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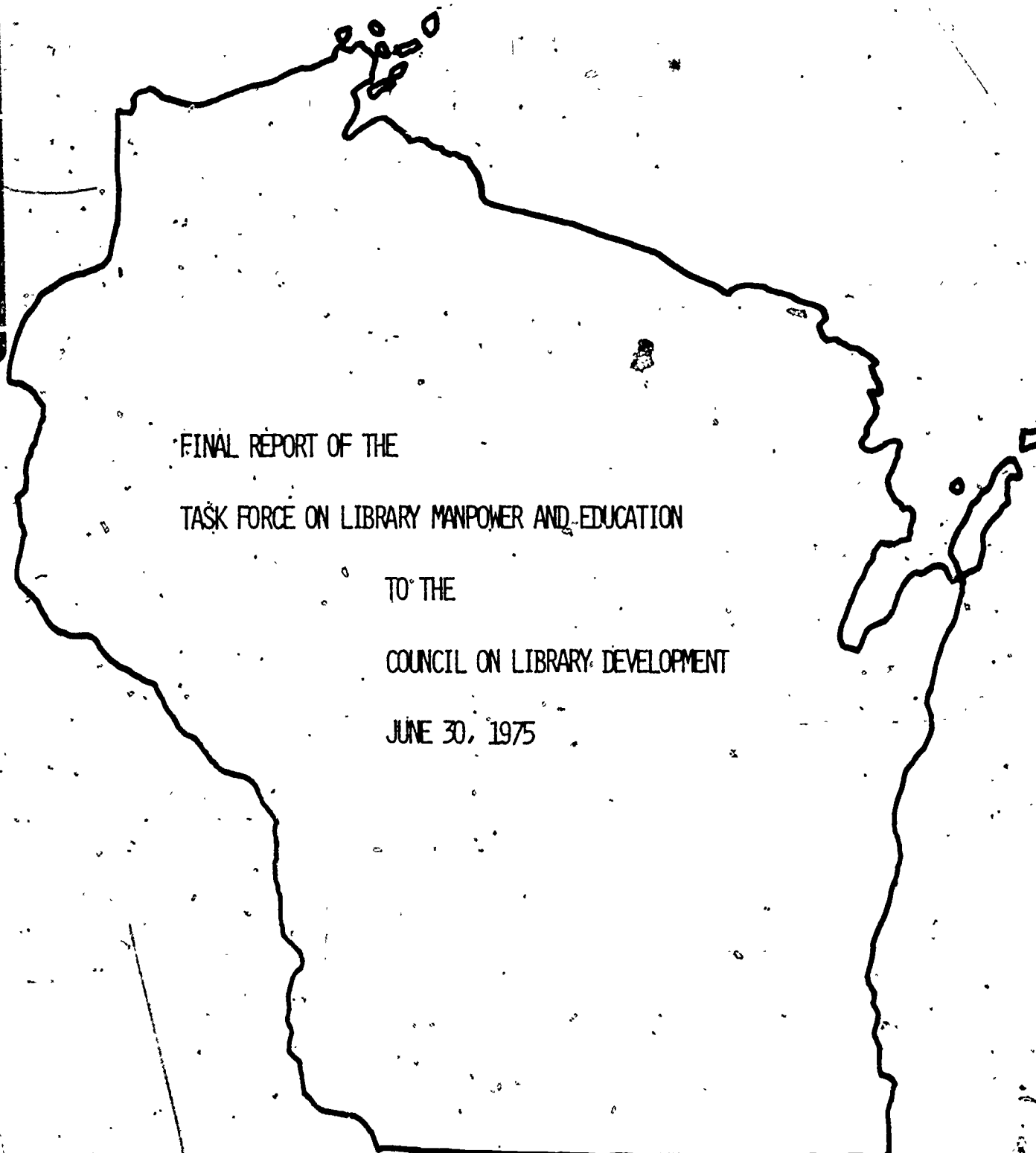
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ABSTRACT

