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A Study of Seven Library Technology Programs to Determine to What Extent the Programs Parallel the American Library Association Criteria for Library Technology Programs

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A STUDY OF SEVEN LIBRARY TECHNOLOGY PROGRAMS TO DETERMINE TO WHAT EXTENT THE PROGRAMS PARALLEL THE AMERICAN LIBRARY ASSOCIATION CRITERIA FOR LIBRARY TECHNOLOGY PROGRAMS

by

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Evelyn Ruth Schneider

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CHAPTER I

INTRODUCTION

The great shortage of professional librarians during the decades of the 1950's and 1960's propelled the library profession to confront and find solutions to some of its critical problems. The accelerating pace of information science technology demanded manpower with new creative professionalism and ever improving skills. One method of meeting this problem was defining and suggesting classification for professional and nonprofessional library employees. As a result the American Library Association[1] Ad Hoc Library Education Division[2] and Library Administration Division[3] developed in 1968 the report entitled, "The Subprofessional or Technical Assistant, a Statement of Definition". This document presented some basic definitions of the subprofessional library worker and suggested job descriptions, including statements of typical duties. This report also advocated that,

> A recognized middle group of employees between the professional and clerical levels would help to solve some of the library manpower problems. The gap between clerical and professional is often too wide. This leads to reluctance to reassign segments of professional responsibilities. A middle level staff competently trained could further relieve professional staff

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[1] Hereinafter referred to as ALA.

[2] Hereinafter referred to as LED.

[3] Hereinafter referred to as LAD.

> from performing routines, techniques and procedures not requiring full professional knowledge.[1]

Another partial solution was presented in the ALA "Library Education and Manpower" policy report approved in 1970. "The purpose of the policy statement is to recommend categories of library manpower and levels of training and education appropriate to the preparation of personnel for these categories..."[2] In this document there are two main categories of library personnel, professional and supportive, and within each of these are several levels of educational achievement.

This investigator concluded that this second official acknowledgement by ALA of differentiation in supportive staff was a milestone. This issue of supportive personnel in the field of librarianship had been long debated. In 1923, Williamson differentiated library work levels and training needed to alleviate "a shortage of persons fitted for higher grades of library work."[3] He recommended that library-related tasks of a clerical and routine nature, be performed by nonprofessionals. A reassignment of library duties would neither deter the professional from his professionalism nor declare

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[1] American Library Association, Library Education Division, Interdivisional Committee on Training Programs for Supportive Library Staffs, "The Subprofessional or Technical Assistant: A Statement of Definition." ALA Bulletin, LXII (April, 1968), 390.

[2] American Library Association, "Library Education and Manpower: American Library Association Policy Proposal," American Libraries, I (April, 1970), 341-44.

[3] Charles C. Williamson, Training for Library Service (New York: Carnegie Corporation, 1923), p. 4.

the clerical worker a professional. Clerical training would consist of high school "followed by a course of instruction designed to give a good understanding of the mechanics and routine operations of a library with sufficient instruction and practice to ensure proficiency and skill in one or more kinds of the clerical and routine work..."[1]

McDiarmid stated the same concern twenty-seven years later: "A distinction must be made between professional and clerical duties to relieve the professional from routine duties."[2]

Hyatt, in 1959, suggested three levels of training: 1) clerical 2) above clerical and less than professional and 3) professional.[3] Like McDiarmid,[4] Hyatt recommended possible courses for training the supportive worker. She stated that this training belongs at the junior college level and requires a two-year program.[5]

By the 1960's, several junior and community colleges and other higher educational institutions had established formal courses to train the supportive worker between the clerical level and professional level. Library aide, library technician, library technical assistant - the name varied according to locality, but the common

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[1] Ibid.

[2] Bernard Berelson, ed., Education for Librarianship (Chicago: American Library Association, 1949), p. 232.

[3] Ruth Hyatt, "Three Levels of Training," Library Journal, LXXXIV (March 1, 1959), p. 660.

[4] Berelson, Librarianship, p. 237.

[5] Hyatt, "Training", pp. 661-62.

denominator was the intent to train a supportive library worker to relieve the professional librarian from routine tasks.

The Martinson study identified twenty-four existing library technical assistant programs as of 1965, most of these in junior and community colleges.[1]

The United States Civil Service Commission in 1966 issued the "Library Technician Series," classified as "GS 1411." This document described the positions of the library aide (GS1-3), and the library technician (GS4-7), as well as the requirements for such positions. In addition, it recognized the library technical assistant as a permanent library worker.[2]

This recognition of the Library Technical Assistant[3] also was beginning to emerge throughout the profession. As a result, the Council on Library Technology[4] was established in 1967 as an organization for those interested in the training and placement of LTAs, in curriculum development, and in the promotion of an understanding of the LTA as a valuable supportive library worker. The Asheim report[5]

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[1] John L. Martinson, Vocational Training for Library Technicians: a Survey of Experience to Date (Washington, D.C.: Communications Service Corporation, 1965), 1.

[2] U.S. Civil Service Commission, A Summary of Position Classification Standards, Library Technician Series, GS 1411 Series (Washington, D.C.: U.S. Government Printing Office, 1973), 1-4.

[3] Hereinafter referred to as LTA.

[4] Hereinafter referred to as COLT.

[5] Lester E. Asheim, "Education and Manpower for Librarianship: First Steps Toward a Statement of Policy," ALA Bulletin, LXII (October, 1968), 1096-1106.

on manpower written for the American Library Association in 1968 and the subsequent formal policy proposal by the ALA in 1970[1] promoted the most effective use of manpower at all levels. A career ladder approach was suggested through a set of five broad job classifications:

1) Senior librarian
2) Librarian
3) Library Associate
4) Library Technical Assistant
5) Clerk

Each category represented separate terminating careers. Top salary in each category overlapped with the beginning salary in the next category. Each assumed some form of continuing education.

These documents by ALA, COLT, and U.S. Civil Service Commission to establish definitions, scope of assignments, level of responsibilities, and educational qualifications of supportive staff had their practical application in another ALA, LED document entitled, "Criteria for Programs to Prepare Library Technical Assistants."[2] These criteria covered definition, proposed formal and planning programs, financing, faculty, facilities, curriculum, student recruitment and placement. This seminal document clearly recommended greater use of the library technician level of service and supported pre-employment training and standardization of preparation. Vocational and junior

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[1] American Library Association, "Education and Manpower: American Library Association Policy Proposal," American Libraries, I (April, 1970), 341-44.

[2] American Library Association, Library Education Division, Interdivisional Committee on Training Programs for Supportive Library Staffs, "Criteria for Programs to Prepare Library Technical Assistants," LED Newsletter, LXVIII, (February, 1969), 7-16

college programs were recognized as the educational institutions for preparing the LTA with a minimum of two years of college terminal education. The policy was adopted in 1969 and revised in 1971 to include the Library/Media Technical Assistant.[1]

The major contribution of the manpower and criteria studies was the recognition of the LTA as an integral part of the library career ladder. Effective use can be made of a great variety of manpower skills and qualifications.

Providing the library profession with a new job specialty was only part of the manpower problem. The next hurdle was acceptance by the professionals of such a concept.

Shera's criticism was most severe.

> Most potentially destructive to the profession is the growing proliferation of so-called library technology courses. They threaten the profession because they are training occupational misfits. The routines which the trainees in these programs are learning are those which the computer is most certain to replace.[2]

The criticism by Garloch cited course offerings as watered-down graduate school programs.[3] Sass lashed out at the theory and practice of the LTA program, ". . . whereas leaders in the library profession are themselves not entirely sure how its manpower problems should be

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[1]American Library Association, Library Education Division, "Criteria for Programs to Prepare Library/Media Technical Assistants, American Libraries, II (November, 1971), 1059-63.

[2]Jesse Shera, "More Library Schools?" The Ohio Library Association Bulletin, XXXVII (October, 1967), 6.

[3]Lorena A. Garloch, "The Community Colleges and the Library Technician Program," Stechert-Hofner Book News, XXII (February, 1968), 81.

solved, peddlers of educational snake oil are in the process of foisting a phony solution on the profession.[1]

The misuse of the LTA was another problem as revealed in Williams' study. School superintendents were employing the LTA in preference to the professional for economic reasons.[2] The professional was being displaced and the standards of librarianship were lowered.

Christiansen felt the distinction between the duties and responsibilities of the professional librarian and those of the LTA overlapped dangerously. Other criticisms Christiansen cited were:

1) Library service demanded more than an associate degree.
2) Job and salary expectations of the LTA were beyond reality.
3) On-the-job training was sufficient to equip the supportive staff to work in that specific library.[3]

Yet opposition to these viewpoints was just as vocal. Shores stated that with an increase in library technician personnel and intelligent automation, the professional could be relieved of routine tasks.[4] Moreover McDiarmid maintained that the professional could then perform duties demanding discretionary judgment and decision-making,[5] while Marshall declared that LTAs served to clarify the

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[1]Samuel Sass, "Library Technicians--Instant Librarians?" Library Journal, XCII (June 1, 1967), 2124.

[2]Parker Williams, "Library Technical Assistants: Their Potential and Job Prospects in Texas Public School Libraries" (unpublished Ph.D. dissertation, East Texas State University, 1969), p. 305.

[3]Elin Christiansen, Paraprofessional and Non-Professional Staff in Special Libraries (New York: Special Libraries, 1973), p. 5.

[4]Louis Shores, "Library Technicians: A Professional Opportunity," Special Libraries, LIX (1968), 240-41.

[5]Berelson, Education for Librarianship, p. 235.

role and function of curriculum in the graduate library schools and that more effective training could be given in formal programs, reducing extensive on-the-job training.[1]

A further positive approach to the problem of accepting the LTA came in the form of definitions and lists of duties. COLT clearly described the LTA as:

> The Library Technical Assistant is a graduate of a two-year college program in library technology. This formal training prepares the library technical assistant to work under the guidance of a professional librarian as a supportive member of the library staff. The library technical assistant must have an understanding of the philosophy underlying library science and a practical knowledge of the library tools, methods, and procedures which contribute to the success of library service.[2]

The "U.S. Civil Service Series," classified as, "GS 1411" specifically listed duties of the LTA:

> Performance of such work primarily requires skills peculiar to library work such as knowledge of circulation systems, ability to perform simple cataloging and classification, to use book lists, dictionaries, encyclopedias and other elementary reference aids, to apply clearly established methods, skills, and procedures to the service needs of a library under the supervision of a librarian.[3]

The manpower shortage declined in the 1970's. Yet with assistance from ALA, COLT, and U.S. Civil Service Commission documents

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[1] John M. Marshall, "Canadian Programs for the Training of Library Technicians," LED Newsletter, LXVIII (February, 1969), 21.

[2] Vicky York, "Library Technical Assistants, Burgeoning Career Opportunity," Ohio Library Association Bulletin, XLIII (April, 1973), 4.

[3] U.S. Civil Service Commission, A Summary of Position Classification Standards, p. 4.

and from outspoken individuals determined to promulgate these documents, strides have been made to differentiate library staff duties and responsibilities. By clearly defining the categories of library employees and specifying the educational qualifications of these levels, greater use can be made of each library employee's skills, abilities, and capabilities.

Purpose of the study

The purpose of this study is to survey seven selected library technology programs to determine the extent to which the curriculum and staffing parallel the "Criteria for Programs to Prepare Library/Media Technical Assistants." The major concern is curriculum planning and content, but other aspects of the individual programs are surveyed to obtain a more complete description of the LTA program.

Significance of the study

The Martinson and Held[1] surveys predated the American Library Association "Criteria for Programs to Prepare Library/Media Technical Assistants."[2] The Williams study was concerned with the newly developed Tex-Tec syllabus and the impact it would have on junior college administrators wishing to commence or to support library

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[1] John L. Martinson, Vocational Training for Library Technicians: a Survey of Experience to Date (Washington, D.C.: Communications Service Corporation, 1965); Charles Holborn Held, "The Status of Library Technicians in the United States" (unpublished Ph.D. dissertation, Wayne State University, 1969).

[2] Hereinafter referred to as ALA Criteria.

technology programs.[1] Of the several other research studies on the LTA, only Hensley investigated the conformity of library technology programs to the ALA Criteria.[2] Of the ninety institutions he surveyed, eleven had discontinued the program prior to the study and fifty-nine institutions had established programs before the ALA Criteria were published. The remaining twenty institutions followed the ALA Criteria in varying degrees. Hensley's survey "concentrated on program planning, that is, the steps taken prior to the establishment of the program to determine the role that the LTA program would play in the local library community and the means of administering this program."[3] This thesis proposes to supplement Hensley's study by obtaining information about curriculum planning, development, and content within the framework of the total LTA program. The program of each school is described and analyzed in relation to the ALA Criteria.

