

ED 021 596

LI 000 870

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A SURVEY OF THE NEED FOR LIBRARY TECHNICIANS IN THE AREA SERVED BY SAUK VALLEY COLLEGE.

Pub Date Jan 68

Note- 58p.; A Master of Arts thesis presented to the Faculty, Department of Library Science, Northern Illinois University, DeKalb.

EDRS Price MF-\$0.50 HC-\$2.40

Descriptors- *EDUCATIONAL PROGRAMS, *EMPLOYMENT OPPORTUNITIES, *JUNIOR COLLEGES, LIBRARIES, *LIBRARY EDUCATION, *LIBRARY TECHNICIANS, MANPOWER NEEDS SUBPROFESSIONALS

Identifiers- *Sauk Valley College

A study was conducted to determine the employment possibilities for graduates of the library technology program offered at Sauk Valley College, Dixon, Illinois. Because a junior college has a major obligation to serve the needs of the local area, the study was limited to the elementary and secondary schools, hospitals, public libraries and several large industries located within the area served by the college. Based upon an analysis of questionnaires returned by these institutions, it was concluded that there is an apparent need for a library technology program in the Sauk Valley area, that there are enough positions available for graduates of the program to find employment, and that elementary schools seem to offer the best employment opportunities. Recommendations for further study include: (1) more research to determine the relationship between the size of the institutions and their willingness to employ library technicians and (2) an investigation to determine the educational background and work experience desirable for technicians. Appended are a 43 item bibliography, a list of the institutions covered, the questionnaire used for the study, and a brochure describing the Sauk Valley library technician program. (JB)



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**A SURVEY OF THE NEED FOR LIBRARY TECHNICIANS
IN THE AREA SERVED BY SAUK VALLEY COLLEGE**

A Report

Presented to

**the Faculty of the Department of Library Science
Northern Illinois University**

**In Partial Fulfillment
of the Requirement for the Degree
Master of Arts**

by

Carl L. Steele

January, 1968

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ED 021596

PREFACE

Numerous changes have manifested themselves in the library profession within recent years. Probably the more important changes have taken place in response to the attempt of the libraries to meet the vast and expanding needs and interests of people of all ages. Unfortunately, however, as the libraries have provided an improved service, a critical shortage of qualified personnel has become evident throughout the country. Consequently, as a partial answer to the critical shortage of librarians, the training of subprofessionals--commonly referred to as library technicians or aides--to work under the supervision of professional librarians has been proposed.

Although much has been written in regard to the need for library technicians, there is an almost complete absence of research indicating the employment possibilities for them. For this reason, this study was accomplished to determine the employment possibilities for graduates of a library technology program presently being offered at Sauk Valley College, Dixon, Illinois. The writer hopes that this research will prove useful not only to Sauk Valley College, which is currently offering a library technology program, but also to other junior colleges that are anticipating the development of their own library technology programs.

The writer is grateful to Dr. LaVern Walther for her instruction and guidance in the preparation of this paper, and he is indebted to Mr. Loren H. Allen of Sauk Valley College for providing

suggestions and stimulating interest in the subject at various times.

In addition, the entire faculty of the Department of Library Science

at Northern Illinois University has been most helpful.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Probably no other area of librarianship is more controversial at the present time than the establishment of courses for the training of library technicians. Numerous articles written by different authors and expressing various points of view have appeared in recent years. One can easily understand how librarians concerned with providing instruction in library training are confused during this era in which such a barrage of opinions regarding the need and training of library technicians is unleashed. Usually, however, the most important factor affecting the decision of a school regarding the offering of a library technology program is the number of employment opportunities that are available to the graduates of the program.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine the employment possibilities for graduates of a library technology program presently being offered at Sauk Valley College, Dixon, Illinois. In order to evaluate the need for this particular program, the following inquiries were made through this study:

1. Does the general feeling prevail that there will be positions available locally for library technicians?
2. Is there an apparent need for junior college training in

undergraduate library technician programs?

3. Would the local area employ library technicians if library positions were available?

4. Approximately what number of local industries, hospitals, schools, and public libraries plan to employ library technicians?

5. What is the estimated number of library technicians that could be employed in the area served by Sauk Valley College at the present time?

Importance of the study. In order to be recognized as a comprehensive junior college program, the curriculum of a junior college in Illinois must include courses in occupational, semi-technical, or technical fields leading directly to employment. Nevertheless, in developing effective programs, junior college personnel must be knowledgeable of employment opportunities available locally for graduates of their various programs. If there is no demand for graduates of a particular program, a junior college may encounter difficulty in justifying its offering of the program since a major obligation of a junior college is to serve the needs of the local area.

As a result of this study, it is hoped that the information presented may provide a realistic picture of the employment possibilities for library technicians in the area served by Sauk Valley College, and, consequently, be of value to the college since it is currently offering a library technician program and hoping to place many of the graduates of the program in the immediate area. Also, it is hoped

that the results of the study will be of interest to other junior colleges since many of them are anticipating the development of their own library technology programs.

Limitations of the study. The study was limited to the elementary and secondary schools, hospitals, public libraries, and several of the larger industries located within the area served by Sauk Valley College but not within the district of any other junior college. All schools, hospitals, and public libraries located within this area are included regardless of size, but only thirteen industries--those considered to be the major employers in the area--were selected. With the exception of industries, the attempt is to be as inclusive as possible.

It was felt that in order to obtain an accurate picture, the study should include as many places of potential employment for library technicians as possible. A map indicating not only the Sauk Valley College district but also the area outside the district which was included in this survey may be found in Appendix A.

Hypothesis. The hypothesis basic to this study is that a need does exist for library technicians and that employment possibilities are available within the immediate area served by Sauk Valley College.

Procedure. Data for the study were obtained through questionnaires submitted to twenty-five public libraries, fifty-six schools,

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three hospitals, and thirteen of the largest industries located in either the Sauk Valley College district or an area joining it which is not within a junior college district.

Each questionnaire was accompanied by a descriptive brochure containing detailed information regarding the library technician program as it is presently being offered at Sauk Valley College and a letter containing a definition of the term "library technician."

