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## ABSTRACT

Seeking a better understanding of the position of the Library Technical Assistant (LTA) in the library world, this study presents an overview of the LTA in Illinois, exploring problems related to their training and employment and providing a general description of the LTA. The first phase of this examination consists of an identification of the existing junior college and college programs in Illinois for LTA training and a description of these programs, covering such areas as curriculum, class scheduling, and composition of faculty. These programs are compared to each other and to standards recommended by the American Library Association (ALA). Phase two of the study, based on questionnaire responses, describes the LTA as a student and then as a library employee, including such factors as age, sex, experience education, and reasons for entering the program. Recommendations arising from the study include more formalized training programs in line with ALA standards, more formal delineation of job duties in job descriptions, and a better understanding on the part of library administrators of the proper realm of duties of the LTA. (Author/SL)

A STUDY OF THE LIBRARY TECHNICAL ASSISTANT IN ILLINOIS

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## Introduction

During the 1960's when a manpower shortage existed in the field of librarianship, various ways of utilizing professional librarians more efficiently were suggested. One of the most enduring of these suggestions was that a new staff level, above the clerk but below the professional, be established. This level is that of the Library Technical Assistant, or LTA.\* The American Library Association has defined an LTA (more recently, Library/Media Technical Assistant) as "a person with certain specifically library-related skills. . . . The tasks performed as supportive staff to Associates and higher ranks follow established rules and procedures, and include, at the top level, supervision of such tasks."<sup>1</sup> Sister M. Chrysantha Rudnik, past president of COLT (Council on Library Technical Assistants) defines an LTA as "a library worker who has had specialized preparation (either through a formal two-year undergraduate program or through in-service training) for assuming such tasks and responsibilities in a media center as will allow him to utilize a knowledge of library techniques and procedures without exercising professional judgment or decision-making."<sup>2</sup>

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\*The term "Library Media Technical Assistant (LMTA)" is a term often used in describing the paraprofessional level of librarianship, but for this paper the term "Library Technical Assistant (LTA)" will be employed.

This present study seeks to gain a total view of the Library Technical Assistant in Illinois, so that the LTA's position in the library world may be more fully understood. The study explores problems related to the training and employment of the LTA and provides a general description of the LTA.

Phase I consists of identification of the programs available in Illinois for training Library Technical Assistants at the time of the study. These programs are described and comparisons between the various programs drawn, as well as comparisons with the ALA's recommended standards.

Phase II of the study describes the LTA as student and graduate, including such factors as age, sex, experience, education and reasons for entering the program. An examination of employment patterns of LTA program graduates is also made.

3.

PHASE I

Introduction

The special training an LTA receives may come from a formal program in a junior college, an in-service training program, or a combination of these. Junior college programs are gaining acceptance as the way to train LTA's, and the ALA criteria are directed specifically to such a program. Since these criteria began to evolve; several suggested curricula and program guidelines have appeared.

Junior colleges may offer either a one-year certificate program consisting of all the LTA courses offered at the college plus a few general education courses, or they may offer a two-year associate degree program, which may include the LTA courses, related courses in media, business procedures, data processing, etc., and the general education courses which are required by the college before any associate degree is awarded.

The first detailed study of LTA programs was done by John Martinson in 1965.<sup>3</sup> Martinson studied 24 LTA programs in varying types of junior colleges throughout the United States. Since then articles have frequently appeared describing individual programs or comparing several programs in a region. COLT also publishes a directory of LTA programs, which includes a great deal of information about individual programs. After a literature search to determine what information was available on library technology programs particularly in Illinois,

the LTA programs in the state were identified. This was done by examining the college catalogs of all two-year colleges in Illinois. Because of variations in scheduling of new editions of the catalogs, the 1972-73 catalogs were used when available. Catalogs for the academic year 1971-72 were used for the remainder of the colleges.

After identifying the programs, questionnaires were sent to the directors. Follow up letters and telephone calls went to those who did not respond to the original questionnaire or gave incomplete information. In this way completed responses were received from all but two programs, whose directors explained that their programs were two-year programs in library science, and thus not applicable to our study.

By comparing current programs with those listed by other studies, we found that some programs had been discontinued, or if there were any plans to institute new programs.

#### General Characteristics of the LTA Programs and the Parent Institutions.

There are 20 two-year colleges in Illinois which have offered a program in some form of library science (see Appendix A for a listing of these colleges). The earliest began in 1963 and was discontinued in 1968. The oldest existing program was established in the academic year 1967/68, and the newest began in the fall of 1972. Of these programs, three have been discontinued, and one will not be offered in 1973/74. Two new programs will begin in 1974.

Among the 17 existing programs there are four types which can be seen: the in-service program, the two-year library science degree for school libraries, the educational media program which concentrates exclusively on audio-visual techniques, and the general library/media technology program.

The in-service program, a co-operative project between a city junior college and the Chicago Public Library, is designed to develop the skills of city library employees. It is intended to provide essential library skills and an overview of large metropolitan library systems to people already employed by the Chicago Public Library. Students learn the Dewey Decimal classification and cataloging, the use of reference materials, the use of bibliographies and indexes, planning and organization of library services for children, young adults, and schools, and the use of audio-visual materials. Two courses are offered each semester to approximately 50 students.

There are two private junior colleges, both in Chicago, which offer programs leading to associate degrees in library science. They are oriented toward school librarianship and are designed to be either an introduction to the field or to help school librarians working in the areas near the junior colleges. One states in its 1972-74 catalog that the program "is offered to those who desire an introduction to the field of school librarianship; to those who wish to explore the field

before entering degree programs in graduate library schools; to those who possess all other qualifications for teacher-librarians but need courses to fulfill the library science requirements for specialization."<sup>4</sup> Most courses at these schools are intended specifically for work in school libraries.

While several programs which we will describe offer courses in audio-visual materials, their organization, and their use, one college (College N) offers a program in educational media technology which deals only with audio-visual material. Its curriculum includes such courses as: Introduction to education media, Educational media production techniques, Television production, and Special techniques of photographic production. No courses in library science are required, although the college has a library science department which offers three courses, but no degree or certificate.

The remaining 13 colleges offering library-related courses are of the type generally resembling those described by the American Library Association as Library/Media Technology programs.<sup>5</sup> In these programs training is given to prepare students to work as supportive personnel in various types of libraries. Each of these programs offers courses in most or all phases of library work. Students completing these programs receive associate degrees, certificates, or both.

Twelve of the 13 schools offering LTA programs are public junior colleges; the thirteenth is a vocational-technical



institute connected with a state university. These colleges serve populations ranging from 120,000 to that of the entire state. Only college L, serving a population of 120,000 draws primarily upon a rural area for its enrollment. Four other colleges draw their enrollments from both rural and urban areas, and the remainder serve urban communities. The locations of the programs in the state are shown in Figure 1.

As Table 1 shows, all of the junior colleges which have curricula in library technology offer courses during the regular academic year. In addition, five of the thirteen colleges offer courses during the summer. The evening hours are the most popular for holding these courses with one college scheduling classes only during the day. Four colleges schedule LTA classes both during the day and in the evening, while eight schedule them during the evening hours only. Three offer classes on Saturday.

#### Staffing Patterns

The ALA criteria for Library Technical Assistant program state that an LTA program should have its own full-time director other than the administrator of the college library learning resource center.<sup>6</sup> It also suggests that "In addition to a full-time program director (department head), who should teach at least one course, there should be one full-time faculty member as a minimum. Part-time faculty who bring a needed expertness and teaching ability are expected to supplement

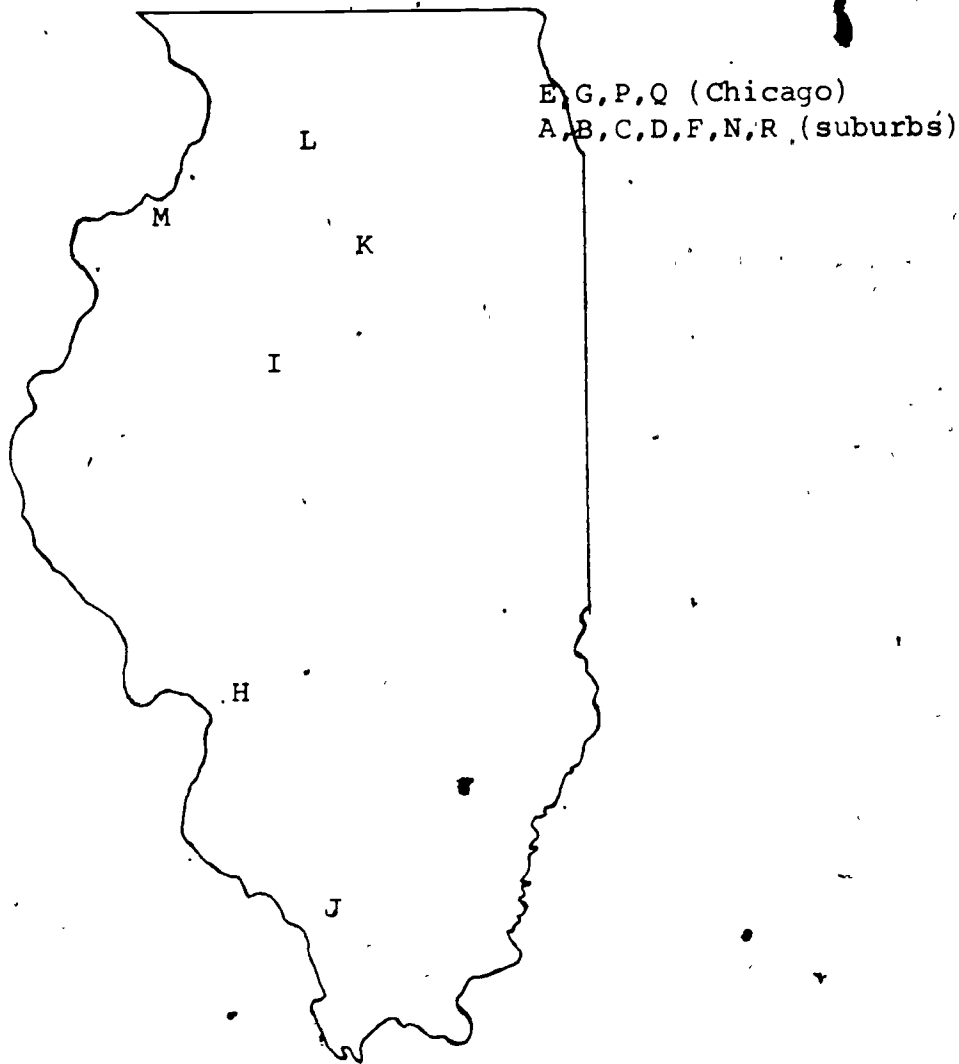


Figure 1

GEOGRAPHIC DISTRIBUTION OF LTA PROGRAMS IN ILLINOIS\*

\*See appendix B for coding key

TABLE 1

## TIMES WHEN COURSES ARE OFFERED IN LIBRARY/MEDIA PROGRAMS

Program	Academic		During	Evenings	
	Year	Summer	Day M - F	M - F	Saturday
A	X	X	X	X	X
B	X	-	-	X	-
C	X	X	-	X	-
D	X	-	-	X	-
E	X	-	-	X	-
F	X	X	X	X	X
G	X	X	-	X	-
H	X	-	X	X	-
I	X	-	-	X	-
J	X	X	X	X	X
K	X	-	-	X	-
L	X	-	-	X	-
M	X	-	X	-	-

the regular teaching staff."7 Table 2 shows that few programs in the state meet either of these criteria. Only one, program J, meets both standards: it has two full-time instructors, one of whom is director of the program. The others have full-time directors only; one has no other personnel and the other has five part-time instructors. Three of these part-time people work in school libraries, while the other two are not employed elsewhere. Of the remaining programs, four have directors who are also the director of the college learning resource center, one director is head of the reference department of the college learning resource center, and five directors are also directors of other departments or divisions within the college.