Limitations of the study

This investigation is limited to seven institutions in Michigan and Ohio that have LTA programs as of the spring of 1974. These are:

Ferris State College, Big Rapids, Michigan

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[1] Williams, "Library Technical Assistants: Their Potential and Job Prospects in Texas Public and School Libraries".

[2] Billy N. Hensley, "A Survey of Programs for the Training of Library Technical Assistants" (unpublished M.A. thesis, University of Chicago, 1971).

[3] Ibid., p. 17.

Lansing Community College, Lansing, Michigan
Macomb County Community College, Mt. Clemens, Michigan
Cuyahoga Community College, Cleveland, Ohio
Ohio University-Lancaster Campus, Lancaster, Ohio
The University of Akron, Akron, Ohio
The University of Toledo, Toledo, Ohio

Ferris State College and the University of Toledo were selected because each of these LTA programs was the first to be established in Michigan and in Ohio, respectively. The programs of the other schools have been established within the last ten years, while Ohio University-Lancaster Campus and The University of Akron postdate the ALA Criteria.

Structured interview was used to gather data. Open-ended interview questions frequently do not lend themselves well to rigorous statistical methods.

The survey and interview results from the seven schools were obtained exclusively by telephone conversations.

Methodology

Because of our present national energy crisis, it was difficult to conduct the survey by the method originally planned of visiting each institution and interviewing each LTA director. With only seven institutions involved in the study, a mail survey was a limping substitute for a formal visit. It was therefore decided to conduct the survey by means of a telephone interview. This would be an interesting test of the feasibility of such an approach in research studies.

The investigator contacted each LTA Program Director by telephone. In that initial introduction she informed the director of the

purpose of the study and sought her cooperation. The investigator then sent a cover letter (see Appendix A) reiterating the information from the initial telephone conversation and a copy of the interview questions. (See Appendix B) On a date pre-arranged with the director, the investigator telephoned again and discussed the questions with her.

The ALA Criteria were used as a guideline for constructing the interview questions. Areas concerning the general plan of the program required only a check or single word response. Additional information regarding the qualities of the program and the establishment of curriculum content was obtained in telephone conversations. The results were analyzed in tabular and narrative form.

CHAPTER II

REVIEW OF RELATED LITERATURE

The importance of supportive staff in the field of librarianship was recognized by the American Library Association in the document, "Library Education and Manpower." This policy listed formal categories of employment and of education for wider and more effective use of differentiated staffing.[1]

To further explain the type of education suggested for a subprofessional library career, the American Library Association approved "The Criteria for Programs to Prepare Library/Media Technical Assistants."[2]

The related literature discusses the major aspects of the ALA Criteria, from the historical development of ideas concerning the education of the subprofessional, leading to the ALA Criteria, to present-day viewpoints on those ideas.

Educating the Subprofessional

Several approaches for training the supportive staff have been recognized by the ALA Criteria. Formal programs in a junior/

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[1] American Library Association, "Library Education and Manpower," pp. 341-44.

[2] American Library Association, Library Education Division, "Criteria," pp. 1059-63.

community college and on-the-job training in a specific library are the most frequently used methods. There has been much controversy in the profession regarding these two training techniques. As a result, LED in 1965 issued the "Statement on Junior College Library Assistant Training Programs."[1] The concensus of the board was to denounce the establishment of training courses in the junior college. Four reasons were cited:

1) There is a need for subject and language background which a junior college curriculum could not adequately satisfy.
2) Junior college training is terminal. Competent persons on the technician level find it difficult to continue toward professional degrees.
3) On-the-job training is better for the library clerk and aide.
4) Because library routines vary from library to library, general courses have a limited effect.

A rebuttal to this statement was advanced by Shores.[2] He defended the need for a junior college library technician program by making the following points:

1) The manpower shortage requires another type of library worker.
2) The junior college can offer sufficient training for adequate performance in subject and language background.
3) Trends in library education abroad recognize the junior college technician level.
4) Library routines are basically standardized.

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[1]American Library Association, Library Education Division, "Statement on Junior College Library Assistant Training Programs," LED Newsletter, LIII (March, 1965), 2-3.

[2]Louis Shores, "A Statement on Junior College Library Technician Programs," LED Newsletter, LX (December, 1966), 5-6.

Variations in routine in a specific library can be better understood and adapted to, after junior college training.

5) Professional recruitment can profit from early introduction to library science. Learning will be reinforced, not duplicated, if the student later aspires to a professional library degree.

Koryta agreed that large library systems could provide adequate in-service training programs; however small and medium-size library systems could not. To balance the inadequacies, college technician courses could provide training in the basic routines and theory for all types and sizes of libraries.[1]

On-the-job training had been considered obsolete by Sudar. Such training was essentially make-shift, and was only justified as an occasional and temporary measure.[2]

In support of this contention, Vormelker pointed out that a junior college library technology program could relieve a local library of the increasingly high cost of such training.[3]

On the other hand, the Youngstown Public Library, in 1960-65, offered in-service training courses of two months' duration. Course offerings were children's literature, basic reference, weeding,

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[1]Rose C. Koryta, "Community College and Undergraduate Courses in Librarianship," Ohio Library Association Bulletin, XXXVIII (April, 1968), 33.

[2]Dan D. Sudar, "Three Levels of Library Education," Library Journal, XCI (October 15, 1966), 4903.

[3]John B. Nicholson, Library Technicians-A New Kind of Needed Library Worker: A Report of a Conference on Library Technology, Sponsored by Cantonsville Community College, Chicago, May 26-27, 1967. (Cantonsville, Maryland: Cantonsville Community College, 1961), pp. 15-16.

binding, story hours, and the history of the Youngstown Public Library. An enormous amount of time and effort was invested, yet the average length of service by a skilled employee was one year, ten months.[1] However, Donahugh stated in an interview with this investigator that this in-service program with slight modifications is still being used to prepare the supportive staff for the Youngstown Public Library.[2]

The Ireland study concluded that the library aides' in-service training provided by the Atlanta Public School System was a major thrust for improving library services in the elementary and secondary schools.[3] Yet for a well-balanced training program, a curriculum of study was being developed to train library aides and technicians either in the Atlanta Vocational Technical School or in other appropriate training facilities.

Training is still an issue even though the LED and LAD retracted their disapproval of junior college library training programs[4] and approved in 1969 the "Criteria for Programs to Prepare

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[1] Robert H. Donahugh, "Apprentices are Coming," Ohio Library Association Bulletin, XXXVIII (January, 1968), 9-11.

[2] Robert Donahugh, Telephone interview (with investigator), April 23, 1974.

[3] Vera M. Ireland, Evaluation of the Library Aide Program, 1967-68, Research and Development Report, Vol. II, no. 8 (Atlanta: Atlanta Public Schools System, January, 1969), p. 5.

[4] American Library Association, "Library Assistant Training Programs," 2-3.

Library Technical Assistants."[1]

The Community/Junior College Program

One primary purpose of the community/junior college is to offer programs and services that reflect local economic, sociological, and community conditions and needs. The community/junior college properly fitted to a total pattern of education, according to Irwin, has the greatest potential to broaden and extend learning opportunities. General education and vocational training are interwoven to develop the student's talents to the fullest.[2]

Shores declared that the junior college is the ideal level for the Library Technical Assistant Program for the following reasons:[3]

a) The junior college parallel program offers an opportunity for general education and professional articulation.
b) The junior college can introduce library education courses without diluting the liberal arts content.
c) The junior college is "flexible in curriculum, experimentation and innovation in the educational process."[4]

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[1] American Library Association, Library Education Division, Interdivisional Committee on Training Programs for Supportive Library Staffs, "Criteria for Programs to Prepare Library Technical Assistants," LED Newsletter, LXVIII (February, 1969), pp. 7-16.

[2] Mary Irwin, ed., Catholic Education: Progress and Prospects, Proceedings and Addresses at the Sixtieth Annual Convention of the National Catholic Education, held at St. Louis, Missouri, April 16-19, 1963 (Washington, D.C.: National Catholic Education Association, 1963), p. 155.

[3] Louis Shores, Library Education (Littleton, Colorado: Libraries Unlimited, Inc., 1972), p. 242

[4] Ibid.

The basic design of the community/junior college curriculum is to acquaint the student with library techniques and skills and thus to prepare a competent assistant who can adapt to specific library situations.

There was a steady growth of library technology programs in junior colleges between 1965 and 1971. Martinson, in 1965, identified twenty-four institutions which offered these programs.[1] The COLT 1971 directory reported 118 programs,[2] while the Hensley study of 1971 revealed a rapid decrease in new programs.[3] According to his data, seventy-seven programs were instituted in 1967-1970, but only seven new programs were established in 1971, and just four were in the planning stage for 1972. Hensley concluded that insufficient student interest and lack of employment were the causes of a relatively high mortality rate among the programs. Basically, Hensley added that this mortality rate reflects a lack of surveys to determine employment potential, the lack of advisory boards, and the lack of a full-time director.

While addressing the COLT membership at the Workshop Confer-

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[1] Martinson, Vocational Training, p. 1.

[2] Noel R. Grego, ed., 1971 Directory of Institutions Offering or Planning Programs for the Training of Library Technical Assistants (Chicago: Council on Library Technology, 1970).

[3] Billy N. Hensley, "A Survey of Programs for the Training of Library Technical Assistants" (unpublished M.A. thesis, University of Chicago, 1971), p. 41.

ence in 1972, Hicks[1] advised that to improve the quality of education of the LTA, existing standards and programs should be constantly expanded and revised; that new ideas and concepts should be established and used because one essential ingredient for the success of a library technology program within the framework of the community/junior college structure, is to gear the program to the needs of the community. Hicks further stated that programs should be flexible enough to prepare the student for different types of libraries and media situations within the institutions' service area.

Curriculum

According to the ALA Criteria, three broad curriculum categories are essential for a well-balanced library technology program; namely, general education courses, library/media technical courses, and related library/media courses.[2]

This recommended program is comparable to the one designed and promoted by McDiarmid in 1949.[3] He divided the program into three aspects: general education, clerical operations, and library methods and techniques. Training would include library methods, organization, and techniques, and would rely heavily upon laboratory work or experience.

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[1] Carroll Ann Hicks, The LTA in the Library World Today. Proceedings of the Workshop of the Council on Library Technology, Charlotte, North Carolina, March 3-4, 1972 (Chicago: Council on Library Technology, 1972), p. 9.

[2] American Library Association, "Criteria," p. 1062.

[3] Berelson, Education for Librarianship, pp. 238-53.

The American Association of Junior Colleges expressed its concern that the curriculum be rational and functional. The program should provide reasonable breadth of employment opportunities.[1]

In 1968, one year prior to the release of the ALA Criteria, Shores and his associates published The Tex-Tec Syllabi.[2] This course of studies stressed the need for general education courses, library courses, and library electives. Shores strengthened the decision for incorporating these categories into the program when he stated that two years of college is needed to fortify book and subject knowledge for support of the professional librarians.[3]

The general education courses suggested by the ALA Criteria[4] are common to many liberal arts programs. Examples of such courses are: communication skills, English composition, social sciences, humanities, physical sciences. The Library Technology Program can interrelate with other two-year programs and yet be preparatory for a library career. Further support of the need for liberal arts courses is given by Harris, as he expressed the necessity for general education courses, since the graduate is a person of semi-professional status.[5]

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[1] American Association of Junior Colleges, An Introduction to American Junior Colleges (Washington, D.C.: American Association of Junior Colleges, 1967), p. 49.

[2] Louis Shores and others, Tex-Tec Syllabi (Washington, D.C.: Communication Service Corporation, 1968).

[3] Shores, Library Education, p. 94.

[4] American Library Association, "Criteria," p. 1062.

[5] Norman C. Harris, "Major Issues in Junior College Technical Education," The Educational Record, XLV (Spring, 1964), 132.

The library career preparation for the semiprofessional is within the basic and related library courses. These courses are distinguishable from undergraduate and graduate library courses because the emphasis is upon learning library skills and related techniques. At the Conference on Training of LTAs held in San Francisco, January, 1968, Demure presented a paper outlining core courses which are sequential in nature:[1]

1) Orientation and history
2) Technical processes
3) Library services
4) Nonbook media
5) Work education experience

As a result of this program, the technician has an overall knowledge of how libraries came to be, what they are attempting to do, and the means by which they accomplish these purposes.

In mid-May of the same year, Allen, at the second annual COLT meeting in Toledo enumerated five areas of curriculum content to be covered in the basic courses:[2]

1) Introduction or orientation to libraries and library organization
2) Reader services
3) Technical procedures
4) Practical work experience

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[1] Library Technology at California Junior Colleges: Papers Presented at a Conference on the Training of Library Technical Assistants, University of San Francisco, January 18-19, 1968. (San Francisco: California State Department of Education, Bureau of Junior Colleges, Vocational-Technical Education, Sacramento and San Francisco University, 1968), p. 19.

