 1954-1957
History Teacher, 1957-1963
Track Coach, 1956-1963.
Wayne State University, Detroit, Michigan
Instructor, Department of Library Science
1963-1965
Albion College, Albion, Michigan
Head Librarian, 1965-Date

RECOGNITIONS: Phi Delta Kappa (Education Honorary)
Phi Alpha Theta (History Honorary)

MEMBERSHIPS: American Library Association (Life Member),
Michigan Association of School Librarians,
Michigan Historical Society, Canadian
Historical Society, Ontario Historical
Society, Medieval Academy, Scottish Historical
Society, Historical Association (English),
Rotary International.

TRAVEL: Extensive travel in U.S. and Canada. Also
Scotland, England, Barbados, Cuba, and Mexico.

SERVICE: U.S. Marine Corps, 1952-1955, Highest rank
Corporal
U.S. Army Reserve, 1955-present, Highest rank
Major.