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JUNIOR COLLEGE LIBRARY PERSONNEL NEEDS, REPORT OF A SURVEY,  
1966-67.

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FROM THE 222 RESPONSES TO THIS SURVEY ON LIBRARY STAFFING NEEDS AND ON THE PREPARATION OF LIBRARY PERSONNEL, IT WAS FOUND THAT SMALL PUBLIC INSTITUTIONS HAVE THE GREATEST NEED FOR ADDITIONAL STAFF AND THAT JUNIOR COLLEGE POSITIONS ARE GENERALLY CONSIDERED DESIRABLE. THE TERMS PROFESSIONAL LIBRARIAN, SEMI-PROFESSIONAL LIBRARIAN, TECHNICIAN, AND UNTRAINED STAFF WERE USED IN THE SURVEY, BUT THE RESPONDENTS SHOWED LITTLE AGREEMENT ON DEFINITION OF THESE TERMS OR ON THE TRAINING AND BACKGROUND EXPECTED FOR EACH CATEGORY. THE ONLY SPECIFIC CONCLUSIONS WERE THAT (1) UNDER-STAFFING IS MORE OFTEN DUE TO LACK OF FUNDS THAN TO SHORTAGE OF APPLICANTS, (2) NEITHER THE TYPES OF LIBRARY WORK NOR THE PREREQUISITES FOR THEM ARE CLEARLY DEFINED, (3) SPECIALIZED TRAINING, ESPECIALLY IN THE AUDIO-VISUAL FIELD, IS NEEDED, (4) CONSTANT EMPHASIS ON THE NEED FOR EXPERIENCE IMPLIES DISSATISFACTION WITH LIBRARY SCHOOL OFFERINGS, AND (5) MANAGEMENT COURSES, PARTICULARLY IN PERSONNEL WORK, ARE NEEDED BY LIBRARY ADMINISTRATORS. (HH)

JUNIOR COLLEGE LIBRARY PERSONNEL NEEDS  
REPORT OF A SURVEY, 1966/67

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SEP 11 1967  
CLEARINGHOUSE FOR  
JUNIOR COLLEGE  
INFORMATION

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The following summary was compiled from responses to a three-page questionnaire distributed to junior colleges in the academic year 1966-67. The purpose of the survey was to learn the varying levels of staff needs for junior college libraries and to gain information of the type of preparation considered necessary for the various levels. Copies were sent to chief college administrators and to librarians in an effort to discover whether administrators differed from librarians in their opinion on these subjects. Of the 222 responses, only 21 were received from administrators. Of these, the majority were largely incomplete or were identical to the librarian's response. This summary, therefore, does not reflect returns from administrators. While the tabulation was made according to states from which ten or more responses were received, the data showed no significant differences and such breakdown is not used.

The limitations of the questionnaire method, especially for so many details, and the inaccuracy of "research" as a descriptive term were recognized from the initiation of the project. It was believed that the gross response might indicate trends and areas meriting investigation in depth. Since library manpower is to be a major topic of the 1967 American Library Association Conference, no recommendations for further study are made at this time. It is suggested that this summary be distributed to other A.L.A. Divisions, Sections, and Committees which are concerned with the topic of library manpower and the preparation of library personnel.

The Chairman of the Ad Hoc Committee on Research alone is responsible for the form of the questionnaire, including its ambiguities and unexpressed assumptions. The extremely time-consuming task of tabulating responses was done largely by Miss Joyce Backus, with assistance from Mrs. Betty Nevin and Miss Barbara Wood. Without such help, this summary could not have been made.

Appreciation also goes to Mrs. Wilma Phelps, Chairman of the Special Projects Committee, and her committee for distributing and duplicating the forms and to those who responded to "another questionnaire."

*Elizabeth Martin*

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Definitions for the purposes of the survey:

Professional librarian - one with a degree or fifth year in librarianship.

Semi-professional librarian - one with a Bachelor's or higher degree, who serves as a specialist in an area of library operation, such as a science specialist or an audio-visual specialist.

Technician - one dealing with the physical aspects of books and library materials with competency gained through training or experience.

Untrained staff - those, not students, without special library skills.

Small college -- Enrollment less than 1,000 full time students.

Medium size college -- Enrollment between 1,000 and 3,000.

Large college -- Enrollment greater than 3,000. No private college responding fell into this category.