Staffing appears to be inadequate in all of the LTA programs in the state. Ten, or 76.9 percent, of the programs have directors with other responsibilities. All but one of the programs depend upon part-time instructors who have other library responsibilities.

Comparing Tables 2 and 3, one sees that there is little correlation between the size of the teaching staff and the enrollment in the program. While college A, with the largest enrollment, has a full-time director/instructor and five part-time instructors for its LTA program, college E, with the second largest enrollment has only a part-time instructor who is also program director. It is obvious that both small enrollments and small teaching staffs must limit the quality and

TABLE 2

STAFFING PATTERNS FOR LTA PROGRAMS IN THE JUNIOR COLLEGES  
IN ILLINOIS FOR THE 1972/73 ACADEMIC YEAR

Program	Status of Program Head	Directs Program		Other Faculty	
		Full-time	Part-time	No.	Other responsibilities
A	Coordinator	X	-	5	2 school librarians
B	Library Director	-	-	3	Learning Res. Center
C	Chrm. of Data Processing Dept.	-	-	3	Learning Res. Center
D	LTA Coordinator	-	X	1	1 Jr. Coll. Libn. from another college
E	Head Reference Libn.	-	X	-	-
F	Chrm., Division of Communicative Arts	-	-	4	4 Learning Res. Center
G	Coordinator	X	-	-	-
H	Chrm., Social Science Division	-	-	4	4 Librarians from area
I	Acting Director, Learning Res. Center	-	-	2	1 Learning Res. Center
J	Supervisor	X	-	-	-
K	Dean of Technology	-	-	2	-
L	Director, Learning Resources	-	X	2	2 Learning Res. Center
M	Director, Division of Personnel & Pub. Ser.	-	-	1	1 School Librarian

curricula of these programs.

### Enrollment

In fall, 1972, there were 65 full-time students and 247 part-time students enrolled in LTA programs in the state. As Table 3 shows, the majority were enrolled in associate degree programs, although very large enrollments of part-time students in two schools brought up the numbers enrolled as candidates for certificates or as non-degree students. Those programs which offer both an associate degree and a certificate have more students enrolled in the latter program. A similar situation exists in programs E and I, which have large numbers enrolled as non-degree students. This indicates that students tend to enroll in LTA courses but a number are not interested in fulfilling the requirements for a degree.

Table 4 shows enrollment by sex in all types of LTA curricula in Illinois in the fall of 1972. Approximately 90 percent of the students enrolled at that time are women. If the enrollment is divided into full-time and part-time students, the proportion changes. Women account for 94 percent of the part-time students and 78 percent of the full-time students. The enrollment by sex in the various degree programs shows a similar pattern. Women account for 88 percent of the students enrolled in programs for associate degrees and 93 percent for those enrolled in the one-year certificate program. Therefore, a higher percentage of women were enrolled as part-

TABLE 3

TOTAL ENROLLMENT OF FULL-TIME AND PART-TIME STUDENTS IN ASSOCIATE DEGREE, CERTIFICATE AND NON-DEGREE PROGRAMS IN FALL OF 1972

Program	Assoc. Degree		Certificate		Sch. Libn. Center		Non-Degree		Total Enrollment		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
A	2	5	4	52	-	-	-	-	6	57	63
B	0	11	-	-	-	-	-	-	0	11	11
C	1	11	-	-	-	-	-	-	1	11	11
D	5	5	0	9	-	-	-	1	5	15	20
E	0	1	-	-	-	3	-	54	0	58	58
F	1	1	0	5	-	-	-	-	1	6	7
G	No Data										
H	0	0	0	15	0	1	-	-	0	16	16
I	6	9	-	-	-	-	1	28	7	37	44
J	38	0	-	-	-	-	-	-	38	0	38
K	3	5	-	-	-	-	-	-	3	5	8
L	4	9	-	-	-	-	-	-	4	9	13
M	0	22	-	-	-	-	-	-	0	22	22
Total	60	79	4	81	0	4	1	83	65	247	312

Pct. full-time by type enrollment 43%

4.7%

0%

1%

26.3%

TABLE 4

ENROLLMENT BY SEX IN ALL LMTA CURRICULA IN  
FALL OF 1972

Program	Full-time		Part-time		Total	
	M	F	M	F	M	F
A	0	6	0	57	0	63
B	0	0	1	10	1	10
C	1	0	0	11	1	11
D	2	3	4	11	6	14
E	0	0	2	56	2	56
F	0	1	1	5	1	6
G	No Data		No Data		No Data	
H	0	0	2	14	2	14
I	1	6	6	31	7	37
J	10	28	0	0	10	28
K	0	3	0	5	0	8
L	0	4	0	9	0	13
M	<u>0</u>	<u>0</u>	<u>0</u>	<u>22</u>	<u>0</u>	<u>22</u>
Total						
Number	14	51	16	231	30	282
Percent	22%	78%	6%	94%	10%	90%



time students and in the one-year certificate program than were enrolled in the total program.

Because of the high percentage of part-time students and the large numbers of non-degree students at some schools, the number of degrees and certificates is low compared to total enrollment. Table 5 shows the number of degrees and certificates awarded in 1972 and 1973, and the total awarded since the beginning of each program. Program H is the only one which has not been in operation long enough to award degrees, although they plan to award three certificates in 1973. The number of degrees and certificates awarded each year has grown, however, there is not enough data to give a rate of growth. If a program has been in operation long enough to have graduates at all, there is no relation between length of operation and number of graduates. It is interesting that college C with one of the older programs, reports having awarded no degrees or certificates.

#### Placement of Graduates

Although several respondents mention some difficulty in placing their graduates, answers to our question concerning placement indicate great success in this area. However, for 1971/72 there were more placements than there were graduates, as can be seen by comparing Tables 5 and 6. Programs C and E indicate that they include any student who has been enrolled, graduates and non-graduates, on their placement lists. The

TABLE 5

NUMBER OF DEGREES AND CERTIFICATES AWARDED

Program	Academic Yr. in Which Program Began	Associate Degrees		Total Awarded Since Program Began	Certificates		
		1971/72	1972/73*		1971/72	1972/73*	Total
A	1969/70	20	4	37	12	14	26
B	1970/71	--	3	3	--	--	--
C	1968/69	0	0	0	--	--	--
D	1969/70	--	2	3	1	1	2
E	1968/69	3	1	5	--	--	--
F	1970/71	1	0	1	--	--	--
G	1970/71	--	no data	--	--	no data	--
H	Spring 1972	0	0	0	0	3	3
I	1969/70	1	0	1	1	0	1
J	1970/71	8	34	42	--	--	--
K	1970/71	1	--	1	--	--	--
L	1967/68	3	3	9	--	--	--
M	1972/73	--	--	0	--	--	--

\* Estimate

TABLE 6

PLACEMENT OF GRADUATES AND NON-GRADUATES OF  
THE LTA PROGRAM FROM 1969/70 THROUGH 1971/72

Program	1969/70	1970/71	1971/72	Total
A*	-	4	24	28
B	no graduates till 1973			
C**	-	4	8	12
D	-	1	1	2
E**	3	2	4	9
F	-	-	1	1
G	0	3	3	6
H	no graduates			
I	0	0	1	1
J	0	0	8	8
K	0	0	1	1
L	2	2	1	5
M	no graduates			

\* Estimate

\*\* Students placed as a result of the program;  
not necessarily graduates.

others did not indicate what their totals include. Program L is the only one listed as having fewer placements than graduates. This does not mean that all the others placed all their graduates, since some of the total could be students (not graduating) who got jobs while in the program, or they could be graduates from previous years who got a job during 1971/72.

When one considers the placement by geographical area, the data show that eleven of the colleges with MTA programs placed students only within the geographical area served by the college. Two programs (A and J) placed students outside the geographical area served by the college. Program A is located in a college near Chicago where 22 of its students found work. Since Program J draws its students from the entire state it is not specifically tied to a local level. It placed six students throughout the state and two outside the state.

Table 7 shows placement by type of library. This indicates that comparatively few people obtained jobs in public or special libraries. Seventy-two percent of the placements were in school libraries, and 18 percent in academic libraries. However, over half of the placements in school libraries were from one school, which placed almost all of its graduates in this type of library.

TABLE 7  
PLACEMENT BY TYPE OF LIBRARY

Program	Public			School			Academic			Special		
	69-70	70-71	Total	69-70	70-71	Total	69-70	70-71	Total	69-70	70-71	Total
A*	1	0	1	?	3	26	?	-	0	?	-	1
B	-	-	-	-	-	-	-	-	-	-	-	-
C**	-	-	-	2	6	8	-	2	4	-	-	-
D	-	1	1	-	-	-	-	1	1	-	-	-
E**	-	-	-	3	2	3	8	-	1	-	-	-
F	-	-	-	-	-	-	-	-	1	-	-	-
G	no data			→			→			→		
H	no graduates			→			→			→		
I	-	-	-	-	-	-	-	-	1	-	-	-
J	-	-	-	-	2	2	-	-	4	-	-	2
K	-	-	-	-	1	1	1	-	-	-	-	-
L	1	1	2	1	1	3	-	-	-	-	-	-
M	no graduates			→			→			→		
Total	1	2	4	4	8	36	48	0	9	12	0	3
Percent			6%			72%			18%			4%

\* Estimate  
 \*\* Students placed as a result of the program not necessarily graduates.

Several programs report having difficulty placing graduates. Reasons for this include a general shortage of money; lack of an item line for LTA's in library budgets; desire of LTA's to remain in the area, even when suitable jobs are not available; and desire of many people for part-time rather than full-time jobs. One director comments that although there is a demand for technicians, there isn't enough money to hire them.

Other directors of LTA programs report little difficulty in placing their students. The programs in which internships were a part of the curriculum appear to have an easier time placing their students. Many students were hired by the libraries where they did their internship. Program J also requires its students to conduct audiovisual workshops for the librarians of the area. These practices contribute to the visibility of the LTA programs and their products.

#### Curricula of the LTA Programs

The LTA programs in Illinois vary considerably in the number of courses offered and in the subjects covered in each program. Based on course descriptions in the college catalogs, we have arranged courses into categories and constructed a table of curricula (Table 8).

