

Proceedings From WORKSHOP On LIBRARY EDUCATION For N. C.

PRESENT STATUS AND FUTURE DEVELOPMENT

FEBRUARY 13-14, '71

Edited By

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The Carolina Inn of Pinehurst, North Carolina, was the site for the Workshop on Library Education for North Carolina held February 13 and 14, 1971. Sponsored by The North Carolina Library Association, North Carolina Board of Higher Education, North Carolina Department of Community Colleges, North Carolina Department of Public Instruction, North Carolina Association of Education, North Carolina State Library, and the North Carolina Chapter of the Special Libraries Association; the conference was planned by the *Committee on Education for Librarianship of the North Carolina Library Association. In attendance were representatives of the personnel of different kinds of libraries in the State, library educators, administrators, and library education consultants from the American Library Association and Columbia University's School of Library Service.

The purpose of the workshop was to bring together practicing librarians and library educators to give them an opportunity to discuss their mutual problems in regard to library education in North Carolina. The various levels of programs (technician, undergraduate, graduate and post-graduate) were considered for all types of libraries. Participants were charged with the responsibility for identifying: (1) the roles for which library education is responsible for preparing personnel, (2) the areas of competencies essential for such personnel, (3) the types of programs needed and the articulation of these programs, (4) the major components of each or all of these, and (5) identifying and/or clarifying major problems and promising trends. In addition groups were to formulate proposals and suggest recommendations for action in planning for library education in North Carolina.

[Footnote: Members of this committee include: Miss Helen Hagan, Chairman, Librarian, University of North Carolina at Wilmington; Dr. Doris Cox, Chairman, Department of Library Science, Appalachian State University, Boone; Mrs. Ophelia Irving, General Reference Services Librarian, North Carolina State Library, Raleigh; Mrs. Louise Plybon, Librarian, Eastover School, Charlotte; Mr. James Carruth, Director, Division of Educational Media, Department of Public Instruction, Raleigh; Dr. Budd Gambee, Associate

Professor, School of Library Science, University of North Carolina, Chapel Hill; Miss Eunice Query, ex officio, President, North Carolina Library Association.]

Program

Friday, February 12

8:00 p.m. Planning Session with Consultants, Group Discussion Leaders, and Recorders.

Saturday, February 13

8:30 to 10:00 a.m. Registration

10:00 a.m. Opening Session

Presiding: Miss Eunice Query, President, North Carolina Library Association.

Welcome

Introductions

Topic: "Identification of the characteristics and nature of the services needed for today and tomorrow in the various types of libraries and the kinds and qualifications of personnel needed to meet the challenges."

Speakers:

College and University Libraries — Dr. Jerrold Orne, Librarian, University of North Carolina Library, Chapel Hill.

Community Colleges and Technical Institutes — Mrs. Mildred Councill, Director, Learning Resource Center, Wayne Community College, Goldsboro.

Public Libraries — Miss Elaine von Oesen, Assistant State Librarian, North Carolina State Library, Raleigh.

School Libraries — Miss Barbara Glasscock, Librarian, Winterfield Elementary School, Charlotte.

Special Libraries — Mr. William C. Lowe, Director, Technical Information Center, D. H. Hill Library, North Carolina State University, Raleigh.

Topic: "The present status of and projected plans for library education programs in North Carolina."

Speaker: Dr. Gene Lanier, Chairman, Department of Library Science, East Carolina University, Greenville.

2:00 to 4:30 p.m. Afternoon Session

Group Discussions

Topic: "What are the needs for Library education in North Carolina on various levels for all types of libraries?"

Discussion Leaders

Library Educators: Dr. Annette Phinazee, Dean, School of Library Science, North Carolina Central University; Mrs. S. Elizabeth Rucker, Director, Department of Library Service, Western Carolina University; Mr. Kenneth D. Shearer, Jr., Assistant Professor, School of Library Science, University of North Carolina, Chapel Hill.

Practicing Librarians: Dr. Al Corum, Dean of Learning Resources, Appalachian State University, Boone; Miss Charlesanna Fox, Librarian, Randolph Public Library, Asheboro; Miss Mae S. Tucker, Public Services Librarian, Public Library of Charlotte and Mecklenburg County, Charlotte.

Recorders: Miss Rebecca Ballentine, Librarian, Institute of Government, University of North Carolina; Mrs. Ila T. Justice, Associate Professor, Department of Library Science, Appalachian State University, Boone; Mrs. Mary Elliott Willis, Librarian, Claremont Central High School, Hickory.

Consultants: Dr. Lester E. Asheim, Director, Office of Library Education, American Library Association; Dr. Richard L. Darling, Dean, School of Library Service, Columbia University, New York.

7:00 p.m. Dinner — “Exchanges of Information Tables”

Presiding: Dr. Doris Cox, Chairman, Department of Library Science, Appalachian State University, Boone.

Informal Discussions with Consultants on “Current trends in library education.”

8:30 p.m. Group discussion meetings to finalize reports.

Sunday, February 14

9:30 to 11:30 a.m. Morning Session

Presiding: Mrs. Louise Plybon, Librarian, Eastover School, Charlotte.

Reports from Group Discussion Meetings — The Recorders.

General Discussion.

Summary and Conclusions — Dr. Lester E. Asheim, Dr. Richard L. Darling

The Topic Assigned to the Following Five Persons

The topic assigned to the following five persons was: Identification of the Characteristics and Nature of the Services Needed for Today and Tomorrow and the Kinds and Qualifications of Personnel Needed to Meet the Challenges. Each of the five practicing librarians reacted to the topic in relation to his particular type of library, each type of which is indicated by the heading of the paper.

College and University Libraries

*Dr. Jerrold Orne
Librarian
University of N. C. Library
Chapel Hill*

I would be very brash if I posed as an expert in this field, and particularly in the presence of one of my most esteemed colleagues in this field, Les Asheim, for whom I have an enormous respect. But I will say a few things about a couple of recent happenings in the university field. (I have cut my own throat because in the Winter 1970 issue of Southeastern Librarian there is an excellent paper by Ed Holley on the very subject I am supposed to talk about, and he has done a very good job of covering the subject I have been assigned to cover today.) I am tipped to them by a discussion I was in about a month ago in New Jersey at Rutgers University with Ralph Blassingame and a team they have there who have been looking at something they call the style of management in large libraries. They have had a research project under the Office of Education in this area going on for some time, and they are getting ready to get out a final report. The preliminary report was exposed for review to a few people to discuss.

In the report were one or two points I think might interest you. They went to a number of large institutions and asked the staff of those institutions and the faculty what the library did for them. The results are quite interesting. They told me something, and they may tell you something. They talked to the faculty. And if you want to know how the faculty look at librarians, if you really want to know what kind of librarians to make, if you want to know how the public reads them and some of what the researchers discovered, the preliminary report sounds very interesting.

The faculty, it says here, evaluate library resources primarily on the basis of material resources rather than on personal services. They attach most importance to the acquisition of materials in their specialty, one; two, periodical collections and; three, book collections. Most important, the three items are all materials and not people, not librarians. They did not report in the same sense on the student reaction, but I think you could take this same result and reduce it and you would come out with about the same thing and a worse state. Students also do not get very much from the personal help.

This research was in university libraries, and I think, speaking for college and university libraries, I should modify that. The college library is quite another creature, and I know that. I have had one and I know how it works.

The second discussion had to do with the manpower shortage, manpower crisis, and it says the manpower shortage does not exist. However, it says the manpower shortage may be approaching if universities change or redirect their priorities. That is, one, if they reduce the size

of scope of their operations. The report also says they cannot change the complexion of their staffs or the character of their staffs because of the low levels of mobility.

