ED 045 069                                          JC 700 268

TITLE           The Library Technical Assistant Program: Guidelines
                and Course Content for Community College Programs.
INSTITUTION     California Community Colleges, Sacramento. Office of
                the Chancellor.
PUB DATE        Jul 70
NOTE            110p.

EDRS PRICE      EDRS Price MF-$0.50 HC-$5.60
DESCRIPTORS     *Curriculum Guides, *Junior Colleges, *Library
                Education, *Library Technicians, State Curriculum
                Guides, *Subprofessionals

ABSTRACT
        This publication suggests guidelines for California
community colleges in achieving uniform curricula for training
semiprofessionals in library service occupations. One section
presents recent surveys of professional organizations that show the
need for semiprofessional technicians. Another section summarizes the
technical assistant curriculum as it has been reviewed and
recommended by a statewide advisory committee. A third section
surveys and analyzes employment opportunities and the professional
hierarchy. Two other sections discuss recommendations for the
development and coordination of a curriculum for a Library Technical
Assistant Program. The final section suggests course content and
coordination for a statewide program. (Author/RC)

*THE LIBRARY TECHNICAL ASSISTANT PROGRAM*

Guidelines and Course Content
for
Community College Programs

July, 1970

OFFICE OF THE CHANCELLOR
THE CALIFORNIA COMMUNITY COLLEGES
825   15th Street
Sacramento, California   95814

# TABLE OF CONTENTS

## LIST OF FIGURES

FOREWORD

The Community Colleges of California have long recognized the need to provide vocational education programs that are career oriented. The new career education concept utilizes the open-ended curriculum leading toward career ladders. Although the goal of the career programs is still that of obtaining sufficient training, education, and skills for entry employment, the Community Colleges are seeking articulation with the four-year institutions that will allow the capable student to continue his education without undue loss of credit and time.

For some years various Community Colleges throughout the State have offered courses termed Library Science. These were aimed principally at persons seeking general information. It has become apparent that the time has arrived when the colleges should establish programs to train persons for the intermediate step and job classification title, Library Technical Assistant. In this way articulation with the four-year institution can be more easily accomplished and both the two-year and the four-year degree programs will be able to fulfill the required specific education needs.

The core courses suggested in this publication have been recommended as guide-lines to prepare persons to become Library Technical Assistants. Additional courses have been suggested for in-service training.

Another trend, suggested by the advisory committee, is for persons at this intermediate level to have more specific in-depth training in audio-visual skills. Therefore, two courses have been suggested as an "optional track" to the Library Technical Assistant program and will help the student develop basic skills in handling audio-visual equipment and materials and additional skills in the production of a wide variety of audio-visual materials.

The proper development of the Library Technical Assistant program is critical to the development of the career ladder concept and continuing education for those students who may desire to become professional librarians. The California Community Colleges Chancellor's Office expresses its confidence that the colleges and the librarians will respond to the challenge.

LELAND P. BALDWIN
Assistant Chancellor,
    Vocational Education
California Community Colleges

## PREFACE

Public Service Occupations are those which are pursued by persons in local, county, state, and federal government. These positions reflect the services desired or needed by individuals and groups for the common welfare, and are performed in governmental organizations established by society, normally on a non-profit basis and usually supported by tax revenues.[1]

Professional and semiprofessional careers are available in public service. Those who choose to pursue one of the professional careers must be fully prepared to provide the required services and to make decisions, set objectives, develop plans for action and take the action, and provide leadership. In providing these services, the professional needs the help of people who are prepared to do certain parts of the work required.

Those who choose to pursue one of the semiprofessional careers will provide this help. They, like those who choose the professional careers, must be fully prepared to provide quality services, but their responsibilities will be limited to doing work specified and directed by the professional leadership.

The purpose of these Guidelines is to assist California Community Colleges in developing and achieving a degree of uniformity in the occupation-centered curriculum for semiprofessional careers in library service. The suggested curriculum will prepare students for employment as library clerks or library technical assistants.

The publication is divided into six parts:

1. Recent surveys by representatives in the professional organizations which show the need for the semiprofessional technician.

2. The library technical assistant curriculum that has been reviewed and recommended by an advisory committee.

3. A survey of employment opportunities and an analysis of hierarchy levels within the profession.

4. Recommendations for the development of a curriculum.

_____

[1]Department of Health, Education and Welfare, Office of Education, Bureau of Adult, Vocational and Library, October 8, 1968.

5. Coordination of the Library Technical Assistant program.

6. The suggested course content and the coordination of the program.

It is hoped that these Guidelines will be used by administrators, counselors, and instructors in their initial planning stages and evaluation of library technician programs. Administrators will be most interested in the background and the need for such a program as shown by the professional associations. Guidance counselors can utilize the information on employment opportunities and the future trends. The instructors will need to know the curriculum content and the course descriptions.

The Chancellor's Office expresses its appreciation for the continued support of the advisory committee who have assisted in the development of this curriculum guide. In addition, special acknowledgement is made to Mrs. Joleen Bock, College of the Canyons; Mr. A. "Don" Donatelli, Chabot College; and Mrs. Aline Wisdom, Citrus College, for their special course content contributions, and to Mr. John Halligan and Mr. Marvin Howell, Sacramento City College, for editing.

> MARY E. DENURE
> Consultant in Public Service
> Occupations
> California Community Colleges

## STATEWIDE ADVISORY COMMITTEE

Mrs. Joleen Bock
Director of Library Services
College of the Canyons
24609 Arch Street
Newhall, California 91321

Mrs. Shirley E. Bosen
Head Librarian
Fullerton Junior College
321 East Chapman Avenue
Fullerton, California 92632

Miss Mildred M. Brackett
Consultant, Audio-Visual
    and School Library Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Mrs. Phyllis Dalton
Assistant State Librarian
California State Library
Library and Courts Building
Sacramento, California 95809

Mr. A. "Don" Donatelli
Coordinator, Audio-Visual Services
Chabot College
25555 Hesperian Boulevard
Hayward, California 94545

Miss Dorothy Drake
Sacramento City-County Librarian
City-County Administration Center
1930 T Street
Sacramento, California 95814

Miss Harriett Genung
Dean of Library and Audio-Visual
Mount San Antonio College
1100 North Grand Avenue
Walnut, California 91789

Mr. Marvin E. Howell
Director of Library Services
Sacramento City College
3835 Freeport Boulevard
Sacramento, California 95822

Mrs. Anna Mary Lowrey
Associate Director of the School
    Library Manpower Project
American Library Association
Chicago, Illinois

Mr. T. Wayne McAllister
Assistant Professor of Library
    Science
San Diego State College
5402 College Avenue
San Diego, California 92115

Mrs. Esther Nesbin
Director of Library Services
Palomar College
Highway 78
San Marcos, California 92069

Mr. Elton E. Shell
Head Librarian
San Bernardino Valley College
701 South Mt. Vernon Avenue
San Bernardino, California 92403

Mrs. Aline Wisdom
Head Librarian
Citrus College
18824 East Foothill Boulevard
Azusa, California 91702

Mr. William K. Grainger
Chairman for Library Services
Pasadena City College
1570 East Colorado Boulevard
Pasadena, California 91106

CHAPTER ONE

THE

LIBRARY TECHNICAL ASSISTANT PROGRAM

# THE LIBRARY TECHNICAL ASSISTANT PROGRAM

## Program Analysis

The original research for library technicians was reported by John Martinson in 1965, in VOCATIONAL TRAINING FOR LIBRARY TECHNICIANS.[2] Since then occupational training programs for the semiprofessional positions in libraries throughout the nation have surged ahead with great speed and growth. The Community Colleges of California have taken the lead and have offered specific courses and the associate degree.

Dorothy F. Deiniger, THE DEINIGER REPORT, 1967[3] presented the three following recommendations to the American Library Association:

1. That two levels of service between clerical and professional staff be recognized; namely, the library clerk and the library technical assistant. Classification standards for these levels and typical duties have been proposed for consideration.

2. That the Library Education Division and Library Administration Division recognize the value of the vocational training for library clerks and library technical assistants and appoint a committee to develop curricula and standards for training which would strengthen existing and planned programs and divert efforts into Association proved channels which will contribute to library manpower objectives.

   a. For library clerks a short-term course is proposed . . . Course objectives would be to train in clerical and typical library routines, to provide background on the purpose of library service, and to acquaint with the use of the library.

   b. For Library Technical Assistant a minimum of two years of college . . . Proposed instruction includes how to use a library, introductory courses in reference and bibliography, in catalog use and

---

[2]John Martinson, VOCATIONAL TRAINING FOR LIBRARY TECHNICIANS, Washington, D.C., 1965.

[3]D. F. Deiniger, REPORT OF JOINT AD HOC COMMITTEE OF LIBRARY ADMINISTRATION DIVISION & LIBRARY EDUCATION DIVISION ON SUBPROFESSIONAL OR TECHNICIAN CLASS OF LIBRARY EMPLOYEES, American Library Association, 1967.

preliminary cataloging, typical acquisition and circulation
routines and procedures.

3. That a committee be established to make a concerted effort to clarify
   and correct definitions and scope of typical library occupations in
   the U. S. Department of Labor publication, 'Directory of Occupational
   Titles' in occupational literature, in vocational guidance materials,
   and in connection with advertised goals of library training offered
   in vocational schools and junior colleges, whether they are private,
   state or municipal institutions.

In addition, Lester E. Asheim in "Education and Manpower for Librarianship"
suggested there should be at least five levels of work in libraries for
which separate kinds of preparation should be identified.  Three are pre-
professional and two professional:  (1) library clerk, (2) library technical
assistant, (3) library assistant, (4) librarian and (5) professional-specialist.
"The important point is not so much the titles employed as the nature of the
career sequences they designate."[4]  The implication here is a career ladder
that would allow students to enter the library at the lower level and, through
work experience and additional college education and training, progress to the
professional level.  "The standard suggested here is that the technical
assistant ranks shall be open to graduates of the two-year college
programs . . ."[5]

The above career ladder parallels the new careers concept in suggesting a new
level, semiprofessional, that covers duties previously performed by pro-
fessional librarians.  A thorough analysis of a librarian's tasks has resulted
in identifying some that can be performed by persons who have some specific
training and education in library services but not the full education and
background required for a baccalaureate or master's degree.  This will leave
the librarian free to perform the administrative and specialized duties.
"The primary objective in identifying sub-professional and pre-professional
tasks in the library operation is to upgrade the authority and responsibility
of the professional person and the education he requires."[6]  Therefore, it is
of the utmost importance that Community College administrators and faculty of
the library technical assistant program understand that the library technical
assistant is a supportive role and will not supplant the librarian.

---

[4]Lester E. Asheim, "Education and Manpower for Librarianship," ALA Bulletin,
 October, 1969, pp. 1096-1106.

[5]Ibid.

[6]Ibid.

To view Community College library technical assistant preparation as basic preparation for a career ladder, however, is still a debatable question among librarians and other educators. The California Community College Board of Governors gives support to the Coordinating Council for Higher Education for the conduct of a study of Library Science at the University of California, Santa Barbara and San Diego campuses. "The Council requests the Director and Council staff, in cooperation with representatives from the University, the State Colleges, and the Junior Colleges to formulate a plan for review of new programs which will provide for both the orderly growth of higher education and involve the Council as early as possible . . ."[7]

Generally, librarians in California have been enthusiastic about the Community College program even though they view it as a single track leading only to the semiprofessional classifications. "The presently developing program of the State Department of Education to establish a uniform library technician training program in California is strongly endorsed as a means of providing needed library technical assistants for semi- or para-professional and clerical staffing in school libraries. This program includes terminal courses to enable students to serve at various job levels in the school library, to provide technical services for effective and efficient library operation, and to free professional school librarians for other more important work."[8] With continued discussion through workshops and conferences and with studies such as those the Coordinating Council will conduct, there is a possibility that Community College occupational programs will become a recognized educational beginning, and can lead the capable student up the career ladder through an orderly progression of skill and general education courses.

Several surveys have been made to determine how many librarians are aware of the new library technician classification; the number of library technical assistants, and educational requirements. One survey was done by Dr. Charles Held, librarian of Albion College, Michigan, in 1967.[9]

Of the 36 librarians contacted in the State of California, 22 responded and of that number, 18 of the librarians were aware of the program. Of the 18, 15 librarians strongly favored the program, four were mildly in favor, two were

[7]STAFF ANALYSIS AND RECOMMENDATIONS for the Coordinating Council for Higher Education Meeting of July 15, 1969, San Francisco.

[8]MULTI-MEDIA AND THE CHANGING SCHOOL LIBRARY, California State Department of Education, 1969, pp. 59-60.

[9]Charles Held, LIBRARY SURVEY, Albion, Michigan, 1967.

indifferent, and only one strongly opposed. A summary graph of the report for
California appears below:

Fig. 1. ABSTRACT OF CALIFORNIA - HELD SURVEY

| | | |
|---|---|---|
| Number Contacted | [///////////////////////////////////////] | 36 |
| Number Responding | [/////////////////////////] | 22 |
| Type of Library | | |
| Academic | [///////////] | 9 |
| Public | [///////] | 6 |
| School | [///////] | 6 |
| State | [/] | 1 |
| Have Heard of Program | [/////////////////////] | 18 |
| Strongly Favor | [//////////////////] | 15 |
| Mildly Favor | [/////] | 4 |
| Indifferent | [///] | 2 |
| Opposed | [ ] | 0 |
| Strongly Opposed | [/] | 1 |
| No Answer | [ ] | 0 |
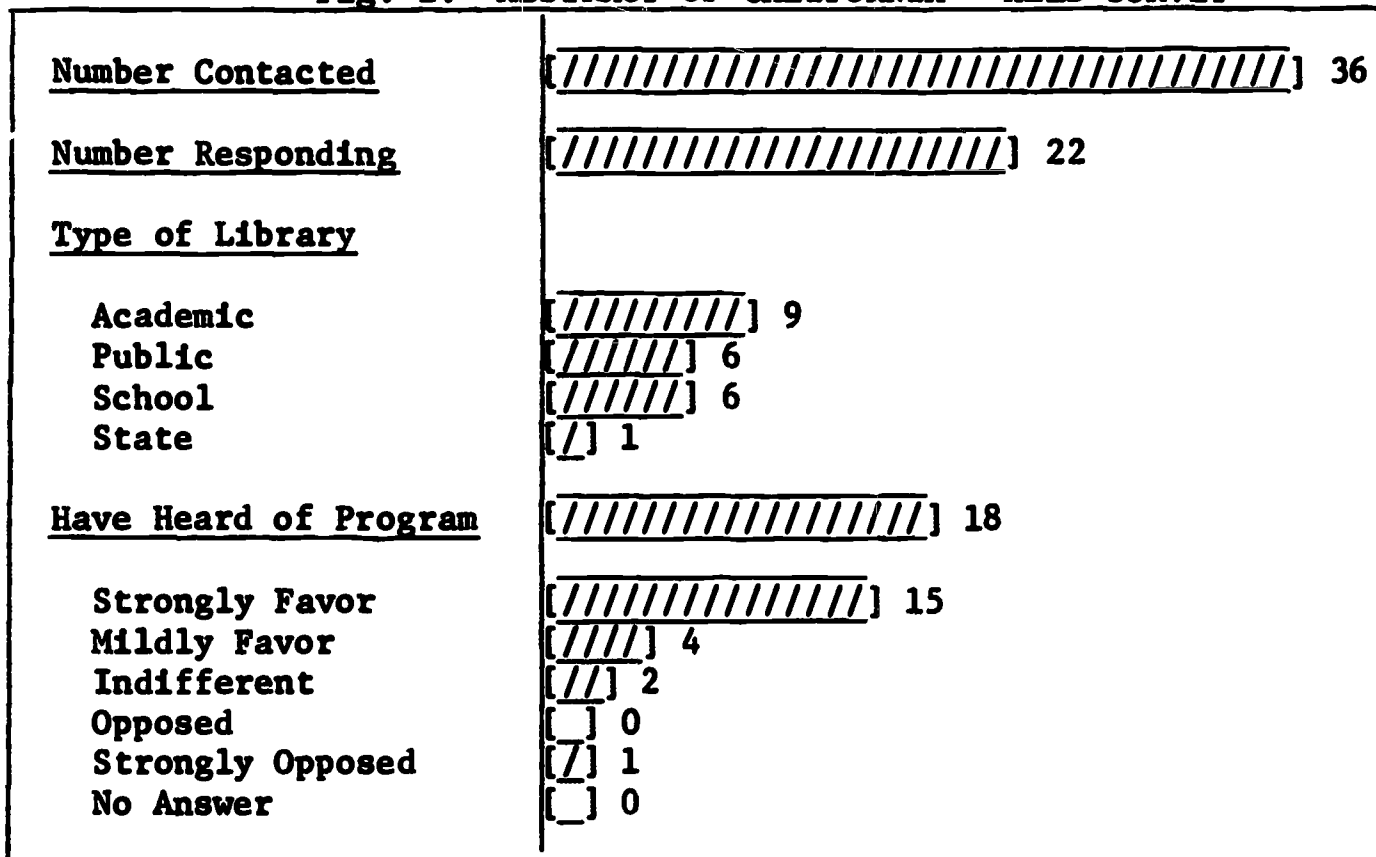
In Michigan, another survey showed 27 out of 31 librarians were aware of the
program, 17 in favor and none strongly opposed.