There are six areas which are covered by most of the programs. These are: introduction to library service (1.0); acquisition or selection (2.1 and 2.2); cataloging and/or processing (2.3 and 2.4); reference (3.1 and 3.2); introduction

TABLE 8  
COURSE CONTENT OF ILLINOIS LTA PROGRAMS FOR 1972/73 ACADEMIC YEAR

Schools	Courses:													No. Courses Offered by Each School		
	Intro- ductory 1.0 1.1	Technical Services				Public Services			School Libraries 4.0 4.1	Audiovisual					Practicum 6.0 6.1 6.2	Admin. 7.0 7.1
		2.0 2.1 2.2 2.3 2.4	3.0 3.1 3.2 3.3	3.0 3.1 3.2 3.3	3.0 3.1 3.2 3.3	5.0 5.1 5.2 5.3 5.4	5.0 5.1 5.2 5.3 5.4	5.0 5.1 5.2 5.3 5.4		5.0 5.1 5.2 5.3 5.4	5.0 5.1 5.2 5.3 5.4					
A	X	X	X	X	X	X	X		X				X		7	
B	X	X			X	X	X		X						6	
C	X		X		X		X	X	X				X	X	9	
D	X <sup>2</sup>	X	X	X	X	X		X	X				X		10	
E	X	X	X	X	X	X		X	X				X	X	8	
F	X	X	X	X	X	X		X	X				X		6	
G	X	X	X	X	X	X		X	X				X	X	8	
H	X		X		X	X		X	X				X		8	
I	X				X	X	X	X	X						9	
J	X	X	X <sup>2</sup>	X	X	X	X	X	X	X	X	X <sup>2</sup>	X	X	12	
K	X	X	X	X	X	X	X	X	X				X		7	
L				X	X	X	X	X	X				X		6	
M	X				X	X	X	X	X						5	
Total No. Schools Offering Course	12 1	3 7 2 2 10	6 4 7 2	3 4	11 2 1 5 1	4 6 3	1 1	Mean No. Courses per Program = 7.77								

## KEY TO COURSE NUMBERS IN TABLE 8

- 1.0 Introduction to Library Service
- 1.1 Library and Society
- 2.0 Technical Processing
- 2.1 Acquisitions
- 2.2 SElection
- 2.3 Processing
- 2.4 Cataloging
- 3.0 Public Services
- 3.1 Basic Tools
- 3.2 Basic Reference
- 3.3 Circulation
- 4.0 School Libraries
- 4.1 Children's Literature
- 5.0 Audiovisual Materials
- 5.1 Processing Audiovisual Materials
- 5.2 Administration of an Audiovisual Department
- 5.3 Production of Audiovisual Materials
- 5.4 Audiovisual Equipment
- 6.0 Practicum and Seminar
- 6.1 Practicum
- 6.2 Seminar
- 7.0 Library Administration
- 7.1 Library Laws



to audiovisual materials (5.0), and practical work experience (6.0 and 6.1).

All but one of the programs have a course introducing the student to libraries and librarianship. This course covers the history of libraries and the types of libraries and library service. All programs recommend that this course be taken during the student's first semester.

There are seven programs having an acquisitions course. These courses discuss reviewing sources, searching bibliographic tools, the use of jobbers, and maintenance of acquisition files. Two more programs have courses on the principles of selection and evaluation. The course at program C covers aspects of both selection and acquisitions.

Ten programs have a cataloging course. These programs concentrate on simple cataloging, particularly classification, assigning subject headings and typing catalog cards from prepared copy. The Dewey Decimal Classification and the Sears List of Subject Headings are used in most courses, however the courses introduce the student to the Library of Congress classification system.

Besides the nine programs with cataloging courses there are two with processing courses. These are similar to the cataloging courses in the other schools, but they add instruction in preparing books for shelves. Typing rather than preparing copy for catalog cards is emphasized.

Program B does not have a cataloging or processing course per se, but combines it with acquisitions in a course called "Processing of Library Resources." It covers the acquisition and processing of library materials. The emphasis is not upon routines as is the case of the courses listed in 2.3.

Program K also has a course covering several areas of technical services. It supplements K's other courses in acquisition and cataloging and is called, appropriately, "Technical Services." The course description says this is "a course designed to enable the student to organize library materials and to provide for their efficient circulation."

The most commonly offered course in the public services area is basic reference, which is offered at seven schools. This course is similar to introductory basic reference courses taught elsewhere. It covers the most commonly used tools as well as all the basic types of reference books. Program M, however, says its course introduces the student to the use of basic reference tools in specific subject areas, the most general tools being covered by its public services course. The courses we have designated as "Basic Tools" are somewhat different, according to catalog descriptions. They introduce the student to the use of the library resources, including the card catalog and certain types of reference books. No school has both courses.

Two programs have a course in circulation procedures. These deal with circulation systems, loan procedures, fine notices, and maintenance of circulation files. Program I calls its course "Problems and Procedures of Circulation and Acquisitions" and it includes acquisitions by purchase and gifts, circulation and related services, conservation of materials, reports and records, and special services to library users.

Six programs have courses dealing with the introduction to public services. Three of these have no other course in the area. These three courses deal with tasks done in reference departments and in circulation departments. Program D says topics include records, forms, circulation systems, special materials, and public relations. It emphasizes catalogs, indexes and bibliographies. Program M calls its course "Support for Public Services," and teaches the student public relations, circulation controls, and some basic reference tools. Program H includes children's services, interlibrary loan and basic informational reference work, although the main thrust of the course is circulation techniques.

Program A has both a basic library tools course and an introductory public service course. The description of the public service course runs as follows: "Role of the library technical assistant in user assistance such as circulation, registration of borrowers, in all phases of public relations such as displays, new releases, in special areas such as storytelling, compiling reports."

Four programs offer a course in children's literature; three others offer one in school library procedures. The children's literature courses vary somewhat in content. Program C titles its course "Children's Services." Its description reads: "Study of children's classics in all media, with emphasis on material for the pre-schooler through sixth grade. Basic reference tools are reviewed. Group activities and storytelling techniques, including the use of finger plays, will be stressed. Methods of discipline in the library for this age level are covered." Program I's course is called "Materials Selection--Children and Young Adults" and is described thus: "The intent of this course is to familiarize the student with book trade channels and selection aids which will give him an insight into the interests and needs of children, young adults, and adults. This course is not designed for book selection and evaluation." Program L has a course titled "Children's Literature." It is "An exploration of reading materials commonly enjoyed by young people ranging in age from two to ten. Students participate in storytelling and read widely in the field of children's books. Book content and illustrations of these books are evaluated, and ability to determine a book's worth is developed." Program M has a course called "Children's Library Services" which includes "Books for Children, Classical titles for the age group, including outstanding authors and illustrations including various categories in literature, reading, programmed story hours."

According to the course descriptions, the three courses in school library procedures are similar. They emphasize the clerical skills needed in school libraries. Programs E and G emphasize those performed by volunteer library workers and itemize the procedures which are "taking attendance, filing, circulating books, gathering and recording room collections, reading shelves, collecting fines, keeping overdue records, helping with inventories, mending typing cards, and general library housekeeping." Program D gears its course to the library technical assistant and summarizes the content by saying "The student learns book circulation procedures and how to assist in establishing and organizing circulation room collections. Other responsibilities that increase school library efficiency are also learned."

There are three courses, excluding A-V courses, which are offered by only one school each. Program H offers a course in library law, which covers "federal, state and local laws, ordinances and regulations of libraries and learning resource material, foundations and grants, contractual and tort rights and liability of personnel." Program I has a course in Library Administration which "is designed to give the student an association with planning, organizing, administering, staffing, housing, and publicizing a library materials center for an effective program of service. Standards for library programs and their impact on library development are explored."

Program J has a seminar on current and future trends in library and audiovisual technologies. Students search library literature on topics related to these objectives, and report on their findings.

Audiovisual training is important for the library technical assistant and this is reflected in the number of programs which offer media courses. Eleven programs offer an introductory audiovisual course. All of these courses teach the student how to use A-V equipment. Other areas covered are repair of equipment, selection and acquisition of equipment and materials, production of audiovisual materials, and supervisory duties in an audiovisual department. Programs C and F also add a course of theory or of future trends. The course in Program C explores communication theory and the place of the media center, as well as use of equipment and acquisition of equipment and materials. The course of Program F introduces the students to modern trends in techniques and equipment, as well as production of some audiovisual materials and a survey of various manufacturers' equipment.

Program A does not have an introductory course, but requires its students to take five hours in the media department.

Program M requires no audiovisual course.

The next most common audiovisual course deals with the production of audiovisual materials. Four programs have such a course. Programs B and M call their courses "Production of

Library Materials" and instruct students in production of transparencies, tapes, slides, charts and other audiovisual aids. B's course also teaches the preparation of booklists and information sheets. Programs L and J have courses in photography, in which students learn theory and practical skills in photography. Program J has another course, "Preparation of media materials," which is divided into two parts, covering two quarters. The first quarter is on preparation of non-projected materials, the second on preparation of projected materials.

Some programs offer other audiovisual courses. Program A offers a course in processing audiovisual material. C has a course called "Production of Multi-Media," which gives students experience in planning the use of media, evaluating media forms, and cataloging and classification of media. Program I has a course which teaches the basics of organizing and administering an audiovisual program.

Program J has the most audiovisual courses. Besides the introductory course and the two production courses, J has a course in cataloging non-book materials and one in the production of multi-media presentations.

All but two programs (B and I) have some kind of supervised work experience. Program M requires three hours work experience during its introductory course. The other programs have separate courses devoted to practical experience. These courses may be called practicums, internships or field projects, but they all involve supervised work experience in at least one type of library. Most also involve a number of hours of seminar discussion of problems.

Program A's internship course is not listed in its college catalog, but is required of all students receiving a degree. A minimum of three hours credit is required and a maximum of six is allowed. Interns work for nine hours per week for eleven weeks in one of a number of libraries in the area. There are also three seminars.

Program C's practicum involves ten hours of work per week. The student meets with the teacher periodically. Work is done within a library or media center. The practicum is taken only once, during the student's last semester of work:

Program F requires a practicum during each semester the student is enrolled, assuming the student is enrolled full-time. During the first year, the student does two hours of work per week. This work should be "an orderly sequence of library



experiences planned to familiarize students with procedures."

During the second year the student works four hours per week.

This work concentrates on acquisition, bibliography, preparation, processing, retrieval and circulation. Work is done in the Learning Resources Center.

Programs E and G have two courses, a Library Practicum and a Library Practicum Seminar. Both are taken during the student's last semester and each involves three periods per week. Students are placed in "library situations" but nothing is said about how many libraries are involved.

Program D requires the completion of the LTA sequence of courses before students can enroll in its practicum. The students are placed in the various libraries in the area for the practice work and are given three hours of credit.

Program H requires a practicum during the student's last two semesters. The student may be placed in a public, school or special library. The courses involve one hour of lectures and 18 hours of work per week.

The practicum at Program J is the most unusual offered at any program. Students work in the type of library most suited to their career interests. Those interested in library work

do their internship in a university library, audiovisual students work in a media center and those interested in combining the two work in a Learning Resource Service Center. Students complete four credit hours work in one such area, and may have up to twelve credit hours if they work in all three. All students meet with the instructor for periodic discussions. Weekly reports and a term report are required. Twenty credit hours of media courses are required for enrollment.

In addition to the conventional internship course, Program J requires its students to conduct or participate in workshops concerning continuing professional education for school personnel in the area. Students teach participants how to operate equipment and how to prepare audiovisual teaching aids. These workshops are conducted throughout the school year.

Program K calls its practicum a field project. Students work in a variety of library situations. Four hours per week is spent in the field and one hour on campus. The course is taken during the second semester of the student's last year.

At Program L, students do their practicum during their last semester and are assigned to a library in the college district. Students spend ten hours per week working and one hour in lecture. Six hours credit is given for this course.

At most schools, practical work experience is considered important, as is group discussion of the work experience. The practicum is usually taken at the end of the student's LTA sequence, although Program F requires it throughout the sequence and A, H and J allow or require it to be extended throughout the student's last year. Hours of work vary considerably.

The administrators of the LTA programs believe that the practicums aid in the placement of graduates. Librarians in an area become aware of LTA's and the work they can perform through students' doing practice work in their libraries.