And finally, the report states that library education continues to produce students trained in traditional methods and procedures. It is concerning this last point that I have a few more comments to make. Here I go back to the time when I really became a librarian. I was at the University of Chicago and Louis R. Wilson was the dean of the Graduate Library School. At that time I was not in the Library School. I was training in a subject field and he was aware of my being there and got at me and really brought me into the library field, or brought me back to it. I had been working in it for a number of years without certification. He talked to me about what they were doing at the Graduate Library School. Dean Wilson was one of the first people who really became aware and promulgated the idea that the library school should be more than library methods, that it should be aligned closely with the social sciences, and he put his students out to the field. When I finally went to library school with his insistence and took the first year in my home state in Minnesota and came back to Chicago's Graduate Library School for the summer session I did some things he told me to do. One thing he told me, for example, was that when I went to the Library School at Minnesota I must take a course in statistics. That really rocked me because what could I do with a course in statistics. Furthermore, I do not know what 2x means. But I did it and I brought that back with me, and then he said when I came back to Chicago I would go into some of the other fields. I had had an undergraduate major in sociology. That was not too bad, but he wanted me to learn something about education since I was going to be in an educational institution probably. So I took a course in university administration in the School of Education. And I have been ever grateful to him for that because it was one of the most productive courses I ever took. It taught me more than I needed to know and prepared me for what I do better than almost any course I took in the library school. It was a library school allied course and he had students from the Graduate Library School all over the University. Library school students were in psychology, social psychology, social work, business administration; and all of those are needed.

I am not suggesting that the library school should amplify its curriculum. It already has about four times as many courses as any man or any woman can take. What I am suggesting is that the place to start is not in the library school, but in the records of the people who come to the library school. I am suggesting that people come into library work often unprepared because in library school they did not get some of the things that were lacking in their college work or in their way of life, and that these are the important things that make life tough for us in colleges and universities. We have a very easy time in the university, and I think in college libraries as well, at the top level. Everybody can be an administrator and everybody wants to be an administrator. We have reached a point in time when there is no lack of candidates for beginning jobs, particularly if you are in an appealing place for them to go. But the people in the middle are not there. That is where the great hole is, and the people in the middle are not there because the majority of the students that go into the library school have too narrow a range. They, and I can speak of my own staff, a great many of them, have no concept, no understanding of what the university is, how it runs, what it takes to run it, no concept of educational administration in general.

Many of the people who are in library work or who came into library work come in with limited experience or training in social interaction. This deficiency can be overcome by college courses in psychology, sociology, and social interaction, which are extremely important. I have not spoken about the need for people to come into the field with mathematics or computer understanding because while I agree that it is necessary to have this kind of understanding, I think that the kind, the level that is required, for a typical librarian is very modest and can be

hired and anything beyond that can be and should be hired. It is a very complex kind of learning and takes full time attention if it is going to be done right. The relationships between the one and the other can be very readily acquired in a very short time and the understanding of how belongs with someone else.

Though I am a little bit away from what most of you might be thinking, or most of you are being pressed for, as far as the college and university libraries are concerned our gaps are mainly in the kind of background and understanding that people have, personal qualifications and personal capacities, an understanding that I do not think you can very much build into a library school program unless you build it outside of the library school. The library school has all it can do to give a student a basic collection of methods, and that is, I think, as far as it should go. Now, I have not answered any questions, I know; I have only raised a lot of problems, but if you will read Dr. Holley you will get just about everything I have not said on my topic.

Community Colleges And Technical Institutes

*Mrs. Mildred Council, Director,
Learning Resource Center
Wayne Community College, Goldsboro*

My assignment is to identify the characteristics and nature of services needed in the community colleges and technical institutes for today and tomorrow and the kinds and qualifications of personnel needed to provide the services.

I have had ten years experience in a private junior college, and I began work in a technical institute four years ago. It changed its status to a comprehensive community college soon afterwards. I have seen changes take place, many of them in areas that I felt a need for more training such as the new media and automation. I read as much as possible, attended conferences and workshops in order to keep up, but all the time I felt that there was a need for a different kind of training in the library field today, possibly more need than in any other area in education, for it seemed that more change was and is taking place here.

In the types of institutions that I am discussing, the traditional library in many cases has become a learning resource center which contains the library area, media area, directed studies area, graphics area, language lab and anything else that supports a curriculum of the 1970's in a comprehensive community college or a technical institute. The director of this kind of operation needs to know the workings of each area even though he is serving as an overall administrator and is not doing the actual day to day work in every area. He can administer the program much better if he knows enough to have communication with the person directly in charge of a given area. This calls to mind a philosophy that my mother had when she was teaching me how to cook, for she said, "Daughter, you may have someone to do this for you in the years to come but you can supervise and direct much better if you know how yourself." This can certainly be a philosophy that is needed in educating people to administer a program in learning resource centers today.

The librarian or director should understand and be committed to the philosophy of an open door, community oriented institution that offers a variety of types and levels of programs to meet the needs of a diversified student population, both young and old. To do this the staff must be carefully chosen so that they can take care of the varying needs which call for integration of printed and non-printed materials, or in the words of Dr. Louis Shores — the "generic book."

The director should be familiar with budgeting procedures, and much attention should be given to the business angle of library operations. He should be knowledgeable about planning and utilizing facilities.

We must not discard the old just for something new, for the librarian still needs the knowledge and skills that have been traditionally taught, which include book selection, bibliography and reference services, acquisitions, cataloging, classification, circulation and physical care of books. These may not need to be taught in the same depth as has been done in the past, but taught in a way that room can be made for the new technology.

Some areas that need to be taken into consideration are: more familiarity with new learning theory and curriculum planning; more understanding of the preparation of audiovisual material, use of equipment, and the automation of library processes; an awareness of the new approaches to teaching so the center can best serve as part of the teaching/learning team and; more concern and adeptness in the provision of services to students enrolled in the occupational and technical programs.

The services to students in the vocational and technical areas need special attention, for many of them do not know how to use a library. There is not a great wealth of material in their field and much of it is too difficult for them to comprehend. Concerned professors and librarians working together can help remedy this with the use of sound-on-slide projectors, transparencies, and charts. The difficult material can be made understandable and a program mapped out so the student can hear a lecture in his professor's own voice, see illustrations and slides. If he does not understand it the first time, he can see and hear it many times until he has conquered the subject. To do this the librarian must know how to use all the new technology available, and this must be part of the library school education he receives today. His philosophy must be developed toward an intense desire to instruct, not just check out material. To get the job done he must be a teacher in the true sense of the word, no matter what area he is working in. He must always keep in mind the importance of working with the faculty members as they make assignments that will send the students to the library and must do everything possible to do away with any barriers that will hinder team work between faculty and librarian.

The directed studies area is for all students, not just the adults who are completing their high school work by the use of programmed materials and proper guidance, but it is also used as another means of helping any student with any part of any subject that he is having difficulty. The personnel in this area are most vital and should be very much in the picture when plans are made for training the staff for a learning resource center concept.

The word community is most important in the kind of college I am talking about, and the staff of the center must be atune to the multiple courses taught at night as well as during the day for adults. Continuing education for these people must be the concern of the director and due consideration be given to obtaining materials to support any and all courses offered for them.

I have been talking about the professional staff for the kind of center in this kind of college. But to do the job that needs to be done we need a supporting staff, not professionals, but technicians, and as I understand it, last summer at Rutgers University they came up with a name that I think will satisfy the audiovisualists and the librarians — library media technician. I feel this is another means we are going to have to use to get the job done if we are going to have the kind of programs that I have thus far outlined.

I could go on and on, but I think you can see that if the librarian or director is to be a “change agent,” there will have to be some changes in library education, and I feel that the time is ripe for the library schools to consider these needs as they make plans for the future.

Public Libraries

*Miss Elaine von Oesen
Assistant State Librarian
N. C. State Library*

The future of the public library depends on its relevance to the needs of people. Its scope must stretch from the ghetto community to the industrial complex. “Today’s libraries, as with any institution — be it business, government, religious or social — must relate to the needs of the population, the ‘customers’ who pay for it and use it, or they are doomed to death.”¹ We need to focus on the needs of the consumer for determining what products and services are needed. “Libraries should be rich in total experiences, involvement, excitement, happenings, relevance, understanding, escape.”²

Because of the variance in types of public library services, I see a multiplying number of service outlets as close to the people each serves as possible. The shopping center branch, with its small ready-reference area, browsing collection and popular periodicals is a proven success. Store fronts and mobile take-the-library-to-the-people units in low income areas need innovative and unconventional services. Small towns as well as cities need a library accessible to residents. Growing cooperation of public libraries with school systems is essential if children are to have pleasant and successful experiences with libraries.