The returns from the initial questionnaire totaled 62 or 63.9 per cent of those contacted. A second questionnaire, brochure, and follow-up letter were sent to all who had not responded to the initial questionnaire and resulted in an additional 30 returns which brought the total responses to 92 or 94.8 per cent of all those contacted. Copies of the cover and follow-up letters, the school's brochure, and the final questionnaire may be found in Appendixes C, D, and E, respectively.

II. DEFINITIONS OF TERMS USED

Hospital. Throughout the report of this investigation, the term "hospital" shall be interpreted to include not only institutions where sick or injured persons are given medical or surgical care but also institutions for the care of particularly afflicted or dependent persons. Thus, in this study Dixon State School, a residential institution for the mentally retarded, is considered a hospital.

Junior college. For the purpose of this study the term,

"junior college" refers to a public two-year educational institution that attempts to meet the post-high-school educational needs of its local community.

Library technician. In a letter accompanying the questionnaires, the following definition of the term "library technician" was provided: "A product of a two-year undergraduate program consisting of a carefully balanced sequence of courses on the sub-professional library training level." Thus, the library technician occupies a position between the professional and clerical level and works under the supervision of a librarian.

Professional librarian. A person who has obtained a Master's degree from a library school following an undergraduate degree in Liberal Arts or Education.

CHAPTER II

REVIEW OF RELATED LITERATURE

Although it is painfully clear to all in the library field that the shortage of fully-trained professional librarians throughout the country is acute, there is no general agreement as to the need for the development of a middle group of employees between the professional and clerical levels to help solve some of the library manpower problems. Some authorities advocate the establishment of library technology programs in order to narrow the gap between the clerical and professional staffs by providing an intermediate level of competently trained library technicians to relieve professional librarians from performing routines, techniques, and procedures not requiring full professional knowledge. On the other hand, many believe that a sub-professional or technician class of library employees would constitute almost a danger to the library profession.

Much has been written regarding library technician programs, but only a brief summary of the literature concerning library education, the need for library technicians, and the development of library technician programs as evidenced by literature is presented in this study.

I. LITERATURE ON LIBRARY EDUCATION

After noting such titles as "What's Wrong with Our Library

Schools?¹ "Changing Patterns in Librarianship,"² and "Library Education and the Shortage (of Both Manpower and Talent),"³ the writer expected to see a great number of critics expound their personal opinions of how to cure the ills of library education as it is offered in accredited library schools today. On the contrary, however, the literature seems to indicate that most authors who are concerned with library education seem to be in relatively close agreement that the basic essentials acquired by a Liberal Arts college education followed by a fifth year of specialized education in librarianship at an ALA accredited college or university are necessary for one to become a professional librarian. Apparently, there is a general satisfaction among librarians with the quality of training obtained from ALA accredited graduate library schools.

Undergraduate library science programs, however, are a different matter. Authors disagree as to the merit of such programs and

¹ Ulysses Cameron and others, "What's Wrong with Our Library Schools?" Library Journal, XCI (April, 1966), 1774.

² Leon Carnovsky, "Changing Patterns for Librarianship: Implications for Library Education," Wilson Library Bulletin, XI (January, 1967), 484.

³ Dorothy Bendix and others, "Library Education and the Shortage (of Both Manpower and Talent)," Library Journal, XCI (October 15, 1966), 4881.

write a great deal in support of their personal opinions.

Traditionally two main classes of positions in libraries have been recognized--professional and clerical. Within recent years, many libraries have established what are in fact sub-professional positions--variously called library trainees, technicians, or aides.⁴ As described by one librarian, "The third level of library education is a brand new field."⁵

These programs are universally denied accreditation by ALA and are being developed very commonly in junior colleges. Therefore, there is little standardization and correlation among the various undergraduate programs. In fact, librarians disagree as to their usefulness, and educators are hesitant to innovate this curriculum because there seems to be a great deal of disagreement about whether such a program is needed or advisable. There is an inevitable, if unnecessary, reluctance on the part of some people to facilitate anything which, to them, seems to narrow the gap between the professional and clerical.⁶

To add to the confusion regarding education for librarianship, little distinction is made in the average library between professional

⁴ Ibid.

⁵ Dan D. Sudar, "Three Levels of Library Education." Library Education, XCI (October 15, 1966), 4899.

⁶ Helen Wheeler, "Library Instruction and the Junior College," Junior College Journal, XXXI (April, 1961), 452.

and non-professional duties. As one elementary school librarian concludes:

By the way, what is a librarian? An administrator, a business manager, a technician wired to the AV media, a clerk typing cards and stamping books, a language arts teacher, a public relations man, a storehouse keeper, a bibliophile?⁷

Thus, as Neal Harlow has said, "The present uncertainty about what a librarian is causes much of the uneasiness and indecision over what librarianship should be."⁸

Librarians themselves are receiving criticism from all sides for spending a large amount of their time doing routine work of a clerical or sub-professional nature, especially at a time when the American Library Association informs us that there are in the region of 100,000 vacancies in libraries for professionals. In discussing library education and the shortage of librarians, Summers stated:

No one who is seriously concerned would deny that there is a critical shortage of professionally trained librarians. Whether the magnitude of the shortage is 10,000 or 100,000 is largely academic because the fact is that we are not producing more than 2500 graduates annually with a fifth-year degree, including the non-ALA-accredited schools.⁹

⁷ Agnes Stein, "What Is a Librarian?" Wilson Library Bulletin, XLI (April, 1967), 781.

⁸ Neal Harlow, "Newes of the New Founde Worlde," Library Journal, XXCVIII (June 1, 1963), 2191.

⁹ F. William Summers, "Library Education and the Talent Shortage," Library Journal, XCI (April 1, 1966), 1767.

Accordingly, Summers goes on to say, "It is also painfully clear that, like it or not, some form of undergraduate education will come about."¹⁰

II. THE NEED FOR LIBRARY TECHNICIANS

Faced with the fact that library schools will not produce enough professional librarians to meet their immediate and expanding needs, many libraries are seeking other solutions to their staffing problems. In-service training courses, on-the-job training, better utilization of professional staff, and careful selection of sub-professionals from undergraduate library programs are common means of meeting the manpower needs. Unfortunately, however, many libraries have been forced to use inadequately trained personnel to do work generally considered professional and leave them to do the best job possible.¹¹

Discussing the newly formed "School for Ninety-Day Wonders" at the City College, Santa Barbara, California, Patricia Gebhard commented:

The pros and cons of training nonprofessional librarians have been discussed for several years, and in some cases writers in favor of such training have suggested programs. It seems a little like burying one's head in the sand not to recognize, since many

¹⁰ Ibid.