The first section of Table 9 indicates the required hours in various subject areas by each program based on course descriptions in their catalogs. Obviously there is a great degree of variation in exact number of hours in each category, and in distribution among the categories. The second section of this table compares the criteria recommended by the Library Education Division of the American Library Association with those of the individual programs. The ALA policy statement divides LTA program courses into three general areas: 1) Library/Media Technical Courses (LTA) which give an introduction to librarianship and types and forms of materials, and instruction in support operations for technical and public services (25 percent);

TABLE 9  
CURRICULUM PROFILE OF LTA PROGRAMS IN ILLINOIS

Program	LTA	Course hours required in:				Pctq. of program hours in:		
		Data Processing	Business Procedures	AV	General Education	LTA Recommended* 25%	Related Areas 25%	General Education 50%
A**	25-28	-	-	5	57-60	65%	5%	30%
B	12	-	12	6	35	18	28	54
C	23	3	-	8	12	50	24	26
D	18	3	3	3	35	35	17	67
E	12	3	6	-	30	24	18	58
F	18	-	-	3	39	30	5	65
G	60 hours total							
H	24	3	9	6		39	30	31
I	18	-	-	6	41	28	9	63
J**	35	3	-	28	19	41	36	22
K	15	-	-	6	43	23	9	67
L	18	-	3	3	40	28	9	62
M	16	-	-	-	40	29	0	71

\* Criteria for Library Media Technical Assistant Programs approved by the Library Education Division of the American Library Association (In American Libraries, 2 (Nov. 1971), 1059-63). The catalog course descriptions for each program were analyzed and fitted into this framework of three general areas according to the ALA definitions.

\*\* School on quarter system.

2) appropriate specialized courses related to the library/media technical courses, e.g., data processing or office management (25 percent); and 3) general education courses (50 percent).

The course descriptions and recommendations for the individual programs are analyzed and fitted into the framework of these three broad areas so a comparison can be made with the ALA recommendations. As can be seen, only two programs, B and E, approach the ALA recommended course distribution. The others vary widely.

## PHASE II

Description of the project

The first phase of this examination of the Library Technical Assistant in Illinois consists of identification of the existing college programs in Illinois for training Library Technical Assistant (LTA's) and description of these programs, covering such areas as curriculum, class scheduling and composition of faculty. The LTA programs identified in Illinois colleges are compared to the standards for such programs recommended by the American Library Association.

This second phase of the study seeks to gain a total picture of the Library Technical Assistant - as student, and then as library employee. In order to obtain a composite view of the student in the LTA program (age, sex, work experience, reasons for entering the program) directors of existing programs were contacted and asked to distribute survey questionnaires to students in the program or those enrolled in library technology classes. One program director refused to distribute this questionnaire to his students, for reasons unstated. The Research Center received 151 usable student responses. In most cases unusable responses were eliminated because either they were too late to be included in the tabulation of data or the student had already graduated and was employed in a library, negating the relevance of many of the questions. It would be difficult to calculate

a definite response rate for several reasons: directors estimated how many questionnaires they would need, usually on the generous side, extra questionnaires were sent for each program, and in some cases not all of the questionnaires were distributed. Taking all of these factors into account, response rate for the student questionnaire was approximately 50%.

During the first phase of the project, colleges were asked to provide lists of students who had completed their LTA programs. The Research Center sent questionnaires to those graduates identified on the lists. Additional questionnaires were sent to students identified by the schools during the first phase of the study on the possibility that some of these students might have graduated during the time interval between the two phases of the study. Of the latter group of questionnaire, only 5 of those returned were usable. The others were returned by students still in the LTA programs. A total of 35 usable responses were received from those who had completed an LTA program. In phase I of the study, 102 graduates of LTA programs were indicated. Unfortunately, some of the programs were unable to supply lists of graduates, and some would do so only for the year in which phase I of the study was constructed. The number of graduates also includes projected graduations, comprising 44 of the total, estimated by the college. The number of graduates' names supplied to the Center was 51.

Data

Although several respondents neglected to indicate their sex on the questionnaire\*, it can be easily seen in Table 10 that the overwhelming majority of the LTA students are female. Of the students and graduates combined, 95.3 percent are women. This figure corresponds closely to that given by William E. Woods in describing the Chicago City College Library Technical Assistant Program, where he notes that 95% of those who have completed a course in that program are female.<sup>8</sup> Chisholm and Anderson, however, in a study of library personnel (in the Washington, D.C. area) found that only 63% of the LTA's are women.<sup>9</sup> This difference in male-female ratio may be due, in part to a possible tendency for more females to enroll in a formal education program in this area.

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\*In all cases, where sections of the questionnaire were left blank, percentages were calculated by using the number of persons responding to each question.



TABLE 10

Age and Sex of Students and Graduates in  
LTA Program in Illinois during 1973

N\*=139

	Students		Graduates		Total		
	N	%	N	%	N	%	
SEX	M	6	4.3	2	6.1	8	4.7
	F	133	95.7	31	93.9	164	95.3
	Total	139	99.9	33	100.0	172	100.0
AGE	17-20	15	10.0	1	2.8	16	8.7
	21-25	13	8.7	7	10.0	20	10.9
	26-30	10	6.7	0	0.0	10	5.4
	31-35	15	10.1	3	8.6	18	9.8
	36-40	30	20.1	3	8.6	33	17.9
	over 40	66	44.3	21	60.0	87	47.3
	Total	149	99.9**	35	100.0	184	100.0

\*N=no. respondents answering question

\*\*Total may not equal 100% because of rounding of numbers.

The largest concentration of students and graduates falls in the over-40 age group--47.3% of the total respondents; 65.2 percent of the total are over 35. A very small percentage of the persons in the programs are under 30. This may indicate that the under 35 age group do not see the paraprofessional level of librarianship as a promising field to enter. The discussion of salary and advancement for LTA's adds credence to this theory. The older age of participants in the programs also corresponds to the large number already employed in libraries. Woods and Chisholm in their studies both note the high age level of LTA's, but Chisholm feels that these age levels are now being lowered somewhat, possibly due to increased effort in the areas of certification of LTA's and job structuring in terms of definition of positions.

Over half of the LTA students and graduates have had some college education outside of courses in the LTA program. Table II shows that of the 59.6% of those with other college courses; 30.1% have either a Bachelor of Arts or Bachelor of Science degree.\* These degrees are in a wide range of fields, from Chemistry to Music. The greatest number of degrees are held in English (10) and Education (5), but, as may be expected, a large number of subject fields are represented. Most of those

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\*This is 21.0% of the total students represented.

TABLE 11

College Education of LTA Students and Graduates  
in Illinois Colleges During 1973

A	Previous College Work				No Previous College Work			
	N		%		N		%	
Students (N=151)	89		58.9		62		41.1	
Graduates (N=35)	22		62.9		13		37.1	
Total (N=186)	111		59.7		75		40.3	

B	Under* 10 Hrs.		10-50 Hrs.		50-90 Hrs.		over 90 Hrs.		A.A. Degree		BS or BA		M.A. or M.S.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students (N=83)	10	9.7	28	27.2	8	7.8	4	3.9	2	1.9	29	25.2	2	1.9
Graduates (N=20)	2	1.9	6	5.8	6	5.8	2	1.9	2	1.9	2	1.9	0	0.0
Total (N=103)	12	11.7	34	33.0	14	13.6	6	5.8	4	3.9	31	30.1	1	1.0

\*No distinction was made between semester and quarter hours.

entering the program, enter the LTA program not as a first career, but rather as a second career choice, this may be a course of study taken up as children grow up and leave the home, or as a means of advancement in a present job. The time lapse between the original degree received and enrollment in the LTA program follows two patterns. By far the greatest number of B.S. or B.A. degrees were received over twenty years ago, during the Forties and early Fifties. The second concentration of degrees falls within the last five years. Some of these people may be entering an LTA program because family circumstances, location, and tightening job markets prohibit them from finding employment in their original fields of study.

The second major group of LTA students are those having less than 50 hours of previous college credit. They represent 44.7% of the students having had some college course work. This number of hours would ordinarily represent 1 year or less of full-time college work. These persons, as may be expected, come from nearly every area of study, as do those with more hours of college work completed.

Two of the students enrolled in LTA programs have Master's degrees - one in Hindi language and one in Counseling and Guidance. In both cases, circumstances prevented the person from working in his original area of study.

### Work Experience

Tables 12 and 13 provide a breakdown of the library work experience of LTA students and graduates prior to their enrollment in the LTA programs by type of library. As shown in Table 3, a large majority (73.7%) of the students and graduates responding to the questionnaire had worked in a library in some capacity before enrolling in the LTA program. This experience is in many forms, ranging from the high school student working as a student aide to the full time librarian of a special library. Of all of those with experience, however, only 26 persons (19%) have nothing beyond volunteer experience. The rest have been employed in a salaried library position at some time. Several have worked in more than one type of library. Of those who indicate their dates of employment, 67% have worked in one or several libraries for over two years, 38.5% have over 4 years of library experience, and 16.5% have spent over seven years working in libraries. From these figures it may be concluded that many persons entering the Library Technical Assistant training program already have a great deal of familiarity with library policies and procedures.

It may be seen in Table 12 that the largest number of positions in previous work experience were held in the school library - 53.1%. This number includes volunteer student aides and volunteer mothers working at the school library, so the predominance of this type of library in previous work experience may not be as great in

TABLE 12

Library Experience of LTA Students and Graduates Prior to  
Entering LTA Program (1973)

	Library W/Experience		Library WO/Experience		Total	
	N	%	N	%	N	%
Students	111	73.5	40	26.5	151	100%
Graduates	26	74.3	9	25.7	35	100%
Total	137	73.7	49	26.3	186	100%

TABLE 13

Prior Work Experience Of LTA Students and Graduates  
By Type of Library (1973)

Type of Library	STUDENTS				GRADUATES					
	N=113*				N=30					
	Full-time		Part-time		Full-time		Part-time		Total	
	N.	%	N	%	N	%	N	%	N	%
Public	12	10.6	20	17.7	2	6.7	5	16.7	39	27.3
School	23	20.4	35	31.0	6	20.0	12	40.0	76	53.1
College	8	7.1	11	9.7	1	3.3	2	6.7	22	15.3
Special	2	1.8	2	1.8	1	3.3	1	3.3	6	4.2
Total	45	39.9	68	60.2	10	33.3	20	66.7	143	99.9

\*Each type of library is included for students and graduates having experience in more than one type of library.

terms of salaried positions. The smallest number of positions (4.2%) were held in special libraries; in most cases these positions were in hospital libraries. Sixty-one and seven-tenths per cent of the positions held were part-time as opposed to 38.3% full-time.

John E. James, in a nationwide study of graduates of Library Technical Assistant programs conducted in 1971<sup>10</sup>, presents similar pre-program employment patterns. He found that 45% of the graduates surveyed had worked in a school library before beginning the program.

Students and graduates had a large variety of job titles before entering the LTA program. By far, the most common job titles for this group are Library Clerk, Library Aide, Library Assistant, Librarian and Student Aide. Other titles held include Secretary, Clerk-typist, Co-ordinator, Library Technician, Library Technical Assistant and Cataloger.

Yearly salary levels were computed for the jobs held by respondents prior to entry to the LTA program. The average salary for this group was \$5,143/year, the median salary \$4,888. There ~~were several high salaries paid to those holding teachers certificates, since they are paid on a teacher's pay scale, but these are balanced by a few exceptionally low salaries.~~

James cites an average annual salary figure of \$4,089 before LTA training. Allowing for three years of cost of living



increases at 5% (which may be overly generous to the national economy) James' figure rises to \$4,734, corresponding closely to the median salary of \$4,888 reported in the present study.

Respondents were asked to indicate library activities in which they were involved during library employment prior to entry of the LTA program. Table 14 presents an analysis of the activities making up this experience.

The first percentage figure is the percentage of students or graduates with library work experience who have participated in the activity. The second percentage figure is the percentage of the total number in the program who have had work experience in a particular area. It can be seen, in Table 14, that the area of experience most common to those participating in the LTA program is circulation. This would be the activity most likely to be performed by a volunteer worker. It also seems that this is the one area in library work which employs the least professional or least trained workers. After circulation, the other activities are fairly equally represented, except for the understandably low figures indicating experience in administrative work and data processing.