Service to people — at whatever age, economic and educational level they are — is the objective of public library service. Therefore, there must be many and varied service centers to be where the action or the need is. These service centers: units, branches, sub-branches, or whatever they are called will be as different from each other as are the areas they serve — especially in dense population areas where the income level, and educational level of those using each center are likely to be nearly the same. In less densely populated areas, small towns, the single library will have to be stocked and staffed for a greater variety of potential users. These are the library’s retail outlets, the grassroots contact with the community. They generally should be staffed with people who like people — and books, with people who are willing to spend many off hours reading so they can recommend good books, with people who take part in community activities and are ready to see where the library can be relevant and advertised. I wish each of these library service outlets could have at least one certified professional librarian on duty. Failing that (because of finance and supply) I would have a college graduate: preferably with a general liberal arts background. Sometimes in low income areas — whether served through a branch or a mobile — I would look for sociology and psychology backgrounds; but always I would look for the person who thinks ideas are exciting, in print, on film, or in pictures, and who wants to share them with children, young people and adults. The attitude of the professional, or preprofessional, in these grassroots libraries is almost as important as their educational achievement. For clerks, circulation assistants, pages, select enthusiastic young people who have some potential for recruiting! This is where we will enlist the successful librarians of tomorrow.

Connecting up all these grassroots service centers or branches should be a headquarters, or main library which will supply, supplement and administer them. This area library, be it city, county, or region, will provide in depth reference service to individuals, business, government, and all serious users. It will serve most of the serious needs of the area, supplemented by direct

communication access to the State Library and the North Carolina Interlibrary Network including all types of libraries. This area library will need a reference staff of graduate librarians similar to those needed by the academic library. Their academic backgrounds should vary in subject strengths. The area library will also need a staff of specialists in work with children, young people and adults; with the disadvantaged; with audio-visual media; to advise, correlate and coordinate services around the system. In many ways this area headquarters, or central library, will most resemble the public library we have had in larger cities throughout this century. However, it will also need to provide the leadership in new services not given previously.

Acquisition, cataloging, classification, inventory control, and other aspects of the technical services which must go on behind the scenes in any library are in the midst of change. Hopefully, one day very soon a title will be cataloged one time and the classification number, subject headings, and description will be accepted throughout the land. Given the international book number all relevant information for a book catalog, a book order, a circulation system — what have you — can be computerized once and for all. I think custom cataloging for a given library will soon be a thing of the past. Book catalogs, so ardently desired by many of our public library directors, will only be economically feasible if a standard entry for each title is available. I see a constant decrease in the proportion of professional to clerical personnel in this area of public library systems. This is the only place where library technicians might be used — to check bibliographies, check or file in catalogs or shelf-lists, and perform other library routines. But this work does not require two years of education beyond high school. The selection of materials is done by teamwork between service centers and specialists at headquarters.

What about the administrators of today and tomorrow's public libraries? Should he or she be a librarian at all or simply a business-type executive? I think the library director should be a librarian before he becomes an administrator. Experience in a service position should precede supervision. An optimum ladder would be from service desk to department head to director. The would-be executive should have both experience in library service and courses in administration, personnel management, budgeting, etc.

In North Carolina we are moving toward larger administrative units. As each library system becomes more complex, the administrator will have to be more knowledgeable about business administration, local government organization and finance. He will employ specialists both in and out of the library field.

Department heads and supervisors will require knowledges and skills to motivate, train and evaluate both professional and clerical staff. They will have to be creative and innovative and encourage these traits in staff members they supervise.

What I have tried to convey is that the public library will be a chameleon. It will change from decade to decade, year to year, even day to day, to fit the changing world it serves. Therefore, the librarians needed to staff it should be flexible too. They need to be alert, intelligent, enthusiastic and inquiring. They should begin with a good general AB degree and have some basic courses in library science. After some experience, an internship perhaps, they should be able to continue their education with advanced courses in library science, literature, psychology, business administration, political science, economics, computer science or whatever is needed to prepare them for the specialties they choose.

[Footnote 1: Professor Morris E. Massey (University of Colorado), Detroit ALTA meeting. Footnote 2: Ibid.]

School Libraries

*Miss Barbara Glasscock
Librarian
Winterfield Elementary School, Charlotte*

In speaking of a school library media center, I am referring to an agency where there is consolidation of materials and services. One could quote the commercial to say, "We're putting it all together," and indeed within the school library field there is a greater emphasis on unifying media. Although there will be some differences from school to school, the following are some general areas of responsibility that we all have in common.

Our primary duty is to select and acquire print and non-print materials for both the curriculum related and recreational needs of students. Following the acquisition of materials, we must then organize them for their most effective usage. Perhaps the biggest area of responsibility for school media specialists is that of directing the use of materials. This involves extensive planning with teachers, providing guidance to students in the use of materials and either instructing or directing the instruction in the use of the media center. The media specialist must also be responsible for evaluation. There must be constant evaluations of the materials themselves and also an evaluation of the use of the materials.

In determining the qualifications of personnel in the school library media center, we could compile quite a lengthy list of desirable qualities and competencies. Foremost among these would be the personal qualifications of leadership ability, adaptability and diplomacy. Technical competencies for the job could be divided into selection and acquisition skills, organization skills and direction skills.

It is essential that a media specialist be knowledgeable of the total school program, be aware of the objectives of the school, and be familiar with the curriculum and teaching methods. It is important to keep up to date with changes in the curriculum and teaching techniques in order to make wise selections. School organizational patterns may change as non-graded or cluster groups are used.

Some further requirements are that media specialists have an understanding of the needs of the children served by the school, be knowledgeable about materials and how to evaluate them, have the ability to budget and manage funds, have the ability to evaluate the needs within the school and have the ability to establish priorities for purchasing materials considering their quality and availability.

The ability to organize materials so that they are easy to find and use is an essential requirement for media specialists. It also helps if you can be creative in designing, adapting and "inventing" systems and facilities. Very few centers have proper storage facilities for all the new media and it is often a challenge to improvise. By experimenting with procedures and evaluating the results, improvements can be made in the services offered by the center.

In the area of direction of the use of the media center, there are many desirable qualifications. Foremost is the ability to provide overall guidance to students and teachers. Teachers need guidance if they are to realize the great instructional potential of the media center in providing for the greatest growth of the individual child. If students are to become skillful in using the media center, the specialist must develop and implement a program of instruction in the use of all media. The specialist should also have vision and creativeness in planning for future developments. The implications of the trend to more individualized programs of instruction using a multi-media approach should be studied.

Let's turn our attention now to some of the current pressures that are being experienced by school media center personnel. In most media centers in North Carolina, there is only one person on the staff and this person tries to be all things to all people. There is an urgent need to push for the adoption of the new Standards for School Media Programs especially with regard to personnel recommendations. The work load increases each year as services expand and we are called on by local supervisors or administrative staff to distribute or coordinate materials within the school. Granted that due to our contact with all faculty and staff, we are the logical person for this task, but it only adds to our responsibilities.

There is also a need to clarify our position within the school and the profession. Within the school we are equal in position with a classroom teacher; yet we are involved in more of an administrative type role and our leadership should be recognized by the faculty. This position might be better established through an extended term of employment and by exercising initiative in identifying needs within the school based on an objective viewpoint. In the new ALA personnel policy, most of us in the school field are in the category designated as supportive and indeed we are the support of the school media program! One definable trend for the future is the increased involvement of the media specialist in school administrative decisions, especially as they relate to expenditure of funds. If we are to be truly qualified for this additional responsibility, we must be better educated. Through this additional education we can also achieve professional status within the ranks.