A recent California survey indicated 33 Technical Assistant programs in 91
California Community Colleges. Also, there were 1,470 students (Full and part
time) enrolled and 520 of these are expected to receive certificates or
Associate degrees by June, 1970.[10]


## Job Activity Analysis

A questionnaire survey was conducted by the California Library Association
Administration Committee to determine the use of the technician classification
in California. The report indicated that in performing actual job activities,
although there was a distinction between clerical and professional duties, the
distinction was seldom observed in on-the-job activities. However, as the
technicians become trained, recognized, more experienced, and better

---

[10]California Community Colleges Chancellor's Office, SURVEY OF LIBRARY TECHNICAL
ASSISTANT PROGRAM, March, 1969.

educated, their duties will become standardized and specific. Librarians should refer to the American Library Association report, "Criteria for Programs to Prepare Library Technical Assistants," January, 1969.

A partial analysis of the questionnaire survey by the CLA Committee appears below:

Fig. 2. PARTIAL ANALYSIS OF PERSONNEL SURVEY

| | |
|---|---|
| **Number Libraries Contacted** | [ ///////////////////////////////////////////////////////////////////////// ] 107 |
| **Number Libraries Responded** | [ ///////////////////////////////////////////////////////// ] 68 |
| **Number of Employees in the Technician Classification** | [ //////////////////////////////// ] 38 |
| **Libraries Having Technician Classification** | |
| Public | [ ////////////// ] 17 |
| Special | [ ////////// ] 11 |
| College | [ ///////// ] 10 |
| School | [ ] 0 |
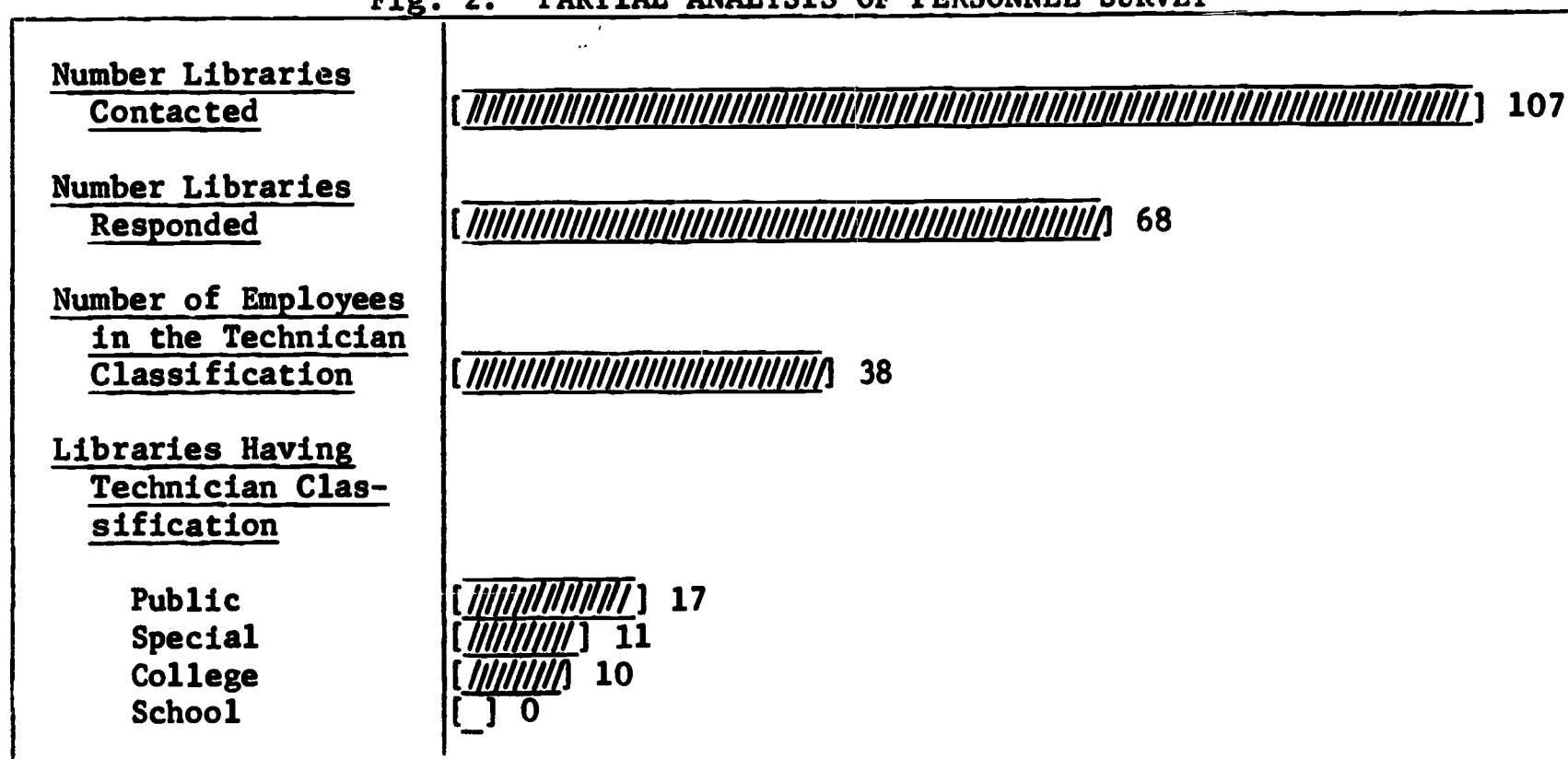
The questionnaire was sent to 107 libraries which represented 10 percent of the libraries listed in the NEWS NOTES OF CALIFORNIA LIBRARIES, members of Special Libraries Association, and a sampling of school libraries in the larger districts. There were 68 responses to the questionnaire and 38 indicated a technician classification. Figure 3 refers to the number of librarians reporting specifically assigned duties to technicians. Of those using the technician classification, the distribution between public services and technical duties was fairly equal.

As defined by the survey, public services included those concerned with circulation, reference, reader's advisory and children's service. Technical services included those services concerned with book selection, ordering and cataloging.

The following is a list of duties assigned by 60 percent of the 38 libraries using the technician classification:

Explaining to borrowers the library rules for checking out and returning materials.

Giving patrons direction on location of library departments.

Explaining to patrons the resources and services of the library.

Finding specific books on the shelf for patrons.

Searching for simple trade bibliographical data.

Helping patrons use the card catalog.

Answering simple reference questions using quick reference tools.

Supervising the work of the clerical staff.

Charging out library materials to patrons and clearing
returned materials.

Checking catalogs and shelf lists for holdings.

Planning displays.

The study also indicated that these duties required a knowledge of the library's
total services, judgment in knowing what information to give, and when to refer
the patron to a librarian.  The duties and responsibilities of the technical
assistant were related to the size of the library staff, the library program
and the services provided.  In libraries employing only one technical assistant,
secretarial duties relating to library business were assigned.  Assignment of
such duties to semiprofessional personnel, it was further stated, can go far
toward assuring that a librarians' time is not misused and that a more effec-
tive program of library service is implemented.

## Fig. 3
### ASSIGNED DUTIES OF THE LIBRARIES
### HAVING THE TECHNICIAN CLASS

| Public Services | |
|---|---|
| Circulation | ///////////////////////////////] 28 |
| Reference | ////////////////////////////] 22 |
| Readers' Advisory | ///////////////] 12 |
| Children's Service | //////////////] 11 |
| **Technical Services** | |
| Book Selection | /////////////////////] 20 |
| Ordering | //////////////////////////////] 27 |
| Cataloging | ///////////////] 12 |
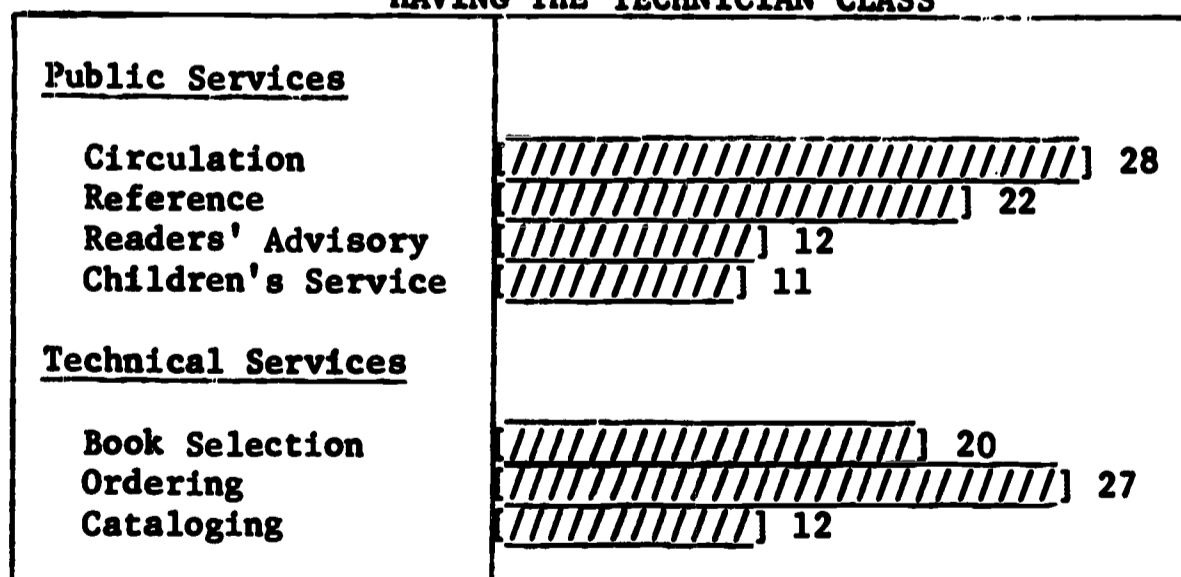
CHAPTER TWO

EMPLOYMENT OPPORTUNITIES

IN THE LIBRARY FIELD

# EMPLOYMENT OPPORTUNITIES IN THE LIBRARY FIELD

Results of recent studies indicate a large and increasing need for library technical assistants and library clerks throughout the United States. The gap between our present supply of both professional and support staff and the number needed to implement library programs meeting professional standards is indeed wide. As reported by the American Library Association, ". . . librarians of all kinds are in short supply, but school librarians invariably rank close to the top among the dozen or so school specialists who are in <u>critical shortage</u>, and there is now a real discrepancy between demand and supply."[11]

There has been an estimate that in the next five years there will be a need for 100,000 librarians and support staff. "The employment outlook is excellent through the 1970's for library technicians in the rapidly growing field. Graduates of two year academic programs will be in particularly strong demand . . . about 5,500 technicians will be needed annually between 1967 and 1975 to provide for both growth and the need to replace workers . . ."[12]

Most employment opportunities exist in metropolitan areas where branch libraries are more numerous. The larger library organizations, which include several small branches, will many times employ a coordinator of libraries; a professional librarian who supervises several of the small branch libraries. Each branch library also employs a library technical assistant who, in turn, will have some supervisory duties in connection with the other nonprofessional staff at that library. However, qualified people are more difficult to find in the smaller communities even though the community libraries employ fewer in numbers.

Working conditions for the library technical assistant have been a factor that attracts many to the position. Many public and private school libraries are open only during school hours, although college and public libraries may include some weekend and evening hours. Special libraries usually maintain the 40 hour week schedule.

---

[11]Mary V. Gaver, "Crisis in School Library Manpower--Myth or Reality?" SCHOOL ACTIVITIES AND THE LIBRARY. A.L.A., Chicago, 1967.

[12]Priscilla A. Baker, "Library Technician." OCCUPATIONAL OUTLOOK QUARTERLY, December, 1968, pp. 4-5.

Library technical assistant salaries in metropolitan areas range from $5,200 to
$8,500 a year and in small towns and small libraries from $3,800 to $5,500.
"Annual salaries in the Federal Government generally ranged from about $5,100 to
$7,000 in mid-1968. A few technicians earned $8,500 or more."[13]

Librarians try to meet the American Library Association and state standards. These
efforts, coupled with: (1) the use of federal funds for new kinds of educational
programs calling for library services, (2) the increased action by school districts
to provide additional elementary school library programs, (3) the move to implement
instructional materials centers in more schools, and (4) the increased interest in
corporations and other institutions and agencies to have specialized libraries of
their own, all add to the need for trained technicians. It is recommended that
Community Colleges survey the manpower requirements of their region to determine
which colleges might implement new or strengthen existing programs. More effective
educational coverage may occur when there is a single strong area program offering
not only basic technical education, but additional optional specialized courses.

All colleges, however, should cooperate to achieve some degree of uniformity in
program offerings.

---

[13]Ibid.

CHAPTER THREE

DEVELOPING PUBLIC SERVICE

EDUCATION CURRICULA

# DEVELOPING PUBLIC SERVICE EDUCATION CURRICULA

Community Colleges may wish to consider the following six steps in developing a library technical assistant program curriculum:

1. Conduct a study of manpower requirements on a Community College area of planning basis. It may not be practical for every college to offer a program. It is recommended that colleges consider developing strong specialized programs where students can be referred through inter-district agreements.

2. Establish an advisory committee for the program. The committee should help plan for the initial curriculum and evaluate programs. In addition to local professional library representatives from each of the various types of libraries, the committee should include representation from local and county personnel offices, a four year academic institution, and a library association.

3. Adopt a curriculum to meet the needs of the community by setting definite achievement levels that are geared to the competencies required for job entry into the field.

4. Continually evaluate the program to insure that it meets state and national standards and its stated goals.

5. Develop a structured work experience education program that has a direct relationship to the classroom program.

6. Communicate freely with the appropriate college administrators and the state and national library associations.

## Assistance Available from the California Community Colleges Chancellor's Office

The California Community Colleges Chancellor's Office, Division of Vocational Education, is able to assist in developing new programs and curricula by supplying survey findings from other areas and by aiding in the conduct of new coordinated studies. Community Colleges may secure some financial help from federal vocational education funds. In addition, consultant service is available from the Chancellor's staff.

# COORDINATION OF THE LIBRARY TECHNICAL ASSISTANT PROGRAMS

Since public service education involves cooperation with many agencies and professional organizations, school administrators find it desirable to assign the responsibility of the coordinating functions to trained, experienced librarians. These librarians are normally qualified instructors.