Generally, work experience listed under "other" reflects more specialized work situations. Working with interlibrary loan requests was the activity most frequently mentioned, including bibliographic searching and filling out and typing TWX requests. Working with children, in particular storytelling, and helping

TABLE 14

## Areas of Work Experience Prior to Entering LTA Program

Types of Activities	Students (N=111)			Graduates (N=26)			Total (N=137)		
	N	%**	(N=151) % of total Students	N	%	% of total Students	N	%	(N=186) % of total
Circulation	88	79.3	58.3	21	80.8	60.0	109	79.6	58.6
Secretarial or Clerical	59	53.2	39.1	15	57.7	42.9	74	54.0	29.0
Reference	58	52.3	38.4	13	50.0	37.1	71	51.8	38.2
Periodicals	53	47.7	35.1	12	46.2	34.3	65	47.4	34.9
Cataloging & Classification	46	41.4	30.5	10	38.5	28.6	56	40.9	30.1
A-V materials	42	37.8	27.8	10	38.5	28.6	52	38.0	28.0
Acquisitions	41	36.9	27.1	11	42.3	31.4	52	38.0	28.0
Administration	13	11.7	8.6	5	19.2	14.3	18	13.1	9.7
Data Processing	5	4.5	3.3	1	3.8	2.9	6	4.4	3.2
Other*	27	24.3	17.9	4	15.4	11.4	31	22.6	16.7

\*For explanation of activities included in "other" see text.

\*\*Percent of those with work experience.

students find bibliographic citations and materials were activities performed by several respondents. The other tasks mentioned were done by only one or two persons each. These include planning library programs, teaching library science, weeding gift materials, total care of classroom libraries, bookkeeping, and abstracting scientific journal articles for an indexing service.

Students were asked to indicate their reasons for enrolling in the program. The most common reason for entering is, as might be expected, the desire to obtain employment in a library. A significant number of these persons are older women who want to work outside the home. Some indicate that their reason for entering this field is the necessity of taking at least a part-time job because of the high cost of living. These people feel that library work would be more desirable and rewarding than office work. Other people in this category have already been doing volunteer work in libraries and seek a means of obtaining a paying position. Another group of persons seeking first library employment is comprised of those who want to work in a library without the necessity of obtaining the B.S. or M.A. to receive a better paying position. "I wanted to work in a library, but didn't want to go through 4 years of college for it."

Although a large number of persons see the LTA training as an entry into library work, and almost equally large number already employed in libraries state that they are taking the LTA training as a means of bettering their work skills by increased

understanding of library procedures and practices. Some of the persons in this group are those who have responsible library positions without adequate training or background, as in the case of a teacher with a subject degree who is put in charge of the school library, or an untrained person in charge of a special library. In some cases, the decision to enroll in library technology courses came at the suggestion or specific request of a supervisor, usually in the form of the School Board, Library Board, or employer. These persons who express an interest in obtaining a better understanding of library procedures or improved job skills do not specifically mention job advancement or increased salaries, but it might be assumed that in many cases this is a factor in their decision to enroll. There is a fairly large group who do specifically state that they are taking courses to advance in their present situation, in preparation for seeking a new position, and, in general, to make more money.

It may be seen from the large number of persons in the last two categories, that many students work in a library during their enrollment in a library technology program. Of the students responding to the questionnaire, 54.3% report that they are currently employed in a library; of these 13.4% are doing volunteer work. It may be hypothesized that these students come from libraries where no formal inservice training program, or practice of promotion from within the ranks is present. This situation would be most likely to occur in smaller libraries.

Other reasons for entering the LTA program are of a sounding-out nature. Students enroll in LTA courses to see if they might be interested in this type of work as a career option, or, in a couple of cases, the student expresses a desire for a broader background before going on to enroll in a Master's program.

#### Enrollment information

Table 15 gives the breakdown of enrollment data for students in the LTA programs who responded to the questionnaire. As can be seen, a large majority of the students (86%) attend the program on a part-time basis, while only 14% are enrolled as full-time students. Almost all of those enrolled full-time are working toward an Associate Degree, while among the part-time students the distribution is almost even between those working for the Associate Degree and those working for an LTA Certificate. Also, as may be expected, there is a greater percentage of part-time than full-time students in the "non-degree" and "other" categories. The total enrollment figures show that the greatest number of students are working for Associate Degrees. The largest percentage of part-time students take only one course per semester. Consequently, it must be expected that it may take many LTA students several years to finish course requirements for their Associate degrees.

Tables 16 and 17 show the years in which students in LTA programs at the time of this survey intend to complete their study and in what types of library situations they intend to seek employ-

TABLE 15.

Data on Enrollment of Students in LTA Programs During 1973

Program Objective	Enrolled (N=143)				Total N	% of Total	No. of classes taken (N=121)* on part-time basis				
	Full time		Part time				1	2	3	4	5
	N	% of full time	N	% of part time							
Associate Degree	16	80.0	48	39.0	64	44.8	28	13	3	1	1
Certificate	2	10.0	46	37.4	48	33.6	39	7	0	0	0
Non-degree	1	5.0	18	14.6	19	13.2	14	4	0	0	0
Other**	1	5.0	11	8.9	12	8.4	9	1	0	1	0
<b>Total</b>	<b>20</b>	<b>100.0</b>	<b>123</b>	<b>99.9</b>	<b>143</b>	<b>100.0</b>	<b>90</b>	<b>25</b>	<b>3</b>	<b>2</b>	<b>1</b>
% of total Students	14%		86%								

\*Not all students indicating their program objective indicated how many courses they were taking.

\*\*Includes those taking LTA courses along with other areas of study.

TABLE 16

Expected Dates of Completion and Employment Preferences of LTA Students Enrolled in LTA Programs During 1973

Expected Year of Completion	Type of Library*											
	Public		School		College		Special		Non-sure		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1974	3	2.6	12	10.3	5	4.3	2	4.3	2	1.7	27	23.1
1975	10	8.5	27	23.1	5	4.3	3	2.6	3	2.6	48	41.0
1976	2	1.7	10	8.5	2	1.7	1	0.9	5	4.3	20	17.1
Not sure - working for degree	9	7.7	9	7.7	0	0.0	2	1.7	2	1.7	22	18.8
Total	24	20.5	58	49.6	12	10.3	11	9.5	12	10.3	117	100.1%
Non-degree or not sure if will complete	9	6.4	8	5.7	3	2.1	0	0.0	4	2.8	24	17.0
Total degree and non-degree	33	23.4	66	46.8	15	10.6	11	7.8	16	11.3	141	99.9%

TABLE 17

Comparison of Employment Preferences of LTA Students  
To Currently-Held Positions

Student Status	Public		School		College		Special		Not sure		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree Student	24	20.5	58	49.6	12	10.3	11	9.4	12	10.3	117	100.1
Already Employed In This Type Library	9	37.5	17	29.3	2	16.7	1	9.1	--	--	29	24.8
Non-Degree Student Or Not Sure if Will Complete	9	37.5	18	33.3	3	12.5	--	--	4	16.7	24	100.0
Already Employed In This Type Library	8	88.9	6	75.0	2	66.7	--	--	--	--	16	66.7
Total Degree and Non-Degree	33	23.4	66	46.8	15	10.6	11	7.8	16	11.3	141	99.9
Total Already Employed in This Type Library	17	51.5	23	34.8	4	26.7	1	9.1	--	--	45	31.9



ment. Corresponding to the high percentage (51.3%) of students with work experience in school libraries, a high percentage (46.8%) of LTA students wish paraprofessional employment in a school library. As can be seen in Table 3, 34.8% of those desiring an LTA position in a school library already have a position in this type of library. Overall, 31.9% of the students hold positions in the type of library they wish to work in after completion of the program. Many of these individuals state that they wish either to keep their present position in the library in which they are presently employed or be advanced in the same library. A few, though, did indicate that they would be willing to leave the library where they are working even though it is the type of library in which they desire employment, for a position more financially rewarding. The high percentage of non-degree students already having employment in the desired type of library reflects those persons who are attending the program solely to improve their work skills. In school libraries, most of this non-degree group are taking courses to fulfill local Board of Education requirements.

Although these two tables reflect the first stated preference of the student, many give more than one acceptable type of library for future employment and some state that they would work in any type of library. When second and third choices of the 28 students indicating multiple preferences are taken in to account, the per-

centages of desired employment for both school and public libraries rise while those for the other types of libraries fall slightly. The percentages for school and public become 30.8% and 50.3%, respectively, being indicative of the large number of persons preferring either of these types of libraries. It appears, that the LTA student, especially those not desiring to stay in their present job situation, will remain flexible in choice of libraries entered after the completion of the LTA program.

#### Graduates of LTA programs

Of the 35 graduates responding to the questionnaire, 9, or 25.7% are not employed in a library. Of this number, six are not actively seeking a library position. Two of these are women recently married and not planning to work, two have taken secretarial positions and two are working as volunteer librarians. Two of the three graduates looking for library work desires part-time positions and are having difficulty for this reason. The other does not indicate her specific problems in finding employment. Of those not employed in libraries, only one indicates that the LTA training is of no value in her present situation; the others are using their background to do such things as setting up a research collection for a company or organizing files of music, in the case of a housewife/music teacher.

Among those employed in library positions, only two state that they had any difficulty in finding library work, but others

mention that the job market for this job classification level is very tight in their geographic areas, and feel themselves lucky that they found jobs. Three persons state that although they had no trouble in finding employment, their positions are not really LTA positions, especially in reference to the salary paid. Unexpectedly, there does not seem to be any relationship between the area of the state the person is in and difficulty in finding employment. One might suppose that it would be easier to obtain an LTA job in the larger metropolitan areas, where the larger libraries have a more complex breakdown of staff positions than in smaller libraries. This hypothesis, however, was not borne out by the data received in this survey, but since the number of returns is small, it is difficult to make any sort of valid generalizations. It may be that the tendency for smaller libraries to hire the LTA in the capacity of a professional accounts for the lack of difficulty in finding jobs in the smaller communities.

Contrary to these expressions of no difficulty in finding employment, the Research Center found in Phase I of the study that programs in Illinois were being shut down because of lack of job opportunities in the area. Birkheimer, in an article in Illinois Libraries in 1970, during the period of the shortage of manpower in library positions, questioned even then that the availability of employment opportunities for the library para-professional

was as great as one might be led to believe from the professional literature<sup>11</sup>. The problem most probably, is not a lack of employment opportunities, per se, but a lack of opportunities with classification, skills required, and salary commensurate with training of the LTA. Mrs. Hannah McCauley, the Head Librarian at Ohio University, expands upon this observation by noting that "wherever library programs exist, there is a need for the library technician. There always has been such a need, and it is only now that LTA's are becoming available to fill this need. The major problem is that of achieving recognition of the library technician by the profession as part of the library career ladder, i.e. recognizing the role they are trained to fulfill and paying them according to their training and skills."<sup>12</sup> This type of employment problem would seem to indicate the need for some type of standardization and delineation of both the training of the LTA and his job classification after such training.

#### Employment

Table 8 gives a breakdown of the types of libraries in which those completing the LTA program found employment. School libraries are by far the largest group employing these LTA's with 16, or 57.7%, finding employment in this type of library. Only one graduate found employment in a special library. This dominance of the school library in actual employment figures corresponds closely to those figures given for work experience in and job preference for school libraries - 53.1% and 46.8%, respectively.