As we recognize our need for continuing education, we also realize that such education should be relevant to our particular field. Graduate programs that prepare for greater proficiency in cataloging or other specialized areas aren't practical for us. Courses that provide a general knowledge of all phases of education and media are needed. Until there are technicians in the schools, we even need to know something about the operation and maintenance of equipment.

If library education agencies were more flexible in their course requirements and allowed for more individualized study, there would be more meaningful professional growth for school media personnel. If the term of employment for media specialists is extended, there will be a greater need for flexibility in scheduling courses for summer sessions. Some attention should also be given to providing more financial support for graduate candidates.

In-service workshops can offer an excellent opportunity for professional growth. Some local administrative units are currently planning and directing workshops which offer certificate renewal credit. Library education agencies would be better qualified to direct these programs and could offer graduate credit for them.

Teaching methods and school organizational patterns may change drastically in the future, but the importance of having a well qualified media specialist in the school will not diminish. I don't think we will be replaced by computers, but I hope that computers can learn to help us — somebody has to!

Special Libraries

*Mr. William C. Lowe, Director
Technical Information Center
N. C. State University, D. H. Hill Library*

Library education has been a subject of great interest and concern to special librarians ever since the founding of the Special Libraries Association more than fifty years ago. Therefore, I am personally very pleased that our North Carolina Chapter of SLA was asked to co-sponsor

and participate in this workshop on library education for us here in North Carolina. I talked to a number of our members, and they, along with me, view this workshop as an important step in developing new directions for library education in our state. We hope this conference will direct our thinking toward new and improved educational programs that will enable us to become more effective as librarians in providing the information services needed to meet the complex needs of the organizations we serve.

The decade of the 1970's, I believe, will bring many changes to special libraries. This morning I will mention some of the major changes and relate them to the potential growth of special libraries in North Carolina. Finally, I will comment on the educational programs I believe necessary to provide the kinds of qualifications that will be required of special librarians to meet the challenges. First, however, I'd like to give you a picture of special libraries and librarians of North Carolina today.

We have at present in our North Carolina Chapter of SLA forty-five members. Twenty of these are in academic libraries, fourteen are in business and industrial libraries, and the remainder are in private, non-profit institutions, government, public libraries or are retired. There are thirty three libraries which are represented by the membership. I think it is important to note that of the forty five members, perhaps only thirty could by the usual definition of a special librarian be classified as one, those who are actively engaged in providing library and informational services to support the specialized mission or the subject interests of a carefully defined user group. Our other members include those who are employed in other types of libraries or library related occupations such as library education. The organizations which are served by our special librarians represent a wide variety of subject interests. They include medical and law schools, tobacco, paper, textile, pharmaceutical, utility, publishing companies, the armed forces, state and federal agencies and private educational foundations. With few exceptions these libraries are small; perhaps they have one or two professional staff members. Geographically most are concentrated in the central piedmont region of North Carolina and secondly in the Charlotte area. While our membership includes most special librarians in the state, there are other persons who operate special libraries who are not members of the association and are not included in the above totals; however, I do not believe that number would exceed more than half a dozen.

The growth of special libraries and the demand for special librarians in North Carolina over the next decade and the skills and knowledge that will be required of them will be affected by several technological and economical factors. Development of computer based information systems and networks: on-line terminals; time sharing; the rapid proliferation of data bases available from commercial organizations, technical societies and government; the great increase in microfilm publication; and new developments in facsimile transmission which will permit far more rapid transfer of documents from one library to another are among the technological changes affecting libraries with which we are all familiar. Until recently, however, these developments have had little real impact on the majority of small special libraries. I do not believe, however, that this situation is going to last very much longer. The growth of available data bases and systems for information transfer will probably be among the most important factors in encouraging the greater use of computer based information systems for special libraries.

I want to illustrate this growth by some statistics which I recently came across. These were presented last month to a meeting of the New York Society of Security Analysts, and I think they very well illustrate this dramatic growth that we are seeing. Mr. Samuel Walpert of Predicasts, Inc. of Cleveland, Ohio, one of the largest suppliers of this type of system, has shown that credit indexes and abstracts for business information grew from \$3,000,000 in 1963 to \$5,000,000 in

1967. He is predicting \$12,000,000 in 1977. Microforms have grown from 3,000,000 in 1963 to 5,000,000 in 1967. He estimates they will jump to 51,000,000 in the next seven years. Computer access forms of business information, while they only represented \$4,000,000 in 1963, grew to \$12,000,000 in 1967. He estimates they will total 82,000,000 in 1977. Custom transmission of information will show an even more dramatic growth from \$1,000,000 in 1963 to \$3,000,000 in 1967 and to an estimated total \$82,000,000 in revenues by 1977. I think these figures are startling evidence of the present and future growth that we can see in the newer types of information systems and transfer methods. Of particular interest to me is the fact that growth of these systems, the computer based systems, far exceeds that of the printed indexes and abstracts, the conventional information tools which are in use today. Now keep in mind this is just for business information. I think we all realize from our own experience a parallel growth in scientific, technical, and other data bases.

Now, my point is this: the company that makes use of these information systems will be given a greater competitive advantage over companies that do not use them. Then, I believe, many companies will be forced into adopting these systems themselves. As business or industrial firms begin to make greater use of these services they are going to find they must have someone on their staffs who know how these systems and services operate, who has the knowledge to make effective comparisons of their cost and value to the organization, who understands the informational needs of the organization, and who can advise management on their integration into the company's overall information program and then administer such a program effectively. There is no doubt in my mind that this person should be and will be the special librarian, provided he has the qualifications that are necessary. Thus I believe there will be a growing demand for the special librarian to perform these tasks.

Now, what are these major qualifications? I would include, first, theory and operation of computer based information systems. This would include a knowledge of the hardware and software available as well as sufficient programming experience to make effective use of them. Second, systems analysis. A special librarian must be able to analyze and relate all parts of the information system and effectively integrate them into an operating system. Third, information storage and retrieval. He must understand the principles and application of major indexing, subject heading, classification and cataloging systems and be able to adapt and apply these systems selectively to develop specialized information bases unique to the needs of his organization. Fourth, managerial skills. These must be developed in order for the special librarian to cope with the increasing complexity of his operations and further to enable him to work effectively in a corporate organization with his peers who are highly trained in management techniques. Fifth, information networks. Here the special librarian will require an intimate knowledge of the existence and operating methods of the many hundreds of information centers and varieties of networks through which information is available to him. Sixth, I would include psychology of the information process. The special librarian must develop a better understanding of the information needs and use patterns of those he serves if he is to properly relate their needs to the complex sources and services that are available to him. In giving emphasis to these qualifications I do not mean to overlook others such as subject knowledge, language ability, and the many traditional library skills. These have always been the foundation of a special librarian's education and I believe will continue to be so in the future.

Now will the factors I have described result in a growth and demand for special librarians? I believe that it will, although there are some additional factors which may have a negative influence. Among these I would include the growth of the very same computer based information systems and networks previously mentioned which may eliminate the need for some of the information work now being done by special librarians. Continued development of

computer based services for book selection, ordering, processing and house keeping chores which presently assume many in our profession, I would include secondly.

Thirdly, I would include the increasing number and acceptance of the library technicians that will relieve the special librarians of some of the non-professional duties that they now carry out. Future demand for special librarians in North Carolina may be further limited by certain factors which are inherent in the nature of our state's industrial complex. Industry in North Carolina is predominately small and centered in concerns whose jobs have low value added. These firms often do not recognize the value of information and those that do usually cannot afford to provide their own information services but rely instead on the services of our Technical and Information Center, the industrial extension service, or the public and the state library. Some larger firms who could afford their own information sources are divisions of out-of-state companies from whom they obtain their information when it is required. Very few companies in North Carolina conduct research or extensive engineering programs of which the special library is usually a vital part. While there has been some recent influx of high technology companies and government agencies into North Carolina, the number that could support special library services is not expected to grow appreciably over the next few years.