[2] Rhua Heckart, ed., Progress and Prospect, A Summary of the Proceedings of the Second Annual Conference of the Council on Library Technology, Toledo, Ohio, May 23-25, 1968 (Chicago: Council on Library Technology, 1968), p. 11.

5) Instructional resources and equipment

Shores designed a similar program[1] for the Tex-Tec Syllabi. He suggested six courses:

1) Library use
2) Librarianship orientation
3) Library technical processes
4) Library public services
5) Library graphics
6) Library business methods

Demure, Allen, and Shores all suggested courses in

1) Introduction to librarianship
2) Library technical processes
3) Library public services
4) Some aspect of media services

This investigator concludes that the ALA Criteria were influenced by these suggestions since there are such similarities in curriculum design. The ALA Criteria list four core areas:

1) Introductory courses in library usage. The revision of 1971 includes media.
2) Support operations for technical services.
3) Support operations for public services.
4) Practical experience and supervised field work in local libraries.

Introductory courses survey the philosophy, procedures, tools, and techniques for library routines and the production and maintenance of media.

Courses appropriate to the area entitled support operations for technical services may include library acquisition procedures, simplified cataloging and classification and processing methods, and book selection. Not all writers agree that all these should be

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[1]Louis Shores, "Library Technicians: A Professional Opportunity," Special Libraries, LIX (1968), 244.

included. Headings stated that although basic principles of book selection are incorporated, emphasis is on acquisition and processing.[1] In opposition to this idea, the Dorsett study revealed a strong opposition by librarians to teaching courses in book selection, reference, original cataloging, and library administration to LTAs.[2] These are areas for professional librarians.

Circulation procedures, general reference, children's services, and information are examples of courses within the category of support operations for public service. The main emphasis in this area is on locating and disseminating information and on good public relations.

A practicum offers the student the opportunity to observe and gain practical work experience under the supervision of the professional library staff. The student and instructor discuss and evaluate progress in the field experience during the weekly seminar. Earnshaw emphasized that the value of field work assignments lay in the student's being supervised by a professional.[3] Steinberg insisted that the seminar meeting occur weekly to clarify problems and to make necessary adaptations to improve the training

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[1]Bernice E. Headings, "Training Programs for Library Technicians," College and Research Libraries, XXIV (November, 1963), 482.

[2]Cora Mathney Dorsett, "Library Technical Assistants: A Survey of Training Programs and Employment in Selected Libraries," (unpublished Ph.D. dissertation, University of Mississippi, 1972), p. 125.

[3]Helen Earnshaw, "Starting a Two-Year Curriculum for the Library Aides," Junior College Journal, XXXVI (October, 1965), 22.

program.[1]

The ALA Criteria loosely developed a core curriculum, thus permitting latitudinal and horizontal flexibility within each institutional library technical assistant program. Asheim, in 1971, interpreting these ALA Criteria to members of COLT, stressed that "the LTA needs to know procedures and why [the work] is being done and how such work affects library service."[2] The program must be built on this concept and then taught in context.

There is less agreement upon what courses should be included in related specialized studies than there is upon library/media courses. The ALA Criteria stated that related courses should be geared to student interests and abilities and the employment market. Data processing, A-V maintenance, A-V production, story-telling, and office skills were some of the suggested courses.

Shores leaned toward foreign languages and business skills, especially typing.[3] Demure wanted courses in human relations and personal development because library work requires good public relations.[4] The California Community College Syllabus viewed related courses as extensions of the core courses - advanced courses

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[1] Sheldon S. Steinberg, "Junior Colleges and the New Career's Program," Junior College Journal, XXXIX (February, 1968), 14.

[2] Richard L. Taylor, ed., LTAs, Their Teachers, Their Training. Proceedings of the Central Region Workshop of the Council on Library Technology, Chicago, February 5-6, 1971. (Chicago: Council on Library Technology, 1971), p. 13.

[3] Shores, Library Education, pp. 101-102.

[4] Library Technology at California Junior Colleges, p. 19.

in A-V production, cataloging techniques, reference, children's services, special libraries.

Asheim believed in the professional value of the library technology program. The rationale for the core curriculum of general education courses, library/media courses was reasonable. Asheim stated, "The course titles at both the LTA and graduate level might seem to be essentially the same, but teaching method and approach would be different."[1]

The clarification of core courses was an influencing factor in the development of syllabi for library technology programs. Three courses of study were written between 1968 and 1970. The prototype, Tex-Tec Syllabi, Courses of Study for Library Technical Assistants, designed by Shores and associates, was developed to "provide a standard course for training library technicians and offer [this program in] interested academic institutions in the state [of Texas]."[2] The "U.S. Civil Service, GS-1411 Series" was the measuring rod for determining the typical LTA tasks.[3] Around this list, a course of studies was constructed. Although originally geared to public library service, the course of studies has been modified to apply to all types of librarianship. In 1969, Williams made a survey to determine the acceptance of the Tex-Tec Syllabi goals by school, public, and academic library administrators.[4]

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[1] Taylor, LTAs, Teachers, Training, p. 11.

[2] Shores, Tex-Tec Syllabi, p. 2.

[3] U.S. Civil Service Commission, A Summary of Position Classification Standards, pp. 1-4.

[4] Parker Williams, "Library Technical Assistants," p. 303.

His study revealed that of the 831 persons responding to his questionnaire, 79% favored the Tex-Tec goals. Support was more pronounced among school superintendents than among public and academic library administrators.

The Library Technical Assistant Program: Guidelines and Course Content for Community College Programs, was developed by a Statewide Advisory Board for California Community Colleges to achieve a "degree of uniformity in the occupation-centered curriculum for semiprofessional careers in library science."[1]

The California Library Association conducted a questionnaire survey to determine the classification of technician duties. The analysis of the data revealed that 60% of the 38 libraries listed 11 duties assigned to technician classification. These assigned duties were categorized into two areas:[2]

Public Services	Technical Services
Circulation	Book Selection
Reference	Ordering
Reader's advisory	Cataloging
Children's service	

These areas then were expanded into content material for specific courses.

The third syllabus, Library Technical Assistant, a Suggested Two-Year Post-High School Curriculum, was developed in accordance with a contract with the U.S. Office of Education by the University

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[1] California Community Colleges, Office of the Chancellor, The Library Technical Assistant Program: Guidelines and Course Content for Community College Programs (Sacramento, California: Office of the Chancellor, 1970), p. ii.

[2] Ibid., pp. 4-6.

of Toledo in 1970. "... the objective of the total program recommended is to produce a competent Library Technical Assistant."[1] Unlike the other two syllabi, this one provided outlines and detailed course descriptions for general education courses, library/media courses, and related courses. Performance objectives were listed for every main topic in the outline, so that both instructor and student knew what was expected.

The following analysis discusses the course distribution in these three syllabi in relation to ALA Criteria. The cross section of the three divisions of the curriculum in Table 1 shows the percentage of quarter credit hours that each syllabus recommends for each area. The recommendations of the ALA Criteria are also listed for comparison. The LTA courses are divided into two categories: library and media, to show distribution in this area.

TABLE 1

OVERVIEW

	General courses	LTA courses			Related courses
		Library	Media	Total	
California	34%	27%	5%	32%	34%
Tex-Tec	56	18	5	23	21
U.S. Office Education	33	37	12	49	18
ALA	50%			25%	25%

[1] L.T.A., a Suggested Two-Year Post-High School Curriculum, Project, U.S. Office of Education, (Washington, D.C.: Superintendent of Documents, 1972), p. 4.

The program offered in the Tex-Tec syllabus corresponds most closely to the ALA Criteria, while California allots approximately equal time to all three areas. The U.S. Office of Education Project Study does not reflect ALA Criteria.

The ALA Criteria are very specific and state that the L/MTA program must offer courses in four areas:

1) Introduction to the field and to types and forms of materials
2) Support operations for technical services
3) Support operations for public services
4) Practicum and seminar

Table 2 shows the proportion of courses in each area for these three syllabi. In each of them, the Introduction/Library/Media area comprises the largest percentage of the library technical assistant courses.

All three syllabi have substantive balanced introductory courses to LTA concepts and functions and audio-visual utilization and production. The U.S. Office of Education Study separates media courses into these categories: mechanics of media and production of media. Table 3 lists the particular introductory courses developed in each syllabus.

Support operations for technical services and public services are compared in Table 4 and Table 5. Although the three syllabi emphasize basically the same content, the U.S. Office of Education Study has the advantage of offering two courses in each major area. This allows a more detailed study in these areas and provides more laboratory skill experience.

The comparison of the practicum and seminar areas in Table 6

TABLE 2

L/MTA CURRICULUM

	Introduction			Support technical services	Support public services	Practicum and seminar
	Library	Media	Total			
California	18%	18%	36%	18%	18%	18-36% (28% average)
Tex-Tec	20	20	40	20	20	20
U.S. Office Education	9	26	35	26	21	18

TABLE 3

INTRODUCTORY COURSES

California	quarter credit hours	Tex-Tec	quarter credit hours	U.S. Office of Education	quarter credit hours
Library					
Introduction to library science	4.5	Library use	3	Introduction to library resources and services	5.25
		The LTA	1.5		
Media					
Introduction to A-V services	4.5	Library/Media assistance	4.5	Introduction to technical media	7.5
				Technical media prod.	7.5

TABLE 4

SUPPORT OPERATIONS FOR TECHNICAL SERVICES

California	quarter credit hours	Tex-Tec	quarter credit hours	U.S. Office Ed.	quarter credit hours
Support for technical services	4.5	Technical services assistance	4.5	Technical process I	7.5
				Technical process II	7.5

TABLE 5

SUPPORT OPERATIONS FOR PUBLIC SERVICES

California	quarter credit hours	Tex-Tec	quarter credit hours	U.S. Office Ed.	quarter credit hours
Support for public services	4.5	Library public services assistance	4.5	Public service	7.5
				Reader's service	7.5

TABLE 6

PRACTICUM AND SEMINAR

California	quarter credit hours	Tex-Tec	quarter credit hours	U.S. Office Ed.	quarter credit hours
Work experience education	4.5-9	Field work	4.5	Supervised work experience	10.5

discloses some differences in time allotment. California on-the-job training experience recommends two semesters with a minimum of ten working hours, plus one hour seminar per week. Tex-Tec field work requires "observation and practice in libraries of two or more types... supported by practice in the Skills Laboratory."[1] Supervised work experience of the U.S. Office of Education Study consists of a minimum of 12 hours per week for 17 weeks in each of two different libraries, plus one hour per week for seminar and/or individual conference. Only the U.S. Office of Education syllabus details the description of major divisions for field experience and provides an evaluation of student performance. This covers the areas of:

1) Record of supervised work experience
2) Evaluation of personal and social characteristics
3) Evaluation of work experience.

Both California and Tex-Tec have only one small paragraph in the syllabus describing field experience.

Of the three syllabi, Tex-Tec most closely meets the distribution of courses recommended in the ALA Criteria. The California syllabus is balanced and strong in curriculum design, however, it appears that it does not meet the stated requirements of the ALA Criteria. The distribution of courses recommended in the U.S. Office of Education Study differs substantially from the ALA Criteria because general studies comprise only a quarter of the total program, and technical instruction amounts to one half the

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[1] Shores, Tex-Tec Syllabi, p. 9.

credit hours; while the ALA Criteria have the percentages reversed.

Comparison of individual course outlines does reveal the extent and depth of knowledge and skills that the student has acquired upon completion of the course.

Table 7 compares information provided in the syllabi.

TABLE 7

BASIC CONTENT OF THE SYLLABUS OUTLINE

	Calif.	Tex-Tec	U.S. Office Educ.
1) Suggested LTA courses	X	X	X
2) Hours required	X	X	X
3) Catalog description	X	X	X
4) Prerequisites	X	X	X
5) Purpose of course	X	X	X
6) Objectives of the course	Very brief	Beha-vioral	Perfor-mance
7) Detailed outline of content	X	X	X
8) Suggested texts	X	X	X
9) References (Bibliography)	X	X	X
10) Long range plan of time allotment	none	none	X
11) Suggested worksheets	X	none	none
12) Suggested optional LTA courses	none	X	X
13) Suggested related LTA courses	none	none	X
14) Suggested general courses	none	none	X

(X signifies that the syllabus contains this item)

Advisory Board

The strength and practicality of a library technical assistant program lies within a key body, the advisory board. The ALA Criteria stated that before initiating a new program, a planning committee comprising about twelve state and local members be appointed by the chief administrative officer.[1] These appointees represent the State Library, State Department of Education, State Employment Office, Civil Service Board, university officials, placement counselor, local public, academic, special libraries, and school media center. Robb, speaking at the Library Technology conference at San Francisco, remarked on the benefit of having a member of the Civil Service Board on the Advisory Committee.[2] Such members acquire an understanding and knowledge of the library technology curriculum, which hopefully will be reflected in the Civil Service examination. McCauley suggested that after the program was well established, a graduate of the LTA program be a member of the Advisory Board.[3]

The ALA Criteria state that the initial responsibility of the Advisory Board is to conduct a survey to investigate local employment opportunities, possible student enrollment, and the overall need for a library technology program. The Board defines and analyzes LTA

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[1] American Library Association, "Criteria," p. 1061.