The coordinators should be assigned responsibilities for maintaining adequate contacts in order to keep the program abreast of changes. Some of the responsibilities may include: working with consultants, advisory committees, employer and employee organizations; defining program goals; stating performance objectives; organizing course materials; obtaining instructional materials from other than school sources; evaluating the program in terms of goals and objectives; assisting the college in recruitment (selection and in-service training); cooperating with counseling and guidance staff; and placing graduating students. Coordinators provide direct liaison between community, business, and the school; thus becoming effective public relations emissaries.

The California Library Technical Assistant Advisory Committee has adopted the ALA Standards of program criteria to include:

1. The program should have its own full time coordinator other than the administrator of the college library.

2. In addition, there should be a minimum of one full time faculty member who has had practical and recent work experience in a library.

3. Program financing should be a part of the instructional budget of the college and not a part of the regular library budget.

4. No program should be started until the library meets the ALA Standards for Junior College Libraries. This will directly influence the quality of the program.

CHAPTER FOUR

COORDINATION OF THE

LIBRARY TECHNICAL ASSISTANT PROGRAMS

CHAPTER FIVE

A CURRICULUM FOR A

LIBRARY TECHNICAL ASSISTANT TRAINING PROGRAM

# A CURRICULUM FOR A LIBRARY TECHNICAL ASSISTANT TRAINING PROGRAM

A curriculum for training library technical assistants devised by the statewide Public Service Advisory Committee for the Library Technical Assistant Program includes instruction in library techniques, business procedures, and liberal arts. The committee suggested that an analysis of job descriptions in local libraries would be useful in planning specific courses. Such an analysis would also indicate the laboratory and/or work experience education necessary to duplicate as closely as possible the actual jobs being done in the libraries. Since there are many types of libraries, instruction will need to include all of them. Local advisory committees can materially assist in determining the scope and content of programs.

The subject matter recommendations shown in Figure 4 represent a study of the schools now offering the program and the consensus of a statewide advisory committee. The units of instruction suggested in the various subject matter areas are considered basic in developing competent technical assistants. Some of the instructional units, however, can be used as general education require ments for an associate degree.

### Fig. 4.   SEMESTERS RECOMMENDED

| Course | Semesters |
|---|---|
| * Introduction to Library Services | [/] 1 |
| * Technical Processes | [/] 1 |
| English and Literature | [//] 2 |
| * Public Services | [/] 1 |
| * Nonbook Media | [/] 1 |
| Typing | [//] 2 |
| Data Processing | [/] 1 |
| * Work Experience Education | [//] 2 |
| Business Procedures | [//] 2 |

\* Specific Library Occupation Courses

# CATALOG DESCRIPTIONS OF COURSES FOR THE CORE PROGRAM

## Introduction to Library Services*

Three (3) semester units including a minimum of 3 laboratory hours per week.
An introduction to libraries and their organization designed for students
interested in employment in a special, school, public, or college library.
Basic philosophy, procedures, tools, and techniques for library routines are
emphasized. The laboratory experience gives practical training for the
student so that he might take a job as a library page or aide. Also provides
practical background training for the teacher assistant.

## Support for Technical Services*

Three (3) semester units including a minimum of 3 laboratory hours per week,
and public relations, circulation control systems, and location of information
through catalogs, indexes and basic reference books.

## Support for Public Services*

Three (3) semester units including a minimum of 3 laboratory hours per week.
An introduction to the various semiprofessional tasks in the technical
processes phase of library operations.

## Introduction to Audio-Visual Services*

Three (3) semester units. A survey course of the processes necessary for the
utilization and operation of audio-visual materials and equipment in a library
situation.

## Work Experience Education*

Three (3) semester units. A structured on-the-job training experience in a
library. Training is under the supervision of a professional librarian. Two
semesters are recommended. A minimum of 10 hours field work plus one hour seminar
per week.

---

*Specific Library Occupation Courses

## Related Courses

A core of 15 units plus at least 5 units of related courses is required to complete
a 20 unit major.

## English and Literature

At least two semesters recommended. Dealing with books makes it important that
personnel read, speak, and write well. In addition, they should have a background
in literature.

## Typing

A proficiency of 50 words per minute should be achieved, either through a course or
a test.

## Data Processing

An introduction to data processing is necessary to understand the new book catalog
procedures, circulation systems, ordering, and accounting processes.

## Suggested Course of Study

The following chart, Figure 5, represents a suggested four semester plan for
California Community Colleges. The occupational-centered curriculum for the li-
brary technical assistant program utilizes basic courses for levels of job entry.
The core courses are the courses that are technical or required and provide knowl-
edge and skills necessary for a variety of job classifications within the spectrum
of the library field. A student who completes the first basic core course could
obtain job entry as a library page. A student who continues beyond the first
courses would be a library clerical worker. Library Technical Assistant would be
the job title for the student who: (1) completed the basic core, (2) completed
the related courses, and (3) received the associate degree. Optional courses
could be added to the program for job entry into specialized areas of the library.
In addition to the course content for the core program for the Library Technical
Assistant Program these Guidelines contain a two semester program for those
specializing in audio-visual areas in the library.

## Fig. 5
## SUGGESTED OCCUPATIONAL-CENTERED LIBRARY
## TECHNICAL ASSISTANT PROGRAM

### A Suggested Career Ladder and Related Training

| Job | 1st Semester Course | Units | 2nd Semester Course | Units | 3rd Semester Course | Units | 4th Semester Course | Units |
|---|---|---|---|---|---|---|---|---|
| Library Page | Introduction to Library Services | 3 | | | | | | |
| Clerk I | Technical Processes | 3 | | | | | | |
| Clerk II | | | Public Services | 3 | | | General Education | 15-25 |
| Senior Clerk | | | | | Audio-Visual | 3 | Core Courses | 15 |
| Library Technical Assistant | | | | | | | *Related Courses | 15-25 |
| | | | | | | | Work Experience Education | 3-6 |
| | | | | | | | Total | 60 |
| | | | | | | | Plus Associate of Arts Degree | |

*Related Courses:  Communications, Human Relations, Advanced Literature, Introduction to Data Processing, Office Procedures and Skills.

Optional Courses:  Advanced Audio-Visual, Graphics, Children's Library Services, Reference Materials, Foreign Language, Cataloging Techniques, Special Libraries.

Typing is recommended as a prerequisite; but, on the consent of the instructor, may be taken concurrently with the first semester course.

# WORK EXPERIENCE EDUCATION FOR THE LIBRARY TECHNICAL ASSISTANT PROGRAM

## HOURS REQUIRED

3 Semester Units.

## CATALOG DESCRIPTION

A structured on-the-job training experience in at least two types of libraries. Training is under the supervision of a professional librarian. Two semesters are recommended, one in the college campus library and one semester in the field. A minimum of ten hours field work plus one hour seminar per week.

## PREREQUISITE

Consent of the instructor.

## PURPOSE OF COURSE

To illustrate, extend, and deepen understanding of the library; the changes, problems, people, programs, and policies as they are presented in the library technical assistant training program and related to the goals, values, principles, methods, and settings for library services.

## BEHAVIORAL OBJECTIVES

The student will:

1. Explain library procedures, policies, and goals for the different types of libraries.
2. Identify the different types of communication materials and explain their uses and relationship to the different types of libraries.
3. Define the role of each member of the library staff.
4. Give the meaning and be able to use various library terms.
5. Do the tasks and duties assigned by a supervising librarian for at least two stations in at least two different types of libraries.

The primary purpose of a work experience program is educational.  Therefore, the
college is responsible for the establishment of the program in the library that
cooperates by engaging in this educational venture.

To plan and administer a work experience course takes time and skill.  There
should be sufficient time allowed for faculty to plan for the administration,
the field experience relevant to class experiences, for student counseling,
and for securing library placements.  The faculty coordinator becomes the
interpreter of the program for the student, the field library, and the educa-
tional institution.  It is he who insures the experiences are related to
defined educational purposes.

The program should be developed in cooperation with the participating libraries,
the student, and the college, and a written agreement should be used as a
basic reference.  The agreement should contain the kind of content and learning
experiences which the student might be offered.

During an eighteen week semester, a student should have placement in at least
two and preferably three different types of libraries.  If three libraries are
selected, the student would work for six weeks in each library.  During the
six weeks the student should spend two periods of three weeks each at different
stations.  In a public library, the student would spend three weeks doing
cataloging and three weeks in office procedures.  In a school library, the
student would have three weeks in audio-visual procedures and three weeks in
circulation.  In a special library, the student would spend three weeks in
technical processes and three weeks in special activities, i.e., inventory,
reference, etc.  Therefore, the student would get an overall view of the
various segments of the different libraries and their operations.

Descriptions of the work experience program should be available for students
when they register for the course.  Counselors should be cautioned to suggest
that students take courses that require the most study time early in the
student's educational career and leave the work experience semester relatively
free, because of the time involved and the nature of the program.  Students,
before reporting to their assignments, should have experience in (1) making
a job application, (2) completing a data sheet, (3) a preliminary interview
with the library supervisor, and (4) procedure for acceptance of the job.
They should be given an organization chart of their assigned library along
with a policy and procedure manual for advanced study.  The first day in the
assigned library should include introductions, assignment to work space, tour
of the building facilities, careful delineation of the first day's activities,
and agreement on some general structure of hours, responsibilities, conferences
and reports.

In addition to the direct library experiences, students should also have:

  1.  Regularly scheduled conferences with the library supervisor and the
      faculty supervisor.

2. Conferences with the library staff performing various functions in the library.

3. Contact with the advisory committee, many who are members of libraries participating in the work experience program.

4. Assigned attendance at appropriate professional organization meetings.

In order for the student to derive a sense of adequacy of his performance and of ways for growth and improvement, there should be a final evaluation of his work. The purpose and structure of the evaluation should be shared with the student and with the field supervisor at the beginning of the program. Since the student will have had little time to achieve competency in any single area of library work, the evaluation should be on what he has learned and his attitude in learning rather than on a professional performance basis. Knowledge of the library as a community service; the borrowers and their needs; responsible acceptance of assignments; intellectual curiosity; response to supervisors and staff; ability to work within the structure; and ability to communicate are important indices of what has been learned and the student's attitude toward learning.

CHAPTER SIX

RECOMMENDED COURSE CONTENT

FOR THE

LIBRARY TECHNICAL ASSISTANT PROGRAM

RECOMMENDED COURSE CONTENT FOR

THE LIBRARY TECHNICAL ASSISTANT PROGRAM

INTRODUCTION TO LIBRARY SERVICES


## HOURS REQUIRED

3 Semester Units.
> Note: Individual instructor can vary the hours of class lecture and laboratory, but there should be a minimum of three hours laboratory.
>
> Laboratory as presented in this course refers to learning experiences in a given library situation where the activities are either simulated, actual, or a mixture of the two.


## CATALOG DESCRIPTION

This course is an introduction to libraries and their organization. It is designed for students interested in employment in a special, school, public or college library. Basic philosophy, procedures, tools, and techniques for library routines are emphasized. The laboratory experience gives practical training for the student so that he might take a job as a library page or aide It also provides practical background training for the teacher assistant.


## PREREQUISITE

Minimum of one semester typing or concurrent enrollment in typing course.


## PURPOSE OF COURSE

To introduce the student to the different areas of a library so that he might see how these fit into a pattern of total service to a given public.
> Note: This can be taught in a given library with the students being told that the routines as explained will vary from library to library.

## BEHAVIORAL OBJECTIVES

The student will:

1. Give directions to locations in and around the library.
2. Sort and assemble books and other materials for distribution.
3. Cut out and mount newspapers and other articles.
4. Return library materials to the proper place after they have been used.
5. Check and rearrange shelves or files for alphabetical or numerical sequence.
6. Mend and bind magazines and pamphlets.
7. Do simple book mending.
8. File catalog cards under supervision.
9. Do the physical processing of new materials.
10. Operate photocopy equipment.
11. Type catalog cards.
12. Type book orders and other materials after information is assembled.

## SUGGESTED TEXTS

Cook, Margaret G. _The New Library Key_.     New York: H. W. Wilson Company, 1963.

Gates, Jean Key. _Guide to the Use of Books and Libraries_. 2d Ed.    New York: MccGraw-Hill Book Company, 1969.

Staff manual of local library could be used very effectively.

## MAJOR DIVISIONS

    I. Introduction to Course and to a Library
   II. History of Libraries and Library Service
  III. Use of Three Basic Library Tools
   IV. Organization and Arrangement of Materials
    V. Mending Books, Magazines, and Preparing Scrapbooks
   VI. Public Services
  VII. Technical Services Routines
VIII. Reading in Professional Library Periodicals and Books

## METHODS OF EVALUATION

Laboratory performance
Written assignments
Periodic examinations
Final examination

I.  INTRODUCTION TO COURSE AND TO A LIBRARY

    A.  Units of Instruction

   1.  Explain purposes of first course in
       library assisting

   2.  Give detailed assignment for getting
       acquainted with a library
      a.  Interpret the questions so that the
          class understands what is expected
          in the assignment
      b.  Help them to see the overall picture
          of library service
         1)  Areas for public services
         2)  Areas for technical services
         3)  Five kinds of materials
            a)  Books
            b)  Pamphlets
            c)  Periodicals
            d)  Microforms
            e)  Audio visual - equipment
               and materials
      c.  Discuss the assignment in class
          giving emphasis to those areas that
          usually cause difficulty
         1)  Location of the kinds of mate-
            rials
            a)  Reserve
            b)  Two week material
            c)  Reference
         2)  Special instructions for patrons
            to follow in locating materials
         3)  Special services
         4)  General information
      d.  Show the 16mm film "A Library Is"
          (Available from Bro Dart Industries)

    B.  Laboratory Exercises

   1.  Read library brochure and designated
       pages of text

   2.  With assignment sheet as guide, delve
       into all areas of the library

   3.  Fill in details of location on a floor
       plan

---

NOTES

Explain to the students
that the local college
library where course is
being taught is to be
used as a laboratory to
learn the basic work-
ings of any library.

*NOTES*

4.  Answer questions pertaining to
    a.  General information
    b.  Number of kinds of materials available
    c.  Lists of certain kinds of material
        1)  Newspapers
        2)  General encyclopedias
        3)  Unabridged dictionaries
        4)  Magazine indexes
        5)  Categories cf pamphlets
    d.  Plan of arrangement of materials
        1)  Books
        2)  Pamphlets
        3)  Periodicals
        4)  Audio-Visual aids
    e.  Miscellaneous

II.  HISTORY OF LIBRARIES AND LIBRARY SERVICE

A.  Units of Instruction

Help the student to ac-
quire an appreciation of
the importance of li-
braries in our history
and in our daily life.

1.  Lecture on beginning of communication,
    early writing, and ancient libraries
    a.  Present briefly the gradual development
        of each
    b.  Point out the relationship with ancient
        libraries and the advanced civilizations

2.  Present the contribution toward library
    development made by medieval and the na-
    tional libraries
    a.  Make clear the great contribution of
        the monks in the monasteries
    b.  Show how the printing press, copy-
        right laws, and national libraries
        contributed to the development

3.  Discuss the development of libraries and
    librarianship in the United States
    a.  The social library and public
        library of the colonies
    b.  Library of Congress as the national
        library of the United States
    c.  Growth of libraries and the develop-
        ment of a library profession in the
        twentieth century
        1)  Cooperation
        2)  Automation
        3)  Other trends

NOTES

       B.  **Laboratory Exercises**

1.  Do reading assignments pertaining to the unit

2.  Answer a set of study questions on development of libraries and librarianship

3.  Take test on material to check on comprehension of material

4.  Go on a field trip to one or more different kinds of libraries

III.  USE OF THREE BASIC LIBRARY TOOLS

       A.  **Units of Instruction**

1.  Present assignment on Unabridged Dictionaries and Reader's Guide to Periodical Literature
    a.  Unabridged dictionaries
        1)  Compare and contrast the features of each one
            a)  Webster's
            b)  Funk & Wagnalls
            c)  Random House
        2)  Point out the different sections of each one
        3)  Direct them in discerning the features of each word entry
    b.  Reader's Guide to Periodical Literature
        1)  Adapt the exercise as given in How to Use the Reader's Guide to Periodical Literature and Other Indexes, published by H. W. Wilson Co.
        2)  Explain the assignment so that students can work on their own

    Assist the student in learning to appreciate the importance of knowing the basic make-up of two very basic reference tools found in all libraries.