¹¹ Jane W. Daniels, "Aid Through Aides," Library Journal, XXCVIII, (June 1, 1963), 2195.

libraries have been forced to hire intelligent persons without library degrees, that it would be of great advantage to library service in the United States to give these people more training.¹²

In describing the manpower situation in librarianship today, Wasserman and Bundy noted the following:

The library and information fields are very rightly concerned with their manpower problems for, at present, to say nothing of the future, at every level and in every type of library and information agency there appear to be insufficient numbers of people competent to perform the tasks required.¹³

Likewise, Reed reported, "To fill the nonprofessional manpower gap for academic, public, and school libraries would require recruiting and training over 50,000 people."¹⁴

Obviously no one has an answer to the manpower shortage acceptable to all librarians. Harlow maintains, "If we could shift 10 per cent of what librarians now do to technical and clerical staff, we would have time left equal to fill all of the professional vacancies in the country." To free librarians from clerical work, he recommends the establishment of "a competent corps of assistants at the technical and middle level."¹⁵

¹²Patricia Gebhard, "School for Ninety-Day Wonders," Library Journal, XCVIII (June 1, 1963), 2200.

¹³Paul Wasserman and Mary Lee Bundy, "Manpower Blueprint," Library Journal, XCII (January 15, 1967), 197.

¹⁴Sarah Reed, "Library Manpower--Realism, Relevancy, and Requirements," Journal of Education For Librarianship, VII (Summer, 1966), 46.

¹⁵Harlow, op cit., p. 2193.

Library literature abounds with articles deploring the wasteful employment of professional staff to perform subprofessional duties. As Parriss stated, "The man who handed the papyrus to the priest had to be a scholar to do his work at all; there is no such need for scholarship in the librarian today who presses a button to retrieve a snippet of information for a research worker."¹⁶ Thus, by releasing professional people for tasks requiring graduate training, library technicians can help to alleviate the desperate shortage of librarians.

In addition, it should be pointed out that many students who complete the two-year library technology program will continue their education at a four-year college and eventually become professional librarians.

According to Shores, "Professional recruitment can profit from early introduction in the college subjects which will enroll more freshmen and sophomores than the traditional higher educational institutions."¹⁷

III. THE DEVELOPMENT OF LIBRARY TECHNOLOGY PROGRAMS

Recognizing the need for skilled non-professionals and pro-

¹⁶ Jean Parriss, "Non-Libraries and Non-Librarians," Ontario Library Review, XLIX (August, 1965), 138.

¹⁷ Louis Shores, "A Statement on Junior College Library Technology Programs," American Library Association, Education Division Newsletter, No. 60 (December, 1966), p.1.

gressing on the theory that the training received in a two year technician course is better than no training at all, junior colleges have responded to the need for library personnel by developing courses for the training of library technicians. In general, the reactions to the library aide or technician program has been favorable.¹⁸

Considered to be the most comprehensive research literature in the new field of education for library service, the Martinson study indicated in 1965 that:

Most of the programs have existed less than five years and they have all developed pragmatic basis in response to perceived needs in their immediate surroundings. As a result, they do not have a great deal in common and only limited generalizations can be made about the group as a whole.¹⁹

Trends in library education abroad point to levels, of which one is approximately the junior college technician type.²⁰ Reviewing the Danish approach to the need for library assistants or technicians, Krogh expressed hope that, "the library assistant's work will gain its rightful place next to the librarians."²¹

¹⁸Fritz Veit, "Personnel for Junior College Libraries," Library Trends, XIV (October, 1965), 152.

¹⁹John Martinson, Vocational Training for Library Technicians: A Survey of Experience to Date. (Washington, D.C.: Communications Service Corporation, 1965), p. 1.

²⁰Shores, loc. cit.

²¹Kirsten Krogh, "Training for Non-Professional Library Assistants in Denmark," Library Association Record, LXIX (August, 1967), 270.

In Canada, Marshall describes "a Committee to develop standards for the training of library technicians" as follows:

This is apparent recognition of both the need and the inevitability of a "technician" category of library employee, trained to perform work more sophisticated than the clerical, yet still sub-professional.²²

When Martinson completed his survey, it was surprising to learn that there were twenty-six library technician programs operating in the United States by the end of 1965. At the outset, Martinson knew of eight and estimated the total not to exceed fifteen.²³ Apparently the number of programs has increased rapidly since that time. Writing in November of 1967, Nicholson stated that there were currently eighty-eight institutions either presently offering or about to offer courses in library technology.²⁴

²² John Marshall, "Search for Status: The Library Profession," Library Journal, XC (November 15, 1966), 5561.

²³ Dan D. Sudar, "Technical Library Training," Library Journal, XCI (September 1, 1966), 3914.

²⁴ Letter from John B. Nicholson, Director, Department of Library Technology, Catonsville Community College, Catonsville, Maryland, to Loren H. Allen, Sauk Valley College, November 1, 1967.

CHAPTER III

THE QUESTIONNAIRE RESULTS

To facilitate this study a questionnaire was designed and mailed to 25 public libraries, 31 elementary schools, 10 high schools, 15 unit school districts, 13 industries, and 3 hospitals located in the area served by Sauk Valley College but not within the district of any other junior college. In order for the survey to be as inclusive as possible, the writer attempted to include all public libraries, hospitals, unit school districts, and elementary and secondary schools not in unit districts that are located within the Sauk Valley College area. Consequently, questionnaires were mailed to 97 places of potential employment for library technicians. Although 35 of those receiving questionnaires did not respond, a second questionnaire accompanied with a follow-up letter resulted in a total of 92 questionnaires being returned. Thus, a surprising large number of completed questionnaires was returned with only 3 public libraries, 1 unit school district, and 1 hospital not responding.

For purposes of comparison, the completed questionnaires were separated according to the type of responding institution or industry. With the exception of the last item on the questionnaire, all of the information obtained could be easily analysed using this procedure of grouping the respondents' replies. In order to draw valid conclusions from the last item on the questionnaire, however, a check list was

compiled, and each completed questionnaire was assigned a column on the chart. If a respondent's comment specified a characteristic not found on the chart, that characteristic was added to the list. Thus, a compilation of various respondents' comments regarding the library technician program as it is presently being offered at Sauk Valley College was developed as the study progressed.