[2] Library Technology at California Junior Colleges, p. 24.

[3] Vicky York, "Library Technical Assistants, Burgeoning Career Opportunity," Ohio Library Association Bulletin, XLIII (April, 1973), 8.

duties and develops curriculum objectives, according to the total program. To sustain a new program, adequate funding and sufficient resources are needed. State and national standards as well as director and faculty qualifications must be considered. The more thoroughly these initial questions are investigated and acted upon, the more strongly the program develops. The Steele study of the Sauk Valley Program expressed the concern that the Advisory Board solidly establish criteria for the curriculum and develop courses recognized and approved by the state board on vocational education.[1] Johnson insisted that the advisory committee provide a liaison between the educational institution and the library employers, so that the board could intelligently advise about curriculum changes.[2] The Board must work to improve the program by regularly evaluating it, and meeting regularly to discuss the problems.

Director and Faculty

Paulen, elaborating on the ALA Criteria, discussed the duties of the director.[3] The director should know the strengths and limitations of a library technology program in order to establish an

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[1]Carl L. Steele, "A Survey of the Need for Library Technicians in the Area Served by Sauk Valley College," (unpublished M.A. Thesis, Northern Illinois University, 1968), p. 48.

[2]Hicks, LTA in the Library World, p. 71.

[3]Richard L. Taylor, LTAs in the Manpower Picture, Proceedings of the Third Annual Workshop of the Council on Library Technology, Chicago, January 28-29, 1972 (Chicago: Council on Library Technology, 1972), p. 28-38.

educationally sound curriculum which adheres to the policies of the institution. Ideally, a director should have a master's degree in library science, sufficient working experience in the library field and successful teaching experience over a period of time.

The U.S. Office of Education syllabus concisely enumerated the responsibilities of a director:

> The program coordinator should never be the sole member of the instructional staff. He is responsible for maintaining liaison with employers and other coordinators of programs in order to keep the program current. Further responsibilities include working with teaching faculty, consultants, advisory committees, employers and employee organizations to define and redefine program goals. He must ensure that effective instruction is taking place in terms of performance objectives; organize course materials, evaluate the program, assist with a continuing program of in-service training, budget for supplies and materials, select appropriate textbooks and materials to implement the program, assist with advising and placement of students, and cooperate with members of his staff and other instructional staff of the college to see that the related and general educational curriculums are consistent with the objectives of the program.[1]

Technical training programs are especially designed to enable students to reach a subject matter competency which will prepare them for employment in their semiprofessional field. Dobrovolny contended that the qualities of any program depend upon the excellence of the faculty teaching in the program.[2] He stated that the competencies required of junior college teachers fall into three categories; namely, command of the subject matter, appropriate working experience

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[1] L.T.A., a Two-Year Post-High School Curriculum, p. 10-11.

[2] Jerry S. Dobrovolny, "Preparation of Junior College Teachers of Technical Subjects," Junior College Journal, XXXV (December, 1964), p. 12.

in the content area, and pedagogic ability.

The American Association of Junior Colleges emphasized that the greatest contribution of the junior college to the students was good teaching.[1] Junior colleges tend to search for faculty members who place a high priority on teaching. Cohen condensed the thoughts of many junior college teachers when he stated that the instructor has the obligation to concentrate on superior teaching rather than on research.[2] According to Cohen, the junior college is first and last a teaching institution. Keppel, summarizing the standards for excellence for junior college teachers, stated, "Good teachers produce self-propelled learners, persons with zeal for learning and doing, a zest for knowing and serving."[3]

The faculty qualifications stated in the ALA Criteria are similar to the recommendation of the American Association of Junior Colleges; namely, a master's degree in a pertinent field, recent and practical work experience related to subjects taught, and teaching ability.[4] McCauley added to these requirements that teaching in a LTA program was a stimulating, new career and the faculty member "must be fired up with selling the program."[5] Martinson suggested

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[1] American Association of Junior Colleges, American Junior Colleges, p. 28.

[2] William K. Ogilvie and Max R. Raines, Perspectives on the Community Junior College, Selected Readings (New York: Appleton-Century-Crofts, 1970), p. 33.

[3] Ibid., p. 10.

[4] American Library Association, "Criteria," p. 1061.

[5] York, "Library Technical Assistants," p. 8

that in order to have qualified teachers and subject specialists in the junior college library technology program, graduate library schools should prepare instructors for this level.[1]

Besides a full-time director who teaches at least one course, the ALA Criteria recommend that there should be a minimum of one full-time faculty member. Part-time faculty may supplement the regular teaching staff, but they should also be experts in the subject field and have teaching qualifications.[2] There is a danger in maintaining a totally part-time faculty, warned Wheeler, after studying the problems in library education. He stated that part-time faculty were "busy persons with little follow-up, with slight opportunity for students to benefit by personal interviews and discussions, and with little chance to know and evaluate the students."[3] A similar statement was expressed by Martinson, when he pointed out in his study that part-time faculty do not have enough time to develop new materials and to prepare for their classes.[4] Evans continued the same trend of thought when speaking at the annual COLT conference in 1971.[5] He stated that although part-time faculty are committed to the avowed purposes of the program, they are independents who have little interaction among themselves. They cannot provide the

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[1] Martinson, Vocational Training, p. 3.

[2] American Library Association, "Criteria," p. 1061.

[3] Joseph L. Wheeler, Progress and Problems in Education for Librarianship (New York: Carnegie Corporation, 1946), p. 50.

[4] Martinson, Vocational Training, p. 3.

[5] Taylor, LTAs, Their Teachers, p. 28.

individual attention and special instruction that many students need. Furthermore, Evans added, the director cannot supervise the part-time faculty.

Recruitment and Selection

Student recruitment and selection is a vital component of the library technology program. The ALA Criteria require that recruitment and promotional activities clearly state the program objectives.[1] Students are to be counseled as to job classification within the framework of a library career, responsibilities, advancement, and salary scale.

At the Library Technology in California Junior Colleges Conference, Pedley[2] and Meyers[3] offered guidelines for recruiting prospective students.

1) Maintain appropriately high standards of qualification for the program. Recommend students for the program who possess background motivation and personal qualities necessary for success.
2) Encourage high school graduates and housewives to investigate your program.
3) Provide workshops for prospective students to explain the function of the LTA.
4) Offer courses in the evening and on Saturday to permit part-time students to enroll.
5) Publicize in professional literature the functions and duties of the LTA.
6) Offer continuing education courses for graduates of the program.

Naylor emphasized that when recruiting, recruit "people, not

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[1] American Library Association, "Criteria", p. 1062.

[2] Library Technology at California Junior Colleges, p. 45.

[3] Ibid., p. 50.

students, numbers, nor dollars."[1] Evans suggested that local librarians be invited to see the program in action.[2] Evans further recommended that colleges should send up-to-date informative newsletters to area librarians and to high school counselors.

The Hensley study found little evidence of active recruitment programs.[3] Some schools made no effort; others relied heavily on brochures and catalogs. Very few used campus career counseling offices and other media.

Who is being attracted to the library technical assistant program? Martinson's study of 1965 found the largest group of students were middle-aged women.[4] The James survey pinpointed the age level of two hundred library technical assistant graduates of 1967-69.[5] Approximately 44% were between the ages of 20-24 years. The next largest group was in the age range of 45-49 years; 50-54 years and 40-44 years were third and fourth, respectively. Only 3% of the graduates were males. If the Hensley study[6] is combined with the COLT directory statistics of 1971, we find 4086 students distributed into the following categories:

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[1]Taylor, LTAs in the Manpower Picture, p. 39.

[2]Taylor, LTAs, Their Teachers, p. 24.

[3]Hensley, "Training Library Technical Assistants," p. 17.

[4]Martinson, Vocational Training, p. 4.

[5]John Edward James, "Library Technicians Programs: A Survey of Experiences from the Library Technician Graduates' Points of View," (unpublished M.A. thesis, Drexel University, 1972), p. 29.

[6]Hensley, "Training Library Technical Assistants," p. 41.

TABLE 8

PERCENTAGE OF STUDENTS BY SEX AND AGE ENROLLED IN LTA PROGRAMS SINCE ESTABLISHMENT OF PROGRAMS

Age range	Men	Women	Total
18-31 years	1.6%	19.4%	21.0%
31-40	.7	19.3	20.0
41-50	.2	25.2	25.4
over 50	.1	5.3	5.4
No break-down by age	.7	27.3	28.0
Total	3.3	96.5	99.8

These three studies similarly found a very low percentage of men in the program and a relatively high percentage of mature women returning to the work force.

Placement

Job placement is the culmination of recruitment and of the total library technology program. The Occupational Handbook estimated that 76,000 library technicians were employed in 1970.[1] The Handbook's statistics indicate that employment opportunities will be excellent through the 1970's, particularly for graduates of academic programs. Several thousand library technicians will be needed annually through the decade.

The Ohio Library Association recommends a salary scale for LTAs

[1] Occupational Outlook Handbook, 1972-73 (Washington, D.C.: Bureau of Labor Statistics, 1972), pp. 253-54.

as listed in Table 9.[1]

TABLE 9

RECOMMENDED SALARY SCHEDULE FOR LIBRARIES IN OHIO, 1974-75

Type of library	LTA rank	
	LTA I	LTA II
Academic	$6300	$7300
Public	6229-7570	7210-8762
School	6300 (265 days)	

James' survey reported that the highest paid LTAs were in special libraries.[2] The survey also found higher salaries in the East-North Central, and Pacific regions because there were more schools and more employed graduates.

The ALA Criteria state that the program director, the faculty, and other members of the college staff should assist the graduate in finding employment.[3] Chernik stated that placement need not be perplexing. Placement depends upon:[4]

1) Honest and reliable recruitment.
2) Well-planned and executed library technical assistant programs.
3) Full cooperation from librarians and libraries.
4) Continual public relations efforts. The well-prepared graduate is the best advertisement for placement of future graduates.

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[1] Ohio Library Association, Recommended Job Classifications and Salary Goals for Ohio (Columbus: Ohio Library Association, 1973), pp. 12, 22, 27.

[2] James, "Library Technicians Programs," p. 20.

[3] American Library Association, "Criteria," p. 1062.

[4] Taylor, LTAs in the Manpower Picture, pp. 47-53.

In conclusion, the introductory statement of the American Library Association Report from the Commission on a National Plan for Library Education summarizes the importance of an educated library staff and the worth of differentiated staffing. "It is believed that the quality of services will be related directly to the competence and performance of the personnel available at all levels of responsibility."[1]

Summary

Differentiating staffing within the library profession has been discussed for nearly fifty years. Not until the release of the ALA document, "Library Education and Manpower", did the profession clarify the employment and educational categories of the library employees.

Also within this same period, various methods for educating the subprofessional were debated, designed, and tried on an experimental basis. As an outgrowth of these efforts, post-high school library technology programs developed and expanded in junior/community colleges. Because of the rapid growth of these programs, interested groups worked together to write courses of study which would clarify and unify the basic concepts in LTA programs.

By 1969, ALA had retracted a former statement denouncing

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[1] American Library Association, Commission on a National Plan for Library Education, "Report from the Commission on a National Plan for Library Education," ALA Bulletin, LXI (April, 1967), 419.

library technology programs in junior/community colleges and published the document, "Criteria for Programs to Prepare Library Technical Assistants." This policy provided a guideline for establishing and evaluating formal LTA programs. Many concepts in this statement seemed to be a collection of ideas from advocates of this type of education for supportive staff. In 1971, the ALA revised the document and expanded the criteria to include library/media technical assistants.

CHAPTER III

SURVEY DATA

Design of the Study

Between March 15 and March 20, 1974, the seven library technology program directors were contacted by telephone. In this initial call, the investigator identified herself and explained the purpose of the survey. The directors were asked to participate in the research project. All graciously consented to cooperate. Each director suggested a date and time when the investigator could call again. At this time the survey questions would be discussed. Immediately following the initial telephone contact, the survey questions (See Appendix B) and a cover letter (See Appendix A) reiterating the purpose of the study were sent to the director.

The ALA Criteria[1] were used as the guideline for constructing the survey questions. Inquiries about the planning programs, faculty administrative framework, curriculum objectives, recruitment and selection, student progress, placement and follow-up, required only a check mark or a brief response. Additional information about the operation of the library technology program, and especially, curriculum content and curriculum revision, was obtained from the six open-

[1] American Library Association, "Criteria," pp. 1059-63.

ended interview questions.