2.  Introduce an assignment on Parts of a Book
    a.  Give an assignment sheet for each to do on some non-fiction title
    b.  Use a book with lecture to point out the four major parts
        1)  Binding

    Show them how each of the parts of the book contributes to the usefulness of the book.

**NOTES**

         2) Preliminary pages
         3) Text
         4) Auxiliary or reference material

     B. **Laboratory Exercises**

  1. Do the prepared exercise that requires use
     of the unabridged dictionaries
     a. Use the different editions of same
        publisher
     b. Become acquainted with features of the
        product of different publishers

  2. Work out the detailed assignment given for
     the Reader's Guide to Periodical Literature
     a. Read the special instructions given to
        introduce the indexes
     b. Answer in detail each question in the
        exercise

  3. Complete a work sheet on a non-fiction
     title that shows all the parts of a book

IV. ORGANIZATION AND ARRANGEMENT OF MATERIALS

     A. **Units of Instruction**

Emphasize the impor-    1. Explain the two major classification
tance of routines in-      schemes
volved in keeping all      a) Dewey Decimal Classification
materials in order and    b) Library of Congress
readily available to
the library public.     2. Explain the details of reading shelves
     a. Lecture on the meaning and importance
        of reading shelves
     b. Go over material in local staff manual
        if one available, otherwise explain
        thoroughly the routines involved
     c. Give shelf reading test to check on
        understanding

     3. Introduce the assignment of checking pam-
     phlets, periodicals, and audio visual mate-
     rials
     a. Use material in text
     b. Answer any questions that might arise
        after explanation

NOTES

4. Interpret the instructions for putting
   away a group of materials
   a. Refer to explanations in text
   b. Explain the plan for each student to
      put away some of each kind of material

5. Present the details for preparation of a
   handbook to be used by a library page or a
   library aide
   a. Go over each item to be included
   b. Give a list of reading assignments
      from books on reserve

   B. Laboratory Exercises

1. Do exercises involving the Dewey and
   Library of Congress classification schemes

2. Do two shelf reading assignments
   a. Wait until first one is checked be-
      fore completing the second
   b. Report as soon as shelf section is
      read so that it might be checked for
      errors

3. Do the assignment for checking filing
   of pamphlets in vertical file

4. Check the arrangement of a group of
   periodicals

5. Put away a representative group of            Use Library Aides and
   materials that are taken from all areas       Library Technical Assis-
   of the library                                tants to set up this
   a. 22 books                                   activity for each student
   b. 12 pamphlets                               enrolled in the class.
   c.  8 magazines
   d.  8 A.V. teaching aids

6. Prepare a handbook that could be used by
   anyone working as a library page or a
   library aide

V. MENDING BOOKS, MAGAZINES, AND PREPARING
   SCRAPBOOKS

   A. Units of Instruction

*NOTES*

Give opportunity for
the student to under-
stand the value of
"First Aid Mending" as
well as to have exper-
ience in the basic
mending routines.

1.  Introduce the book and magazine mending
    activity
    a.  Interpret the reasons for doing this
        activity
    b.  Demonstrate the correct way to do the
        mending tasks that can be completed in
        a local library

2.  Explain how to determine the mending that
    can be done in a local library and how to
    decide which titles should be rebound

3.  Show what is involved in preparation of
    scrapbooks, vertical file materials, and
    picture file

    B.  Laboratory Exercises

1.  Do reading assignments to reinforce the
    information given in the lecture demon-
    strations

2.  Make a field trip to a book bindery or see
    the film "Elementary Bookbinding" (Garrison
    Films), available from University of
    Illinois

3.  Mend four books and six magazines by
    applying the points demonstrated in class

VI.  PUBLIC SERVICES

    A.  Units of Instruction

Coordinate the obser-
vation assignment with
the regular staff mem-
bers so that library
service to faculty and
students is not ham-
pered in any way.

1.  Present the circulation routines of a parti-
    cular library
    a.  Lecture on the philosophy behind circu-
        lation work
    b.  Discuss the myriad details involved in
        this activity
    c.  Explain the system of overdue notices
    d.  Show the areas where variations of
        routines would be in different libraries

2.  Talk about the various kinds of mechanical
    devices for assistance in circulation
    routines

Explain the use of photographic charging
machines, Gaylord book chargers, etc.

3. Demonstrate the use of equipment involved
   in patron's use of library materials
   a. Photocopy machine
   b. Microfilm reader and printer
   c. Teaching machines

   B. Laboratory Exercises

1. Do the assigned reading on circulation
   routines

2. Observe the circulation activities as
   they are carried out at each of the public
   service stations of the library
   a. Keep a record of the hours for this
      observation
   b. Use a guide sheet to be sure that all
      facets of the work at each station is
      understood

3. Assist in the carrying out of the circu-
   lation routines in a library situation
   a. Do this only after a satisfactory
      period of observation
   b. Work with a staff member who will
      supervise very carefully

4. Write a special paper on some phase of
   circulation work

5. Carry out a laboratory assignment to show
   proficiency in use of equipment that
   library public is expected to operate for
   themselves

VII. TECHNICAL SERVICES ROUTINES

   A. Units of Instruction

1. Lecture on terms that are involved in
   technical processes
   a. Present the definition of terms used
      in ordering, cataloging, processing
      of books, typing of catalog cards,

Provide a general intro-
duction to this area of
library activity and
give the students oppor-
tunity to learn certain

NOTES

basic routines very
thoroughly.

and filing of cards into card catalog
b.  Point out the differences among the
Library of Congress and H. W. Wilson
Co. printed cards and the homemade
cards prepared in a local library

2.  Lecture on the routines involved in order-
ing and receiving of materials
a.  Point out the kinds of materials re-
ceived in daily mail, and provide
detailed explanation on how to handle
each item
b.  Explain the use of Books in Print and
Cumulative Book Index in this activity
c.  Give a careful analysis of various
steps involved in getting materials
ordered and then checked in after they
arrive in a library

Present only the very
basic rules and em-
phasize the importance
of very accurate filing.

3.  Introduce the simple filing rules

B.  Laboratory Exercises

Stagger the assignments
for this laboratory
routine so that each
student enrolled in
the class has an oppor-
tunity to have exper-
ience in this area.
Students will work with
Library Technical
Assistant responsible.

1.  Work with the incoming mail in order to
become familiar with routines involved in
handling each item

2.  Demonstrate an understanding of defini-
tions of terms by preparing examples for
each term

3.  Label each part of a Library of Congress
and a H. W. Wilson Company printed card,
as well as each part of a homemade card

4.  Type pockets and cards and do the necessary
stamping and pasting for a given number of
new books to be added to a collection

5.  Do a lettering exercise to show pro-
ficiency in painting letters and figures

6.  Complete exercises that involve the use of
Books In Print, and The Cumulative Book
Index

7.  Alphabetize and file a group of catalog
cards into the drawers of a card catalog

NOTES

8.  Type sets of cards for the catalog using
    both printed sets and homemade copy


VIII.  READING IN PROFESSIONAL LIBRARY PERIODICALS
       AND BOOKS

       A.  Units of Instruction

       1.  Discussion of the types of libraries and       Help the student to see
           levels of positions available                  how the training for
                                                           Library Technical
       2.  Lecture on the kinds of professional           Assistant fits into the
           library journals and special features          total picture of
           of each                                         library service.

       3.  Refer to passages from professional
           library books to
           a.  Assist the students in understanding
               a working philosophy of librarianship
           b.  Point out to them the part that
               graduates of a library technician pro-
               gram can play in provision of maximum
               library service to patrons

       B.  Laboratory Exercises

       1.  Answer questions pertaining to pro-
           fessional library journals

       2.  Read assigned articles in periodicals
           and certain professional books

       3.  Take test in order to show comprehen-
           sion of material covered in lecture
           and laboratory exercises


REFERENCES

Akers, Susan Gray.  Simple Library Cataloging.     Chicago:  American Library
     Association, 1954.

American Library Association.  Library Service to an Aging Population.  1960.

American Library Association.  Studying the Community.  1960.

Byrne, Brooke. Mending Books is Fun. Burgess Publishing Co., 1956.

Danton, Emily Miller. Pioneering Leaders in Librarianship. American
    Library Association, 1953.

Demco Library Supplies. Demcobind.    Fresno, California:  1965.

Douglas, Mary Peacock. The Teacher-Librarian's Handbook. American
    Library Association, 1949.

Fargo, Lucile. The Library in the School. American Library Association,
    1947.

Gaylord Bros. Bookcraft.    Stockton, California:  1959.

Haines, Helen. Living With Books. Columbia University Press, 1950.

Hessel, Alfred. A History of Libraries.    New Brunswick, New Jersey:
    Scarecrow Press, 1955.

How to Use the Reader's Guide to Periodical Literature and Other Indexes.
    New York:  H. W. Wilson Company, 1967.

Howell, Marvin. School Libraries in California.    Sacramento, California:
    State Department of Education, 1968.

Johnson, Elmer D., Communication.    New Brunswick, New Jersey:  Scarecrow
    Press, 1960.

Lyle, Guy. Administration of the College Library.    New York:  H. W.
    Wilson Company, 1961.

University of Illinois Graduate School of Library Science. A Working
    Bibliography of Commercially Available Audio-Visual Materials for the
    Teaching of Library Science.    Urbana, Illinois:  December, 1968.    (Free)

General Encyclopedias:

    Americana

    Britannica

    Chambers

    Colliers

    Comptons

    World Book

Magazines:

ALA Bulletin

Booklist

California Librarian

California School Libraries

Choice Books for College Libraries

College and Research Libraries

News Notes of California Libraries

Pioneer

Triangle

Wilson Library Bulletin


Audio-Visual Teaching Aids:

| | | |
|---|---|---|
| Transparencies: | Definition of a library<br>Kinds of libraries<br>General plan of a library | |
| From: | John W. Gunter, Inc.<br>P. O. Box G<br>San Mateo, California | |
| Filmstrips: | Making the library a learning<br>center | |
| From: | Essential Education<br>Huntsville, Texas | |
| | The college library | |
| From: | McGraw-Hill Book Co. | |
| | Dictionaries | |
| From: | Eyegate House<br>Jamaica, New York | |

                     Dictionaries

From:    McGraw-Hill Book Co.

                     Periodical references and indexes

From:    Eyegate House

                     Indexes

From:    McGraw-Hill Book Co.

Film:              Elementary book binding

From:    Indiana University.     Rental $1.75.
          Old, but covers processes

Transparencies: Library manners
          Sharing the library
          Care of books
          Care of special materials
          Circulation of library materials

From:    John W. Gunter, Inc.

Filmstrip:      The book (Parts of a book)

From:    Eyegate House

# SUPPORT FOR TECHNICAL SERVICES

## HOURS REQUIRED

3 Semester Units.
   Note:  (Including a minimum of 3 laboratory hours per week).

## CATALOG DESCRIPTION

An introduction to the various semiprofessional tasks in the technical processes phase of library operation.

## PREREQUISITE

L. T. 1 or consent of instructor.

## PURPOSE OF COURSE

To acquaint the student with tasks involved in acquisition and processing of materials.

## BEHAVIORAL OBJECTIVES

The student will:

   1.  Check order requests for duplication.
   2.  Locate bibliographic information necessary for ordering.
   3.  Prepare purchase orders.
   4.  Keep business records.
   5.  Process invoices.
   6.  Receive materials.
   7.  Order L. C. cards.
   8.  Type catalog cards.
   9.  Bind pamphlets and periodicals.
   10. Keep statistical and accession records.
   11. Assist in inventory.

*SUGGESTED TEXTS*

Readings from books and periodicals.

*MAJOR DIVISIONS*

    I.    Introduction
   II.    Acquisition
  III.    Classification Schemes
   IV.    Typing Catalog Cards
    V.    Card Filing
   VI.    Processing
  VII.    Record Keeping
 VIII.    Miscellaneous

*METHODS OF EVALUATION*

Laboratory performance
Written assignments
Periodic examinations
Final examination

| NOTES | I. INTRODUCTION |
|---|---|
| | This unit introduces the student to the scope of technical services. |
| |     A.  <u>Units of Instruction</u> |
| Differentiate between professional and technical assistant tasks. Discuss types of libraries as it affects division of tasks. | 1.   Definitions<br>    a.   Acquisition<br>    b.   Cataloging<br>    c.   Classification<br>    d.   Processing |
| | 2.   Relationship of tasks in technical services |
| |     B.  <u>Laboratory Exercise</u> |
| | Visit the technical processes area of the library and become acquainted with the types of tools and their location. |

II. ACQUISITION                                                    *NOTES*

    A. <u>Units</u> <u>of</u> <u>Instruction</u>

   1. Bibliographic tools                 *In reviewing tools, have*
     a. Library Journal                   *students practice iden-*
     b. Choice                          *tifying author, title,*
     c. Booklist                        *publisher, date, LC card*
     d. Publisher's Weekly               *number.*
     e. Science books and new technical books
     f. Subject bibliographies
     g. Requests from instructors
     h. OP lists
     i. Publisher's advertisements

   2. Ordering procedures
     a. Check for duplication
        1) Catalog
        2) In process file
        3) Order file
     b. Bibliographic searching
        1) Books in Print
        2) Paperbacks in Print
        3) Forthcoming Books
        4) Subject Guides to 1-3
        5) Textbooks in Print
        6) Publishers' Trade List Annual
        7) Cumulative Book Index
        8) National Union Catalogue
        9) Audio-visual tools
           a) University Film Rental
               Catalogs
           b) Vendors' catalogs (rental
               & purchase)
           c) National Union Catalog. Motion
               Picture and Filmstrip - Music
               Phonorecords
           d) Catalog of Copyright Entries
               for Motion Pictures, 1894-
           e) Educators' Guide to
               Films
               Filmstrips
               Tapes
           f) Landers Film Reviews
           g) Educational Film Guide ( H. W.
               Wilson - no longer published)
           h) Discovery of Educational
               Records and Tapes (Bureau of
               Auditory Education)

NOTES

            i)   Hendershot, Carl, Bibliog-
               raphy of Programs and
               Presentation Devices
            j)   Automation Education Letter

     3.   Acquisition
       a.   Typing orders
         1)   Multiple copy order forms
         2)   Requisitions
         3)   Purchase orders

Include cards for
records, films and
filmstrips.
       b.   Ordering cards
         1)   Library of Congress
         2)   Wilson
         3)   Other Commercially printed cards
       c.   Maintaining book order files—various
        systems
         1)   Author
         2)   Title
         3)   Purchase order
         4)   Vendor
       d.   Maintaining purchasing files
         1)   Requisitions
         2)   Purchase orders
           a)   Date order
           b)   Purchase order number
           c)   Vendor
           d)   Active/inactive
       e.   Receiving
         1)   Checking material against
           packing slips
         2)   Clearing order files
         3)   Matching invoices to packing
           slips and clearing payment
         4)   Matching books to catalog cards
           (if using commercially printed
           cards)
       f.   Other printed materials
         1)   Government documents
         2)   Periodicals
         3)   Pamphlets
         4)   Textbooks

       B.   <u>Laboratory Exercises</u>

   1.   Become acquainted with the tools for
     book selection

   2.   Check 25 titles in a bibliographic search

*NOTES*

3. Type multiple copy order forms

4. Type requisition and/or purchase order

5. Select 2 items which have not arrived and file a claim by either letter or special form

III. CLASSIFICATION SCHEMES

(A short introduction to this is included in LT 1.)

A. Units of Instruction

1. Definition and purpose of classifying

See introduction to abridged or 17th ed. Dewey.