In December 1973, the Council on Library Development set up a task force to carry out an integrated study of library manpower and education needs in Wisconsin, and of the resources available to meet those needs. The study was concerned with personnel at all levels, in all types of libraries, media centers, information centers, and similar organizations. Three formal data-gathering processes were developed: a questionnaire to librarians on employment statistics and trends and attitudes toward preservice and continuing library education; a questionnaire for public library board members on their background and perceived education needs; and an interview schedule to use in on-site visits to library/media education programs. Factual data were gathered from a variety of sources for use in developing recommendations and forecasting trends in enrollment in library schools and in employment opportunities for librarians in the state. The task force made 16 recommendations on credentials, library school curriculum and program articulation, continuing education, and the training of library board members. Appendixes to this report provide lists of courses offered in the state's library schools and state legislation of certification requirements. (Author/SL)

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FOREWORD

This report represents the conclusion of eighteen months' work of a forty-six member Task Force on Library Manpower and Education. Their deliberations in meetings, and their counsel in correspondence and by telephone provided guidance to the project staff in the development of data-gathering instruments and processes, the compilation of data, and the preparation of preliminary drafts of findings and conclusions. The Task Force and its constituent working groups considered staff recommendations, and developed and formally adopted the specific recommendations that are included in the report.

This work could not have been undertaken without the cooperation of a substantial body of Wisconsin library and media personnel, public library board members, school administrators, and library educators. That a high percentage of those to whom lengthy questionnaires were addressed took the time to complete and return those questionnaires indicates the interest of the profession in the examination of library manpower needs. The interest and participation by heads of the library and media education programs, and by many of their faculty members, has contributed most significantly to a desirable working climate for the staff.

The initial work of the Task Force was supported by a grant of \$3,158 from Title I of the Library Services and Construction Act, under contract between the Division for Library Services of the Department of Public Instruction, as administrator of LSCA funds, and the University of Wisconsin-Extension. A subsequent grant of \$30,190 from LSCA Title III funds (later increased to \$35,990) enabled the University to employ staff to work under the Task Force's direction to carry out the project and prepare and duplicate the final report.

To acknowledge individually all those who, in addition to members of the Task Force, staff of the Division for Library Services, and University personnel, have contributed to the development of this report would be to publish a lengthy roster, indeed. But this report could not have been prepared on schedule without the special work of Peter A. Neenan, who served as Project Assistant, and Cathy Kaplan, who cheerfully accepted the unenviable task of typing the final copy.

David R. Hoffman, Project Coordinator
Library Manpower Study

INTRODUCTION

The Council on Library Development, the advisory body to the Division for Library Services, Department of Public Instruction, is appointed by the Governor. It has responsibility for insuring the availability and promoting the development of quality library resources and services for all citizens of Wisconsin. One of its functions is to evaluate library personnel requirements and make recommendations concerning personnel certification and library education and training programs, including those for continuing education.

As in other states, all types of Wisconsin libraries, media centers and information centers are being affected by the rapid changes taking place in society. Librarians and information specialists, while continuing to fulfill their roles of providing traditional library materials and services, are expected: (1) to respond to the needs of new groups of users; (2) to meet the special educational needs of independent learners; (3) to handle ever increasing quantities of information and forms of dissemination; (4) to adapt technological innovations to library use; (5) to accept and apply the concepts of inter-type cooperation and information networks; and (6) to develop cooperative patterns of service among libraries of the same type, i.e., the public library systems, and among libraries of various types.

In Wisconsin, too, there is the pressure of library legislation and statewide planning which is affecting library manpower needs. For example, the Public Library System Law and the Public School Aid Formula include specific personnel requirements. In addition to the effects of legislation, the implementation of statewide plans such as the Comprehensive Long Range Program for Library Services in Wisconsin (annual revision, 1974), and the statewide information network proposal (Knowledge Network of Wisconsin) are certainly influencing the direction of library manpower and education programs. Specifically, the Comprehensive Long Range Program implies that adequate personnel will be available to implement the objectives of the Plan but the plan, itself, included no library education and manpower objectives.