# JUNIOR COLLEGES

| NO. OF RESPONSES   | PUBLIC |        |       |  | PRIVATE |        |   | GRAND TOTAL                             |
|--|--------|--------|-------|--|---------|--------|---|---|
|  | SMALL  | MEDIUM | LARGE | TOTAL                                    | SMALL   | MEDIUM | TOTAL                                     |   |
|  | 44     | 54     | 49    | 147                                      | 43      | 5      | 54  |   |
| <b>PROFESSIONAL STAFF</b>  |        |        |       |  |         |        |   |   |
| Present number   | 65     | 168    | 215   | 448                                      | 66      | 9      | 75  | 523                                     |
| Optimum number   | 94     | 223    | 320   | 637                                      | 81      | 12     | 93  | 730                                     |
| Positions funded   | 61     | 160    | 250   | 480                                      | 58      | 9      | 67  | 547                                     |
| Applicants - available   | 21     | 39     | 41    | 101                                      | 22      | 1      | 23  | 124                                     |
| - not available  | 21     | 15     | 6     | 45                                       | 6       | 3      | 9   | 54                                      |
| <b>SEMI-PROFESSIONAL STAFF</b>                                     |        |        |       |  |         |        |   |   |
| Present number   | 26     | 69     | 91    | 186                                      | 41      | 4      | 45  | 231                                     |
| Optimum number   | 48     | 89     | 114   | 251                                      | 57      | 9      | 66  | 317                                     |
| Positions funded   | 24     | 56     | 87    | 167                                      | 31      | 9      | 40  | 207                                     |
| Applicants - available   | 20     | 33     | 24    | 77                                       | 22      | 3      | 25  | 102                                     |
| - not available  | 13     | 9      | 7     | 29                                       | 11      | 2      | 13  | 42                                      |
| <b>TECHNICIANS</b>   |        |        |       |  |         |        |   |   |
| Present number   | 28     | 80     | 154   | 262                                      | 43      | 7      | 50  | 312                                     |
| Optimum number   | 59     | 142    | 211   | 412                                      | 55      | 10     | 65  | 477                                     |
| Positions funded   | 20     | 94     | 129   | 243                                      | 25      | 8      | 33  | 276                                     |
| Applicants - available   | 16     | 31     | 30    | 77                                       | 15      | 2      | 17  | 94                                      |
| - not available  | 19     | 12     | 9     | 40                                       | 14      | 3      | 17  | 57                                      |
| <b>UNTRAINED STAFF</b>   |        |        |       |  |         |        |   |   |
| Present number   | 38     | 70     | 92    | 200                                      | 34      | 0      | 34  | 234                                     |
| Optimum number   | 63     | 86     | 136   | 285                                      | 41      | 2      | 43  | 328                                     |
| Positions funded   | 38     | 43     | 83    | 164                                      | 27      | 11     | 38  | 202                                     |
| Applicants - available   | 22     | 38     | 25    | 85                                       | 14      | 2      | 16  | 101                                     |
| - not available  | 10     | 4      | 7     | 21                                       | 11      | 2      | 13  | 34                                      |
| <b>PERCENTAGES OF OPTIMUM NUMBER OF POSITIONS CURRENTLY FILLED</b> |        |        |       | <b>TOTAL PUBLIC BY LEVEL OF POSITION</b> |         |        | <b>TOTAL PRIVATE BY LEVEL OF POSITION</b> | <b>GRAND TOTAL BY LEVEL OF POSITION</b> |
| PROFESSIONAL STAFF   | 69.1%  | 75.3%  | 67.1% | 70.3%                                    | 81.4%   | 75.0%  | 80.6%                                     | 71.5%                                   |
| SEMI-PROFESSIONAL STAFF  | 54.2%  | 77.5%  | 79.8% | 74.1%                                    | 71.9%   | 44.4%  | 68.1%                                     | 72.8%                                   |
| TECHNICIANS  | 47.4%  | 56.3%  | 72.9% | 63.5%                                    | 78.1%   | 70.0%  | 76.9%                                     | 65.4%                                   |
| UNTRAINED STAFF  | 60.3%  | 81.4%  | 67.6% | 70.1%                                    | 82.9%   | -      | 73.0%                                     | 71.3%                                   |
| <b>TOTAL BY TYPE AND SIZE OF COLLEGE</b>                           | 59.4%  | 71.6%  | 70.6% | 70.0%                                    | 78.6%   | 60.6%  | 76.4%                                     | 70.9%                                   |

## PERCENTAGES OF RESPONSE INDICATING APPLICANTS NOT AVAILABLE:

PROFESSIONALS---43.6%; SEMI-PROFESSIONALS---41.1%; TECHNICIANS---60.6%; UNTRAINED---33.6%  
(Many did not respond to this question or noted "Don't know.")

## COMMENT:

30.5

37.7

25.2

Small public institutions show the greatest need for additional staff. Shortages appear due to lack of financing rather than to lack of applicants. It does not follow that there is an overall supply of professional librarians, but possibly that junior college positions are considered desirable.

The discrepancy between the responses to numbers of "present staff" and "positions funded" cannot be explained. Perhaps either "authorized" or "budgeted" would have been a clearer term. The question was intended to show whether vacancies exist.