2. Dewey Decimal
   a. Review of general outline (100-900)
   b. Use of relative index

Use as a cataloging tool will be demonstrated in cataloging class.

3. Library of Congress
   a. Review of general outline (A-Z)
   b. Use of LC subject headings as an index

Outlines of LC and DD studied in Public Services.
Relate this also to non-book materials.

B. Laboratory Exercises

Memorization of the subdivisions of either system seems to have little carry over value. Open book laboratory exercises on use of the tools seems more useful.

IV. TYPING CATALOG CARDS

A. Units of Instruction

1. Format and placement for classification number
   a. Dewey Decimal
   b. Library of Congress

2. Indentions for headings
   a. Main entry
   b. Title entry

For Non-Book Materials see: NEA, DAVI. Standards.

Organization of
Nonbook Materials,
California State Dept.
of Education.

Westhuis, Cataloging
Manual for Non-Book
Materials.

ALA Filing Rule #
    1. b



    3. c


    4. a

    4. b



    5.

    6.


    7.

c.  Subject entry
d.  Analytic entry

3.  Format for remainder of card
    a.  Collation
    b.  Notes/bibliographic statement
    c.  Contents
    d.  Tracings

4.  Cross reference cards
    a.  See reference
    b.  See also reference

    B.  Laboratory Exercise

Type 5-10 sets of cards from the main
entry card.


V.  CARD FILING

    (In final draft the new ALA Filing Rule
    numbers will be used.)

    A.  Units of Instruction

1.  Basic Rule
    Arrange word by word, alphabetizing
    letter by letter to the end of each word

2.  Symbols
    Alphabetize the character "&" (ampersand)
    as "and"

3.  Initials
    a.  Arrange an initial before a word be-
        ginning with the same initial letter
    b.  Arrange initials standing for names
        of organizations as initials, not as
        abbreviations

4.  Abbreviations
    a.  Arrange abbreviations as if spelled
        out in full
    b.  Treat contractions as one word

5.  Initial Article
    In alphabetizing titles, disregard the

ALA Filing Rule #

initial article.  (Give as much addi-
tional information regarding foreign
language as seems useful)

6.  Punctuation Marks
In alphabetizing titles, disregard                     8.
punctuation marks and the apostrophe                   9.

7.  Numerals
Arrange numbers in titles as if spelled
out

8.  Hyphenated Words
Arrange numbers in titles as if spelled            11.
out

9.  Compounded Words
Arrange names consisting of two or more            12.
words as separate words

10.  Names with a Prefix
Arrange a name with a prefix as one word           13.

11.  Order of Entry
Dictionary and divided catalogs                    24.

12.  Subject Arrangement (simplified)
a.  Subject without form                          35.
b.  Form, subject, geographical sub-
divisions and inverted headings
(Disregard punctuation)
c.  Period divisions arranged chrono-
logically

Since each library has its own rules within
the general ALA framework, filing manuals at
individual libraries will need to be studied
at the time of work experience and employ-
ment.
B.  Laboratory Exercises

1.  File a specially prepared deck of
filing cards selected to teach the rules

2.  File 300 cards into the library catalog

| NOTES | |
|---|---|
| | VI.  PROCESSING |
| | A.  Units of Instruction |
| | 1.  Brief review of book processing pro-cedures from Introduction to Libraries |
| See sources listed in Section IV. | 2.  Non-book materials |
| |    a.  Pamphlets |
| |    b.  College catalogs |
| |    c.  Art prints, charts, maps, and pictures |
| Investigate processing used in libraries with-in job commuting dis-tance of your college. |    d.  3- dimensional items |
| |      1)  globes |
| |      2)  dioramas |
| |      3)  models and mock-ups |
| |      4)  kits |
| |      5)  realia |
| |      6)  specimens |
| |    e.  Films |
| |      1)  16 mm |
| |      2)   8 mm loops |
| |    f.  Filmstrips |
| |    g.  Transparencies |
| |    h.  Records |
| |    i.  Tape recordings |
| |    j.  Video tapes |

**VI.  PROCESSING**

    **A.  Units of Instruction**

    1.  Brief review of book processing procedures from Introduction to Libraries

    2.  Non-book materials
       a.  Pamphlets
       b.  College catalogs
       c.  Art prints, charts, maps, and pictures
       d.  3- dimensional items
         1)  globes
         2)  dioramas
         3)  models and mock-ups
         4)  kits
         5)  realia
         6)  specimens
       e.  Films
         1)  16 mm
         2)   8 mm loops
       f.  Filmstrips
       g.  Transparencies
       h.  Records
       i.  Tape recordings
       j.  Video tapes

    **B.  Laboratory Exercises**

    1.  Visit and observe a school instructional materials center and a public library processing

    2.  Process, under supervision, non-book material in the college library

**VII.  RECORD KEEPING**

    **A.  Units of Instruction**

*Notes column:* Accession number vs. copy number.

    1.  Accession records
       a.  Book or card
       b.  IBM list

*Notes column:* Use of accession num-ber in data processing.

    2.  Statistical records
       Number of items added to or discarded

from collection
a. Books
b. Pamphlets
c. Periodicals
d. Microforms
e. AV materials

3. Inventory procedures
   a. Call in all material
   b. Read shelves
   c. Check book to card or card to book
      according to library procedure
   d. Record missing and lost on shelf
      list (Color coding by tags may be
      used)

4. Accounting
   a. Definitions: encumbrance vs. actual
      expenditure
   b. Annual budget
   c. Departmental accounting (not used by
      all libraries)
   d. Posting encumbrances: justifying
      with invoices for "actual" expendi-
      ture figure

   B. Laboratory Exercises

1. Examine statistical and budgetary
   records of the library

2. Inventory 20 shelves


VIII. MISCELLANEOUS

   A. Units of Instruction

1. Binding periodicals and pamphlets
   a. In the library
   b. Preparation of materials for
      commercial bindery

2. Textbooks
   a. Property identification
   b. Copy numbers
   c. Assignment to schools

*NOTES*

3. Curriculum materials
   a. Course outlines
   b. Professional reading

4. Library supplies
   a. Acquaint students with catalogs
      from major library suppliers
   b. Stockroom procedures
      1) Receiving
      2) Storage
      3) Running inventory

   B.  Laboratory Exercises

1. Check and prepare magazines and books
   for bindery pick-up
2. Bind five pamphlets
3. Given a list of library suppliers,
   compare prices and specifications
   in three supply catalogs
4. Visit the technical processes section
   of a special library

*REFERENCES*

Akers, Susan G.  Simple Library Cataloging.     Chicago:  American Library
       Association, 1954.

California.  Stat? Department of Education.  Bureau of Audio-Visual and School
       Library Education.  The Organization of Non-Book Materials in School Libraries.
       Sacramento, California:  Author, 1967.

Columbia University.  School of Library Service.  Sample Catalog Cards.     New York:
       Columbia University, 1967.

Hopkinson, Shirley L.  The Descriptive Cataloging of Library Materials.     San Jose,
       California:  Claremont House, 1968.

Immroth, John P.  A Guide to Library of Congress Classification.     Rochester, New
       York:  Libraries Unlimited, Inc., 1968.

Mann, Margaret.  Introduction to Cataloging and the Classification of Books.
       Chicago:  American Library Association, 1943.

National Education Association.  Department of Audiovisual Instruction.  Standards
       for Cataloging, Coding and Scheduling Educational Media.     Washington, D. C.:
       NEA, 1968.

Piercy, Esther J.  Commonsense Cataloging.    New York:  H. W. Wilson, 1965.

Seely, Pauline A., ed.  ALA Rules for Filing Catalog Cards.    Chicago:
    American Library Association, 1968.

Slocum, Robert B. and Lois Hacker.  Sample Cataloging Forms:  Illustrations
    of Solutions to Problems in Descriptive Cataloging.    Metuchen, New
    Jersey:  Scarecrow Press, Inc., 1968.

Westhuis, Judith L. and Julia M. DeYoung.  Cataloging Manual for Non-Book
    Materials in Learning Centers and School Libraries.    Ann Arbor:
    University of Michigan, 1967.

Wynar, Bohdan S.  Introduction to Cataloging and Classification.    Rochester,
    New York:  Libraries Unlimited, Inc., 1967.

# SUPPORT FOR PUBLIC SERVICES


## HOURS REQUIRED

3 Semester Units.
    Note: (Including a minimum of 3 laboratory hours per week).


## CATALOG DESCRIPTION

Public relations, circulation control systems and location of information through catalogs, indexes and basic reference books.


## PREREQUISITE

L. T. 1 or consent of instructor.


## PURPOSE OF COURSE

To examine charging methods and clerical procedures in circulation control systems in various types of libraries; to teach use of basic reference and bibliographical tools and to promote understanding of the role of public relations in library work.


## BEHAVIORAL OBJECTIVES

The student will:

1. Work with patrons in an understanding manner.
2. Design and assemble displays.
3. Register borrowers.
4. Maintain stacks.
5. Keep statistical records.
6. Process inter-library loans.
7. Charge and discharge materials.
8. Follow up overdue materials.
9. Collect fines and maintain records related to this activity.
10. Circulate non-book materials.
11. Assist patrons in use of card or book catalogs and periodical indexes.
12. Answer simple reference questions using such tools as dictionaries, encyclopedias, almanacs, yearbooks, handbooks and atlases.

SUGGESTED TEXT

Gore, Daniel.  Bibliography for Beginners.  Appleton, 1968, paper, $1.60.

MAJOR DIVISIONS

   I.  Introduction and Public Relations
  II.  Circulation
III.  Access to Information

| | |
|---|---|
| I.  INTRODUCTION AND PUBLIC RELATIONS | *NOTES* |
|      A.  Units of Instruction | |
|   1. Definition of public services | |
|   2. Basic division of public services<br>    a.  Circulation<br>    b.  Reference | Mention circulation of various types of materials including AV. (Techniques included in III.) |
|   3. Public services in public libraries<br>    a.  Adult<br>    b.  Children's<br>    c.  Young adult<br>    d.  By subject areas, i.e., Business, Fine Arts, Science | |
|   4. Public services in special libraries<br>    a.  Clientele of special libraries<br>    b.  Services expected<br>    c.  Long range research needs of social science or humanities vs. immediate needs of scientific, technical or business libraries | Less patron utilization of tools - more giving of information to patron by librarians. |
|   5. Psychology of service<br>    Patrons are People by Sara Wallace (ALA, 1956) is 39 pages packed full of useful hints.  Although somewhat dated by its "cute" drawings, it is very practical and useful.  Readers "get the message" in a relatively short time and it needs only a little amplification. | |

Discuss as a means of
communication.

Artistic aspect treated
in an art or AV class.

6.  Publicity
    a.  General public
        Displays, exhibits, newspapers,
        bookmarks, etc.
    b.  Students and teachers
    c.  Staff members

    B.  Laboratory Exercises

Materials:      Cards with situations
                described
Objectives:     To learn by role playing how
                to deal with situations that
                arise with patrons

Students draw cards on which these situa-
tions are described. The two students with
the same cards improvise the scene. After-
wards the rest of the class comments on how
the problem was handled.

In a School Library

1.  A sophomore is doing a term paper on
    The Great Gatsby

2.  A student has underlined on a dozen
    pages of an art book

3.  The dean of girls wants to take home for
    the weekend one volume of the Americana

4.  The student says he returned the book for
    which he has received an overdue notice

5.  Ten minutes before the next period a
    teacher notifies the library he is
    bringing his class in, and another class
    has already been scheduled

In a Public Library

1.  A patron returns a best selling novel and
    says it is a dirty book and should not be
    in the library

2.  Just before closing a parent telephones for
    the names of ten explorers, his daughter's
    assignment for tomorrow's social studies

3. A patron complains that the students at
   the next table are making too much noise

4. A business man says a certain person is
   not listed in the card catalog.  Why
   doesn't the library have anything on
   this subject?

5. A patron says he has had a reserve card
   in for two months.  Why is the librarian
   letting her friends have the book before
   him?

II. CIRCULATION

   A. Units of Instruction

1. Patron registration, differences in
   a. Public libraries
      1) Application (use of references)
      2) Limitations - city or county
         boundary lines; regional cooper-
         ative systems; universal card
         concept
   b. School and college libraries
      1) Student ID card
      2) Library card - separate or same as
                        student ID card
                      - kinds of cards
   c. Special libraries
      1) Application
      2) Membership in organization
         (i.e., museum)
      3) Company personnel roster
   d. Special borrowers
      1) All instructors in the surrounding
         area (includes K-univ.)
      2) Governmental officials
         Policemen, firemen, city council-
         men, diplomats
      3) Reciprocity

2. Types of charging systems
   a. What information is needed for an
      effective system?  What book - who has
      it - when is it due?

Any student who does
not have a card for a
public library should
apply for it and re-
port procedure at next
class meeting.

*NOTES*

See Geer-Charging Sys-
tems for overview of
B2 & 3.

b.  History - pre 20th century
    1)  Daybook
    2)  Ledger (by borrower's name)
    3)  Dummy system
    4)  Temporary slip
    5)  Permanent slip or book card
    6)  2 card system
    7)  Borrower envelopes (Browne
        system)
c.  Twentieth century systems
    1)  Newark
    2)  Detroit self-charging
    3)  Signature charging
    4)  Book charging machines
        a)  Gaylord
        b)  Demco
        c)  Sysdac

See suppliers catalogs
for information and
supplies needed.

    5)  Photographic charging
        a)  Recordak
        b)  Remington Rand
    6)  Punched card systems
        a)  IBM
        b)  McBee Keysort
    7)  Others used in local area

Explain C in reference
to systems memtioned in
B.

3.  Organization of charge desk
    a.  Daily opening and closing routines
    b.  Filing system for book cards
        1)  Date due
        2)  Class number
        3)  Student name - some schools
        4)  Difference in types of libraries
    c.  Discharging materials
        1)  Slipping
        2)  Carting
        3)  Revising

Schools and colleges
need to locate book by
class number - not
always deemed essential
by public libraries.

4.  Organization of shelf reading

5.  Statistical records
    a.  Purpose
    b.  Format

Show samples of daily,
weekly, monthly and
annual forms.

6.  Overdue procedures
    a.  Identify those materials overdue
    b.  Follow local library procedure

NOTES

      Examples
      1)  Multiple copy overdue letter or
          card
      2)  Notify teacher (used in some
          school libraries)
      3)  IBM generated overdue notice
      4)  Telephone
      5)  Use of 2nd, 3rd or final notice
  c.  Fines
      1)  Collecting/record keeping
      2)  No-fine policy
  d.  Difficult to retrieve materials
      1)  Loss of library privileges (school)
      2)  Clearance prior to graduation
          (school & college)
      3)  Hold on student personnel records
      4)  Small claims court (public)

7. Circulation of non-book materials
  a.  Pamphlets
  b.  Periodicals
  c.  College catalogs
  d.  Reserve materials
  e.  AV materials
      1)  In public library
      2)  From Instructional Materials
          Center of school library
      3)  From Instructional Resources
          Center of college library

Variable.
Checkout periods.

Centralized or depart-
mental collections.

8. Interlibrary loans
  a.  Definition
  b.  Local, regional and state sources
  c.  General regulations

    B.  Laboratory Exercises

Observation and limited work in the college
circulation department.  Work sheets should
be established in keeping with the circula-
tion system used at each college.

III.  ACCESS TO INFORMATION

(Use of information by patrons.)