On the date prearranged by each director, the investigator telephoned. These calls took place between March 20 and April 10, 1974. The investigator checked off the questionnaire answers and took notes on all discussion of the questions during the telephone conversations. An attempt was made during the first two telephone calls to preserve the entire telephone interview verbatim by means of a telephone pick-up. This pick-up was mounted on the exterior base of the telephone by means of a suction cup and a cable connected directly into the cassette tape recorder. The recordings were not usable, as the static in the telephone line overwhelmed the voices. To prevent such results, it is best to have the telephone company install the recorder connector to the telephone and have the investigator purchase the necessary adaptor for connection from connector to the cassette tape recorder. It was not possible for this investigator to have these mechanisms installed, subsequently, information was recorded solely by note-taking during the telephone interviews.

Ferris State College, Cuyahoga Community College, Ohio University-Lancaster Campus, the University of Toledo and The University of Akron list courses in quarter credit hours. Lansing Community College and Macomb County Community College list courses in semester credit hours. In order to compare the distribution of credit hours, all semester hours were converted into quarter hours by multiplying by a factor of 1½, or 3/2. For example 6 semester hours converted into quarter hours would be 6 times 3/2 = 9 quarter hours.

Statement of Goals

The ALA Criteria state that when planning a library technology program there should be defined objectives, "consistent with the general Library/Media Technical Assistant roles and relevant policy statement of the American Library Association. They should reflect the needs of the constituency the program seeks to serve..."[1]

Each school has the statement of goals of the library technology program published in some form. These statements are usually in a four-part form, consisting of a general statement to establish the purpose of the program; secondly, a statement of the area of the work of an LTA; thirdly, the admission qualifications; and fourthly, the duties and responsibilities of the LTA.

The following quotes from these statements show the similarities in goals among the institutions:

The general statement appeals to the student to enroll in the LTA program:

> There is a growing need for men and women to assist the librarian by assuming the many technical and clerical responsibilities which are essential to the operation of a modern library.[2]

> Like to help people? If so, there's a rewarding career awaiting you in the field of Library (Information Media) Technology.[3]

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[1] Ibid., p. 1061.

[2] Ferris State College 1973-74 School Bulletin. Big Rapids, Michigan, 1973, p. 251.

[3] University of Toledo, 1973-74 Career Series. Toledo, Ohio, 1973. n.p.

The area of work is described telling how the student's talents and abilities can be fulfilled:

> Both the one-year certificate and two-year associate degree programs in Library Technology prepare persons for mid-level positions in public, school, academic, and special libraries and learning resource centers.[1]

> This curriculum is designed to prepare the student for a career as a paraprofessional in a public, technical, school, or industrial library, working under the supervision of a professional librarian.[2]

Admission qualifications are briefly mentioned to entice the student to enroll:

> You will be admitted to the college if you are 1) a high school graduate, 2) a mature adult who has not completed high school but who can profit from classes and services available at the college, 3) a high school senior with a recommendation of your principal and written permission of a parent.[3]

> The University Community and Technical College is a comprehensive college with an "open door" admissions policy in that it accepts any Ohio high school graduate.[4]

Duties and responsibilities are enumerated to clarify the place of the LTA in the library:

> He [the library technician] works with people, books, audio-visual materials and general office procedures. His responsibilities would include such things as preparation, maintenance, and operation of audiovisual materials and equipment. He might assist in acquisitions work and in cataloging,

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[1] Lansing Community College "Library Technology Program, Occupational Summary", (Mimeographed).

[2] Cuyahoga Community College Catalog 73-74. Cleveland, Ohio 1973, p. 328.

[3] University County Community College Center Campus Academic Bulletin 1973-74. Mt. Clemens, Michigan, 1973, p. 15.

[4] University of Toledo, 1973-74 Career Series. Toledo, Ohio 1973, n.p.

> processing and repairing books, and other library materials. He might also operate data processing equipment, function with library circulation systems and finally, assist people in their use of the library.[1]
>
> Students will learn methods and practice techniques necessary to complete competently and efficiently the technical tasks of library media center work. Students will learn to design, produce, repair, maintain, evaluate and select various kinds of materials for a wide range of age and interest groups.[2]

Advisory Committee

The ALA Criteria[3] state that the initial steps in curriculum development is the establishment of an Advisory Board. All seven of the institutions have advisory boards appointed by the Library Technology Directors with the approval of the administrative head of the institution. Table 10 lists the positions in the library community by institution, which members of the Advisory Board hold.

A local public library director is on the board in each of the seven institutions. Academic librarians are represented on six boards. Special librarians are represented on six boards. A school educational media director is on four advisory boards. These four areas, public, academic, special and school, are representative of the employment areas for the library technical assistant. Two

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[1] "Plan a Career as a Library Technical Assistant," Ohio University-Lancaster, Lancaster, Ohio, 1973. (Brochure)

[2] "A Proposal for the Establishment of an Additional Option, Library Aide, in the Associate Degree in Educational Technology Program," Community and Technical College, The University of Akron, Akron, Ohio, 1972, pp. 2-3. (Typewritten)

[3] American Library Association, "Criteria," p. 1061.

TABLE 10

MEMBERS OF THE ADVISORY COMMITTEE

Position held	Institutions[a]						
	F	L	M	C	O	T	A
State Librarian	X	X			X	X	
Local public library director	X	X	X	X	X	X	X
School educational media supervisor			X	X	X		X
Academic librarian		X	X	X	X	X	X
Special librarian	X	X	X	X	X	X	
Information center librarian				X			
State library association representative					X		
Community College librarian (ex officio)		X	X	X	X	X	
Library Technology Program Director (ex officio)	X	X	X	X	X	X	
Local State Civil Service Board member							
Placement counselor		X		X			
Dean of the Graduate School			X	X			
LTA graduate	X				X		

[a]F is Ferris State College
L is Lansing Community College
M is Macomb County Community College
C is Cuyahoga Community College
O is Ohio University-Lancaster Campus
T is University of Toledo
A is University of Akron

schools have a Dean of a Graduate Library School on their board. In each case, the library school is in the vicinity of that particular community college. The Chairman of the State Board of Libraries of Michigan advises two institutions in Michigan. Similarly, the State Librarian of Ohio is on two boards in Ohio. Two institutions have

their college placement counselors on the committee. Two schools find it advantageous to have a graduate of their LTA program on their advisory board, because the graduate brings the viewpoints of the employed LTA to the discussion table. According to the ALA Criteria[1] the Community College librarian and the library technology director are ex officio members. However, in this study, two institutions have no community college library, and one institution has, at this time, only an acting LTA director, therefore these positions do not apply. In one institution the Advisory Board is composed mainly of the faculty. In the opinion of this investigator, in such a situation, the needed outside perspective may be missing.

The Advisory Board has many responsibilities to perform, of which the ALA Criteria[2] suggest six. These six responsibilities are listed in Table 11. Each director indicated which of the six responsibilities are performed by its Advisory Board. Lansing Community College states that it is not presently concentrating on ensuring that the program meet state and national standards. Meeting local employer needs is more important to them. Macomb County Community College is in the process of changing the composition of the advisory board for the purpose of obtaining a more active board. The five remaining institutions indicate that they are fulfilling the Advisory Board responsibilities as recommended by the ALA Criteria.

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[1] Ibid., p. 1061.

[2] Ibid.

TABLE 11

ADVISORY BOARD RESPONSIBILITIES

Responsibility	Institutions						
	F	L	M	C	O	T	A
Reviewing statement of goals	X	X	X	X	X	X	X
Providing continuing liaison	X	X	X	X	X	X	X
Ensuring that program meets state and national standards	X			X	X	X	X
Meeting regularly	X	X		X	X	X	X
Developing the curriculum	X	X		X	X	X	X
Supervising of curriculum improvements	X	X		X	X	X	X

This investigator is of the opinion that the priority given each of these responsibilities would have a great effect on that program. Therefore the directors were asked to rank these ALA Criteria responsibilities in order of importance. The responsibilities of the Advisory Board are ranked in Table 12. All seven directors stated that the development of the curriculum was the most important duty. One director remarked that although the curriculum is reflective of the total program, yet evaluating the achievement of these objectives and selecting educational experiences that lead to these objectives, is also a vital part of curriculum development. The second unanimous ranking indicated by the directors is supervising of curriculum improvements. Curriculum improvement is a continuing process because the curriculum would reflect the needs of the employers. Providing continuing liaison between the institution and the employer was placed third in importance by five directors.

TABLE 12

RANKING OF ADVISORY BOARD RESPONSIBILITIES

Responsibility	Institutions							Over-all rank
	F	L	M	C	O	T	A	
Developing the curriculum	1	1	1	1	1	1	1	1
Supervising of curriculum improvements	2	2	2	2	2	2	2	2
Providing continuing liaison	4	3	3	3	3	3	4	3
Reviewing statement of goals	5	5	4	4	4	4	5	4
Ensuring that program meet state and national standards	3	4	5	5	5	5	3	5

When many of the advisory board members are also employers of LTAs, this liaison is built-in and requires no special effort. Reviewing of statement of goals and ensuring that the program meets state and national standards were fourth and fifth in rank, respectively, by four directors. These two responsibilities are essential when the program is being conceived, but once the program is developed these duties become of lesser concern. Meeting regularly is an important duty and all institutions indicated that they do meet regularly. Five directors scheduled quarterly meetings, one bimonthly, while another director indicated three times a year.

Once the advisory board duties are established and clarified, then this board should report its activities. Table 13 shows the ALA Criteria suggestions as to whom the advisory board should report. Five institutions have their board report to the Library Technology Director. At Ferris State College, the advisory board reports to the college administrator, while at The University of Akron the

TABLE 13

TO WHOM THE ADVISORY BOARD REPORTS

	Institutions						
	F	L	M	C	O	T	A
President of the institution							
University Board							
LTA Director		X	X	X	X	X	
Other college administrators	X						X

acting chairman of the LTA program is the person to whom the advisory committee is directly responsible.

Faculty

The ALA Criteria[1] recommend a full-time director, that is, someone who devotes full-time to directing the LTA program. The director should have a master's degree in a pertinent field, he should teach at least one course, but not be the sole faculty member. A cross-section of the director's qualifications and duties are presented in Table 14.

As indicated in Table 14, four full-time directors have the qualifications as recommended by the ALA Criteria. In two institutions the duties of the LTA director and learning resource center director are the responsibility of the same person, thus their time is divided between these two administrative positions. The

[1] Ibid., p. 1061.

TABLE 14

QUALIFICATIONS AND DUTIES OF THE DIRECTOR

Institutions	Acting chrman.	Directors				
		Full-time	Part-time	Highest degree	Teaches at least one course	Sole faculty
Ferris		X		MSLS	X	X
Lansing			X	MSLS	X	
Macomb			X	MSLS	X	
Cuyahoga		X		MSLS	X	
Ohio U.		X		MSLS	X	X
Toledo		X		MSLS	X	
Akron	X		X	MA		

institution with the acting chairman explained that such an arrangement was necessary at this time because the program is an option program under the Department of Educational Technology. The educational requirements for directors are met by all persons charged with administering the LTA program. The six directors teach the practicum/seminar course and three of the directors also direct the independent study course. Besides these teaching duties, three directors also teach three or more courses within the LTA program.

The ALA Criteria[1] state that faculty should, like the director, have teaching ability and competence in the areas in which they teach. It further recommends that there be a minimum of one full-time faculty member and where needed, a part-time faculty may

[1] Ibid., p. 1061.

supplement the regular teaching staff. As indicated in Table 15 four of the seven institutions have full-time directors of whom two are also the sole faculty. All of the full-time and part-time faculty have a master's degree in library science or in a related area.

TABLE 15

NUMBER AND EDUCATIONAL QUALIFICATIONS OF THE FACULTY

Institutions	No. of faculty		No. of faculty with highest degree	
	full-time	part-time	MSLS	MA
Ferris	1	-	1	-
Lansing	-	3	3	-
Macomb	-	4	3	1
Cuyahoga	1	2	3	-
Ohio U.	1	-	1	-
Toledo	1	2	2	1
Akron	-	5	5	-

It is suggested by the ALA Criteria[1] that the faculty have a practical work experience relative to the subject area; therefore the work experience of faculty members is listed in Table 16.

Of the twenty faculty members teaching within these seven institutions, 90% had some teaching experience before being employed in their present teaching position. All these faculty members had previous library working experience, the most common length of time

[1] Ibid., p. 1061.