No attempt was made to compare staff size with present A.L.A. Standards.

# SKILLS AND KNOWLEDGE NEEDED

|   | YES    |       |       | NO     |       |       | COURSE | EXPERIENCE |
|---|--------|-------|-------|--------|-------|-------|--------|------------|
|   | PUBLIC | PRIV. | TOTAL | PUBLIC | PRIV. | TOTAL | WORK   |            |
| .....   |        |       |       |        |       |       |        |            |
| PROFESSIONAL LIBRARIANS                         |        |       |       |        |       |       |        |            |
| Administration                                  |        |       |       |        |       |       |        |            |
| Accounting & budgeting                          | 143    | 44    | 187   | 15     | 6     | 21    | 83     | 157        |
| Data processing                                 | 101    | 17    | 118   | 39     | 24    | 63    | 78     | 75         |
| Personnel management                            | 150    | 40    | 190   | 10     | 4     | 14    | 118    | 146        |
| Planning facilities                             | 138    | 45    | 183   | 6      | 2     | 8     | 117    | 134        |
| Audio-visual utilization/<br>production         | 113    | 35    | 148   | 29     | 9     | 38    | 121    | 103        |
| Book selection-bibliography                     | 160    | 41    | 201   | 4      | 2     | 6     | 178    | 114        |
| Data processing                                 | 94     | 18    | 112   | 52     | 24    | 76    | 86     | 77         |
| Reference                                       | 158    | 47    | 205   | 3      | 1     | 4     | 186    | 133        |
| Technical processes                             |        |       |       |        |       |       |        |            |
| Cataloging                                      | 152    | 45    | 197   | 11     | 2     | 13    | 177    | 94         |
| Ordering/receiving                              | 147    | 44    | 191   | 8      | 3     | 11    | 129    | 146        |
| Physical care of books<br>and library materials | 134    | 43    | 177   | 16     | 4     | 20    | 104    | 141        |
| SEMI-PROFESSIONALS                              |        |       |       |        |       |       |        |            |
| Subject specialization                          | 79     | 22    | 101   | 22     | 3     | 25    | 81     | 53         |
| General reference                               | 89     | 23    | 112   | 13     | 2     | 15    | 78     | 61         |
| Subject reference                               | 48     | 15    | 63    | 29     | 4     | 33    | 45     | 35         |
| Audio-visual utilization/<br>production         | 82     | 21    | 103   | 15     | 5     | 20    | 56     | 56         |
| Data processing                                 | 56     | 9     | 65    | 33     | 11    | 44    | 43     | 43         |
| Book selection/bibliography                     | 72     | 22    | 94    | 29     | 3     | 32    | 61     | 47         |
| Technical processes                             |        |       |       |        |       |       |        |            |
| Cataloging                                      | 76     | 21    | 97    | 22     | 3     | 25    | 63     | 61         |
| Ordering  | 70     | 17    | 87    | 23     | 4     | 27    | 43     | 66         |
| Physical care of books<br>and library materials | 74     | 30    | 104   | 17     | 5     | 22    | 36     | 62         |
| Salary equal to librarian                       | 51     | 24    | 75    | 45     | 13    | 58    |        |            |
| Salary higher than clerical                     | 68     | 29    | 97    | 29     | 9     | 38    |        |            |
| Salary same as clerical                         | 32     | 5     | 37    | 66     | 17    | 83    |        |            |
| TECHNICIANS                                     |        |       |       |        |       |       |        |            |
| Technical typing                                | 127    | 30    | 157   | 16     | 3     | 19    | 85     | 80         |
| Lettering                                       | 106    | 28    | 134   | 34     | 11    | 45    | 37     | 88         |
| Office machines                                 | 113    | 20    | 133   | 25     | 10    | 35    | 69     | 75         |
| Bookkeeping (Accounting)                        | 84     | 14    | 98    | 42     | 12    | 54    | 58     | 51         |
| Key punching                                    | 55     | 7     | 62    | 47     | 14    | 61    | 39     | 30         |
| Book repair and processing                      | 119    | 28    | 147   | 18     | 5     | 23    | 38     | 112        |
| Knowledge of classification                     | 118    | 28    | 146   | 17     | 4     | 21    | 54     | 103        |
| Audio-visual techniques                         | 71     | 11    | 82    | 36     | 12    | 48    | 36     | 41         |
| Bibliographic techniques                        | 105    | 24    | 129   | 26     | 7     | 33    | 51     | 100        |
| Circulation procedures                          | 128    | 32    | 161   | 12     | 2     | 14    | 37     | 150        |
| Salary higher than for<br>untrained clerks      | 81     | 31    | 112   | 40     | 10    | 50    |        |            |



## COMMENTS ON RESPONSES TO KNOWLEDGE AND/OR SKILLS FOR PROFESSIONALS

Under "Administration," areas of knowledge common to the profession were assumed. The heaviest affirmative response was to "Personnel Management," followed closely by "Accounting and Budgeting" and "Planning Facilities" in equal proportion from public and private colleges. While "Data Processing as Applied to Libraries" received fewer responses than the other three topics, with 118 "yes" votes to 63 "no" votes, a strong interest in modern library technology was indicated.