Table 18 also indicates the salaries paid to LTA's by type of library. The salary amounts paid show no major differences between types of libraries for this group, but the sample size is really too small for the types other than school to make any sound comparison. The combined mean salary for the 23 of the 26 employed persons reporting salary figures is \$6,079. The average starting salary of a Master's graduate for the same year was \$9,423 overall, \$9,404 in the Midwest.<sup>13</sup> While the figure of \$6,079 falls within the range (\$5,500-\$7,200) suggested as feasible at a Council on Library Technology workshop in 1970<sup>14</sup>, this salary range would now be raised commensurate with the cost of living and the mean salary paid to this group considered too low. This salary level may seem adequate for the person supplementing another family income, but as a sole supporting salary, it is inadequate. Until such time as salary levels are improved for the paraprofessional library worker, it would seem of great importance for LTA programs to be especially conscientious in counseling prospective students as to what type of salaries they may expect to receive.

In the comparison of pre-training and post-training salaries shown in Table 19, one can see that the mean adjusted change in salary for this group was a gain of \$1,571 in annual salary. The adjusted change was calculated by allowing a 5% cost of living increase in the salary before training for each year elapsing between the last paid employment and employment after the completion of the LTA program, and adding this amount onto the

TABLE 18

Employment and Salaries\* of LTS's in Illinois by Type of Library, 1973

Type of Library	Employed		Mean Salary	High Salary	Low Salary	Median Salary
	N	%				
Public	4	15.4	\$6,413	\$7,280	\$5,096	\$6,864
School	16	61.5	\$6,066	\$7,488	\$4,100	\$6,396
Special	1	3.8	\$5,741			
College	5	19.2	\$5,754	\$6,800	\$4,596	\$5,810
Total	26	99.9	\$6,079	\$7,488	\$4,100	\$6,400

\*Salaries converted to annual salaries

\*\*Mean computed from salary figures given. Not all respondents supplied salary figures.

TABLE 19

Comparison of Library Salaries Before  
and After LTA Training for Individual Cases, 1973

Salary/yr. Before	Salary/yr. After	Raw Change/yr.	Adjusted Change/yr.*	(No. yrs. since Employment)
\$3,300	\$5,440	+\$2,140	+\$1,975	(1 yr.)
\$3,248	\$6,760	+\$3,512	+\$2,189	(6 yrs.)
\$4,160	\$6,240	+\$2,080	+\$1,872	(1 yr.)
\$5,200	\$5,720	+\$ 520	+\$ 359	(1 yr.)
\$3,640	\$6,864	+\$3,224	+\$2,647	(3 yrs.)
\$4,368	\$5,200	+\$ 832	+\$ 384	(2 yrs.)
		Mean Raw Change	Mean Adjusted Change	
		+\$2,051	+\$1,571	

\*Adjusted change in annual salary figured allowing 5% cost of living increase in pre-training salary for each year lapse between last pre-training salary and post-training salary.

first salary figure, thus making the two salaries comparable. James, in his study, notes an increase in salary after the Technician program of \$1,262.39.<sup>15</sup> If the salary figures for the currently employed LTA students in the present study are compared, the increase drops to \$935, or, adding 1 year cost of living at 5%, to +678.72. These increases do not seem commensurate with the amount of training received by the LTA student. Several of the graduates mention on their questionnaire that they do not think the salary paid to them is reasonable. In some cases, it is at, or just above, that salary paid to the regular clerical staff. These graduates believed that the salary paid to them would be more in line with their training. Again, these situations point to the necessity of thorough counseling of the potential LTA student prior to entry in the LTA program

Of the library positions held by these LTA's, 6, or 23.1% are part-time. These part-time positions are evenly divided between the school and public libraries. (Three of the four public library positions are part-time.) The graduates have been employed in their positions an average of almost 2 years, but several have held their LTA jobs for 3 years. Only one person reports having switched jobs, perhaps attesting to the newness of the LTA on the library scene.

Position titles vary widely, as shown in Table 20, but it is heartening to note the frequency of use of the titles



"Library Technician" and "Library Technical Assistant" although it must be noted that without proper qualifications are sometimes given these same job titles.

TABLE 20

## Job Titles of Those Completing LTA Programs, 1973

Title	Frequency
Library Technician	5
Library Clerk	5
Library Technical Assistant	4
Library Learning Center Aide	1
Media Technician	1
Librarian	1
Learning Resources Specialist	1
Head of Technical Processing	1
Assistant Librarian	1
Cataloger	1
Children's Librarian	1
Librarian	1
Secretary	1

Only one graduate of a program does not feel that his training has adequately prepared him for the position he holds, but this comment must be taken in the context of the position - that of a person working solely with A-V materials. All of the other LTA's feel that they have received adequate training. However, both employed and unemployed graduates are able to offer areas which they think are particularly well-covered in their LTA programs and those they think are neglected. Of course it must be remembered that these areas, shown in Table 21 differ with each program and with the individual library situation

TABLE 21

Evaluation by Graduates of Adequacy  
of Training in Specific Areas; 1973

Tasks Mentioned	Not Employed	Employed	Total
<b>Most adequately prepared-</b>			
Reference	3	9	12
Cataloging	2	5	7
Selection	1	5	6
Processing	-	6	6
Acquisitons	2	3	5
A-V Materials	1	3	4
Working with Public	3	1	4
Record-Keeping	1	-	-
Other	-	7	7
<b>Least adequately prepared-</b>			
A-V Materials	-	6	6
Cataloging	3	3	6
Administration	1	2	3
Reference	-	3	3
Working with Public	1	1	2
Clerical	-	2	2
Data Processing	1	-	1
Other	-	4	4

of the graduate. "Among those tasks that are designated as least adequately prepared, work with A-V materials elicits the most comment. "I feel that LTA programs would have a better AV program because in the smaller schools where there is no head librarian, this falls on the LTA." Employed graduates were also asked to indicate the jobs they think they perform with most and least competence and what factors they attribute to affecting this performance. In very few cases did the tasks mentioned as "best prepared" and "worst prepared" correspond to those chosen as performed with most and least competence. In the latter set of tasks, more personal factors are cited, such as interest or personal aptitude, with very little mention of the effect of training.

As shown in Table 22, only about one-fourth of the persons who completed the LTA program flatly reject the possibility of further education in library science. For some, (22.9%), this involves the pursuit of another library science degree. It is interesting to note, though, that all except one of these people fall in the over-40 age category. In most cases, those indicated by the "other category" are the ones who wish to take more courses to broaden their knowledge, but have no desire to obtain another degree. The largest single category, slightly over one third of the total, is made up of individuals who are undecided about further

TABLE 22

Expectations of LTA Graduates for Further Education  
in Library Science

Further education in library science	Employed Graduates		Non employed Graduates		Total	
	N	%	N	%	N	%
No	5	19.2	4	44.4	9	25.7
Yes	11	42.3	2	22.2	13	37.1
B.S. in L.S.	5	19.2	0		5	14.3
M.L.S.	2**	7.7	1	11.1	3	8.6
Other*	4	15.4	1	11.1	5	14.3
Don't Know	10	38.5	3	33.3	13	37.1
Total	26	100%	9	99.9%	35	99.9%

\*Usually more courses - no degree intended.

\*\*One expressed interest in working for doctorate in area  
of archives.

education in library science. One might hypothesize that enthusiasm for library work, dissatisfaction with present job level, and family situation will be the major factors affecting this decision.

Eleven of the graduates, or 42.3% indicate on the questionnaire that they have some supervisory responsibilities. The number of persons supervised ranges from one to thirty with eleven being the mean number of subordinates. The persons being supervised consist almost entirely of three groups with the first two groups - student aides and volunteers being the largest. The final, and much smaller group supervised is made up of clerical and secretarial workers. The other fifteen graduates (57.7%) do no supervising on the job.

Of those persons who had worked in a library prior to entering an LTA program, the majority (76.4%) indicate that they have more responsibility in their present position than their previous one. Two persons (11.8%) say they now have less responsibility, and two persons (11.8%) now have the same amount of responsibility.

### Task Analysis

Since the library technical assistant appeared on the library scene, one of the major concerns of the professional librarians has been, and remains, that the division between the professional and the paraprofessional will disappear, and with many professional jobs there is concern that economics will force the library employer to hire an LTA in place of a professional, replacing the higher paid positions with lower paid, less trained personnel.

Major organizations (COLT, ALA, CLA) involved with the LTA and his training agree that it is necessary for the technician to be employed in a situation where he has a professional librarian supervising his work. Both the ALA's "Criteria for Programs to Prepare Library/Media Technical Assistants" and its Library and Education and Manpower statement of 1970<sup>16</sup> emphasize the supportive nature of the library technician. John Marshall made the following statement at a workshop held by the Canadian Library Association, "We must be absolutely clear and insist on the necessity for the library technician to be adequately supervised by a librarian"<sup>17</sup>. In view of this unanimous insistence of supervision by a professional librarian, it is disheartening to note that, in the present study, seven of the LTA's, or 30.4% of those providing a personnel breakdown for their library situation, have no professional librarian over them. Of this group, three are being supervised by a teacher/librarian, while the other four (2 public, 2 school) have no supervision at all. This lowers the total percent-

age of those without any type of professional supervision to 17.4%, but this remains an undesirable situation. Woods, reporting on a survey of LTA's done in the Chicago area, notes a similar 15% of those surveyed working without the direction of a professional librarian<sup>18</sup>: It seems, then, that some of the librarian's fears in this area may be founded upon actual practice. The librarian also might be made uneasy by some of the LTA course descriptions contained in the 1973/74 college catalogs. Some programs are still offering courses entitled "Selection of materials" and "Cataloging and Classification", areas which are generally considered to be professional activities.

Three of the graduates express dissatisfaction (on their questionnaires) with the accepted supportive status of the LTA. One person states that since the LTA has two years of training in what she feels is approximately the same type of training as the Master's program, except in the area of administration, she can not see why the status of the two should be so different. Another graduate does not understand why a teacher/librarian should have supervisory power over her, since she has had more library-related training. The final student flatly refused to give a personnel breakdown, saying that the difference between classifications receive far too much emphasis. These three examples point rather clearly to the need for the staff of LTA programs to counsel their prospective students as to exactly what the nature and terms of their employment will be; the salary they may expect, their position in

the library hierarchy. It is at this point that the student should be able to clearly see the difference and make the choice between the role of the professional and the paraprofessional librarian.

Several structured job descriptions exist for the LTA position. Some of these include the U.S. government's GS-1411 Classification,<sup>19</sup> several individual description from smaller libraries contained in the Canadian Library Association Workshop on LTA's<sup>20</sup> and the SERD library task classifications<sup>21</sup> used in the task analysis portion of this study. Audiovisual tasks are contained in the JIMS task descriptions<sup>22</sup>. These job descriptions all include the same type of tasks at the paraprofessional level, tasks which, in the words of Fritz Veit "...are more complex; require a more extensive knowledge of policies and procedures, require a full understanding of the organization, and entail a larger area of responsibility with less supervision" than tasks performed by the library aide or clerk<sup>23</sup>. At the same time, as Veit explains in a different source, these tasks are distinguished from professional level tasks, the latter requiring a more thorough grounding in library science, involving the establishment of general policies and requiring independent functioning in making policy decisions and giving direction to others<sup>24</sup>.