    A.  Units of Instruction

NOTES

1. Descriptive bibliography
   a. Uses of descriptive bibliography
      1) Card catalog
      2) Indexes
      3) Bibliographies
   b. The catalog card
      1) Entry
      2) Title
      3) Subtitle
      4) Author statement
      5) Edition statement
      6) Imprint
      7) Collation
   c. The bibliographical citation
      1) Author's name
      2) Title of the book
      3) Editor's name
      4) Translator's name
      5) Number of volumes in the work
      6) Edition
      7) Series title
      8) Place of publication
      9) Publisher's name
      10) Date of publication

2. Subject headings
   a. Author's name
      1) Subject headings used in the
         dictionary catalogs
      2) Sears
      3) Other sources
   b. Form of subject headings
      1) Proper nouns
      2) Single nouns
      3) Uninverted adjectival phrase
      4) Inverted adjectival phrase
      5) Phrase headings with two nouns
      6) Inverted phrase headings with
         two or more nouns
      7) Subdivided forms
   c. References
      1) See reference
      2) See also reference

3. Periodicals
   a. Indexes
      1) Reader's Guide to Periodical

Literature
2) Social Sciences and Humanities
   Index
3) Business Periodicals Index
4) Education Index
5) Applied Science and Technology
   Index
6) Art Index

b. Bibliographies
   1) Ayer's
   2) Ulrich's
c. Types of periodicals
   1) Popular
   2) Scholarly
   3) Technical
   4) House organs

4. Newspapers
   a. Indexes
      1) New York Times Index
      2) Others (Wall Street Journal,
         Christian Science Monitor)
   b. Types of newspapers
      1) Local, metropolitan and national
      2) Special interest
      3) Foreign language

5. Government documents
   a. Indexes
      1) Monthly catalog
      2) California state publications
      3) United Nations-----
   b. Types and purposes of documents
   c. Depository system
   d. Use of documents

6. Pamphlets                          Include reprints and
   a. Use and importance              vocational pamphlets.
   b. Indexes: Vertical file index
   c. Other sources

7. Microforms

8. Basic reference tools
   a. Encyclopedias
   b. Periodical indexes
   c. Special indexes to individual
      periodicals

*NOTES*

|  |  |
|---|---|
|  | d.   Newspaper indexes |
|  | e.   Literature indexes |
|  | f.   Dictionaries |
|  | g.   Almanacs |
|  | h.   Atlases |
|  | i.   Directories |
|  | j.   Biographical tcols |
|  | k.   Bibliographies |

Teach from the user's
point of view.  How to
file is taught in Tech.
Processes.                         9.  Filing rules


                                      B.   Laboratory Exercises

Gore, Exercise 2.1.                1.  Descriptive bibliography

Gore, Exercise 3.                  2.  Subject headings

Examination of 20                  3.  Periodicals
different magazines.

Exercises in N.Y. Times            4.  Newspapers
and other indexes.

Examination of 50                  5.  Government documents
federal, state and
local documents.
Exercises in the
monthly catalog.

Examination of 30                  6.  Pamphlets
pamphlets.

Gore, Exercise 6.                  7.  Reference and bibliography

Gore, Exercise 7.                  8.  Filing

                                      Field Trip:   Public Library

                                   Outline what students are to observe and
                                   follow up with discussion at the next
                                   class meeting.

## REFERENCES

Barton, Mary. _Reference Books_. Baltimore: Enoch Pratt Free Library, 1966.

Bonn, George S. _Training Laymen in the Use of the Library_. State of the
   Library Art Series. New Brunswick, New Jersey: Rutgers University
   Press, 1960.

Boyd, Jessie E. _Books, Libraries and You_. New York: Scribner, 1965.

Coplan, Kate. _Effective Library Exhibits_. New York: Oceana, 1958.

Coplan, Kate and E. Castagna. _Library Reaches Out_. New York: Oceana, 1965.

Geer, Helen T. _Charging Systems_. Chicago: American Library Association,
   1955.

Lohrer, Alice, ed. _The School Library Materials Center_. Champaign, Illinois:
   The Illini Union Bookstore, 1964.

_Poster Ideas and Bulletin Board Techniques_. New York: Oceana, 1962.

Wallace, Sarah L. _Patrons are People_. Chicago: American Library Association,
   1956.

Wynar, Bohdan S. _Introduction to Bibliography and Reference Work_. Rochester,
   New York: Libraries Unlimited, Incorporated, 1967.

# MEDIA PRODUCTION AND AUDIO-VISUAL EQUIPMENT HANDLING

## Introduction

The Library has become a more diversified center for study providing its patrons with not only book materials but also with a wide array of non-book or audio-visual materials and services. The inclusion of such diversified services, materials, and activities through the library require that its staff possess skills not formerly required of them. It is now necessary that the library technician be familiar with many audio-visual materials as well as the somewhat specialized devices or equipment on which they are used. The patron of the library must look to the library staff member for expert assistance and be confident of receiving it.

There are two (2) categories which must be served with regard to the training of library technicians and their involvement with audio-visual materials and equipment.

These two (2) categories are:

1. The training of the library technician to meet the occasional audio-visual needs which may arise in the relatively "traditional" library where non-book or audio-visual materials are not emphasized . . .

2. The training of the library technician to meet the demands of a "total media" library program where an expertise in handling audio-visual services is a basic requirement thus calling for special training in audio-visual methods and processes.


## INTRODUCTION TO AUDIO-VISUAL SERVICES


### HOURS REQUIRED

3 Semester Units.


### CATALOG DESCRIPTION

A survey course of the processes necessary for the utilization of audio-visual materials and equipment in a library situation.

## PREREQUISITE

Normally this course will be taken in sequence with other library technician
courses, however it may be taken to meet requirements of other teaching
assistant programs.

## MAJOR DIVISIONS

   I.   Introduction
  II.   Clerical Procedures
 III.   Familiarization With Audio-Visual
       Equipment and Materials
  IV.   Acquiring Audio-Visual Materials

| | NOTES |
|---|---|
| **I.  INTRODUCTION** | |
| This unit introduces the student to the need for and a history, both past and present, of audio-visual services.   (3 hour lecture.) | Use of audio-visual aids stressed in the presentation of this information. |
| A.  Units of Instruction | |
| 1.  The History of the development and acceptance of audio-visual materials | Present examples of old and new types of audio-visual materials. |
| a.  The selection of the "right tool for the job" | Present the idea that man has constantly strived for improved ways to accomplish his goals.  This applies not only to working with his hands but also to his efforts to communicate effectively. |
| | Use transparency of hand tools vs. power tools and "stone tablet" vs. "new media". |

NOTES

Present examples of
early or pioneer
programs such as
those of St. Louis,
Missouri schools
audio-visual depart-
ment and the San
Diego, California
County School Audio-
Visual Program.

b.  Early acceptance of the value of
    audio-visual methods and materials
    by educational agencies and
    institutions

Show actual examples
of the materials
listed and use the
appropriate audio-
visual equipment
to give brief
demonstrations as to
how materials are in
fact used.  Use
overhead projector
for transparencies
and the cartridge
8mm projector for
easy loading film
loops.  Make use of
every opportunity
to teach by example.
Use slides to show
additional types and
styles of audio-
visual equipment not
readily available to
class.

2.  An overview of what constitutes "new
    media" today
    a.  2"x2" slides (color or B&WH)
    b.  35mm filmstrips
    c.  Overhead transparencies
    d.  Charts, posters, displays
    e.  Models, mock-ups
    f.  Realia
    g.  Specimens (embedded, etc.)
    h.  Photographs
    i.  8mm films (cartridge or reel to reel)
    j.  16mm motion picture films
    k.  Phonograph records & audio tapes
    l.  Video tapes

The need to present
information in the
most efficient and
appropriate form re-
quires use of various
media beyond tradi-
tional book materials.
Explain that the
quantity and special
nature of the
materials to be
used require new
methods of storage
and retrieval.

3.  The library as a "Total Resource
    Materials Center"

    a.  Special areas in the library for
        viewing materials (slides, films, etc.)

NOTES

b.  Special facilities in the library for
    listening to recorded materials
    ranging from simple student operated
    players to sophisticated retrieval or
    remote access systems

Most new school plants
are being planned and
built with the libraries
designed as "multi-
media centers". Exam-
ples include Chabot
College, as well as
many high schools and
elementary schools.

4.  Library technicians with "special skills"
    are needed to staff such "total resource
    materials centers"

The use of many new
audio-visual materials
and related equipment
requires that those
who work in such
libraries must become
totally familiar with
this field and assist
the user of the
library's special
facilities

B.  Laboratory Exercises

II. CLERICAL PROCEDURES

This unit provides the library technician with
a basic knowledge of the clerical skills
required in handling audio-visual materials and
equipment.  (1 hour lecture 2 hours laboratory.)

A.  Units of Instruction

1.  Develop a working knowledge of the use of
    necessary forms for the scheduling of
    audio-visual materials and equipment

Present examples of
forms which indicate
the type of informa-
tion necessary to
properly and effi-
ciently scheduled
equipment and
materials.  Stress
the importance of
keeping forms and
instructions simple.

2.  Methods utilized to receive, inventory
    and control equipment

Records must be kept on
all equipment along with
operating instructions,
etc.

*NOTES*

Local inventory pro-
cedures should be
established (a number
system devised if not
already in effect to
assist in quickly
identifying all
equipment).  A strict
accountability must be
maintained on all equip-
ment.  This inventory
control list can serve
many purposes including
but not limited to:
1) patron use records,
2) control and location
of equipment, 3) main-
tenance checks, etc...

Stress the importance
of routine preventive
maintenance checks and
that the keeping of
accurate records is the
only way to insure that
this is done.  Present
examples of charts used
by various institutions.
Show how these records
can provide information
relating to the selec-
tion of additional or
replacement equipment.

3.  Importance of maintenance records
    a.  To keep equipment operating
    b.  To evaluate equipment
    c.  As an indication of need for
        replacement

B.  Laboratory Exercise

Have students examine various available forms
and require that they design and evaluate
new audio-visual forms.

III.  FAMILIARIZATION WITH AUDIO-VISUAL
      EQUIPMENT AND MATERIALS

This section deals with the development of
skills in the production, repair, and use of
materials and the operation, minor mainte-
nance, and care of audio-visual equipment.

### A. Units of Instruction

1. A study of all types of audio-visual equip-
   ment  (in schools & libraries)
   a. Transparency projectors and/or viewers
   b. Slide (2"x2") projectors and/or viewers
   c. Filmstrip projectors and/or viewers
   d. 8mm projectors (cartridge and reel to
      reel types, standard 8 and super 8
      formats)
   e. 16mm motion picture projectors
   f. Tape recorders and phonographs
   g. Video tape recorders

Demonstrate the use of
all the common types of
audio-visual equipment
to the student.  In-
clude not only the
operational skills but
also a general under-
standing of the general
principles of its
operation and construc-
tion.  Demonstrate the
way lens surfaces are
cleaned, lamps are
changed, etc.  With audio
equipment demonstrate
how to set recording and
playback levels and to
replace cartridges,
clean heads, etc.

2. Development of operational skills for
   the above listed equipment

3. Routine care and minor maintenance of
   common audio-visual equipment

4. Familiarization with support equipment
   such as tape duplicators, microphones,
   slide/tape synchronizers, etc.

Demonstrate the princi-
ples of full, half, and
quarter track recording,
and the selection of
and use of microphones
for local recording.
Demonstrate how to
splice and erase audio
tape and how to splice
motion picture film,
both 16mm and 8mm.
Use chalkboard and
live demonstrations.

5. Familiarization with various types
   of audio-visual materials and how
   they are used

Demonstrate the hand-
ling required for the
different types of
audio-visual materials
pointing out the
following:

*NOTES*

1. Avoid fingerprints on film materials.
2. Use "thumb spots" on 2"x2" slides (place in projector upside-down and backwards).
3. Handle phonograph records by the edge only.
4. Proper sequence in viewing transparency overlays.
5. Proper relationship of audio tape to head of recorder.

Show students how to mount 2"x2" slides and transparencies, splice motion picture film and filmstrips, and minor repair relating to the binding of study guides and other printed materials using conventional adhesives as well as dry mount materials. Demonstrate simple repair techniques for containers.

6. Develop skills in repair of audio-visual materials

Demonstrate permanent rubber cement mounting method, dry mounting methods, and the use of "Wrico" lettering kits and cut-out letters (Ref: "Planning & Producing Audio-Visual Materials" by J. E. Kemp).

7. Survey various production techniques and develop useable skills in simple processes utilizing rubber cement and dry mount tissue for mounting pictures as well as simple lettering techniques

Discuss with students the different approaches to information retrieval including dial retrieval

8. Overview of potential areas of future involvement on the part of the library technician
   a. Information retrieval

b. Instructional television
c. Computer assisted instruction

(of both audio and video
programming) show exam-
ples of schools and
libraries that have
operational systems such
as Chabot College, Uni-
versity of California
at Santa Cruz, etc., and
information represen-
ting systems available
from vendors. Present
examples of instruc-
tional television
equipment applicable to
library and school use
including but not limi-
ted to video tape
recorders, cameras, etc.
Discuss how computers
may assist not only in
recording library
transactions, but also
in storage and retrie-
val of multi media
information.

## B. Laboratory Exercise

Have student work to develop the many skills
required in these units under the guidance
and instruction of the instructor.

## IV. ACQUIRING AUDIO-VISUAL MATERIALS

This unit presents the student with
information about commercial producers, rental
and loan agencies, the nature of agreements,
purchasing procedures, and a survey of
production possibilities.

### A. Units of Instruction

1. Knowledge of sources of commercially
   produced materials
   a. Media indexes
   b. Commercial catalogs
   c. Sales representatives

Indicate to the
students that they
must maintain a cur-
rent awareness of the
availability of newly

*NOTES*

released materials.
Introduce class to the
various indexes for all
media and explain the
nature of descriptions
contained and limita-
tions of the indexes as
to date compiled,
limited scope, and
inaccuracies as to
prices, etc.  Provide
students with wide
array of commercial
catalogs for their
examination and
evaluation.
Explain that most
producers are repu-
table as are their
representatives and will
assist by keeping you
informed of appro-
priate new releases.

Present the rental and
sponsored film agencies
and discuss in detail
the procedures to be
followed in order to
make effective use
of them.

Explain the various
levels of goverment from
which materials are
available and the pro-
cedures to be followed.
(i.e., county, state,
federal agencies such
as department of agri-
culture, etc., or local
district if your organ-
ization is a school.
Indicate the many sources
of films such as PG&E,
Bell-Telephone, agencies
such as Association Films

2.  Knowledge of rental and sponsoring
    agencies

3.  Procedures for utilizing films and
    materials from governmental and other
    non-commercial agencies

NOTES

for sponsored films, as
well as other groups
such as Sierra Club,
etc.

4.  Clerical procedures pertinent to the
    acquisition of audio-visual materials

As with any library
materials local
procedures pertaining
to the purchase of
audio-visual materials
should be explicitly
followed without
exception.

Steps to be followed
normally include:
1.  Request to vendor
    for preview.
2.  Notification to
    other appropriate
    staff to inspect
    upon arrival.
3.  If not to be
    purchased, return
    materials promptly.
4.  If to be purchased,
    initiate necessary
    requisitions and/
    or purchase order
    forms.
5.  Once materials are
    purchased follow
    local procedures
    regarding assign-
    ment of accession
    number and then de-
    liver material to
    cataloging or other
    materials process-
    ing personnel.

5.  A look at the potential for
    locally produced materials

    B.  Laboratory Exercises

When materials are not
commercially available
the library staff can
determine the local need,
plan materials and have
them produced by commer-
cial photographers, etc.

CHAPTER SEVEN

OPTIONAL COURSES

TO ENHANCE THE CURRICULUM

OPTIONAL COURSES TO ENHANCE THE CURRICULUM

AUDIO-VISUAL OPTION OR CERTIFICATE PROGRAM


## For Those Specializing in Audio-Visual Areas in the Library

The library technician needing more intensified training in the area of audio-visual materials and equipment because of specific responsibilities for audio-visual services and activities can best be trained through the provision of an "optional track" which would consist of at least two courses.

A preliminary course "Beginning Audio-Visual Methods and Processes" would provide the library technician with a general orientation to audio-visual materials and equipment and develop within the student the basic skills in handling audio-visual equipment and materials.