Growth of special libraries in our academic institutions is another area which I have not covered; however, I do not believe in view of budgetary restrictions, among other things, that we will see a great increase in the use of the special library concept in terms of branch libraries or departmental libraries in our academic institutions.

What I have said to this point leads me to believe the demand for special librarians in our state will grow at a much slower rate over the next decade than might be the case in other parts of the nation. If I were asked for an estimate as to how many special librarians we would need over the next ten years, I would say that the net growth would probably not exceed thirty special librarians during this period.

Now, how does all this relate to our educational programs in the state? I think, in view of the small number of special librarians and the expected slow growth, it is not necessary to expand present programs at the first professional level. Further, these programs seem to me, as they are now constituted to be adequate in providing the skills and knowledge that I personally believe will be required by the person desiring a career in special libraries; therefore, I really cannot suggest, in light of the brief examination that I have given to the curriculum here in the state, any substantial changes in present programs of education for our special librarians. However, I do believe that the real challenge in education for special librarians is in continuing education. The basic graduate curriculum cannot possibly include everything that could be required of the special librarian in his future work, nor can the courses he does take be taught in the depth that he might find necessary later on. In addition, we all know that advances in knowledge are supplemented, making obsolete many of the skills which special librarians have acquired, particularly those who have been out of school for some time. For these reasons a continuing education program is of vital importance to our special librarians.

There are many ways of providing such continuing education and you are all familiar with them. Workshops, seminars, short courses are very useful, and I think they should be offered more frequently in North Carolina, particularly for our special librarians. Often these short courses and workshops are in New York or San Francisco. These do us no real good because most people simply do not have the time or money to get to them. I think that perhaps two-week intensive courses offered on campus make it possible for the special librarian who wishes to use his vacation time for self-advancement to be able to do so. Correspondence courses, directed reading, educational television programs, recorded cassette lectures, I think are all other

methods which should not be overlooked as a means of reaching those who cannot come to the campus. They might perhaps include the use of a WATS line to a faculty advisor for frequent conferences on course progress if the use of a correspondence course or directed reading program is used. Programs of this type have proved effective for the continuing education of engineers, bankers, and many other professional persons. There is a sufficient number of special librarians and I believe there is enough interest to warrant some type of continuing education program. This seems to me to be a program that would offer the greatest possible potential for meeting the future challenge of special librarianship in North Carolina.

The Present Status of the Projected Plans for Library Education in North Carolina

Dr. Gene D. Lanier, Chairman

Department of Library Science, East Carolina University, Greenville

Madam President, Library Educators, Practicing Librarians, Consultants, and Fellow Javelin Drivers:

I should like to express to you my gratitude for making it possible to have this type of workshop. It has been sorely needed for many years and I have great confidence that the suggestions and guidance we receive from this group will be effectively used to establish model media programs in the State of North Carolina. I still personally feel that North Carolina will continue as a leader in library development. Our state is fortunate in having a number of excellent library education programs. Library educators in this state have always been open to suggestion for improvement of their programs and this is another reason I feel that this workshop will be so valuable. Great improvements and progress have been made in the various library education programs even though many of these have been independent efforts. The last five years in North Carolina library education especially have truly been years of progress.

I will attempt, as briefly as possible, to summarize for you the present status of library education in the state as well as identify some of the plans for the immediate future. In compiling this summary I contacted the different institutions with offerings in library education. Based on replies and catalog listings I find that North Carolina is far ahead of many states in the preparation of personnel for different library positions. However, if catalog course titles and descriptions are any indication of current library programs, then several of the programs are still fifty years behind the times. Hopefully, these traditional listings are not truly what is being offered students.

Programs for the preparation of school librarians/media specialists are in the majority. Ten institutions in North Carolina offer programs which have been approved by the State Department of Public Instruction. All of these have certification plans at two levels: teacher-librarian and school librarian. Undergraduate certification offerings can be found at nine of these institutions with only four actually offering a degree in library science at the undergraduate level. Several of these institutions have indicated that they are hesitant to give up undergraduate offerings as long as school media manpower shortages remain at such a high rate. A review of current offerings indicate that only three of these ten institutions have reworked their undergraduate courses to encompass all media other than a token course in audiovisuals or nonbook materials. At these few institutions, such courses as cataloging and classification, nonbook materials, and reading guidance have given way to such offerings as communication foundations, building media collections, and organizing media collections. Hopefully, other institutions will follow suit. Five institutions of the ten also offer graduate school librarian certification. Gradually, this love affair with tradition is going beyond a token nonbook course, an emphasis on printed materials with an occasional reference to other media, or simply lip service to the resource center concept. The weakest area seems to be that of media center administration and management. If course titles and descriptions are true, we are indeed fragmented in administrative preparation at both the undergraduate and graduate levels. The ten institutions with approved programs for school librarian certification are Appalachian State

University, Bennett College, East Carolina University, Elizabeth City State University, Mars Hill College, North Carolina Central University, Pfeiffer College, University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, and Western Carolina University.

Courses for the preparation of public librarians can only be found at three institutions, East Carolina University, North Carolina Central University, and the University of North Carolina at Chapel Hill. Since Chapel Hill is the only program in the state accredited by the American Library Association, a North Carolina Public Librarian Certificate can only be issued after completion of this program. Certificates may be issued to graduates of the other two institutions after they have completed one year of professional experience in a public library and had their credentials reviewed by the North Carolina Public Library Certification Board, according to present certification regulations.

Preparation for college and university librarians is evident at Appalachian State University, East Carolina University, North Carolina Central University, and the University of North Carolina at Chapel Hill. The program at Appalachian is geared specifically toward junior college librarians while the others are of a general nature. The new catalog from Chapel Hill gives suggested programs for specialization within the graduate programs. East Carolina University also crosslists suggested related courses in other disciplines.

Offerings for training in special librarianship are sparse. Institutions with graduate programs gear their students toward their specialization. The University of North Carolina at Chapel Hill offers seminars in librarianship for art, medicine, law, and theology.

The North Carolina Department of Community Colleges at present is offering paraprofessional training in three institutions. Caldwell Community College has a library technician program, James Sprunt Technical Institute has one for training library aides, and the Technical Institute of Alamance has a program for media technicians. My understanding is that other similar programs are on the drawing boards.

In summary, these are the library education programs now available in the State of North Carolina. Many institutions are waiting for the papers from this conference before making changes in their offerings or programs. A few institutions have already begun to make some improvements.

Information from Elizabeth City State University indicates that their school librarianship program received approval for certification in June, 1970. They have recently added some new courses and are presently structuring programs to meet the individual needs of students pursuing non-teaching degrees with library science as an outside minor.

North Carolina Central University and East Carolina University have recently eliminated library science credits as prerequisites for admission to their graduate programs. Students are encouraged to take more liberal arts courses. This also removes the barrier for students with media backgrounds to enter the program without being burdened with numerous skills courses. Graduate courses have been revised to include these skills. The North Carolina Higher Board of Education approved the Master of Library Science degree program at East Carolina University in the summer of 1970. With only three courses required, the program has the flexibility to guide students into concentration areas of preparation. The same thing is true of the program at North Carolina Central University. They are also planning graduate seminars and field trips twice a month.

Four institutions have plans for developing much closer cooperation with mutual support in all areas. The University of North Carolina at Chapel Hill and North Carolina Central University are presently working on this prospect. They are encouraging students at both institutions to elect courses as they may seem appropriate at the neighboring institution. Elizabeth City State University and East Carolina University are also currently involved in meetings to provide support to each other in the form of faculty and joint projects.

Improvements and changes are currently being made in graduate degree offerings. Appalachian State University offers the Master of Arts degree for teachers with a major in library science. East Carolina University has the Master of Library Science degree and the Master of Arts in Education degree with a major in library science. Their Master of Arts in Education degree is now being revised so that the major will no longer be in library science specifically but in media. This will be a cooperative program between the Department of Library Science and the Department of Audiovisuals for media specialist training. North Carolina Central University has the Master of Library Science degree program. The University of North Carolina at Chapel Hill offers the Master of Science in Library Science degree and the University of North Carolina at Greensboro has the Master of Education degree in library education. Although Western Carolina University does not have a graduate degree program they have a limited number of courses available for graduate certificate renewal.