According to Table I, page 17, 64 (69.6 per cent) of the 92 respondents feel that positions will be available locally in industrial, public, or school libraries for graduates of the Sauk Valley College library technician program. This includes a range from a low of 54.6 per cent of the responding public libraries to a high of 100 per cent of the responding hospitals. On the other hand, 14 (15.2 per cent) of the 92 respondents do not feel that positions will be available, and another 14 (15.2 per cent) are undecided.

Table II, page 18, shows the number and percentage of respondents that feel there is a definite need for junior college training in undergraduate library technology programs. Seventy (76.1 per cent) of the 92 respondents feel that there is a need for library technology programs, 3 (3.3 per cent) feel that there is not a need, and 19 (20.6 per cent) are undecided.

The number and percentage of the respondents that have libraries are presented in Table III, page 20. Seventy-one (77.2 per cent) of the respondents have libraries, but 21 (22.8 per cent) reported that they do not have libraries. Considering the relatively

TABLE I
NUMBER AND PERCENTAGE OF RESPONDENTS THAT FEEL POSITIONS WILL
BE AVAILABLE LOCALLY FOR LIBRARY TECHNOLOGY GRADUATES

Respondents	Total	Yes		No		Undecided	
		Number	Per cent	Number	Per cent	Number	Per cent
Public Libraries	22	12	54.6	7	31.8	3	13.6
Elementary Schools	31	22	71.0	4	12.9	5	16.1
Secondary Schools	10	8	80.0	1	10.0	1	10.0
Unit School Districts	14	12	85.8	1	7.1	1	7.1
Industries	13	8	61.6	1	7.7	4	30.7
Hospitals	2	2	100.0	-	-	-	-
Totals	92	64	69.6	14	15.2	14	15.2

TABLE II

NUMBER AND PERCENTAGE OF RESPONDENTS THAT FEEL THERE IS
A NEED FOR LIBRARY TECHNOLOGY PROGRAMS

Respondents	Total	Yes		No		Undecided	
		Number	Per cent	Number	Per cent	Number	Per cent
Public Libraries	22	18	81.8	-	-	4	18.2
Elementary Schools	31	24	77.4	1	3.3	6	19.3
Secondary Schools	10	9	90.0	1	10.0	-	-
Unit School Districts	14	12	85.7	-	-	2	14.3
Industries	13	5	38.5	1	7.7	7	53.8
Hospitals	2	2	100.0	-	-	-	-
Totals	92	70	76.1	3	3.3	19	20.6

small size of the industrial firms in the Sauk Valley College area, it is not surprising that none of the industries (which are the largest in the Sauk Valley College district) included in this study have a library at the present time. In addition, eight (25.8 per cent) of the elementary schools reported having no library. Although this is an unusually large number, it must be noted that the elementary school respondents probably intended to report having no centralized library rather than no library at all. Thus, this particular data should not be considered to be too valid.

Some idea of the employment possibilities for library technicians in the area served by Sauk Valley College is presented in Table IV, page 21. Fifty-nine (64.2 per cent) of the total number of respondents indicated that they would recruit library technician graduates from Sauk Valley College if positions were available on their library staff. Thirteen (14.2 per cent) responded that they would not, and 20 (21.6 per cent) are undecided.

Apparently the unit school districts are the most willing of the groups of respondents to employ library technicians since all 14 (100 per cent) stated that they would if positions were available on their staff. However, 15 (68.2 per cent) of the public libraries, 19 (61.3 per cent) of the elementary schools, 5 (50.0 per cent) of the secondary schools, 1 (50.0 per cent) of the hospitals, and 5 (38.5 per cent) of the industries indicated that they too would be willing to employ library technicians.

TABLE III
NUMBER AND PERCENTAGE OF RESPONDENTS THAT HAVE A LIBRARY

Respondents	Total	Yes		No	
		Number	Per cent	Number	Per cent
Public Libraries	22	22	100.0	-	-
Elementary Schools	31	23	74.2	8	25.8
Secondary Schools	10	10	100.0	-	-
Unit School Districts	14	14	100.0	-	-
Industries	13	-	-	13	100.0
Hospitals	2	2	100.0	-	-
Totals	92	71	77.2	21	22.8

TABLE IV
NUMBER AND PERCENTAGE OF RESPONDENTS THAT WOULD
RECRUIT LIBRARY TECHNICIAN GRADUATES

Respondents	Total	Yes		No		Undecided	
		Number	Per cent	Number	Per cent	Number	Per cent
Public Libraries	22	15	68.2	3	13.7	4	18.1
Elementary Schools	31	19	61.3	5	16.2	7	22.5
Secondary Schools	10	5	50.0	2	20.0	3	30.0
Unit School Districts	14	14	100.0	-	-	-	-
Industries	13	5	38.5	3	23.0	5	38.5
Hospitals	2	1	50.0	-	-	1	50.0
Totals	92	59	64.2	13	14.2	20	21.6

Table V, page 23, indicates that 26 (28.2 per cent) of the total number of respondents intend to employ library technicians, 23 (25.0 per cent) are undecided, and 43 (46.8 per cent) do not plan to employ personnel trained as library technicians. Of all the groups of respondents, only the industrial firms do not plan to employ library technicians.

As far as the purpose of this study is concerned, Table VI, page 24, presents the most pertinent information obtained from the questionnaire. Although most of the public libraries, schools, industries, and hospitals included in this survey are relatively small in size, Table VI shows that from 35 to 45 library technicians could be employed in the Sauk Valley College area at the present time. In addition, replies from other respondents indicate that although they are undecided at this time as to whether or not they will employ library technicians, if these respondents do decide to employ library technicians they would employ from 23 to 26. Thus, although theoretically there is a maximum of 71 positions available in the Sauk Valley College area for library technicians, a more reliable number would be from 35 to 45.