TABLE 16

WORK EXPERIENCE OF THE FACULTY

Institutions	Teaching experience					Library experience				
	0 yr.	1-3 yrs.	4-10 yrs.	11-20 yrs.	21- yrs.	0 yr.	1-3 yrs.	4-10 yrs.	11-20 yrs.	21- yrs.
Ferris	-	1	-	-	-	-	1	-	-	-
Lansing	-	1	2	-	-	-	1	2	-	-
Macomb	1	1	2	-	-	-	1	3	-	-
Cuyahoga	-	-	1	1	1	-	-	1	1	1
Ohio U.	1	-	-	-	-	-	-	1	-	-
Toledo	-	3	-	-	-	-	-	2	-	1
Akron	-	4	-	-	1	-	-	2	2	1

being four to ten years.

For full-time faculty members, the teaching load is commensurate to that of other instructional departments. Also these full-time faculty members have been allotted time for class preparation and for student guidance and counselling. Because part-time faculty usually teach one course per session, such faculty are not expected to do student counselling.

Curriculum

The ALA Criteria[1] suggest course distribution be divided into three broad areas. General education courses should constitute approximately 50% of the total program, library/media technical courses constitute approximately 25%, and related specialized courses

[1] Ibid., p. 1062.

constitute approximately 25% of the total program. Table 17 indicates the distribution of courses among these three broad areas. The table further illustrates the fact that three Michigan institutions resemble one another and broadly reflect the distribution recommended in the ALA Criteria.[1]

TABLE 17

DISTRIBUTION OF CURRICULUM

Institutions	General Education Courses		LTA Courses		Related Specialized Courses		Total
	Quarter hours	%	Quarter hours	%	Quarter hours	%	Quarter hours
Ferris	53	59	23	25	14	16	90
Lansing	71	55	38	29	21	16	130
Macomb	48	50	31	32	17	18	96
Cuyahoga	49	54	20	22	22	24	91
Ohio U.	34	37	46	49	13	14	93
Toledo	23	25	47	51	22	24	92
Akron	44	46	23	24	28	30	95
ALA		50		25		25	

In these three institutions, there is a range of 50-59% of the curriculum in general education courses, 25-32% in library technology courses, and 16-18% in related specialized courses. With the Ohio institutions the distribution of courses in the three curriculum areas is differently proportioned. Cuyahoga Community

[1] Ibid., p. 1062.

College and The University of Akron most closely correspond to the ALA Criteria for percentage distribution in general education courses, LTA courses and related specialized courses. On the other hand Ohio University-Lancaster Campus and the University of Toledo both devote 50% of the total curriculum to library technology courses, 25-37% to general education courses and 14-24% to related specialized courses. The reason for this variance within the Ohio institutions is that the Ohio Board of Regents requires that 50% of the curriculum be in technical courses, and 25% each be devoted to general education and related specialized courses. Both Ohio University-Lancaster Campus and the University of Toledo conform closely to the Ohio Board of Regents policy, and within the next two years, Cuyahoga Community College and The University of Akron will be adjusting their curriculum distribution to conform to the Ohio Board of Regents requirements. This investigator is of the opinion that the distribution of curriculum courses in the three areas of general education, technical and related specialized courses differ in Michigan and Ohio because of the Ohio Board of Regents requirements which must be met within the next two years.

General Education:

The ALA Criteria[1] suggest that general education courses include such subjects as communication skills, English composition, social sciences, humanities, and physical sciences. Table 18 indicates the distribution of the general education courses in the

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[1] Ibid.

programs of the seven institutions. Because of variations in course titles, courses were grouped according to a broader term, a descriptor. For example, English I, II, III, and English composition were grouped under English oral, written. World civilization, Culture I, II, III, and comparative arts were listed under Humanities. Human relations, human development, and learning were grouped under Psychology. Effective reading was classified with Speech. Man and Society, Sociology, Urban America were listed in Social Science. Each specifically named natural and physical science was tallied under Science.

TABLE 18

DISTRIBUTION OF GENERAL EDUCATION COURSES

Descriptors	Institutions						
	F	L	M	C	O	T	A
Economics				X			X
Education							X
English, oral, written	X	X	X	X	X	X	X
Geography		X					
Health education	X			X			X
History	X	X	X		X		
Humanities	X	X	X	X	X		
Literature, American, English			X	X			
Mathematics				X		X	X
Physical education	X		X	X			X
Political science	X	X					
Phychology	X	X		X	X		X
Science	X	X		X		X	
Social science	X	X	X	X	X	X	X
Speech		X			X	X	X
Electives	X	X	X	X	X	X	X
Total number of courses offered	19	12	7	7	8	9	6
Total quarter hours credit	53	71	48	49	34	23	44
Percentage of total program	59	55	50	54	37	25	46

The chart indicates that only the English and Social Science courses are taught in all seven institutions. However, each institution offers elective courses which grant the student the opportunity to take courses in his interest areas or in areas for subject background. Regardless of the elective selected, the student does follow a suggested core curriculum which provides him with the necessary foundation for a balanced, satisfying general education. The variety of general education courses offered depends upon the size of the entire library technology program and its relationship to the needs of the total program within that institution. There is no indication that increasing the number of courses offered increases the quality of the program. The major factor is the quality of the core curriculum. All seven institutions meet the education requirements of the North Central Association of Colleges and Secondary Schools. In addition, the four institutions in Ohio are also accredited by the Ohio Board of Regents. All three Michigan institutions are accredited by the State Department of Education, Michigan State Library, and in addition Ferris State College is accreditted by the Michigan Commission on College Accreditation.

Library/Media Technical Assistant Courses:

The following topics constitute library/media technical courses as set forth in the ALA Criteria:[1]

a) Introduction to the library/media center field and types and forms of materials
b) Support operations for technical services
c) Support operations for public services

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[1] Ibid.

d) Practical experience and supervised field work and seminar sessions

The distribution of LTA courses is illustrated in Table 19. Six of the seven institutions offer introductory courses in the basic concepts of librarianship. These same institutions also offer two or more courses in technical and public services. All of the institutions offer a practicum/seminar course.

TABLE 19

DISTRIBUTION OF LIBRARY/MEDIA TECHNICAL COURSES

Institutions	Introductory		Tech. Service	Public Service	Practicum	Total
	Lib.	A-V				
Ferris no. courses	1	1	2	2	3	9
Ferris no. credits	1	2	7	6	6	23
Lansing[a] no. courses	1	2	2	2	2	9
Lansing[a] no. credits	4.5	10.5	12	6	4.5	37.5
Macomb[a] no. courses	1	1	2	2	1	7
Macomb[a] no. credits	4.5	4.5	9	9	4.5	31.5
Cuyahoga no. courses	1	1	2	2	1	7
Cuyahoga no. credits	3	3	7	6-7	4	19-20
Ohio U. no. courses	1	2	3	4	3	13
Ohio U. no. credits	3	8	10	16	8-10	45-47
Toledo no. courses	1	2	2	3	1	9
Toledo no. credits	4	8	8	12	5	47
Akron no. courses	0	1	1	3	1	6
Akron no. credits	0	3	4	12	5	24

[a]Converted to quarter hour credits from semester hour credits

In order to compare the LTA courses listed by each institution, a common denominator was needed. This investigator formulated a phrase or descriptor based on the course descriptions as stated in the college catalog and/or the course outlines that were sent by the LTA directors.

The descriptors of the introductory courses to the library/media field are shown in Table 20. Although the title of the courses vary, the six out of the seven institutions teach the same basic concepts: use of the library, background and philosophy of library service, basic library organizational structure and career opportunities in the library field.

TABLE 20

DESCRIPTORS IDENTIFYING INTRODUCTORY LIBRARY TECHNOLOGY COURSES

Descriptors	Institutions						
	F	L	M	C	O	T	A
Basic services of the library	X	X	X	X	X	X	-
Basic library organization	X	X	X	X	X	X	-
Historical background	X	X	X	X	X	X	-
Career opportunities	X	X	X	X	X	X	-
How to use the library	X	X	X	X	X	X	-

Media technology courses as taught in the seven institutions revolve around the use of audiovisual materials. Table 21 indicates that all seven institutions teach the basic skills needed for the preparation of media typically used in libraries, e.g., slides, transparencies, tape recordings and transcriptions, videotape

TABLE 21

DESCRIPTORS IDENTIFYING INTRODUCTORY MEDIA TECHNOLOGY COURSES

Descriptors	Institutions						
	F	L	M	C	O	T	A
Operation of A-V equipment		X	X	X	X	X	X
Production of A-V materials	X	X	X	X	X	X	X
Organization of A-V materials	X	X	X	X	X	X	X
Organization of A-V equipment		X	X	X	X	X	
Circulation of A-V materials	X	X	X	X	X	X	
Circulation of A-V equipment	X	X	X	X	X	X	
Non-print information sources		X					
Maintenance of A-V equipment			X		X	X	
Selection and display of A-V materials				X	X	X	

recording, dry mounting and laminating. The various ways of organizing and/or cataloging the A-V materials is also taught in each institution, while the methods for circulating these materials is taught in six institutions. In one course Lansing Community College emphasizes non-print reference materials and services plus ordering, organizing, and circulating A-V materials and equipment. Macomb County Community College, Ohio University-Lancaster Campus, and the University of Toledo teach only simple maintenance of audiovisual equipment. Creating effective exhibits through proper planning and arranging of display materials are techniques incorporated in media courses taught at Cuyahoga Community College, Ohio University-Lancaster Campus and the University of Toledo.

Technical services include acquisition procedures, searching

techniques, and processing and mending of materials. The descriptors common to the technical service courses are illustrated in Table 22.

TABLE 22

DESCRIPTORS IDENTIFYING TECHNICAL SERVICES COURSES

Descriptors	Institutions						
	F	L	M	C	O	T	A
Cataloging tools	X	X	X	X	X	X	X
Dewey-Decimal classification scheme	X	X	X	X	X	X	X
Library of Congress classification scheme		X		X	X	X	X
Author number	X	X	X	X	X	X	X
Subject heading	X	X	X	X	X	X	X
Preparation of unit card	X	X	X	X	X	X	X
Adaption of unit card	X	X	X	X	X	X	X
Card catalog maintenance	X	X	X	X	X	X	X
Filing systems	X	X	X	X	X	X	X
Simplified cataloging of books	X	X	X	X	X	X	X
Cataloging of A-V materials	X	X		X	X	X	X
Shelving	X	X	X	X	X	X	X
Ordering methods	X	X	X	X	X	X	
Processing methods	X	X	X	X	X	X	
Maintenance of materials	X	X	X	X	X	X	
Bibliographic tools for searching	X	X	X	X	X	X	
Bibliographic tools for serials	X	X	X	X	X	X	

Each of the seven institutions offers a course or courses that includes simplified cataloging and classification of materials. The purpose is to give an understanding of function, not to make classifiers or catalogers of the library technicians. Ferris State College and Macomb County Community College teach only the Dewey-Decimal

classification because the libraries that employ their graduates use that scheme. The University of Akron is not able to teach all the skills in one ten-week course; therefore only the preparatory cataloging process is emphasized. Ohio University-Lancaster Campus redesigned the technical service course and offers two separate courses. In this manner the underlying structure of both the Dewey-Decimal and the Library of Congress classification schemes is taught for understanding.

Public service stresses services to the patron. Table 23 lists the descriptors that are common to courses in this category. Each of the seven institutions teach basic library organization, circulation methods, materials needed for circulation, and specialized reference tools. Because public relations is a vital function of public service, Lansing Community College, Ohio University-Lancaster Campus, and University of Toledo teach public relations as an integral part of the public service curriculum. Cuyahoga Community College, Ohio University-Lancaster Campus, and the University of Toledo discuss the techniques of working with children in a school or public library situation. Ohio University-Lancaster Campus offers two courses for specific groups of patrons, for example, children, young adult, adult, handicapped, disadvantaged, elderly, hospital patients, minorities, business,and professional personnel. These courses introduce the LTA to the types of patrons that use the library and provide background information concerning print and non-print materials which will serve the needs of each group. The University of Akron teaches library administration which prepares the

TABLE 23

DESCRIPTORS IDENTIFYING PUBLIC SERVICES COURSES

Descriptors	Institutions						
	F	L	M	C	O	T	A
Specialized reference tools	X	X	X	X	X	X	X
Public relations		X			X	X	
Interlibrary loan	X	X		X	X	X	
Circulation methods	X	X	X	X	X	X	X
Circulation materials	X	X	X	X	X	X	X
Preparation of bibliographies	X	X	X	X		X	
Selection and evaluation of children's books	X			X		X	X
Library organization	X	X	X	X	X	X	X
Library administration							X
Services to special groups					X		
Techniques for working with children				X	X	X	
Story Hour techniques				X	X	X	
Book talks				X	X	X	

student to act as an administrator of an elementary school media center, under the direction of a professional librarian. This investigator concludes that it is difficult to differentiate between librarian's duties and technician's duties in such situations. A course in selecting and evaluating children's books as offered at Cuyahoga Community College, University of Toledo, and The University of Akron has the general objectives of helping the student develop an appreciation of children's literature and of choosing the appropriate materials for specific needs of children. These skills are needed for preparing story hour programs and book talks. Book

selection, as interpreted at Ferris State College, emphasizes the sources for selecting materials and the evaluation of book reviews, book lists, trade bibliographies, and publishers' annotations. Ohio University-Lancaster Campus incorporates the skills and techniques needed for story hours and book talks into the course of Services to Specific Groups.