A number of special projects have supplemented regular offerings in the past few years. Institutes funded by the U. S. Office of Education have been conducted at Appalachian State University, East Carolina University, Elizabeth City State University, University of North Carolina at Chapel Hill, and the University of North Carolina at Greensboro. Special in-service workshops have been conducted by Greensboro and East Carolina University. The University of North Carolina at Greensboro is currently conducting an EPDA program for training school librarians as media specialists under contract to the State Department of Public Instruction. Greensboro has also developed an excellent center for instructional media through their School of Education.

It was reported that the doctoral program at Chapel Hill has problems involving curriculum and staffing. They are hoping to move ahead as quickly as possible and on further revisions in requirements for the master's program. They hope to propose shortly a more clearly laid out program for students interested in information science in the general framework of librarianship. They are currently crosslisting courses with the Department of Computer and Information Science.

Short-term summer workshops are being planned for this coming summer at four institutions. The demand for these have been made loud and clear by librarians out in the field. North Carolina Central University will have workshops covering African-American Collections and Supervision of Library Systems and Media Centers. The subjects for workshops at the University of North Carolina at Greensboro will be Utilization of Instructional Media and Design and Production of Audiovisual Materials. East Carolina University will conduct workshops in Media for Children, Government Publications, Production of Teaching Materials, and Introduction to Educational Television. Appalachian State University will offer workshops pertaining to Children's Literature, Humanizing the Learning Center, and the Two Year College.

No graduate program in the state feels that they have yet reached a plateau where they can sit back and contemplate their graduates at work. They join with me in believing that there has been too little dialogue between the users and the producers of librarians. The time has come when we must be completely candid and attempt to set some definite joint goals. Conferences or workshops such as this one is the best way to begin identifying and inaugurating these goals.

Group Discussion Reports

The following three group reports resulted from three separate groups, composed of Workshop participants, reacting to the previous papers, including Dr. Lanier's "The Present Status of and Projected Plans for Library Education Programs in North Carolina," and the topic, "What Are the Needs for Library Education in North Carolina on Various Levels for All Types of Libraries?"

Report from Group I

The group was in general accord that there should be two levels of education for librarianship: (1) the professional and (2) the supportive librarian.

Professional librarians should have competence in administration, personnel management, and systems analysis, and human dynamics should be emphasized. This is needed in addition to basic competencies in technical services, book selection, and reference. There was some agreement in the group that less emphasis might be placed on cataloging in the library science curriculum as the movement toward centralization of technical processing increases.

Supportive librarians are needed to perform the more routine technical processes, thereby freeing the professional librarian to render the services for which he has been educated. The library technical assistant program such as the one being developed at Caldwell Community College can prepare personnel to perform these functions. Similar programs of instruction are now in the developmental stages in other community colleges in the state.

A good program for developing competencies in professional librarians should include some comparisons of different types of library operations. Students need to understand how and why techniques used in various types of libraries differ. This is particularly important to students preparing to enter the special libraries field.

There was disagreement within the group as to a reasonable length of time needed to complete a program of studies in library science, and whether the course offering should be added to, or subtracted from. One possibility favored by some was a two-year program with a built-in internship to provide guided on-the-job education.

Greater use of the inter-disciplinary approach was strongly recommended by the group as a whole. Students should be encouraged to take courses in areas such as business, social psychology and computer sciences. This can be accomplished through the cross-listing of courses among departments. It was pointed out that such programs are now operating in a large number of institutions with a strong trend in that direction.

A far-sighted program of library science should include provisions for continuing education in the form of workshops, institutes and short courses, as well as continuous in-service education.

There was lively discussion concerning the matter of the librarian's image in the eyes of both the public and student who might consider librarianship as a profession. On the other hand, there was some concern voiced that there may be a growing over-emphasis on the myth of the "perfect personality" which might tend to screen out many potentially good people who are needed in the library field. The general feeling of the group was that the problem of the librarian's image is not as serious as it has been in the past; however, concern was expressed

that too many persons continue to come into the field from library schools which find it difficult to recommend them for the positions for which they apply.

The group suggested that more stress be placed on the following: Improved public relations to attract a wider range of candidates for library science degree; Greater selectivity in choosing candidates for degrees in library science; Closer counseling by faculties in an effort to direct students toward the types of library jobs to which their particular capabilities and personalities seem best suited.

Discussion Leaders: Mrs. S. Elizabeth Rucker, Director, Department of Library Service, Western Carolina University, Cullowhee; Dr. Al Corum, Dean of Learning Resources, Appalachian State University, Boone; Miss Rebecca Balentine, Librarian, Institute of Government, University of North Carolina.

Report from Group II

Discussion in Group II began with the question: "What constitutes the basic characteristics of a library science degree? Of library education? What is the common core of preparation for all professionals — regardless of type of library — regardless of categories of service?" Answers to these questions were gathered partly from the various presentations of Saturday morning. It was agreed that there is need for a common core and that we need agreement on basic course content to build on. Within this common core there should be means for branching out — some electives in specific areas in which the future librarian will be working. Participants felt that education for librarianship should first be built on a liberal arts background. The core in library science, with a certain flexibility within, should follow the liberal arts degree. Specialty would come only after the common core.

The value of an internship, to help prepare students, was discussed. Some members suggested work experience — preferably work experience prior to library education. Others suggested a practicum within the library education program. In this, the student might well gain ideas for specialized study later.

Professional rank for librarians in college and university libraries was touched upon briefly. Comment was made that administrators were looking more and more for people with library degrees and a degree in an academic field. This double standard was questioned as this is not required of other faculty members. It was felt that for university librarians a more complex and specialized type of education is necessary. For schools and community colleges a broader base is needed.

In reference to the school librarian a statement was made that "she is trying to be all things to all people." This cannot be done with a minimum amount of education. How much preparation is needed to direct these services? Certainly more education than is required for minimum certification is needed. More education would then involve more pay and more recognition. It was suggested that in a school system the librarian's rank might be on the level of a departmental head. One member commented that "only as we interpret the value of the library program will we receive recognition."

In the public library area the "Right to Read" program and work with disadvantaged groups was mentioned. This requires more help, therefore, more people, more staff. It was pointed out that not only is the public library involved in this program but the school and the community college library as well. Administrative jobs in small town and rural areas often go begging. Experience is

needed for this type of position as the young, inexperienced graduate is not yet ready to handle the problems involved.

Continuing education was the topic receiving greatest emphasis. It was the consensus that we need to provide opportunities for continuing education at all levels of library service. There is a need for workshops, for seminars, for short-term courses (post-graduate or otherwise) and not necessarily for credit. Questions asked were: Who is to do this educating? What about the problem of funding? Of cooperative efforts? Mention was made that community colleges may have a vehicle for educating technicians. A general comment was to the effect that we tend to separate types of libraries. Often a workshop in a given field could be applicable to many types of libraries. Literature for children, literature for young adults, and basic reference work, are examples. Also, we need to educate leaders to conduct these workshops.

Practitioners were asked what they would like to get from library schools. Answers included statements to this effect. We must have a knowledgeable person with a four-year college degree. He must be alert. He must keep abreast. What kind of product is wanted? Expressed ideas were in terms of "theory" and "general education," with skills to be developed later. More emphasis should be placed on personality, on the "type of person." Library schools need to produce "people-oriented" graduates. In the library-technician program there is a need for better screening procedures. The "open door" policy is based on the assumption that remedial work will be given. Other suggestions were "that practicing people need to come into the classroom to enrich the teaching — to share experiences." Administrators should make a greater effort to channel the energies and abilities of promising young graduates.

In conclusion, members agreed that our problems can be solved with a continuation of dialogue such as in this Library Education Conference.