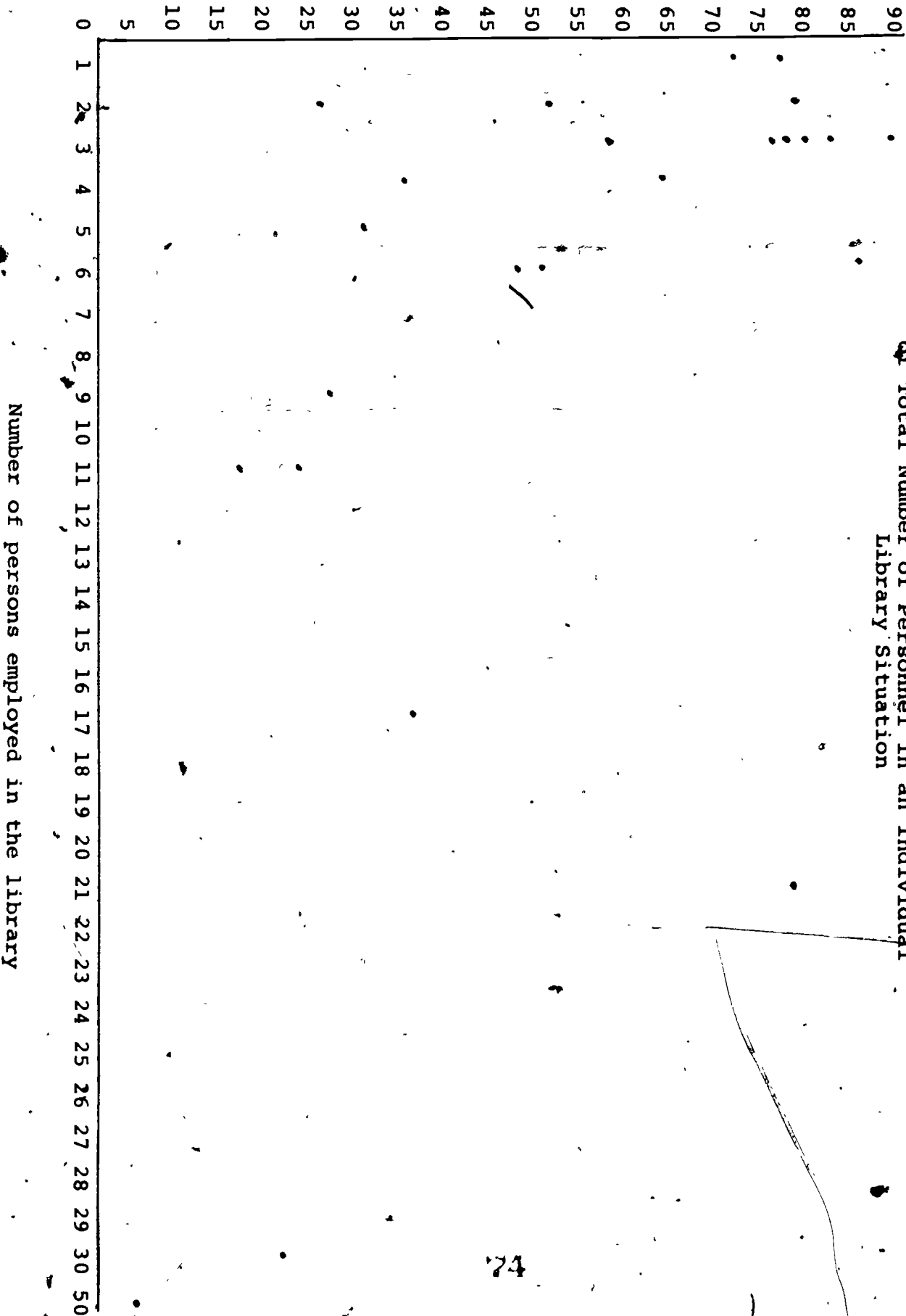
In the final section of the present study, employed LTA graduates were asked to check off on a list of 99 task items, those tasks that they perform in their job, indicating on a scale of one to five, with one being the least time consuming and five the most time consuming, the relative time consumed by each task.



These tasks were selected and adapted from the SERD Library Task Analysis mentioned earlier in this paper. The recommended personnel level for each task was accepted, although not all of the tasks indicated under any level were used. Appendix B (page 83 displays both the tasks used, their designated level, and the complete results of the survey, including the number indicating performance of the task, the mean time spent on the task by those performing it, and the mean time spent on the task by the total number of employed graduates. A comparison of some of the task levels shows that the line dividing the clerical and technician tasks is very finely drawn and is subject to some overlapping. This is especially true in small libraries.

While the number of respondents in the sample is not really large enough to make generalizations concerning patterns of job functioning in different situations, one can note problems and specific employment patterns contained within the sample. The most obvious finding of this section is that the LTA does engage in many tasks that are considered the domain of the professional librarian. The mean number of tasks performed on all three levels is 48.62 or 49.1% of the total tasks included on the list. As might be expected, the total number of tasks performed shows a negative correlation to the total number of persons employed in the library (See scatter diagram, I). Of the 28 professional level tasks presented, a mean number of 12.96, or 46.3% of the total librarian tasks included were performed. This large number of librarian-

Number of tasks performed



level tasks performed, combined with the number of LTA's lacking professional supervision might be construed to represent a threat to the employment of the professional librarian, but it might be more profitably interpreted to represent an ignorance on the part of the employing library concerning the intended role and most effective use of the library paraprofessional. In a comparison of the number of librarian level tasks and time spent in these tasks between the group of persons having one master's level professional librarian over them and the group having no supervisory professional librarian, no difference was found. Table 23 displays the results of this comparison.

TABLE 23

Comparison of Librarian Level Tasks Between Those LTA's  
With and Without Professional Supervision

type of group	mean no. libn. tasks performed	mean time per libn. task	mean % of time spent in libn. tasks	index of validity*
with professional supervision (1 person) (N=11)	14.7	2.71	26.8%	150
without professional supervision (N=7)	16.6	2.78	27.1%	170

\*This figure is an absolute total amount of time spent on the job. It should be reasonably stable between groups compared, and is in this case.

As can be seen, the presence or absence of professional supervision made almost no difference in the number of librarian-level tasks performed and the time spent in performance of these tasks. These results would seem to indicate one of two possible causes - the questionnaire was grossly misinterpreted, which seems unlikely from the index of validity figures, (explained in footnote to Table 14), or that mismanagement and inadequate job planning is evident in the work assignments in these situations.

In the task section (not included here) where the task structure of each LTA's job is displayed, several individual job situations are represented which illustrate, in some cases, situations which the LTA and those concerned with the LTA wish to avoid, and in others, job descriptions of more specialized library situations. One of the examples of job situations to be avoided is the case of a person who reports performing only six tasks, five of which are clerical. In a large library situation, this LTA is doing only clerical work - a waste of training and skills which might be better utilized. The other extreme of this continuum is shown by the person who is completely in charge of a small school library. This person reports performing a total of 89 of the 99 tasks. She writes in a note that since she is the only one responsible for the library, she performs most of the tasks listed.

Specialized library situations are reflected in the task structures of some of the respondents. One person does mainly

cataloging, consequently the large majority of her tasks fall within this division. Persons with central processing in their libraries do no cataloging tasks. One person works only with A-V materials; the majority of tasks he performs are very specialized and not included on the list. Another works almost completely within the areas of circulation and reference. It is the occurrence of these specialized library situations, that lead ALA to recommend in its "Criteria for Programs to Prepare Library Media Technical Assistants" that 25% of the LTA curriculum be left open to specialized courses. This, of course, would be most effective when the LTA program coordinators have, through communication with the community, a knowledge of which specialized skills will be required in the employment opportunities available.

### Summary and Conclusions

The two Phases of this study of the Library Technical Assistant in Illinois examine the LTA training programs available in Illinois and the LTA himself, as student and as employee. The LTA programs in Illinois vary widely in size, number of courses offered and subjects covered. Few conform closely to the ALA's recommended course area distribution, and only one employs the minimum recommended staff, including a full-time director and at least one full-time instructor. An effort should be made to bring the remaining LTA programs up to these minimum standards, thereby making more meaningful the concept of formal Library Technician training.

An important step in solving the problems of recognition of the validity of formal LTA training, salary inequalities and job level standardization may lie in the area of state certification of LTA's and LTA training programs. Although it is recognized, and desirable, that there are many paths of entry into the paraprofessional level of librarianship - through an undergraduate subject degree, in-service training, community college programs - a certain stated qualification level, perhaps an interplay between types of education and years of experience would aid in achieving recognition of the status of an LTA and realization of the types of activities he or shee is and is not qualified to do. This is, of course, accepting the premise that it is desirable to have a college-prepared intermediate level paraprofessional. This would help eliminate

situations where the technician is left with responsibilities beyond his level of preparation and eliminate uneasiness of the part of some librarians about possible encroachment of the LTA into professional positions. In any case, an effort should be made to provide some type of education in the use of LTA's, not only for the already structured civil service position, large public and university libraries, but also, perhaps where it is needed most, in the small and medium-sized libraries not already acquainted with this position level.

The unrealistic expectations expressed by some students and graduates in the second phase of the study also point up the necessity of thorough counseling of potential LTA students before entrance into the program, acquainting them completely with the differences between the professional and the paraprofessional in the areas of salary, duties and status.

Also, the school contemplating the development of a library technology program should make sure that there will be jobs available in the community for its graduates. This is especially important since most graduates seek employment in the geographic area served by the college. An idea of job availability may be gained through interaction with a community advisory group composed of potential employers and/or some sort of survey questionnaire to gauge job possibilities. The former technique of an advisory group will particularly aid in planning the curriculum to correspond to actual employment situations, suggesting specialized courses which will

be most useful.

The Library Technician has a place in the library employment hierarchy, especially in this age of shrinking library budgets. However, care must be taken that the LTA performs tasks suitable to his training and abilities, and is not used as cheap replacement where a professional librarian is needed. Means of reaching this end may include more standardized and better equipped training programs, more formal delineation of job duties in job descriptions, and a basic understanding on the part of library administrators of the proper realm of duties of the Library Technical Assistant.





## FOOTNOTES

<sup>1</sup>American Library Association Library Education Division. "Criteria for Programs to Prepare Library/Media Technical Assistants." American Libraries, 2 (November 1971), p. 1059.

<sup>2</sup>Sister Mary Chrysantha Rudnik. "What Every Librarian S Should Know about Library Technical Assistants," Wilson Library Bulletin, 46 (September 1971), p. 67.

<sup>3</sup>John Martinson. Vocational Training for Library Technicians. Philadelphia, Institute for the Advancement of Medical Communication, 1965.

<sup>4</sup>Felician College Bulletin, 1972-74. Chicago, p. 49.

<sup>5</sup>American Library Association Library Education Division. op. cit.

<sup>6</sup>Ibid., 1061.

<sup>7</sup>Ibid.

<sup>8</sup>William E. Woods. "Library Technical Assistants in the Chicago Area." Illinois Libraries, 4 (April 1973), p. 252.

<sup>9</sup>Margaret E. Chisholm and Charles L. Anderson. Alternative Educational Patterns for Career Opportunities: Education, Job Roles and Upward Mobility; an Investigation of Opportunities at the Pre- and Para-professional Level in Government Libraries in the Washington, D.C. Area. College Park, Md., College of Library and Information Services, University of Maryland, 1973.

<sup>10</sup>John E. James. "The Library Technician Graduates' Point of View." Special Libraries, 62 (July/August, 1971) 276.

<sup>11</sup>Robert E. Birkhimer. "The Library and the Audio Visual Technician." Illinois Libraries, 52 (Sept. 1970) 711-14.

<sup>12</sup>Vicky York. "Library Technical Assistants; Burgeoning Career Opportunity: An Interview with the Director of a Library Technology Program." Ohio Library Association Bulletin. 43 (April 1973) p. 6.

<sup>13</sup>Carlyle J. Frarey and Carol L. Learmont. "Placements and Salaries, 1973." Library Journal, 99 (July, 1974) 1769.

<sup>14</sup>Council on Library Technology, Central Region. Job Description and Certification for Library Technical Assistants. Proceedings of the Workshop sponsored by Council on Library Technology, Central Region. Co-sponsored by Kennedy-King College. Chicago, Ill., Jan. 23-24, 1970.

<sup>15</sup>James. op. cit. p. 271.

<sup>16</sup>American Library Association. Library Education and Manpower; a statement of policy adopted by the Council of the American Library Association, June 30, 1970. American Library Association, Chicago, 1970.