Table VII, page 25, shows an analysis of the supplementary comments derived from the last item on the questionnaire. Although this item was not completed on all 92 returned questionnaires, 45 respondents added supplementary comments which they felt might be of assistance to Sauk Valley College in developing its library technology

TABLE V
NUMBER AND PERCENTAGE OF RESPONDENTS THAT
PLAN TO EMPLOY LIBRARY TECHNICIANS

Respondents	Total	Yes		No		Undecided	
		Number	Per cent	Number	Per cent	Number	Per cent
Public Libraries	22	4	18.2	11	50.0	7	31.8
Elementary Schools	31	12	38.6	15	48.4	4	13.0
Secondary Schools	10	4	40.0	2	20.0	4	40.0
Unit School Districts	14	5	35.7	3	21.4	6	42.9
Industries	13	-	-	12	92.3	1	7.7
Hospitals	2	1	50.0	-	-	1	50.0
Totals	92	26	28.2	43	46.8	23	25.0

TABLE VI
NUMBER OF EMPLOYMENT POSSIBILITIES
FOR LIBRARY TECHNICIANS

	Definite	Undecided	Total number
Public Libraries	7-8	7-8	14-16
Elementary Schools	14-16	4	18-20
Secondary Schools	5-7	4	9-11
Unit School Districts	7-12	6-8	13-20
Industries	-	1	1
Hospitals	2	1	3
Totals	35-45	23-26	58-71

TABLE VII

SUPPLEMENTARY COMMENTS MENTIONED FIVE OR MORE TIMES BY FORTY-FIVE RESPONDENTS

Item	Total number	Per cent
1. Small libraries do not have sufficient funds for the employment of library technicians	11	24.4
2. A definite need for the librarian technicians exists	10	22.2
3. Certified librarians are needed	8	17.7
4. Employment opportunities will be more prevalent in larger cities, libraries, and corporations	8	17.7
5. Although we cannot employ one, library technicians are needed in neighboring libraries	8	17.7
6. The number we will employ depends upon our financial conditions	7	15.5
7. Employment opportunities for library technicians will be found in libraries that need additional help	5	11.1
8. The school brochure indicates a good program	5	11.1

program. Although diverse comments were provided by the respondents, only those noted most often are included in this study. Thus, the writer attempted to limit the list of supplementary comments to those mentioned five or more times by the various respondents.

The comment mentioned most often (by 11 respondents--24.4 per cent) was that small libraries, especially public libraries, often do not have sufficient funds to employ library technicians. One respondent commented as follows:

Our library is small, and since it is tax-supported, our budget is limited. The librarian who is the only paid employee receives \$110.00 a month, and I do not believe that anyone who has taken a two-year library technician course would be interested in working for that amount, especially when it includes janitorial duties, etc.

Although 10 respondents (22.2 per cent) indicated in their supplementary comments that a definite need for library technicians exists, 8 respondents (17.7 per cent) expressed concern that perhaps public schools cannot legally employ the library technicians because they feel that possibly the State Department of Public Instruction will insist upon the employment of only certified librarians as library personnel.

Closely related to the prevalent feeling that the small library cannot afford to employ a library technician is the comment by 8 respondents (17.7 per cent) that most employment possibilities will be found in the larger cities, libraries, and corporations.

Likewise, although eight respondents (17.7 per cent) stated that they could not employ library technicians themselves, they in-

dicated that they thought that library technicians could be employed in neighboring libraries. For the most part, the neighboring libraries were larger.

Numerous respondents clarified their reason for indicating their indecision regarding their employment of library technicians. Seven (15.5 per cent) indicated that the number which they could employ would depend upon school bond issues. If their bond issue passed, they would employ technicians; if the bond issue failed, they could not.

Implying that the larger libraries possess the greater need for library technicians, 5 respondents (11.1 per cent) commented that most employment opportunities for library technicians will be found in libraries that need additional help. Apparently, the feeling was prevalent that a professional librarian is needed in most libraries. Therefore, whenever the professional librarian requires additional personnel, the possibility of a position for a library technician exists.

Five respondents (11.1 per cent) indicated their approval of the library technician program as it is described by the brochure that was enclosed with the questionnaire. A typical response is as follows: "I have examined your course outline carefully, and the courses included in the two-year program certainly provide an adequate preparation period for those who are interested in becoming library technicians."

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the employment possibilities for graduates of a library technology program that is presently being offered at Sauk Valley College. The basic approach to this study was to obtain information regarding the following:

1. Does the general feeling prevail that there will be positions available locally for library technicians?
2. Is there an apparent need for a library technology program at Sauk Valley College?
3. Would the local area employ library technicians if library positions were available?
4. Approximately what number of local industries, hospitals, schools, and public libraries plan to employ library technicians?
5. What is the estimated number of library technicians that could be employed in the area served by Sauk Valley College at the present time?

Ninety-seven questionnaires were sent to public libraries, schools, industries, and hospitals located in the Sauk Valley College district and areas adjacent to the Sauk Valley College district that are not in a junior college district at this time. Sixty-two (63.9 per cent) of the questionnaires were returned, and a second questionnaire mailed to all who had not responded to the initial questionnaire

resulted in 30 additional returns. Thus, the total number of completed questionnaires was 92 or 94.8 per cent of all those contacted.

I. SUMMARY

1. Seventy per cent of the respondents feel that there will be positions available locally in industrial, public, or school libraries for graduates of the program for library technicians presently being offered at Sauk Valley College.

2. Seventy-six per cent of the respondents feel that there is a definite need for junior college training in undergraduate library technician programs.

3. Sixty-four per cent of the respondents indicated that they would recruit library technician graduates from Sauk Valley College if positions were available on their library staff.

4. Twenty-six of the respondents replied that they plan to employ personnel trained as library technicians.

5. From 35 to 45 library technicians could be employed in the area served by Sauk Valley College at the present time.

II. CONCLUSIONS

Based upon an analysis of the completed questionnaires returned by the responding institutions and industries, the following conclusions appear to be valid at this time:

1. A sufficient number of positions are available in the Sauk Valley College area for graduates of the library technician

program to find employment.

2. There is an apparent need in the Sauk Valley College area for junior college training in an undergraduate library training program.

3. It appears from the evidence suggested in this study that most public libraries and schools in the Sauk Valley College area would recruit library technician graduates from Sauk Valley College if positions were available on their library staff.

4. In comparison with other schools, public libraries, industrial firms, and hospitals in the Sauk Valley College area, elementary schools seem to offer the best possibility for the employment of library technicians.