The members of Group II recommended: 1. That some responsible agency (preferably the Library Education Committee of N.C.L.A.) provide continuous means of dialogue with a view toward formulating objectives and making plans for library education in North Carolina. 2. That continuing education needs be identified, and that a list of resource people be compiled and submitted for distribution.

Discussion Leaders: Miss Mae S. Tucker, Public Services Librarian, Public Library of Charlotte and Mecklenburg County; Dr. Annette Phinazee, Dean, School of Library Science, North Carolina Central University, Durham. Recorder: Mrs. Ila T. Justice, Associate Professor, Department of Library Science, Appalachian State University, Boone.

Report from Group III

Members of Group III agreed there is a definite need for supportive positions on the staffs of North Carolina libraries and that library technicians can perform many routine tasks.

The education of library technicians was discussed at some length. It was brought out that there are two programs, a one-year program for library aides and a two-year program for library technicians, available in three community colleges in North Carolina, with other programs in the planning stage. There is at present no state salary scale for technicians; however, the courses of study for these prospective library employees must be approved by the State Board of Education. The question as to whether community colleges would welcome suggestions concerning education of these individuals was answered in the affirmative. Announcement was made of a Community College Planning Session at the Technical Institute of Alamance on March 11, 1971, and that curriculum suggestions could be appropriately made at this time. The

consensus of opinion was that library technical assistants can be used successfully in public school and technical school library programs, provided funds are available for their employment.

It was pointed out that there must be immediate steps in school librarianship to provide for unified media programs in public schools. Although school librarians are classified as educators, they are now functioning on a level of wider responsibility than are classroom teachers. School librarians need education in depth in several areas, including that of audiovisual materials and services, so they can assume leadership roles which will help to produce the best teaching-learning situations in their schools, according to one member of the group. Librarians should help teachers design materials which technicians can produce and process.

Discussions of undergraduate and graduate library education programs were held. A suggestion was made that there be more individualized programs of study in graduate library schools, that there be tailor-made courses for different types of libraries, and that there be fewer required courses and more elective ones. There probably should be some library education available at the undergraduate level. There is justifiable emphasis on continuing education for librarianship, and there is a trend toward a two-year course of graduate study in library science leading to the first professional degree. It was further suggested that when some library skills are taught at the undergraduate level the library school student can be freed to pursue needed academic courses at the graduate level. Different levels of library positions were brought up and educational requirements for each became a discussion topic.

The American Library Association policy statement of June 30, 1970, on Library and Education and Manpower was discussed. Members of the group agreed that supportive categories of library personnel are important in the operation of libraries. It was pointed out that library associates, who are subject area specialists, are particularly helpful on public library staffs. It was suggested that there is need for responsible, well educated persons in the middle management area and that librarians themselves often need more education in personnel work and management.

During the afternoon discussion the question of cooperation between library schools in North Carolina was raised. Also questioned was whether there might be stronger educational programs if there were fewer library schools in North Carolina, or if there should be concentration on librarianship for specific types of libraries at individual colleges or universities in the state.

The group raised the question of responsibility for an important area of education — continuing education for library personnel. As one solution it was proposed that, if feasible, the Library Education Committee of the North Carolina Library Association act as an informational clearing house on opportunities in continuing education. It was suggested that a form be inserted in a forthcoming issue of North Carolina Libraries to ascertain such information as what short courses, workshops, tapes, etc., are needed; distance an individual is willing to travel; maximum the participant would be willing to pay for his own ticket. This information could be used by library schools and by other groups to plan extension courses, workshops, TV courses, and/or summer school offerings. It was further suggested that if possible NCLA should provide some funding for the Library Education Committee in providing the clearing house for continuing education programs.

It is significant that group three began its discussion with comments on the value of continuing education and ended with emphasis on its importance. It was the hope of the group that responses to requests for information about present needs in library education will be helpful in planning future library programs on all levels.

Discussion Leaders: Miss Charlesanna Fox, Librarian, Randolph Public Library, Asheboro; Mr. Kenneth D. Shearer, Jr., Assistant Professor, School of Library Science, University of North Carolina, Chapel Hill. Recorder: Mrs. Mary Elliott Willis, Librarian, Claremont Central High School, Hickory.

[Throughout the Workshop, activities included constant references to the American Library Association's Statement on Library Education and Manpower, originally drafted by the Workshop consultant Dr. Lester Asheim. During the question and answer session which occupied the last part of the Workshop, Miss Cora Paul Bomar stated the North Carolina Library Association ought soon to give serious consideration to the adoption of ALA's Statement of Library Education and Manpower as a part of our professional creed in the State of North Carolina. She suggested consideration be given to this during the NCLA Biennial Conference in Winston-Salem in the fall. As a follow-up to this Workshop the Committee on Education for Librarianship asks readers to react to the questionnaire on page 80 of this issue by completing it and sending it to Miss Hagan whose address appears on the questionnaire.]

Conference Reactions

Serving as consultants for the Workshop were Dr. Lester E. Asheim and Dr. Richard L. Darling, who were in attendance for all the group presentations and "floated" from group to group while the three groups were meeting. What follows are their reactions to what they heard and some of their recommendations.

Dr. Lester E. Asheim

*Director, Office of Library Education
American Library Association, Chicago*

I am not going to try to summarize the summaries you have already had but rather react as one outside it who, sitting through parts of it, put together what I saw and came up with some things that obviously reflect biases of mine and maybe not necessarily the specific needs of North Carolina. But let me say what came out of it for me.

In all three discussion groups and in the morning session it seemed to me that the opinion expressed over and over again in one way or another was that personal qualities and attitudes and broad background are as important, in some cases people said more important, as library knowledge and academic qualifications. This turned up in every single one of the sessions that I attended, and it seems there are some implications from this, some of which have been mentioned and some which occurred to me. Miss Ballentine, for example, mentioned the fact that this suggests a finer screen on admissions, that the library schools have a certain responsibility to screen out from their programs the kinds of people whom they cannot afterwards recommend for jobs. It was also pointed out that this contains implications for teaching methods and for content and for the programs of the library schools themselves which ought to be so set up that they will attract the kinds of people we want for one thing, and when we get them will reveal and develop the kind of qualities that we seek. In other words, library school programs should be more broadly based than they are, they should present the librarian in the social setting, they should give the opportunity to the student to work with people and ideas, instead of putting out what in one of the groups was termed the "lickers and stickers" who come out of the kinds of programs too many of us may have.

It was mentioned also that better counseling and guidance are needed so that we can match the particular graduates with the kinds of jobs to which they are suited. It was pointed out that we do not need in every single job in libraries the public relations types and the out-going, people-oriented types necessarily, that there are behind the scenes tasks for which other kinds of qualities might be desirable. But this means obviously that people must be guided into the kinds of careers for which they are suited and there seemed to be considerable stress on the failures of the schools to do enough of that.

It seems to me there is another implication that was not stressed here, and that is for the (if you will pardon the expression) core. It seemed to me that in any of the groups that did talk about it the core was viewed as a kind of little group of courses at the beginning, normally filled with the basic skills one ought to know. But if we go back to what it was that everybody was calling for here, not those skills so much as something else, then the core perhaps should be that part of the program which provides perspectives on which to build specialization, where we provide the why against which then the students would stack up the how to of their different specializations.

The core should stress approach and attitude toward the identification of problems and their solutions in library work, perhaps, rather than just basic skills.

This does not mean that we scrap the introduction to techniques because always somewhere along the line we did indicate that really when we have a person working in a library we would like him to know how to work in a library. But I think it does mean that we ought to put the techniques into a context which makes clear that they are means toward objectives and not the objectives themselves. It is an old, old battle between means and ends but I think we fall into the trap certainly as badly as any group ever has. I think it was interesting that Mr. Melton in group one mentioned what he would want in his librarians is the ability to administer, to manage, to organize, to promote the library services and then he said, "But, of course, I have not even mentioned such things as cataloging and classification, and book selection." Most of the librarians began making noises about that.