<sup>17</sup>Canadian Library Association. The Library Technician at Work: Theory and Practice. Proceedings of the workshop held at Lakehead University, Thunder Bay, Ontario, May 8-9, 1970. Ottawa, Canadian Library Association, 1970. p.26.

<sup>18</sup>Woods. op. cit. p. 254.

<sup>19</sup>U.S. Civil Service Commission. Library Technician Series GS-1411. Washington, D.C., 1966.

<sup>20</sup>Canadian Library Association. op. cit. p. 25.

<sup>21</sup>Myrl Ricking and Robert E. Booth. Illinois Task Analysis Project, Phase III, Handbook, First Draft. Chicago, American Library Association, 1972.

<sup>22</sup>Jobs in Instructional Media. Washington, D.C., Association for Educational Communications and Technology, 1970.

<sup>23</sup>Fritz Veit. "Job Descriptions for Library Technical Assistants." (In Council on Library Technology, Central Region, op. cit. p. 25).

<sup>24</sup>Fritz Veit. "Library Technical Assistant: Some General Observations." Illinois Libraries, 52 (Sept. 1970) p. 712.

## APPENDIX A

ILLINOIS COLLEGES OFFERING LIBRARY  
TECHNICAL ASSISTANT PROGRAMS.

Black Hawk College  
(Moline)

College of DuPage  
(Glen Ellyn)

Felician College  
(Chicago)  
Considers their program a library science program,  
not specifically an LTA program

Illinois Central College  
(East Peoria)

Illinois Valley Community College  
(Oglesby)

College of Lake County  
(Grayslake)

Lewis and Clark Community College  
(Godfrey)

Loop College  
(Chicago)  
An in-service Training program for employees of  
the Chicago Public Library

Mallinckrodt College  
(Wilmette)  
A program designed specifically to aid school  
librarians in gaining certification and in  
performance of library duties

Morton College  
(Cicero)

Prairie State College  
(Chicago Heights)

Sauk Valley College  
(Dixon)

## APPENDIX A (cont'd.)

Southern Illinois University  
(Carbondale)  
Vocational-Technical Institute

Southwest College  
(Chicago)

Thornton Community College  
(South Holland)

Triton College  
(River Grove)

Wright College  
(Chicago)

## Appendix B

## LIBRARY TASKS

## Levels:

L=Librarian

T=Technician

C=Clerk

Task Level	No. Performing Task	Mean* Time Spent†	Total** Mean Time Spent
1.	L	15	2.13 1.23
2.	L	15	2.66 1.54
3.	L	15	2.06 1.19
4.	T	21	2.52 2.04
5.	T	19	2.63 1.92
6.	T	17	3.23 2.12
7.	L	9	3.00 1.04
8.	C	20	2.90 2.23
9.	C	10	2.30 0.88
10.	C	12	2.33 1.08
11.	C	16	2.75 1.69
12.	C	18	2.33 1.62
13.	T	18	2.55 1.77
14.	C	15	2.46 1.42
15.	C	11	2.90 1.23
16.	T	12	2.25 1.04
17.	T	8	2.37 .73
18.	C	11	2.09 .88
19.	T	10	2.20 .85
20.	L	9	2.44 .85
21.	other - list		

## A. ACQUISITIONS

1. Identify nature of user needs and interests.
2. Select print and non-print materials for library collection to meet needs of users.
3. Prepare lists of materials needed in specific subject areas.
4. Search catalog and order files to determine if materials to be ordered are already in collection or on order.
5. Check standard tools for bibliographic data for ordering.
6. Assemble data for preparation of orders, including name of dealer, fund to which purchase is to be charged, number of copies and their distribution.
7. Make final approval of all orders.
8. Type order forms.
9. Type form letters to accompany order forms.
10. Send to cataloging copies of completed order forms.
11. File order slips and forms.
12. Open and sort materials received.
13. Check materials received against original order, identifying discrepancies, and taking steps to correct the discrepancies.
14. Keep record of materials added to collection.
15. Assign accession numbers to all new materials.
16. Periodically produce lists of serials acquired by library.
17. Examine requests for serial back issues and replacements and order materials following specific guidelines.
18. Maintain record of all serials added to collection.
19. Check lists of damaged and worn materials to see if they are still in print.
20. Decide on permanent withdrawal of materials from the library's collection.
21. OTHER

\*Mean time = includes only those performing task

\*\*Includes all respondents

†on a 1 to 5 scale, with 1 representing least time-consuming tasks, and 5 representing most time consuming tasks.

Task Level	No. Performing Task	Mean Time Spent	Total Mean Time Spent
22.	L	9	3.00 1.04
23.	T	12	3.00 1.38
24.	T	16	3.19 1.96
25.	T	14	2.93 1.58
26.	L	13	3.46 1.73
27.	C	14	3.07 1.65
28.	T	13	2.69 1.35
29.	L	17	3.12 2.04
30.	L	14	3.43 1.85
31.	T	3	5 .58
32.	T	8	3.38 1.04
33.	T	11	3.45 2.31
34.	C	17	3.53 2.31
35.	T	18	3.28 2.27
36.	T	19	2.79 2.04
37.	T	16	2.31 1.42
38.	C	15	3.00 1.73
39.	T	15	3.00 1.73
40.	other		
41.	other		

#### B. CATALOGING AND CLASSIFICATION

22. Determine cataloging and classification policies for the library.
23. Assist cataloger with routine and uninvolved classification of materials.
24. Perform descriptive cataloging of materials for which LC cards or MARC tapes are not available.
25. Catalog fiction.
26. Assign classification notation to non-fiction materials.
27. Assign book numbers (author notation).
28. Establish form of author's name by checking catalog or reference tools.
29. Assign subject headings to materials.
30. Determine number and type of added entry cards.
31. Translate materials from foreign languages into English.
32. Annotate audio-visual materials.
33. Prepare for typist copy to be typed for catalog cards.
34. Type cards of all types for catalogs, shelf list and other files from copy provided.
35. Process added copies and new editions.
36. Remove from catalog and shelf list all records of materials which have been lost or withdrawn.
37. Change all appropriate records when materials are transferred within the library.
38. File shelf list cards.
39. File catalog cards.
40. OTHER
41. OTHER

#### C. PREPARATION AND MAINTENANCE OF THE COLLECTION

42. Supervise entire upkeep process, organize work flow, assign work to staff and supervise work being done.
43. Add marks of ownership to new materials.
44. Place call numbers on new materials.
45. Prepare and affix plates, pockets, cards and labels to new or rebound materials.
46. Inspect newly processed materials to make certain necessary procedures have been properly completed.

Task Level	No. Performing Task	Mean Time Spent	Total Mean Time Spent	
47.	L 6	2.67	.62	47. Approve binding specifications.
48.	T 7	2.43	.65	48. Send materials to bindery, with complete instructions as to fabric, color, identification, etc.
49.	T 10	2.00	.77	49. Check materials returned from bindery against original order, taking steps to remedy any problems.
50.	T 7	2.43	.65	50. Note gaps in journal and periodical collections and recommend microfilming or purchase of back issues.
51.	L 15	2.67	1.54	51. Plan shelving arrangements and procedures.
52.	L 17	2.59	1.69	52. Plan shelf reading and inventory procedures and assign work to staff.
53.	C 17	2.12	1.38	53. Shelf materials by information on spine or label.
54.	C 18	2.11	1.46	54. Periodically check to make sure materials on shelves are in order.
55.	T 15	2.67	1.19	55. Make routine and spot inspections of shelves and files.
56.	T 18	2.39	1.65	56. Periodically inventory the collection.
57.	T 15	2.40	1.38	57. Search charge records, shelf lists and other files to trace missing materials.
58.	other			58. OTHER
D. CIRCULATION				
59.	L 13	2.69	1.35	59. Establish circulation policies and procedures.
60.	T 11	3.64	1.54	60. Supervise circulation and registration routines.
61.	C 20	2.50	1.92	61. Charge, renew and discharge circulating materials.
62.	L 12	1.92	.88	62. Decide what statistics are to be kept on circulation.
63.	T 13			63. Supervise maintenance and compilation of circulation statistics.
64.				64. Keep circulation records.
65.	T 15	2.20	1.27	65. Respond to user complaints.
66.	T 16	2.13	1.31	66. Determine when materials under search may be classified as lost.
67.	T 16	1.94	1.19	67. Determine amount to charge borrower for lost or damaged materials.
68.	L 12	1.92	.88	68. Supervise interlibrary loan policies and procedures.
69.	T 8	1.63	.500	69. Sort all interlibrary loan requests and assign to appropriate staff.
70.	T 6	2.00	.46	70. Approve interlibrary loan orders for materials to leave unit.
71.	T 7	2.29	.62	71. Call in materials on loan when required elsewhere.

Task Level	No. Performing Task	Mean Time Spent	Total Mean Time Spent		
72.	L	11	2.45	1.04	72. Supervise establishment and operation of reserve collections.
73.	other				73. OTHER
E. INTERPREPARATION AND USE OF COLLECTION					
74.	L	13	2.54	1.27	74. Determine what user groups are to be served and the extent and kind of service to be given.
75.	T	20	2.55	1.96	75. Guide users to departments and locations where required services can be provided.
76.	T	19	2.16	1.58	76. Answer questions regarding types of library services provided.
77.	T	21	2.86	2.31	77. Answer simple reference questions.
78.	L	17	3.59	2.35	78. Answer all types of reference questions.
79.	L	18	2.72	1.88	79. Provide instruction to users and/or staff in use of bibliographic tools.
80.	T	17	2.82	1.85	80. Prepare, with review by librarian, simple and specific bibliographies.
81.	L	20	3.25	2.50	81. Aid user in selection of materials.
82.	L	16	3.13	1.92	82. Acquaint school faculty of resources available in library.
83.	L	12	3.00	1.38	83. Aid faculty in planning library-related activities.
84.	T	6	3.17	.73	84. Conduct story hours for children by reading or telling stories.
85.	T	12	2.75	1.27	85. Review standard reference tools for information requested by staff.
86.	L	7	2.57	.69	86. Develop new services and programs for user groups.
87.	other				87. OTHER
88.	T	16	2.63	1.62	88. Select theme for and plan library displays.
89.	T	14	3.43	1.85	89. Review vertical files and keep them up to date.
90.	T	9	3.43	1.85	90. Manage AV center in terms of overall technical responsibility.
91.	T	10	2.60	1.00	91. Recommend purchase of AV materials.
92.	T	9	3.11	1.08	92. Upon request select appropriate AV materials on particular topic.
93.	T	9	3.67	1.27	93. Establish maintenance guidelines and procedures for AV equipment.
94.	T	8	3.00	.92	94. Produce AV materials for the library's collection.
95.	T	14	2.57	1.38	95. Instruct others in the use of AV equipment.
96.	L	5	2.60	.500	96. Prepare and administer library's budget.
97.	T	6	3.33	.77	97. Maintain library's accounting system.
98.	T	10	2.00	.38	98. Interview applicants for non-professional position.



Task Level	No. Performing Task	Mean Time Spent	Total Mean Time Spent	
99. L	2	2.00	.38	99. Interview and make final evaluation of qualifications of all applicants for library jobs.
100. L	5	1.40	.27	100. Prepare job descriptions for all positions in the library.
101. L	6	2.33	.54	101. Evaluate performance of other members of the library staff.
102. T	7	3.00	.81	102. Supervise one or more members of the staff in own department.
103. C	14	2.00	1.08	103. Type letters for other members of the staff.
104. T	4	3.25	.50	104. Coordinate activities of entire staff, adjusting work hours and transferring employees from one division to another in order to give more effective service.
105. T	5	3.00	.58	105. Schedule staff work hours in own department.
106. other				106. OTHER