III. RECOMMENDATIONS

Based on the conclusions derived from the analysis of responses to the questionnaire, the following recommendations are offered by the writer:

1. There is a need for more research to determine the relationship between the size of public libraries, schools, industrial firms, and hospitals and their willingness to employ library technicians.

2. An investigation should be made to determine the educational background and work experience desirable for library technicians.

3. A study should be made to determine the range of salaries employers expect to offer library technicians.

4. There is a need for a survey to establish the type of work library technicians will be expected to perform.

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C. MISCELLANEOUS

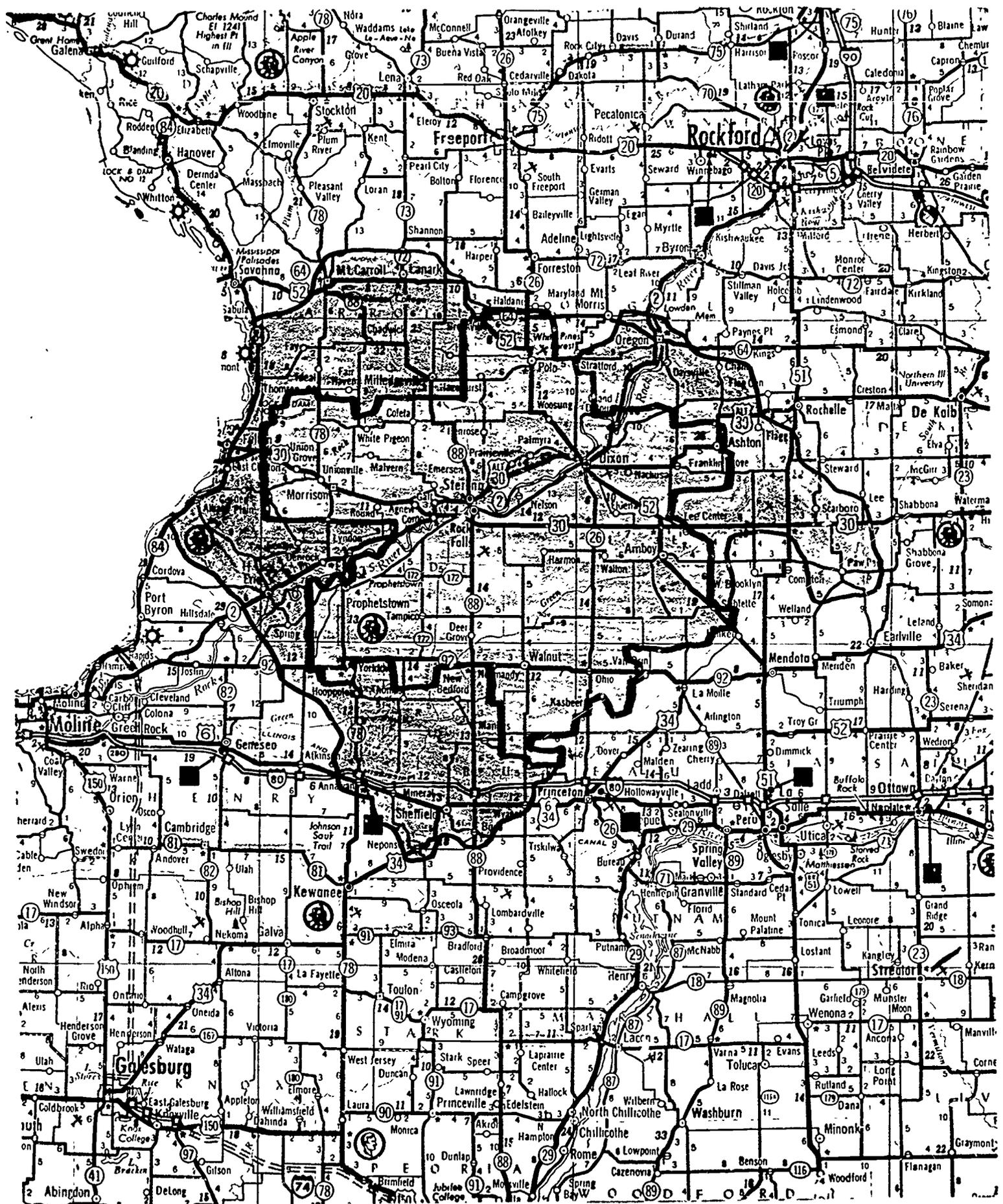
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APPENDIX

APPENDIX A

MAP OF THE AREA INCLUDED IN THE STUDY

MAP OF THE AREA INCLUDED IN THE STUDY



Red indicates Sauk Valley College District.

Blue indicates adjacent areas not in a Junior College District but included in the survey.

APPENDIX B

A LIST OF PUBLIC LIBRARIES, SCHOOLS, INDUSTRIES,
AND HOSPITALS INCLUDED IN THE STUDY

A LIST OF PUBLIC LIBRARIES, SCHOOLS, INDUSTRIES,
AND HOSPITALS INCLUDED IN THE STUDY

<u>Public Libraries</u>	<u>Location</u>
Annawan-Alba Library	Annawan, Illinois
Buffalo Township Public Library	Polo, Illinois
Dixon Public Library	Dixon, Illinois
Erie Public Library	Erie, Illinois
Franklin Grove Public Library	Franklin Grove, Illinois
Fulton Public Library	Fulton, Illinois
Henry C. Adams Memorial Library	Prophetstown, Illinois
Julia E. Hull Library	Stillman Valley, Illinois
Lanark Public Library	Lanark, Illinois
Mason Memorial Public Library	Buda, Illinois
Mineral-Gold District Library	Mineral, Illinois
Mt. Carroll Township Library	Mt. Carroll, Illinois
Neponset Public Library	Neponset, Illinois
Odell Public Library	Morrison, Illinois
Ohio Township Library	Ohio, Illinois
Oregon Public Library	Oregon, Illinois
Pankhurst Memorial Library	Amboy, Illinois
Paw Paw Public Library	Paw Paw, Illinois
Raymond A. Sapp Memorial Library	Wyanet, Illinois
Rock Falls Public Library	Rock Falls, Illinois
Sheffield Public Library	Sheffield, Illinois
Sterling Public Library	Sterling, Illinois
Walnut Township Memorial Library	Walnut, Illinois
Wysox Township Library	Milledgeville, Illinois
York Township Public Library	Thomson, Illinois