Practicum or supervised work experience that includes a weekly seminar is the culmination of the LTA program in all institutions. The student is given the opportunity to observe and gain practical work experience under the supervision of the professional library staff. This experience permits the student to integrate and apply the skills and techniques of course work into a practical work situation. In the weekly seminar, the students discuss their work experiences and related problems and suggest alternatives for their problems. The instructor also has private guidance sessions with the student to provide him another opportunity to discuss his work situation.

This practicum/seminar requirement is fulfilled by the seven institutions and the special problem courses are tailored to meet individual needs, as is illustrated in Table 24. In each institution the LTA director is the coordinator and visiting supervisor.

Ferris State College offers two courses, of two quarter hours credit each. In each course, the student works six hours per week in a library. The seminar type course is entitled Library Problems. The second course, Special Problems, is assigned for further investigations of library problems, with the student presenting oral and

TABLE 24

A PROFILE OF PRACTICUM, SEMINAR, AND SPECIAL PROBLEM COURSES

Institutions	Practicum			Seminar			Special Problems		Program Coordinator	Total	
	No. of courses	No. of credits	No. of working hrs.	No. of courses	No. of credits	No. of class hrs.	No. of courses	No. of credits		No. of courses	No. of credits
Ferris	1	2	96	1	2	1	1	2	Director	3	6
Lansing[a]	1	2.25	80	1	0	1	1	2.25	Director	2	4.5
Macomb[a]	1	4.5	80	1	0	1	0	0	Director	1	4.5
Cuyahoga[a]	1	4	220	1	0	1	0	0	Director	1	4
Ohio[a]	2	7	260	1	0	1	1	1-3	Director	3	8-10
Toledo[a]	1	5	120	1	0	1	0	0	Director	1	5
Akron[a]	1	5	100	1	0	1	0	0	Acting Director	1	5

[a]The Practicum and Seminar Courses are combined into one course.

written reports.

Lansing Community College library work experience is a minimum of 80 hours of work in an area library within a semester. This includes a series of planning and evaluation sessions with the course advisor. The institution also offers an independent study course to meet special needs and interests of students. The student has the option of enrolling in either course. A third course, an elective, Special Service Seminar, is a rotating topical course to cover methods and materials in, for example, medical, children's, documents, specialized library services. Students who need a more extensive background usually enroll in this course.

Macomb County Community College offers supervised library work experience of 5 hours a week for a semester. A weekly seminar with the program coordinator provides opportunities for students to discuss problems and specific procedures.

Cuyahoga Community College students work in two or three different areas such as technical processes, public services, reference services, and media services within a library where the student would like to seek employment. This work situation is for 11 weeks, 20 hours per week. An additional one hour weekly is for seminar.

Ohio University-Lancaster Campus schedules two internship classes. One course provides library work experience in one or more different types of libraries for 8 hours a week for one quarter. By selecting more than one type of library for this work, the student broadens his understanding of the different types. The student who is presently employed in a library is encouraged to select another

type of library for the work experience. The second course is the full-internship library work experience. The student works in a library of his choice for 180 hours in four and a half weeks full-time, or in nine weeks on a part-time basis. There is also a one hour weekly seminar class. Ohio University-Lancaster Campus offers an elective of independent study. This class provides the student with the opportunity to acquire needed knowledge in a specific area of librarianship.

The University of Toledo offers a practicum of 120 hours in a ten-week quarter. The librarian under whom the student works keeps a daily log of the activities of the student and discusses with the student his job performance. Twice during the quarter, the LTA director visits the student while on the job. During the final week of the quarter all students and their library supervisors meet with the LTA director to discuss the library field experience. Both students and supervisors give their reactions. Besides the practicum there is an additional one hour weekly seminar where the student and Library Technology director are able to discuss practices and problems encountered during the practicum.

The University of Akron offers a practicum for 10 hours a week for 10 weeks. The student works in a library of his choice. In the weekly one-hour seminar the student discusses his experiences with his fellow students and advisor.

Related specialized courses:

Related specialized courses or career electives provide the student with the option of selecting courses on the basis of his

career expectations which will better prepare him for his desired employment. The courses may be in the area of general education, business, library science, or in other appropriate academic departments. All the selections offered by each institution are listed in Table 25.

TABLE 25

TYPES OF RELATED SPECIALIZED COURSES WITHIN THE LIBRARY TECHNOLOGY PROGRAM

Related specialized courses	Institutions						
	F	L	M	C	O	T	A
Business mathematics	X	X		X		X	X
Computer programming					X		X
Data processing				X		X	
Office management		X	X		X		
Preparation and use of A-V materials	X			X		X	
Principles of supervision						X	
Public relations		X	X				X
Records management	X		X	X	X	X	
Secretarial machines		X		X			X
Typing	X	X	X	X	X	X	X
Total number of courses offered	5	5	3	6	4	6	6
Total quarter hours credit	14	21	17	22	13	22	28
Percentage of total program	16	16	18	24	14	24	30

A student who lacks typing skills is urged to take typing since each institution recommends typing. Other related specialized skills may be business mathematics, office and record management, and secretarial machines, since these skills are necessary for the proper, efficient operation of technical services function. In as

much as some libraries have automated functions, data processing and computer programming skills are taught as related specialized courses.

Curriculum Revision

Curriculum revision is a continuous process at all seven institutions. However, the revision process varies from institution to institution. The curriculum committee of Cuyahoga Community College annually reviews the curriculum of each department with the department director. If changes are suggested the advisory board of that particular department helps plan and oversee the revision. The LTA employers and the LTA graduates who are working in libraries offer suggestions for program improvements at Lansing Community College and Macomb County Community College. At the University of Toledo the advisory committee and the local chapter of the Council on Library Technology jointly compare the curriculum to the work experiences of the LTA's and then make the necessary recommendations and decisions. The ALA Criteria is a gauge for measuring improvements at Ferris State College and at Ohio University-Lancaster Campus. At The University of Akron the extent of the revisions determines to whom the suggestions are submitted for approval. The process is, that if content changes are requested, the department head is involved in the decisions. An addition to or a deletion from the curriculum would require the consent of the university president. For a total revamping of the LTA program, the Ohio Board of Regents is consulted.

Nature of the Program

All institutions reported that the sequential order of the courses is immaterial. This accommodates the many part-time students who enroll to upgrade their present job performance. In five of the institutions, there is a recommendation that the introductory library course, An Introduction to Library Services, be taken first, but in only one institution is this obligatory.

The ALA Criteria[1] state that L/MTA courses are vocational in nature and are unique to the preparation of the LTA; therefore the program is terminal. In discussing the terminal nature of the LTA program with the directors, this question and the subsequent question of transferability of credits could not be answered unequivocally. Lansing Community College, Macomb County Community College, and Cuyahoga Community College are community colleges with terminal programs. The three directors stated that their library technology course credits are transferable to other similar programs, at the discretion of the accepting institution. Macomb County Community College and Cuyahoga Community College stated that their general education credits are accepted by undergraduate institutions but this depends on the negotiations between the student and the undergraduate institution. Lansing Community College stated that none of their credits are transferable to undergraduate programs.

Library technology programs in Ferris State College, Ohio University-Lancaster Campus, University of Toledo and The University of Akron are community technical programs with a college/university

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[1] Ibid.

structure. These four institutions stated that the library technology credits are transferable to other library technology programs; but there were differences in the acceptability of these credits in undergraduate programs. Ferris State College, School of Education will accept all library technology program credits. Some business colleges will accept the business course credits and some of the general education course credits. Ohio University-Lancaster Campus undergraduate program will not accept the credits of that school, however some other undergraduate institutions will. University of Toledo and The University of Akron have two-plus-two agreement with their undergraduate School of Education. A student completing the associate degree in the LTA program will be accepted by the School of Education, with slight modifications.

Continuing Education

The area of continuing education is subject to individual interpretation. Two institutions offer an annual workshop for their graduates and for any paraprofessional or volunteer working in a library. One of these same institutions also offers two quarterly seminars. Topics are in areas not covered in the regular library technology courses. Annually one institution offers a one or two credit/no credit continuing education courses for volunteers in elementary school libraries. In another area, the local chapter of COLT sponsors the annual workshop for LTA graduates and other interested persons. In contrast, three institutions offer no refresher courses.

Recruitment, Selection, Placement

Recruitment procedures are generally the same among the seven institutions. In six of these, the recruitment program is in conjunction with the recruitment office of the college. Brochures describing the library technology program may be distributed with the literature of the departments. Three institutions use newspaper advertisements and radio spot announcements prior to registration. Four directors proudly stated that they receive applications from library workers who are employed in the libraries that had previously accepted LTA students for field work experience. Library administrators who are members of the advisory board are also an influence in their library for sending new students for the library technology program.

Because the seven institutions have an open door admissions policy, students are counselled into the program in different ways. The library technology director at Ohio University-Lancaster Campus personally interviews each student before he enters the program and/or before the student enrolls in each library technology course. The remaining institutions stated that the guidance department was responsible for admitting students into the program; therefore there is no personal contact with the student until his initial library technology course, unless the student requests a conference. The directors emphasized that in each library technology course the student is made aware of the paraprofessional nature and role of the LTA and the relationship of the LTA to the entire library staff.

Responses to questions concerning the makeup of the student

enrollment reveal that 1) Because many part-time students are enrolled as full-time students in other departments, each director found it difficult to provide accurate statistics regarding enrollment figures for full-time and part-time students. 2) Less than 3% of all the students enrolled were males, as estimated by the directors. One director stated that her institution discouraged males from enrolling in the program because the low salary of an LTA is not sufficient to support a family. Another director took the opposite position, stated that she encouraged men to enroll because they would likely pressure employers to pay higher salaries, which would eventually benefit all LTAs.

Regarding the placement of LTA graduates, five institutions assist their students to find library employment suited to the students interest. The placement office in another institution does this work; while another institution offers no assistance to graduates.

Follow-up Studies

In five institutions follow-up surveys have been conducted during the past three years, the results of which altered the LTA curriculum. Some of the changes were:

1) Addition of courses in typing, bookkeeping, accounting, psychology, principles of management and data processing.
2) Classification and subject heading concepts were expanded.
3) The deletion of principles in management and administration, and book selection.
4) A clarification and expansion of performance objectives within each course outline.
5) A longer library field work experience.

The results of a survey of the employers showed that they would

like:

1) The continuance of the LTA program.
2) Guidance in establishing LTA job descriptions for their libraries.
3) An LTA sliding salary scale.
4) Information about LTA certification by the state department of education.

Contributions and Relationship of the LTA to the Library Staff

A survey to determine the extent to which curriculum planning and content, and the overall characteristics of a library technology program parallel the ALA Criteria is complete in itself. Yet this investigator was interested in knowing the philosophy of each LTA director regarding the library technology program, because his philosophy will determine the direction of that particular program. The directors' remarks were classified into two categories: a) the contributions of a library technology program to the library field and b) the relationship of the library technician to the total library staff.

a) Each director discussed the major contributions of a library technology program to the library field as:

   1) The library technology program is an outgrowth of local conditions and needs.

   2) A library technical assistant relieves the professional librarian of routine tasks not requiring full professional knowledge. In turn, the professional librarian is then able to serve the library patron in a broader and fuller manner.

   3) The library technical assistant is well-trained for the responsibilities of routine procedures.

4) The library technology program also contributes to the library field by providing formal education for supportive library workers.

5) An associate degree in library technology broadens the individual's understanding of the basic principles of librarianship.

6) Library procedures taught in sequential order gives an overall picture of proper procedure in any area. Although specific ways for performing a procedure may not be that of a particular library, yet the total function is visualized and comprehended. A brief period of on-the-job training will be sufficient for the LTA to understand the peculiarities of that particular library.

7) A great deal of on-the-job training and money is saved because the LTA knows the basics of library procedures.

8) The LTA has the flexibility to move into different departments as needed, because of his general background of library procedures and functions.

b) The library technology directors, from their observations of the LTA student in library field experience and from communicating with the LTA employers, express a common opinion:

1) The hiring of an LTA allows for diversified staffing and for a better understanding of the relationship of the professional to the other staff members.

2) Supportive staff job descriptions must be made available to and acted upon by library admini-

strators. As a result of such descriptions, each category of library worker will know his duties and responsibilities and receive a salary commensurate with these.