A second course "Advanced Audio-Visual Methods, Techniques, and Processes" would continue and further develop the library technicians operational skills and also develop additional skills in the production of a wide variety of audio-visual materials.

### AUDIO-VISUAL METHODS AND PROCESSES


HOURS REQUIRED

3 Semester Units.


CATALOG DESCRIPTION

An introduction to the basic duties and responsibilities of the Library Technician who deals primarily with audio-visual services.


PREREQUISITE

This course is the first in the "Option" sequence and should follow the basic preliminary library technician courses. Prerequisites may be waived in order

that it may be taken to fulfill specialized needs of other "teaching assistant" programs.

## MAJOR DIVISIONS

  I.   Familiarization With Clerical Procedures
 II.   Sources and Use of Audio-Visual Materials
III.   Operation and Care of Audio-Visual Equipment

---

| NOTES | I. FAMILIARIZATION WITH CLERICAL PROCEDURES |
|---|---|
| Relate to the student that the same general skills in serving library users will apply but that the handling of specialized materials and equipment (audio-visual) may call for additional expertise. | This unit is intended to acquaint the student with somewhat specialized clerical procedures related to audio-visual materials but not to duplicate those basic skills already developed in prerequisite courses. |
| | A. Units of Instruction |
| Present examples of existing forms in the various libraries for the scheduling of materials and equipment and indicate the importance of using forms which have sufficient information included but avoiding useless information. Have students design and then "defend" forms to meet specific requirements. | 1. Use of specialized forms for audio-visual equipment and materials scheduling |
| Provide the students with examples of "fill-in" form letter requests which speed up the clerical procedures in acquiring materials. Display actual examples of request forms provided by loaning agencies and stress | 2. Familiarization with standard and specialized forms and rental agreements used in the booking of audio-visual materials from agencies outside of the library |

*NOTES*

the importance of keep-
ing an adequate supply
on hand to avoid un-
necessary delays.

3. Discussion of various approaches to the
   possible systems of listing, numbering
   and inventorying equipment

   B. Laboratory Exercises

It is valuable to de-
velop an equipment
numbering or inventory
system appropriate to
the needs of the
library. Where porta-
ble is involved, labels
that quickly identify
ownership is essential.
A system allowing for
projected expansion of
the program without
subsequent remodifica-
tion should be an
essential consideration
at the outset.

II. SOURCES AND USE OF AUDIO-VISUAL MATERIALS

A look at various sources including non-
commerical indexes, catalogs, and direct
contact as well as the use of evaluative
devices.

   A. Units of Instruction

1. Display and point out the positive and
   negative aspects of available indexes
   to audio-visual materials

Present for examination
and critical discussion
the various available
indexes including but
not limited to "Educa-
tional Media Index"
from McGraw Hill, the
"NICEM" 16mm and film-
strip index, and the
indexes of free mate-
rials relating either
to media classification
or to subject area.
Indicate the limitation
of bound types if sup-
plements are not

*NOTES*

forthcoming (i.e.,
"Educational Media Index")
or the fact that many
materials are not
listed in such indexes.
Call attention to the
fact that even though
they are limited, the
indexes at least pro-
vide a base from which
to start.

Reaffirm a confidence
in the idea that by
and large the producers
and their representa-
tives are reputable
and are interested in
providing a continuing
service relationship
with their customers.
Such firms often
solicit suggestions
from libraries and
schools as to the
types and levels of
materials needed.
Most of the commercial
catalogs provide
relatively accurate
descriptions of
materials. This fact
together with the basic
policy of providing
materials for preview
establishes a coopera-
tive relationship
between the producer
and the buyer (the
library).

In order to properly
evaluate materials
prior to purchase,
standard evaluative
procedures must be
established. Forms

2. Develop an awareness of major producers
   of audio-visual materials
   The use of catalogs provided by producers

3. Familiarization and use of evaluative
   materials and criteria in the selection
   of audio-visual materials

   B. **Laboratory Exercises**

*NOTES*

relating to local
selection policies may
be developed.  Infor-
mation contained
should include:  cost,
level, production
quality, timeliness,
content quality, etc.,
so that different
individuals evaluating
the materials will not
overlook important
considerations.

Many associations have
established tools
(EFLA Evaluation Form
by Educational Film
Library Association).

III.  OPERATION AND CARE OF AUDIO-VISUAL EQUIPMENT

To develop skills in the operation, checking,
and minor maintenance of audio-visual
equipment.

A.  Units of Instruction

1.  Develop a high degree of skill in the
    operation of audio-visual equipment in
    the library

Have student under the
supervision of the
instructor become
highly skilled in the
operation of:
  1.  Tape recorders.
  2.  Slide & film-
      strip projectors.
  3.  16mm projectors.
  4.  8mm projectors.
  5.  All other equip-
      ment applicable
      to library
      situations.

The degree of skill to
be acquired must be of
the level to enable the

*NOTES*

library technician to
readily assist others.

Make the student
develop an awareness
of what properly
operating equipment
is and to develop the
judgement required in
determining when
equipment should be
sent to a skilled
repairman.

Have students become
familiar with equip-
ment so they can:
  1. Change defective
     lamps.
  2. Clean lenses
     and other
     optical surfaces.
  3. Make minor
     adjustments.
  4. Clean "heads" on
     audio recorders.
  5. Splice film and
     audio tape.

2. Be able to visually check audio-visual
   equipment to determine when other than
   local minor maintenance is required

3. Develop skills required to carry out
   minor repairs at the local level

B. Laboratory Exercise

This section dealing with equipment is
conducted as a laboratory session under
supervision of the instructor.

# ADVANCED AUDIO-VISUAL METHODS AND PROCESSES

## HOURS REQUIRED

3 Semester Units.

## CATALOG DESCRIPTION

A course in depth dealing with the development of <u>increased</u> skills in the operation of standard audio-visual equipment with special emphasis on the production of audio and visual materials. This course also presents an overview of the more specialized and somewhat sophisticated media such as instructional television and retrieval systems.

## PREREQUISITE

Beginning Audio-Visual Methods and Processes.

## MAJOR DIVISIONS

   I.  Thorough Knowledge of Audio-Visual
       Equipment and Systems
  II.  Local Production of Audio and Visual
       Materials
 III.  Survey of Instructional Television
       and Retrieval Systems

---

| | NOTES |
|---|---|
| I.  THOROUGH KNOWLEDGE OF AUDIO-VISUAL EQUIPMENT AND SYSTEMS<br><br>    This unit is designed to review and upgrade skills developed in beginning course.<br><br>    A.  <u>Units of Instruction</u><br><br>    1.  A detailed review of all types of audio-visual equipment insuring the proper and skillful operation of such equipment | Intense laboratory activity with "checkouts" of a |

NOTES

highly demanding
level intended to
upgrade operational
skills.

Set up special library
situations requiring
the student to select
appropriate equipment.
Student must select
equipment on the
basis of:
   1.   Price.
   2.   Functional
        specifications.
   3.   Technical speci-
        fications (quality).
   4.   Ease of operation.

2.   A comprehensive study of all types of
     audio-visual equipment for the purpose
     of selecting appropriate equipment to
     meet specific requirements

Demonstrate the use of
support equipment
such as:
   1.   Tape duplicator.
   2.   Bulk erasers (tape).
   3.   De-gausing tool.
   4.   Splicers (tape
        and film).

3.   Develop skills in the operation of
     audio-visual support equipment

Require the students to
demonstrate a
reasonable level of
proficiency with this
support equipment.

Present the proper use
of microphones and have
student develop an
ability to select
appropriate microphone
for specific applica-
tions (uni or omni
directional, etc.).
Demonstrate proper
recording techniques
including reading
"VU" meters, setting
record volume, "patching"
between components,

4.   Develop a working knowledge of the proper
     and skillful use of sound recording
     equipment including microphones, dubbing
     set-ups, and the principle of multi-track
     and stereo recording

     B.   Laboratory Exercises

*NOTES*

and mixing live and recorded sound.

Demonstrate using appropriate charts the principles of multi-track recording. Explain how quarter inch tape may be electronically divided into two or four separate "tracks" which may be utilized for monoral or stereo recording.

II. LOCAL PRODUCTION OF AUDIO AND VISUAL MATERIALS

The type of activity dominating this section is the presentation of processes or techniques of production by the instructor followed by laboratory activity by the students.

A. Units of Instruction

1. Survey the types of material that may be produced at the local level

Make the students aware of their potential abilities and their limitations.
Indicate that before the course is over they will be competent in the area of producing:
1. Thermo-Fax transparencies.
2. Diazo transparencies.
3. Hand made transparencies.
4. 2"x2" photographic slides.
5. Mounted materials (dry mount method).
6. Lettered materials of many types.

NOTES

7.  Posters and
    bulletin boards.

Refer to reference book:
Planning and Producing
Audio-Visual Materials
by J. E. Kemp.  Specific
instruction sheets are
included in text and
correlated with 8mm film
loops on AV materials
production.

Refer to instructions
in text.

Refer to text, section
on mounting techniques
to include:
1.  Standard format.
2.  Cut-out mount.
3.  Overlap mount.
4.  Large chart on
    cloth (rolled).
5.  Large chart on
    cloth (folded).

Through the use of
preplanned and
preprepared materials
show student what an
effective bulletin
board can do.
Demonstrate techniques
of enlarging pictures
through the use of
opaque projector onto
large format.  Include
previously acquired
skills of lettering
and/or mounting where
applicable in
demonstration.  Require
students to complete
at least one display.

Demonstrate how "color
lifts" may be made from

2.  Develop skills in production of Diazo
    transparencies, Thermo-Fax transparen-
    cies, hand made, utilizing overlays,
    stick-on color, rub-on lettering, etc.

3.  Develop skills in lettering to include
    Wrico, Leroy, cutout, stencil, etc.

4.  Develop skills in mounting using dry
    mount method and permanent rubber
    cement method

5.  Explore planning and preparation of
    bulletin boards, posters and displays

6.  Prepare "color lift" transparencies

*NOTES*

clay coated magazines
through the use of
transparent laminating
materials.
Refer to text by Kemp.

7. Develop limited skills in the production
   of 2"x2" color slides

Demonstrate principle
of single lens 35mm
camera and the
application of close-
up lenses for making
2"x2" slides from
books, etc.  See
section on Photography
in text.  Indicate how
film after being ex-
posed is sent to
commercial laboratory
for processing and
mounting.

8. Develop an awareness of the need for
   scripting more involved productions

Indicate that when
productions extend
beyond simple single
units a plan to
maintain continuity
and accuracy becomes
essential.
Such a plan is called
a script.  The script
provides space for
verbal and pictorial
content as well as
other pertinent
content and direction-
al information.
Examples of different
scripts may be found
in the text under
planning.

9. Repairing of damaged audio-visual
   materials

   B. Laboratory Exercises

Demonstrate techniques
of repairing damaged
audio-visual materials.
Relate to unit on
splicing for film
materials and relate a

*NOTES*

common sense approach
to simple types of
needed repairs.

The development of
compact relatively
"inexpensive" video
tape recorders pro-
vides a new opportunity
for the library
technician to become
involved in the use of
this medium. The newer
units are simple to
operate and a unit
composed of camera,
recorder and monitor
can be set up and
operated by one person.

Present examples of
existing systems (slides
of actual facilities)
and discuss the various
configurations and the
implications for
library services and
the effect on the
role of the
library technician.

III.   SURVEY OF INSTRUCTIONAL TELEVISION AND
      RETRIEVAL SYSTEMS

      A.   <u>Units</u> <u>of</u> <u>Instruction</u>

    1.   Instructional television as a medium in
         the classroom and the library

    2.   The development of retrieval systems

      B.   <u>Laboratory</u> <u>Exercises</u>

# CATALOGING TECHNIQUES

## HOURS REQUIRED

3 Semester Units.

## CATALOG DESCRIPTION

Advanced skills and practical experiences needed by Library Technical Assistants in support of technical services.

## PREREQUISITE

Introduction to Library Services and Support for Technical Services or consent of instructor.

## PURPOSE OF COURSE

To prepare students for the more difficult supportive tasks in the Technical Services operations of libraries.

## BEHAVIORAL OBJECTIVES

The student will:

1. Know the characteristics of the different types of catalogs (dictionary, divided, book, etc.).
2. Explain in detail the elements of a catalog entry.
3. Examine a book technically.
4. Prepare simple main entries for catalog.
5. Recognize the elements included in descriptive cataloging.
6. Understand the principles involved in added entries.
7. Assign tentative subject headings using lists.
8. Assign tentative classification numbers from both Dewey and Library of Congress classification systems for library materials.
9. Prepare card sets.
10. Keep records relating to cataloging.

SUGGESTED TEXTS

Eaton, Thelma. Cataloging and Classification.    Champaign, Illinois:  Illini Union
    Book Store, 1963.

Piercy, Esther J. Commonsense Cataloging.    New York:  H. W. Wilson Company, 1965.


MAJOR DIVISIONS

    I.   The Catalog
   II.   Descriptive Cataloging
  III.   Classification
   IV.   Subject Headings
    V.   Authority Files
   VI.   Shelf List
  VII.   Other Materials


METHODS OF EVALUATION

Laboratory performance
Periodic examinations
Final examination

| NOTES | I.  THE CATALOG |
|---|---|
| | A.  Units of Instruction |
| | 1.  Introduction to course |
| | 2.  The catalog card |
| | 3.  Types of catalogs |
| | B.  Laboratory Exercises |
| | 1.  Exercises with printed cards |
| | 2.  Exercises with original cards |
| | 3.  Visit libraries that have different kinds of catalogs |

II. DESCRIPTIVE CATALOGING

    A. **Units of Instruction**

1. Examination of a book technically

2. Main entry

    B. **Laboratory Exercises**

1. Exercises with a variety of books to learn of approaches to be made in understanding content

2. Various kinds of entries used for books
    a. Author entries
    b. Title entries
    c. Added entries

3. Practice in writing tentative catalog copy

III. CLASSIFICATION

    A. **Units of Instruction**

1. Types of classification

2. Use of Dewey and Library of Congress systems

3. Adaptation of printed cards

    B. **Laboratory Exercises**

Assignment of tentative call numbers to a variety of materials.

IV. SUBJECT HEADINGS

    A. **Units of Instruction**

1. Principles of selecting subject heading from both Sears and Library of Congress

2. Cross reference

NOTES

*NOTES*

B. Laboratory Exercises

1. Assignment and recording of tentative
   subject headings using Sears and Library
   of Congress subject heading lists

2. Select and record cross references

V. AUTHORITY FILES

A. Units of Instruction

1. Principles

2. Types and organization

B. Laboratory Exercises

VI. SHELF LIST

A. Units of Instruction

1. Purpose

2. Added copies, new editions,
   continuations, etc.

3. Use of accession numbers

B. Laboratory Exercises

1. Application of principles for shelf list

2. Assignment of accession numbers

VII. OTHER MATERIALS

A. Units of Instruction

1. Magazines and other serials

2. Pamphlets

3. Audio-visual materials

NOTES

4. Government documents and technical reports

   B. Laboratory Exercises

   Cataloging exercises for various kinds of
   materials.

## REFERENCES

American Library Association. A.L.A. Glossary of Library Terms.    Chicago:
    American Library Association, 1943.

American Library Association. A.L.A. Rules for Filing Catalog Cards. Chicago:
    American Library Association, 1942.

American Library Association. Anglo-American Cataloging Rules.    Chicago:
    American Library Association, 1967.

Cutter, Charles A. Alphabetic Order Table Altered and Fitted With Three Figures
    by Kate E. Sanborn, M. D.

Dewey, Melvil. Decimal Classification and Relative Index.  9th Abridged Edition.
    New York:  Forest Press, 1965.

Dewey, Melvil. Decimal Classification and Relative Index.  17th Edition.
    New York:  Forest Press, 1965.  2 vol.

Library of Congress. Subject Headings Used in the Dictionary Catalogs of the
    Library of Congress.  6th Edition.    Washington, Government Printing Office,
    1967.