<u>Elementary Schools</u>	<u>Location</u>
Albany Elementary School	Albany, Illinois
Bureau Elementary School	Princeton, Illinois
Centerville Elementary School	Prophetstown, Illinois
Clystic Elementary School	Morrison, Illinois
Coleta Elementary School	Coleta, Illinois
Como Elementary School	Sterling, Illinois
Crest View Elementary School	Prophetstown, Illinois
East Coloma Elementary School	Rock Falls, Illinois
Emerson Elementary School	Emerson, Illinois
Erie Elementary School	Erie, Illinois
Hiddleson Elementary School	Deer Grove, Illinois
Hopkins Elementary School	Galt, Illinois
Jordan Elementary School	Sterling, Illinois

<u>Elementary Schools</u>	<u>Location</u>
Kasbeer Consolidated Grade School	Kasbeer, Illinois
Montmorency Elementary School	Rock Falls, Illinois
Morrison Elementary School	Morrison, Illinois
Nelson Elementary School	Nelson, Illinois
Ohio Elementary School	Ohio, Illinois
Oregon Elementary School	Oregon, Illinois
Prairieville Elementary School	Sterling, Illinois
Prophetstown Elementary School	Prophetstown, Illinois
Riverdale Elementary School	Rock Falls, Illinois
Rock Falls Elementary School	Rock Falls, Illinois
St. Andrew's Grade School	Rock Falls, Illinois
St. Anne's School	Dixon, Illinois
St. Mary's School	Dixon, Illinois
St. Mary's School	Sterling, Illinois
Sterling Elementary Schools	Sterling, Illinois
Tampico Elementary School	Tampico, Illinois
Union Grove-Prairie Center School	Morrison, Illinois
Walnut Elementary School	Walnut, Illinois

<u>Secondary Schools</u>	<u>Location</u>
Erie Community High School	Erie, Illinois
Morrison Community High School	Morrison, Illinois
Ohio Community High School	Ohio, Illinois
Oregon Community High School	Oregon, Illinois
Prophetstown Community High School	Prophetstown, Illinois
Rock Falls Township High School	Rock Falls, Illinois
Newman Central Catholic High School	Sterling, Illinois
Sterling Township High School	Sterling, Illinois
Tampico Township High School	Tampico, Illinois
Walnut Community High School	Walnut, Illinois

<u>Unit School Districts</u>	<u>Location</u>
Amboy Community Schools	Amboy, Illinois
Annawan Public Schools	Annawan, Illinois
Ashton Community Schools	Ashton, Illinois
Chadwick Community Schools	Chadwick, Illinois
Dixon Public Schools	Dixon, Illinois
Franklin Center Schools	Lee Center, Illinois
Community High School	Fulton, Illinois
Lanark Public Schools	Lanark, Illinois
Lyndon Public Schools	Lyndon, Illinois
Manlius Community Schools	Manlius, Illinois
Milledgeville Public Schools	Milledgeville, Illinois
Mt. Carroll Public Schools	Mt. Carroll, Illinois

Unit School DistrictsLocation

Oregon Community Schools	Oregon, Illinois
Polo Public Schools	Polo, Illinois
Stillman Valley Public Schools	Stillman Valley, Illinois

IndustriesLocation

Admiral Corporation	Dixon, Illinois
Central Quality Industries, Inc.	Polo, Illinois
Commonwealth Edison	Dixon, Illinois
Frantz Manufacturing Company	Sterling, Illinois
General Electric Company	Morrison, Illinois
Illinois Department of Highways	Dixon, Illinois
Lawrence Brothers, Inc.	Sterling, Illinois
National Manufacturing Company	Sterling, Illinois
Northwestern Steel & Wire Company	Sterling, Illinois
Parrish Alford Fence & Machine Company	Sterling, Illinois
Russell Burdsall & Ward Bolt & Nut Company	Rock Falls, Illinois
Warner-Motive Division--Borg-Warner Corporation	Dixon, Illinois
Wahl Clipper Corporation	Sterling, Illinois

HospitalsLocation

Community General Hospital	Sterling, Illinois
Dixon Public Hospital	Dixon, Illinois
Dixon State School	Dixon, Illinois

APPENDIX C

COVER LETTER AND FOLLOW-UP LETTER



SAUK VALLEY COLLEGE

R. R. 1 Dixon, Illinois 61021 / Area 815 284-7711

November 2, 1967

Name of School or Firm
Address
City, State Zip Code

Dear Sir:

Sauk Valley College is initiating a two-year program to prepare library technicians to assist professionally trained librarians in the libraries of the communities served by Sauk Valley College. In order to determine the employment possibilities and actual need for graduates of this program, we are conducting a survey in the area served by Sauk Valley College. Consequently, your responses on the enclosed questionnaire will assist us materially in obtaining information to complete this study.

To familiarize you with our program, a descriptive brochure is enclosed. For the purpose of this study, a library technician is defined as "a product of a two-year undergraduate program consisting of a carefully balanced sequence of courses on the sub-professional library training level."

Information supplied by you will be revealed in statistical form only. There will be no identification of you or your school or firm.

It is important that the completed questionnaire be returned as soon as possible. A stamped, self-addressed envelope is enclosed for your convenience.

Thank you very much for your help and cooperation.

Sincerely yours,

Carl L. Steele, Assistant Director
Instructional Materials & Library Services

CLS:bg-ela
Enclosures



SAUK VALLEY COLLEGE

R. R. 1 Dixon, Illinois 61021 / Area 815 284-7711

November 14, 1967

Name of School or Firm
Address
City, State Zip Code

Dear Sir:

A few days ago we wrote you asking you to complete a questionnaire like the one that is enclosed with this letter. As we have not heard from you, we thought that perhaps the original questionnaire had not reached you or was overlooked in the rush of daily business activity. Therefore, we are sending you a duplicate questionnaire and are again asking you to please complete it.

You will note that the questionnaire is designed to provide us with information regarding the employment possibilities of graduates of a two-year library technician program which is presently being initiated at Sauk Valley College.

To familiarize you with our program, a descriptive brochure is enclosed. For the purpose of this study, a library technician is defined as "a product of a two-year undergraduate program consisting of a carefully balanced sequence of courses on the sub-professional library training level."