3) The supportive staff will be upgraded by having their relationship to the rest of the staff clearly defined.

CHAPTER IV

CONCLUSION

The recommendations of the ALA Criteria for library technology programs are set forth in the document, Criteria for Programs to Prepare Library/Media Technical Assistants. This ALA report clearly defines overall program goals, administrative framework, curriculum objectives, course distribution, student recruitment, selection, and placement. This investigator decided to survey curriculum planning and content of seven selected library technology programs to determine to what extent the ALA Criteria are followed.

In order to obtain these data, open-ended interview questions were designed according to major statements in the ALA Criteria. Library technology directors in seven institutions were interviewed by telephone. This method was chosen because of the current national energy crisis. Although this investigator was able to discuss the questions with the directors, there were in her opinion some limitations to the telephoning method, compared to the personal interview method. First, the telephone method of interviewing does not give as complete a picture of each program as a personal visit would give. With the latter method, the investigator would have seen a functioning program and would have been able to discuss it with the director, and possibly with the faculty and students. Moreover because of the cost of long distance telephone calls, leisure-type

conversation was restricted. The conversations had to be kept to the point, and therefor interesting side lines could not be pursued.

On the other hand, there were some advantages to telephone interviewing. By telephoning, information is immediately obtained, while a mail survey requires a period of time and often, several follow-up letters. By the telephone method not only were several weeks of winter traveling compressed into several hours of telephoning, but also the monetary expense was estimated to be half that of a personal visit to each institution. Furthermore, the telephone interview is superior to a mail survey in which written answers are open to subjective interpretation.

In conclusion, the investigator is of the opinion that although a personal visit is a superior method for collecting information, it is feasible to conduct a survey study by telephone interview.

The survey questions were chiefly concerned with determining the part curriculum planning, development, and content play within the total library technical program, and with determining specifically what courses comprise the library technology program.

From the data collected, this investigator concludes that:

Five institutions have an advisory board that fulfills the type of membership and the responsibilities enumerated by the ALA Criteria. All seven directors unanimously ranked curriculum development as the most important of their responsibilities, and the supervision of curriculum improvements as second in importance. From this unanimous ranking, this investigator must conclude that

developing curriculum is the main concern in all seven institutions.

As the directors discussed the contributions of the library technology program to the library field, they indicated that the rationale for developing curriculum is based on local community conditions and needs as determined by an initial survey. Of the seven institutions, five institutions launched their programs with an initial survey to determine their needs.

Another aspect of curriculum development is the number and type of faculty. The directors stated that the structure of each program determines the necessity for full-time or part-time faculty. The faculty in all institutions met the qualifications as to education and experience suggested in the ALA Criteria. Of the seven institutions, four have full-time directors, of whom two are the sole faculty. Both these directors commented that it was better to have a full-time director who was also sole faculty, in preference to a totally part-time faculty. This investigator concludes that having a full-time director insures the continuity of the program and achievement of program objectives.

In the opinion of the directors, supervising curriculum improvements is the second most important duty of the advisory board. They stated that frequent follow-up studies are necessary to determine additions and deletions in curriculum content, employer needs, and the acceptance of the program among the prospective employers. Although five institutions have conducted follow-up studies in the past three years, four of these institutions stated it was their first study. In all cases curriculum changes were made as a result

of these follow-up studies.

Based on the findings, this investigator concludes that curriculum planning, development, and content are most important steps in commencing a library technology program; moreover the advisory board as the controlling body shapes the program through the decisions it makes. Thus five institutions have followed the guidelines of the ALA Criteria in the areas of curriculum planning, development, content under guidance of the Advisory Boards.

The courses which comprise the total library technology program fall into three areas: general education courses, LTA technical courses, and related specialized courses. The three Michigan institutions surveyed and two of the Ohio institutions surveyed broadly reflect the percentage distribution suggested in the ALA Criteria, that is, 50% general education, 25% LTA technical, and 25% related specialized courses. Because of recent policy revisions made by the Ohio Board of Regents, the four Ohio institutions are revamping their credit allotments to fulfill the requirements set by this board. Those requirements are that the general education courses comprise 25% of the total curriculum, rather than the 50% recommended by ALA, and LTA technical courses 50%, rather than the 25% recommended by ALA. Related specialized courses remain at 25%, in agreement with ALA. Therefore within the next two years, the four Ohio institutions surveyed in this study, will have complied with the Ohio Board of Regents regulations rather than with the ALA Criteria recommendations for course percentage distribution.

In accord with the ALA Criteria the general education courses

offered by the seven institutions covered a variety of subject content. Also, all seven institutions offered related specialized courses which correspond to those suggested in the ALA Criteria.

The LTA technical courses were surveyed in more detail. The ALA Criteria recommend four areas for the LTA technical courses:

1) Introduction to the library/media center field and types and forms of materials

   Six of the seven institutions offer courses which provide introductory background in library history, organization and services, and career opportunities within the library field. The seventh institution is considering developing a course in this area. Thus there is close adherence to ALA Criteria recommendations for introductory courses.

2) Support operations for technical services

   Six of the seven institutions offer two or more courses in technical services. The descriptors describing technical services courses indicate that the basics of descriptive cataloging are taught to the students as well as some introduction to subject cataloging. Simple cataloging of print materials is the primary concern, while the simple cataloging of nonprint materials is usually slighted.

3) Support operations for public services

   Basic library organization, circulation methods and materials, and specialized reference tools are public service concepts taught in the seven institutions. Some of the institutions teach public relations, interlibrary loan, preparing bibliographies and special group services.

4) Practical experience and supervised field work seminar sessions

   A practicum and weekly seminar integrate and apply

the skills and techniques of previous course work into a practical working experience. Each institution offered these courses for at least one quarter.

Thus this investigator concludes that six of the seven institutions surveyed followed the ALA Criteria closely in regard to curriculum content for LTA technical courses.

The emphasis of this study has been on curriculum planning, development, and content. This researcher suggests that further investigation needs to be made to study performance objectives as stated in LTA courses of study to determine the relevance of these statements to student achievement of basic skills and techniques. Another interesting aspect of curriculum would be a study of textbooks that are being used in library technology programs to determine their adequacy for teaching the basic skills needed by the LTA. The fact that the Ohio Board of Regents recommends a greater emphasis on technical courses than the ALA Criteria do, suggests that a study of vocationally oriented programs in other disciplines be made to determine the percentage of technical courses that are needed to provide the student with adequate technical background.

APPENDIX A

(interview cover letter to be sent with questions after initial phone call)

Heading

Dear

This is to confirm our telephone conversation of _____.
Thank you for participating in this research project which I am conducting as part of my specialist degree program in the School of Librarianship at Western Michigan University.

The purpose of this study is to survey seven selected Library/Media Technical Assistant Programs in Michigan and Ohio, to determine the extent to which the staff and curriculum parallel the American Library Association "Criteria for Programs to Prepare Library/Media Technical Assistants."

Enclosed is the survey questionnaire which I mentioned during our conversation. As we had agreed I shall call you on _____ at approximately_____ to obtain the data. This way you will not have to return the questionnaire.

Thank you again for your willingness to participate in this study. I appreciate your giving your time to this and am most grateful for your help.

Sincerely,

E. Ruth Schneider

APPENDIX B

SURVEY OF LIBRARY TECHNOLOGY PROGRAM STRUCTURE

Institution_____ Established_____

Director_____

Institution accredited by_____

Please place check mark in appropriate blank(s):

I. Planning programs

1. Your institution has a Library Advisory Committee for your Library/Media Technical Assistant program.

   Yes_____ No_____

2. The Library Advisory Committee is appointed in accordance with administration policy of the institution.

   Yes_____ No_____

3. The Library Advisory Committee reports to

   ____ President of the institution

   ____ University Board

   ____ Library Technology Director

   ____ Other college administrators

4. Advisory Committee responsibilities include

   ____ Reviewing statements of goals

   ____ Providing continuing liaison between the institution and local employers of Library/Media Technical Assistants

   ____ Ensuring that the program meets state and national standards

   ____ Meeting regularly

   ____ Developing curriculum

   ____ Supervising curriculum improvements

5. Membership on the Local Library Committee consists of

____ State Library representative
____ local Public Library Director
____ School Educational Media Supervisor
____ academic librarian
____ special librarian
____ Information Center librarian
____ State Library Association representative
____ Community College librarian (ex officio)
____ Library Technology Program Director (ex officio)
____ local State Civil Service Board member
____ placement counselor
____ Dean of Graduate Library School

II. Faculty administrative framework for programs

1. The Library Technology Program Director is

____ full-time
____ part-time
____ There is no director

2. The highest degree attained by the Director:

____ Bachelor
____ Master
____ Master in Library Science
____ Specialist
____ Doctorate

3. The director teaches at least one course in the Library Technology Program. Yes ____ No ____

If yes, please list courses taught, and the frequency with which you teach that course.

4. The highest degree attained by faculty members: List number of persons.

Highest degree	Full-time	Part-time
Bachelor	____	____
Master	____	____
Master in Library Science	____	____
Specialist	____	____
Doctorate	____	____

5. Number of faculty members who have had teaching experience before coming to the Library Technology Program:

Teaching experience	Number of teachers	
	Full-time	Part-time
0 yrs.	____	____
1 - 3 yrs.	____	____
4 - 10 yrs.	____	____
11 - 20 yrs.	____	____
21 yrs. and over	____	____

6. Number of faculty members who have had practical library working experience:

Library Experience	Number of teachers	
	Full-time	Part-time
0 yrs.	____	____
1 - 3 yrs.	____	____
4 - 10 yrs.	____	____
11 - 20 yrs.	____	____
21 yrs. and over	____	____

7. The teaching load

____ equals that of other instructional departments.

____ provides time for class preparation.

____ provides time for student guidance and counseling.

III. Curriculum objectives

1. Is there a published statement of the objectives of the Library Technology Program?

Yes _____ No _____

If yes, what is the statement?

2. General Education courses:

____ number of courses

____ total semester hours

Please list the General Education courses:

3. Library/Media Technical Assistant courses:

Type of course	number of courses	total semester hours
Introduction to the field and to types and forms of materials	____	____
Support operations for technical services	____	____
Support operations for public services	____	____
Practicum and seminar	____	____

4. Are the Library Technology courses listed in your catalog currently offered?

Yes _____ No _____

5. Have other courses, not listed in your catalog, been added to the Library Technology program?

Yes _____ No _____

If yes, why?

What is the nature of the added course(s)?

6. Are the course descriptions, as stated, reflective of course content? Yes _____ No _____

   If no, what modifications have been made?

7. What are the primary library skills you are trying to impart to your students?

8. Related specialized courses:

   ____ number of courses

   ____ total semester hours

   Please list each course and the department in which it is offered:

course	department

9. Is there a required sequence of courses?

   Yes _____ No _____

   If yes, please list course sequence:

10. Is your program terminal? Yes _____ No _____

11. Are the library courses in your program transferable to

    a. a Library Technical Assistant program in another institution? Yes _____ No _____

    b. an undergraduate program at your school?
    Yes _____ No _____

    c. an undergraduate program in another institution?
    Yes _____ No _____

12. Does your program provide for continuing education?
    Yes _____ No _____

    If yes, please describe:

IV. Recruitment and selection

1. Is a planned publicity program used to disseminate information about the Library Technology program throughout the local community?
    Yes _____ No _____

2. Is the student counseled as to the subprofessional nature of the Library Technical Assistant role?
    Yes _____ No _____

3. Are admission requirements equivalent to Junior College standards? Yes _____ No _____

    If no, please state differences:

4. Does the Library Technology Program Director interview candidates seeking admission to the program?
    Yes _____ No _____

V. Student progress, placement, follow-up

1. How many students are presently enrolled as

    full-time students? ____

    part-time students? ____

2. What is the total number of graduates since your program was established? ____

3. Does the Library Technology Program Director assist students in finding suitable employment?
   Yes _____ No _____

4. Have follow-up studies been made of graduates?
   Yes _____ No _____

5. Did the findings alter the curriculum?
   Yes _____ No _____

   If yes, please state in what ways:

INTERVIEW

1. What was the rationale for establishing the areas of curriculum? (e.g. to satisfy local employer needs, ALA criteria, to follow graduate library curriculum?)

2. What do you feel is the major contribution of a Library/Media Technical Assistant to the library field?

3. What are some advantages of a formal Library/Media Technical Assistant program, compared to on-the-job training?

4. What are some disadvantages of a formal Library/Media Technical Assistant program, compared to on-the-job training?

5. What procedures are available for ongoing curriculum revision?

6. What are major internal difficulties of maintaining a Library/Media Technical Assistant program? (e.g. recruitment, professional relations, placement?)

Please send a copy of the outline of each Library/Media Technical Assistant course, if available. Thank you.

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