The following were noted under "Other":

1. Business management
2. Organization and management
3. Liaison with administration
4. Junior college as an institution

In the professional, non-administrative area, some of the respondents interpreted knowledge of "Data Processing" and "Physical Care of Books" to imply that the professional would perform these tasks. The intent was that professionals would be knowledgeable in these areas and able to instruct others. "Personal Relations" was mentioned as desirable.

In many cases, both "Course Work" and "Experience" were checked. "Experience" only was not tallied separately, so no conclusion as to whether "Experience" was meant as a reinforcement of course work can be made.

## COMMENTS ON RESPONSES TO KNOWLEDGE AND/OR SKILLS FOR SEMI-PROFESSIONALS

There is no common definition for this type of library personnel. The definition specified was not used consistently by those responding. While an audio-visual specialist is indeed professional, he rarely has the fifth year of library education and cannot be considered a professional librarian.

Many commented that there was no need for "semi-professionals" in a small library and that the education needed depended upon the position. Specialization in "Audio-Visual Utilization/Production" was in relatively high demand, but little need for subject specialists in the junior college library appeared. Many commented that audio-visual service was not their responsibility.

Recommended training periods were given in few cases. These varied for the same topic from two hours to two years, as they did for technicians.

While not implicit in the question, some from states with credential requirements assumed that these "semi-professionals" would be credentialed and therefore on the faculty salary schedule. In general, the response indicated that the salary would be higher than that for technicians, although many stated that they did not know.

## COMMENTS ON RESPONSES TO KNOWLEDGE AND/OR SKILLS FOR TECHNICIANS

Again, those indicating experience only as the preferred source of the particular skill were not tallied. "Course work" was checked as the preferred source in only two categories--"Technical Typing" and "Key-punching," although "Experience" has only a slight lead for "Use of Office Machines," "Audio-Visual Techniques," and "Bibliographic Searching Techniques." "Filing" was suggested as an additional skill needed.

## COMMENTS ON RESPONSES TO KNOWLEDGE AND/OR SKILLS FOR TECHNICIANS (cont.)

While many replied "Don't know" to the question of higher salaries for trained or experienced technicians, the preponderance (108 to 45) indicated that a higher salary schedule was available.

### SUMMARY COMMENTS

Several conclusions can be drawn from this summary, as well as from the variety of comments not listed:

1. Under-staffing is more often due to lack of funds rather than to lack of available applicants.
2. Confusion exists concerning differentiation between types of library work and the level of preparation of personnel to do it.
3. There is a need for specialized training, particularly in the area of audio-visual utilization and production.
4. Constant emphasis on experience implies some dissatisfaction with present library school offerings.
5. Management courses, particularly Personnel Management, are needed by chief library administrators.

While the structure of the questions regarding education for library administrators perhaps emphasized this last point, such areas of study were rarely listed under general professional training.

Many studies on library manpower are being made. While only 23.6% of the responses to the Drennan and Darling survey for the Bureau of Adult and Vocational Education came from college and university librarians, it is startling to note that more librarians in the 25-34 year age group are leaving the profession than are remaining.

A 1966 survey by Mr. Robert Lee, Department of Librarianship, Kansas State Teachers College, Emporia, gives the following results for all types of academic libraries:

|   |       |
|---|-------|
| Number of professional librarians . . . . .                       | 6,025 |
| Number of vacant professional positions . . . . .                 | 777   |
| Number of additional librarians needed by 1973. . . . .           | 4,090 |
| Number of additional librarians needed now to meet standards. . . | 1,920 |

A preliminary summary of responses to a California Library Association "Questionnaire on Use of Sub-Professional or Library Technician Classification in California Libraries" shows that of 21 responses from college and university libraries, ten, or 47.5%, have a "separate class distinct from professional and clerical to perform high level non-professional work."

A proposal for detailed research on the manpower problem was prepared by Paul Wasserman and Mary Lee Bund for the School of Library and Information Services, University of Maryland. Excerpts showing the scope of the proposal are quoted: "This ... is a deliberate plan to bring order and increased rationality to the present confused manpower situation ... should generate the information needed for the library and information profession to present a more reasoned portrait of itself to those who influence career choice ... should influence future educational arrangements and forms of training in the field of aiding the educators in adapting to future needs and in the choice of appropriate recruits for their programs." "It may also be expected to dramatize the future prospects and the excitement of a previously overlooked and under-supported profession which has begun to move rapidly toward society's center stage."