Won't you please help us to obtain information that is essential for us in developing our library technology program. Information supplied by you will be revealed in statistical form only with no identification of you or your school or firm.

A stamped, self-addressed envelope is enclosed for your convenience in returning the completed questionnaire. Thank you very much for your help.

Sincerely yours,

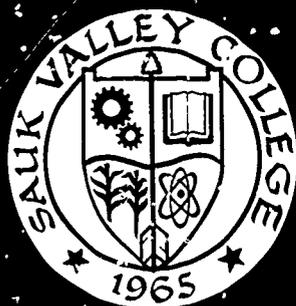
Carl L. Steele, Assistant Director
Instructional Materials & Library Services

CLS:bg
Enclosures

APPENDIX D

SAUK VALLEY COLLEGE LIBRARY TECHNICIAN BROCHURE

**Career Opportunities
as a
Library Aid/Technician**



Sauk Valley College
River Campus, Route 1, Dixon, Illinois 61021.

INTRODUCTION

The curriculum for a two-year technical library course will differ greatly from the more familiar arrangement of the professional curriculum which includes four years of basic undergraduate courses followed by one year of library specialization. Since the purpose of the program is to develop occupational competency in a two-year span, it is necessary to integrate theory and practice. It is suggested that library students have their related or elective subjects with students in other areas to meet the requirements for the ASSOCIATE IN APPLIED SCIENCE DEGREE.

The purpose of the two-year program is to prepare library assistants or LIBRARY AID/TECHNICIANS to work with a professional librarian in ordering and accessioning books and materials for the shelves, typing cards for the catalog, binding related pamphlets and periodical materials, mending, keeping files and shelves up-to-date, and working at the circulation desk.

FEATURES OF THE SAUK VALLEY PROGRAM

Upon successful completion of the two-year program for library technicians, Sauk Valley grants to the student an Associate in Applied Science degree.

The preparation for Library Technicians consists of a carefully balanced sequence of courses—all of which are essential to the library technician's background. A feature typical of Sauk Valley training is that intensive library-laboratory experiences are provided to assure the competency of students in making practical application of the theory and techniques learned in the library theory courses. Practical experience in the college library and in area public and school libraries is planned for all students prior to graduation.

WHAT ARE THE ENTRANCE REQUIREMENTS AND WHO SHOULD APPLY?

A student entering the Sauk Valley program for the Associate in Applied Science degree should be a high school graduate with a strong Liberal Arts background.

Employees who are now employed in library work who would like to take Library Technology courses, but are not interested in obtaining the Associate in Applied Science degree, will be accepted on a limited basis.

Graduates of other colleges interested in library service may wish to register for the technical courses only, without necessarily completing graduation requirements for the Associate in Applied Science Degree.

The Library Technician program presents an opportunity for persons who desire to do library work, but do not wish to complete the five years of collegiate work normally required of a librarian. Those who consider this Library Aid/Technician field should have a sincere interest in people and a desire to extend service to them. Also, they should work in an orderly manner with emphasis on neatness and detail.



WHAT ARE THE ENTRANCE REQUIREMENTS AND WHO SHOULD APPLY?

A student entering the Sauk Valley program for the Associate in Applied Science degree should be a high school graduate with a strong Liberal Arts background.

Employees who are now employed in library work who would like to take Library Technology courses, but are not interested in obtaining the Associate in Applied Science degree, will be accepted on a limited basis.

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The Library Technician program presents an opportunity for persons who desire to do library work, but do not wish to complete the five years of collegiate work normally required of a librarian. Those who consider this Library Aid/Technician field should have a sincere interest in people and a desire to extend service to them. Also, they should work in an orderly manner with emphasis on neatness and detail.



EMPLOYMENT OPPORTUNITIES

The Library Technician may find a position in either the large, urban metropolis or the small community. There will be opportunities in public, regional, school or industrial libraries. Also, there are many positions open for people who, following marriage or in later life, choose to remain actively employed on a part-time basis.

HOW TO ENROLL

Application forms are available upon request from the Director of Admissions, Sauk Valley College, Route One, Dixon, Illinois 61021. The completed application should be returned to the Admissions Office well in advance of the semester in which the student expects to enroll. The Admissions Director will notify applicants of their acceptance and will send them registration instructions.

COURSES INCLUDED IN THE TWO-YEAR PROGRAM

FIRST YEAR

FALL SEMESTER

Course	Hrs.
English 100-101	3
Intro to Library Science	3
Audio-Visual Materials	3
Children's Literature 231	3
**Typing (Elective)	3
Orientation	1
Total Sem. Hrs.	16

SPRING SEMESTER

Course	Hrs.
English 101-102-139	3
Book Materials Selection	3
Psychology	3
Library Reference	3
Hygiene — Physical Ed.	2
Adolescent Literature 232	2
Total Sem. Hrs.	16

SECOND YEAR

FALL SEMESTER

Course	Hrs.
Speech 131	3
Library Practice I	3
Catalog, Classification, Filing	3
Social Science Elective	3
Humanities Elective	6
Total Sem. Hrs.	18

SPRING SEMESTER

Course	Hrs.
Library Organ. & Adm.	3
Library Practice II	3
Humanities Elective	3
Social Science Elective	3
Math or Science Elective	4
Total Sem. Hrs.	16

**Students with a minimum of one year of typing training and who can pass the Sauk Valley Proficiency Typing Test will not be required to take typing.

APPENDIX E
SAMPLE QUESTIONNAIRE

SURVEY OF NEED FOR LIBRARY TECHNICIANS

Please answer all questions. If you wish to comment in answer to any question, please feel free to do so.

1. Name of School or Firm _____

2. Address _____

3. Do you feel that there will be positions available locally in industrial, public, or school libraries for graduates of our program?

_____yes _____no _____undecided

4. Do you feel that there is a definite need for junior college training in undergraduate library technician programs?

_____yes _____no _____undecided

5. Does your school or firm have a library at the present time?

_____yes _____no

6. Would you recruit library technician graduates from Sauk Valley College if positions were available on your library staff?

_____yes _____no _____undecided

7. Do you plan to employ personnel trained as library technicians?

_____yes _____no _____undecided

8. If you do plan to employ library technicians, what is the estimated number? _____

9. Do you have any supplementary comments which you feel might be of assistance to us in developing our program?