Cataloging, classification, and book selection are tools, some of the tools, with which we administer, manage, and organize the library services. But I think it is interesting that often in our thinking this kind of dichotomy appears — there is cataloging here and then there is the organization of materials for use. Obviously the thing that was needed, it seems to me, is an approach to our tool techniques that will put them into that kind of context instead of separating them into something one does unrelated to the objectives and aims of the profession.

Let me add a word of my own about the core. I think it might help us to think about what the role of the core is if we would see it as representing end knowledge rather than course titles, in other words what we want from graduates of the program when they are all done, rather than the results of this course or that course. For example, if what we want out of a graduate of the library school, among other things, is a sense of identification with the profession, then that is something that comes out through all of his courses, not from an isolated course set off here which talks about the profession. I think a related point is the one that was made by Dr. Orne that librarianship, and he was quoting another eminent authority, is more than library methods. Always in our standards, as you know, library education is the full five years, not just the fifth year. I think too many of us tend to think of library education as just the training and the skills. But library education is education. I think this explains our concern with the dilution of general education in our college years in favor of technical courses. You notice there has been talk of putting more library courses down at the undergraduate level. This concerns me if this means we are going to get more and more methodological and less and less broadly educated. And I think the model we sometimes take of teachers may not be a good model to take. One knows about the criticisms of teaching these days and usually they are on the fact that most teachers have placed their emphasis on teaching method and too little on content and the people with whom they have to deal. I would certainly hate to see a major part of professional education sacrificed for vocational training.

Now let me hit a little bugbear of my own. One thing that did impress me in part because I am so over sensitized to it now, is that Miss Glasscock, Mr. Melton, and others in the several sessions in describing what a school librarian ought to be listed an impressive array of knowledges, understandings, skills, talents, and qualifications, with which, incidentally, I agree. The school librarian is made but little lower than angels and is crowned with glory and honor. To gain even some, let alone all, of these qualifications would require at least a program of five years of schooling beyond secondary school. And all of this, it would seem to me, would support the standards in ALA's Policy on Library Education and Manpower, but apparently not. There is still opposition to the stand taken in the policy that someone who is considerably less fully qualified by your own definition of what a school librarian ought to be qualified to do, someone

considerably less than fully qualified, should be called fully qualified. And I find it hard to understand that.

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I suppose the real advantage of being last is there is nothing more to be said. Even though there is not much more to be said, I am going to say something anyway and I may repeat some of the areas which Dr. Asheim touched on, but maybe I'll touch on them in just a slightly different way.

I, too, wanted to say a little bit about the core of the program of library education but in a slightly different context because I want to relate it particularly to school library preparation and to undergraduate and other programs which are gearing themselves toward school librarianship exclusively. I, as Dr. Asheim did, am reacting and not summarizing. I think we should be exceedingly cautious in developing programs which we describe as school library programs and maintain are intended only to prepare people for school library positions. I think we overlook, if we do this, the tremendous mobility between types of libraries which we have observed for many years in the library profession and we take a chance of selling our own program short, and certainly selling the library profession short, if we are not going to provide programs that are absolutely solid in preparing people for all types of library positions. I am not speaking against specialization, but I am, I guess, saying partly what Dr. Asheim said, that there is a core to librarianship. It may not be in a few beginning courses, but certainly if we have a profession that is describable, that performs certain functions, then every library education program anywhere should be prepared to provide an educational program for its students which encompasses that core. If cataloging and classification is a part of it, and is to be provided, then it ought to be cataloging and classification and not something that is called school library classification any more than we would give public library classification as a separate course, or university library classification. If, indeed, this is a part of what we still want students to have, I think we must look at it and make sure it is this kind of solid foundation that the librarian is going to need. In other words I think we need to be exceedingly careful in developing all kinds of programs, that we do not look at them as something to provide what is needed right now for our neighborhood, but instead should look at the profession and what society needs from that profession in the long run.

This brings me into something again that Dr. Asheim has talked about and let me say almost what he did. I can say it without seeming to have a vested interest in its defense. Concerning the Library Education and Manpower Policy Statement which has had such vocal and emotional opposition from many groups of school librarians, I assume, in fact I am certain from a remark I heard yesterday, opposition exists here in North Carolina as well as elsewhere. In opposing this, it seems to me, school librarians are selling themselves short and the profession short. It is a blueprint for moving ahead to full professional status. School librarians, I among them, in print have lamented the fact that school librarians have had secondary, second-class status in the library profession. It was amazing to me that the school librarians should be taking an official stand to try to make permanent their second-class status and to try to defend the very thing they ought to deplore, the fact that, indeed, one cannot consider himself a librarian with an undergraduate education. I am not arguing that issue, but undergraduate education, basically, should be general education, and I think we can only fully justify those parts of the library education program which do make a contribution to general education at the undergraduate

level. It seems to me the number of courses ought to be limited, that the people taking undergraduate programs should recognize, and it is our responsibility as library educators to tell them we are not producing full fledged members of the library profession but if they have completed our undergraduate programs they are then ready to work under the supervision of professional qualified librarians, if they want full fledged status they must continue on and earn it.

One quite unrelated thing that I heard in every discussion group, at lunch, at dinner, and so on yesterday, was the discussion of internships. In fact you in North Carolina are certainly not alone in discussing this. Everywhere I go they talk about practice work, internships, and at this point, I must say I am in agreement, I have been won over. There ought to be internships, but I do not know where or how. I do not think I heard anything yesterday that convinced me that we here have worked it out any more than we have anywhere else. It seems to me that internships or practice work ought to be approached with the utmost caution. The first problem I see with internships is that the libraries are not really good enough anywhere for us to turn someone loose for six months or a year to learn all of the bad habits of any one library. In the second place we are probably the worst in the world for exploiting any kind of free labor we can get. I do not know about all types of libraries but I certainly know that the schools have disgraced themselves with their exploitation of children throughout the years there has been school library service. And I do not want to see us taking a chance on all the libraries exploiting our library school students. Let me digress to tell you that in preparing a proposal from one school for one of the projects in the School Library Manpower Project which you may know about — the six two-year programs that they are going to underwrite a tiny fraction of if somebody wins the award — but in any case one of the things they required was an internship. So we tried to be ingenious and to develop a field study program which would avoid exploitation. We divided the year so our students in that program, if we were to have it, would go for two-week periods to each of four different libraries. None of the school systems would have anything to do with us on this because they said, "How can we get anything out of them if they are not there long enough to learn our routines?" I think this points clearly to what we are up against. If we are going to have internships we need to plan them so that they truly are learning experiences. We probably need to move our students from one library to another and from one type of library to another so they can see those things that are good and those things that are bad, but not be in any of these places long enough to develop bad habits and the attitudes that we were all deploring yesterday.

The final area I want to say just a little about, and it was an area I heard discussed in at least two of the afternoon sessions, is the matter of technicians and training programs for their preparation. My first observation — and I don't mean this to be any more critical of you here than the rest of us everywhere they are involved — is that I detected from the remarks a certain confusion between the role the technical assistant can play and the role the clerk can play. I think we ought to make a clear cut distinction between clerical duties and technical assistant duties in libraries and not ask people to take preparation two years beyond the high school for positions that do not require that kind of additional training. I think we also need to be very careful in the development of technician training programs, that we are indeed sure that our communities and the areas beyond them do have positions that are funded, and not pious hope that if people are produced they may be able to hire them. We need to base such programs on clear-cut evidence that the jobs are there and the money is there to fund those jobs. In addition, I think we have responsibilities, if we are going to ask people to take two-year programs beyond the high school with the investment such programs require of them in both time and money, to scale those positions at a level that provides a satisfactory wage in return for the extra preparation that is involved. The program we are talking about is not, of course, professional

library education, but if it is going to be included as a part of the technical schools and other schools beyond the high school we need to treat it very seriously and to give solid attention and planning to these programs so they will be as respectable at their level as we hope library education for professionals will be at its level.

[Editor's note: One comment made by Dr. Darling during an informal dinner discussion was that the library schools should lead the profession rather than follow it.]