Sears, Minnie E. Sears List of Subject Headings.  9th Edition.    New York:  H. W.
    Wilson Company, 1965.

Audio-Visual Teaching Aids:

  Card Catalog:

     Transparencies:       The card catalog
                           Author and title cards
                           Subject and cross reference cards
                           Finding books on library shelves
                           Locating special materials

          From:            John W. Gunter

| | |
|---|---|
| Filmstrip: | The card catalog |
| From: | Eyegate House |
| Overlay chart: | Eyegate visual card catalog |
| From: | Eyegate House |
| Programmed instruction: | Library skills:  the card catalog, a program of instruction on using the library |
| From: | Edward G. Chester |

Classification systems:

| | |
|---|---|
| Transparencies: | Introduction to the Dewey Decimal System<br>Usefulness of the Dewey Decimal System<br>100-299<br>300-499<br>500-699<br>700-899<br>900-999 |
| From: | John W. Gunter |
| Filmstrip: | Classification and the card catalog |
| From: | McGraw-Hill Book Company |

Catalog card:

| | |
|---|---|
| Programmed instruction: | Construction and adaptation of the unit card; a programmed unit<br>EMI Modern Library Practice series |
| From: | Educational Methods, Incorporated<br>20 East Huron Street<br>Chicago, Illinois  60611 |

# REFERENCE MATERIALS

## HOURS REQUIRED

3 Semester Units.

## CATALOG DESCRIPTION

Basic reference materials in specific subject areas.

## PREREQUISITE

Introduction to Library Services and Support for Public Services or consent of the instructor.

## PURPOSE OF COURSE

To prepare students to assist with reference work.

## BEHAVIORAL OBJECTIVES

The student will:

1. Assist patrons in use of library tools such as special indexes, encyclopedias, and dictionaries.
2. Help patrons use library catalogs.
3. Locate simple bibliographical information.
4. Answer simple reference questions; refer complex questions to librarian
5. Assist librarians in maintaining special indexes for quick reference.

## SUGGESTED TEXTS

Barton, Mary N. Reference Books. Baltimore: Enoch Pratt Free Library, latest Edition.

Gates, Jean K. Guide to the Use of Books and Libraries. 2nd Edition. New York: McGraw-Hill, 1969.

MAJOR DIVISIONS

I.  Review of Techniques for Public Services
II. Reference Materials
    Philosophy, Psychology, Religion, Mythology, Folklore
    Social Sciences
    Science, Health and Medicine
    Vocational-Technical
    Fine Arts
    Literature
    History and Geography


METHODS OF EVALUATION

Laboratory exercises
Quizzes
Final examination

| NOTES | I. | REVIEW OF TECHNIQUES FOR PUBLIC SERVICES |
|---|---|---|
| | | A. Units of Instruction |
| | | 1. Explanation of entire course |
| | | 2. Review of good public service techniques<br>a. Characteristics of good reference work<br>b. Techniques that work |
| | | B. Laboratory Exercises |
| | | 1. Reading assignment on understanding patrons |
| | | 2. Background reading on basic reference techniques, reference collections |
| | II. | REFERENCE MATERIALS |
| | | A. Units of Instruction |
| | | 1. Introduce and present outstanding characteristics of frequently used reference books |
| | | 2. Explain the best approach for the most effective use of specific reference books |

*NOTES*

3.  Present common reference questions

    B.  Laboratory Exercises

1.  Examine each reference title technically

2.  Complete a laboratory exercise of
    representative reference questions in
    each of the following subject areas
    a.  Philosophy, Psychology, Religion
        Mythology, Folklore
    b.  Social Sciences
    c.  Science, Health and Medicine
    d.  Vocational-Technical
    e.  Fine Arts
    f.  Literature
    g.  History and Geography

## REFERENCES

Haines, Helen. Living With Books. Columbia University Press, 1950.

Hutchins, Margaret. Introduction to Reference Work. Chicago: American
    Library Association, 1944.

Lyle, Guy. Administration of the College Library. H. W. Wilson Company, 1961.

Shores, Louis. Basic Reference Sources. Chicago: American Library
    Association, 1954.

Smith, Helen Lyman. Adult Education Activities in Public Libraries. Chicago:
    American Library Association, 1954.

Winchell, Constance. Guide to Reference Sources. Chicago: American Library
    Association, 1967.

# CHILDREN'S LIBRARY SERVICES

## HOURS REQUIRED

2 Semester Units.

## CATALOG DESCRIPTION

Books for children, classical titles for the age group, and the outstanding authors and illustrators of this category of literature. Reading programs and story hours.

## PREREQUISITE

None.

## PURPOSE OF COURSE

To understand the purpose and functions of the children's division of a public library and to define the duties of the library technical assistant.

## BEHAVIORAL OBJECTIVES

The student will:

1. Assist in the orientation of children to the library.
2. Know standard authors and illustrators of children's books.
3. Conduct story hours and give book talks using various techniques and media.
4. Assist with the summer reading programs.
5. Assist with publicity programs and prepare bulletin boards and displays.

## SUGGESTED TEXT

None.

MAJOR DIVISIONS

 I.   Introduction to Library Service for Children
 II.  Survey of Children's Literature
III.  Storytelling and Reading Programs
 IV.  Awards and Observances


METHODS OF EVALUATION

Oral reports
Special class projects
Storytelling in class
Quizzes
Final examination


| | NOTES |
|---|---|
| **I.  INTRODUCTION TO LIBRARY SERVICE FOR CHILDREN**<br><br>   A.  Units of Instruction<br><br>   1.  Duties required of library technical assistants in public library programs for children<br><br>   2.  Cooperation between school and public libraries<br><br>   3.  Suitable environment and arrangement of furniture and equipment<br><br>   B.  Laboratory Exercises<br><br>**II.  SURVEY OF CHILDREN'S LITERATURE**<br><br>   A.  Units of Instruction<br><br>   1.  Children's books in English from earliest times to the present<br><br>   2.  Influence of authors, illustrators, educational philosophers, compilers of folklore upon literature<br><br>   3.  Effect of historical occurrences, scientific discoveries, inventions, social reforms, and religious philosophies upon literature | |

4. Poetry

5. Biography

    B.  **Laboratory Exercises**

III. STORYTELLING AND READING PROGRAMS

    A.  **Units of Instruction**

1. Storytelling as a creative folk art

2. Values of storytelling

3. Preparation and delivery of a good story

4. Application of non-book media to storytelling and reading programs

5. Traits of a good storyteller

6. Conduct of story hours and reading programs with appropriate publicity

    B.  **Laboratory Exercises**

IV. AWARDS AND OBSERVANCES

    A.  **Units of Instruction**

1. History, purpose and examination of award winning books

2. Special California awards

3. Observance of Children's Book Week and National Library Week

    B.  **Laboratory Exercises**

# REFERENCES

Arbuthnot, May Hill. _Children and Books_.    Chicago:  Scott, Foresman, 1964.

Bamman, Henry. _Oral Interpretation of Children's Literature_.    Dubuque:
    Brown, 1964.

Boyd, Jessie and others. _Books, Libraries, and You_.    New York:  Charles
    Scribner's Sons, 1965.

Broderick, Dorothy M. _An Introduction to Children's Work in Public Libraries_.
    New York:  H. W. Wilson Company, 1965.

_Children's Catalog_.    New York:  H. W. Wilson Company, latest Edition.

Cole, Doris, ed. _The Reading of Children_.    Syracuse:  Syracuse University
    School of Library Science, 1964.

De La Mare, Walter. _Early One Morning in the Spring_. Chapters on Children
    and Childhood.    New York:  Macmillan, 1935.

Eakin, Mary K., ed. _Good Books for Children_.    Chicago:  University of
    Chicago, latest Edition.

Fuller, Muriel. _More Junior Authors_.    New York:  H. W. Wilson Company, 1963.

Hazard, Paul. _Books, Children and Men_.    Chicago:  Horn Books, 1960.

Hollowell, Lillian. _Book of Children's Literature_.    New York:  Rinehart,
    1950.

Jacobs, Leland, ed. _Using Literature With Young Children_.    New York:
    Teacher's College Press, 1965.

Kunitz, Stanley. _The Junior Book of Authors_.    New York:  H. W. Wilson
    Company, 1951.

Mahony, Bertha E. and Elinor Whitney Field. _Newbery Medal Book_.  1922-1955.
    Chicago:  Horn Books, 1955.

Mahony, Bertha E., Louise P. Latimer, and Beulah Folmsbee. _Illustrators of
    Children's Books_, 1944-1945.    Chicago:  Horn Books, 1947.

Meigs, Cornelia, and others. _A Critical History of Children's Literature_.
    New York:  Macmillan, 1953.

Miller, Bertha Mahony and Elinor Whitney Field. _Caldecott Medal Book_,
    1938-1957.    Chicago:  Horn Books, 1957.

Rosenbach, A.S.W. _Early American Children's Books_.    New York:  Kraus, 1966.

Sayers, Frances C.  Summoned by Books.   New York:  Viking Press, 1965.

Smith, Dora V.  Fifty Years of Children's Books.   Champaign:  National Council
    of Teachers of English, 1963.

Smith, Irene.  A History of Newbery and Caldecott Medals.   New York:  Viking
    Press, 1957.

Srygley, Sara K.  Guide to Children's Magazines, Newspapers, Reference Books.
    Washington, D.C.:  Association for Childhood Education International.

Viguers, Ruth Hill, Marcia Dalphin, and Bertha Mahony Miller.  Illustrators of
    Children's Books, 1946-1956.   Chicago:  Horn Books, 1958.

# SPECIAL LIBRARIES

## HOURS REQUIRED

2 Semester Units.

## CATALOG DESCRIPTION

An introduction to the organization, tools and techniques of special libraries.

## PREREQUISITE

Six units of Library Technology or consent of instructor.

## PURPOSE OF COURSE

To acquaint students with the nature and variety of special libraries with special reference to their similarities and differences.

## BEHAVIORAL OBJECTIVES

The student will:

1. Be able to use basic reference sources pertaining to business and technical information.
2. Be able to determine proper methods of obtaining interlibrary loan materials.
3. Be able to identify and use microforms and reading equipment.
4. Be able to use technical report indexes and order materials from them.
5. Understand the needs for and uses of standards and specifications and their sources.
6. Understand the concept of cooperative library systems.
7. Understand the similarities and differences in service concepts among special and other types of libraries.
8. Be introduced to the techniques of current and future information handling.

*SUGGESTED TEXT*

Petru, William C., ed.  The Library:  An Introduction for Library Assistants.
    New York, New York:  Special Libraries Association, 1957.

*MAJOR DIVISIONS*

      I.   Introduction and Overview of Special Libraries
     II.   Source Materials
    III.   Special Materials
     IV.   Special Services
      V.   Current Developments and Technology
     VI.   Future Trends

*METHODS OF EVALUATION*

Written Assignments
Periodic examinations
Final examination

| NOTES | I. INTRODUCTION AND OVERVIEW OF SPECIAL LIBRARIES |
|---|---|
| | A. Units of Instruction |
| | 1. Definition of special libraries characteristics<br>   a. Size<br>   b. Clientele<br>   c. Location<br>   d. Materials |
| City, county, state.<br>School, college<br>and university. | 2. Comparison of special libraries with other libraries<br>   a. Public libraries<br>   b. Academic libraries |
| Distinguish between<br>research and<br>manufacturing needs. | 3. Types of special libraries<br>   a. Scientific and technical<br>      1) Aerospace<br>      2) Biological<br>      3) Chemical<br>      4) Engineering<br>      5) Medicine<br>      6) Metals |

      7) Paper and textile
      8) Petroleum
      9) Pharmaceutical
   b. Business and commercial
      1) Advertising and marketing
      2) Banking
      3) Insurance
      4) Law
      5) Newspaper
      6) Publishing
      7) Transportation
   c. Fine arts
      1) Motion picture
      2) Museum
      3) Music
      4) Theatre and dance

*Mention techniques used in forecasting and intelligence activities.* (beside b. Business and commercial)

*Art or otherwise.* (beside c. Fine arts)

4. Organization of special libraries
   a. Staff
      1) Qualifications and training
      2) Size
      3) Selection
      4) Duties
   b. Physical layout
      1) Space allocation
      2) Adapting space and equipment to meet requirements
      3) Security precautions
   c. Arrangement of materials
      1) Cataloging
      2) Classification
      3) Indexing
      4) Filing
   d. Circulation
      1) Automatic
      2) On demand
      3) Library-generated

*i.e., Selective Dissemination of Information (SDI) by computer.* (beside d. Circulation)

   B. **Laboratory Exercises**

II. SOURCE MATERIALS

   A. **Units of Instruction**

1. General
   a. Ayer - Directory of Newspapers and Periodicals

*Group 1, 2 and 3 are basic sources which* (beside 1. General)

most special libraries
use.  Other sources
would be taught
through in-service
training since they
would vary according
to the type of library.

Group 1 will probably
have been studied
in other courses.

b.  Cumulative Book Index
c.  New York Times Index
d.  Rand McNally Commercial Atlas
e.  Readers' Guide to Periodical
    Literature
f.  Ulrich's International Periodicals
    Directory
g.  World Almanac

2.  Business
    a.  Business Periodicals Index
    b.  Congressional Directory
    c.  Municipal Yearbook
    d.  Public Affairs Information Service
    e.  Statistical Abstract of the
        United States
    f.  United States Government
        Organization Manual

3.  Science and technology
    a.  American Men of Science
    b.  Applied Science and Technology Index
    c.  Chambers' Technical Dictionary
    d.  Crane – Guide to the Literature of
        Chemistry
    e.  Handbook of Chemistry and Physics
        (CRC)
    f.  Kirk-Othmer – Encyclopedia of
        Chemical Technology

    B.  Laboratory Exercises


III.  SPECIAL MATERIALS

    A.  Units of Instruction

Mention local
company reports.

1.  Technical reports
    a.  Security and handling requirements
    b.  Sources

2.  Trade catalogs

3.  Specifications and standards

4.  Patents

5.  Commercial loose-leaf services

NOTES

6. Translations

7. Pamphlets and reprints

8. Unusual materials
   a. Collections of rare items
   b. Maps
   c. Archival materials
   d. Clippings
   e. Test records
   f. Tapes

   B. Laboratory Exercises

IV. SPECIAL SERVICES

   A. Units of Instruction

1. Abstracts and bibliographies

2. Translations

3. Literature searches

4. Interlibrary loans

5. Photocopying

6. Library bulletins

7. Active reference service

8. Editorial help for company publications

9. Selective dissemination of information
   (SDI)

   B. Laboratory Exercises

V. CURRENT DEVELOPMENTS AND TECHNOLOGY

   A. Units of Instruction

1. Microforms

NOTES

        a.  Establishment of standards
        b.  Government and industry
            participation
        c.  Availability
            1)  Commercial
            2)  Government

**Geographical, subject area, etc.**

2.  Cooperative projects
    a.  Types
    b.  Methods
       1)  TWX installations
       2)  Radio networks
       3)  Facsimile transmission

3.  Computers
    a.  Impact on information technology
    b.  Applications

    B.  <u>Laboratory Exercises</u>

VI.  FUTURE TRENDS

    A.  <u>Units of Instruction</u>

**Mention any new advanced projects under way.**

1.  Holography

2.  Project MARC

3.  Project INTREX

4.  Project MAC

    B.  <u>Laboratory Exercises</u>

Field trips:  Technical library
               Business library
               Unusual library (museum, news-
                                paper, medi-
                                cal, etc.)

REFERENCES

Special Libraries. Official Journal of Special Libraries Association.

Strable, Edward G. Special Libraries: A Guide for Management.    New York,
    New York: Special Libraries Association, 1966.

Strauss, Lucille J., and others. Scientific and Technical Libraries, Their
    Organization and Administration.    New York, New York: Interscience, 1964.