Librarians, media and information specialists are expected to respond to all of these pressures for change in the face of financial stringency caused by the combination of rising costs, changing local tax support, and decreasing federal funding of library service.

A major responsibility for assessing library manpower requirements in Wisconsin and making recommendations for library education and training programs to meet the needs of the library personnel who must cope with the changing role of libraries rests with the Council on Library Development.

The Council took the first step to gather the necessary data to carry out its responsibility toward library personnel by appointing a Task Force on Library Manpower and Education in December, 1973. The task force was broadly representative of all library, media and information groups, types of libraries in the state and levels of personnel positions. The Task Force was charged with

the mission of studying the Wisconsin library manpower, education and certification needs and resources for the next decade and to report their recommendations to the Council on Library Development by June 30, 1975.

The specific goals to be achieved by the Project were adopted by the Task Force and reported to the Council:

1. To determine library personnel requirements in Wisconsin for the decade 1975-1985 including numbers and levels of positions and the professional knowledge and technical skills needed for providing the changing patterns of library service.
2. To determine the library education and training resources in degree programs and continuing education programs as they relate to Wisconsin.
3. To develop recommendations concerning library education programs in Wisconsin in relation to personnel needs.
4. To develop recommendations concerning continuing education programs for Wisconsin library personnel.
5. To consider and develop recommendations on certification requirements for library personnel.
6. To develop a model for continuous updating of information about personnel needs, library education and certification.

Implementation of the recommendations of the Task Force will provide more adequately prepared personnel to meet all of the objectives of the Long Range Plan as well as the needs which have been recorded and reported in the Task Force report.

Muriel L. Fuller, Chairman
Task Force on Library Manpower and Education

Bernard Schwab, Chairman (1973-74)
Council on Library Development

CHAPTER 1

METHODS AND PROCEDURES

In December 1973 the Council on Library Development set up a Task Force on Library Manpower and Education to carry out an integrated study of library manpower and education needs in Wisconsin, and of the resources available to meet those needs.

The Task Force, representative of all library and media associations in the state, types of libraries, media programs, and of library education was chaired by Muriel L. Fuller, Chairman of the Department of Communication, University of Wisconsin-Extension, and functioned through a steering committee and three working groups: Manpower (chaired by Leroy Zweifel, UW-Madison Engineering Library), Library Education (chaired by Joseph A. Boisse, UW-Parkside Library), and Certification (chaired by Barbara Bartley, UW-Milwaukee School of Library Science).

It was determined that this study would be concerned with personnel at all levels, in all types of libraries, media centers, information centers, and similar organizations whose common purpose is the collection, organization, and dissemination of making available for use recorded knowledge in its several forms. Hence, when the term "library" is used, the inclusion of media centers, learning centers, information centers, documentation centers, and the like are assumed; and when the words "librarian" and "library personnel" are used, it is assumed that personnel of all these institutions are included.

The project was administered by the UW-Extension Department of Communication, with David R. Hoffman as Project Coordinator and Peter A. Neenan as Project Assistant. The project staff conducted the study, assisted in formulating recommendations, and prepared the final report.

The working groups advised the project staff in the development of the study, evaluated the results and forwarded their recommendations to the Task Force, which reviewed the reports of the three working groups and forwarded the entire report to the steering committee for final action.

The steering committee operated as the Executive Committee of the Task Force during the entire study. Its final action was to receive the report with recommendations from the Task Force, review the entire document, and forward the report with recommendations to the Council on Library Development.

The project staff began its investigation with an intensive examination of recent library manpower and education studies undertaken in other states, and relevant national studies, as well as previous state studies in Wisconsin. The staff was able to take advantage of strengths in concept and design in other studies, and could incorporate some of these into plans for gathering and evaluation of data in Wisconsin. No one of these studies, however, addressed itself to all of the objectives set forth by the Task Force. Hence the staff found it necessary to prepare a study design which would provide sufficient breadth and width of coverage to meet these objectives.

Three formal data-gathering processes were developed: a questionnaire to obtain information from librarians, a questionnaire to obtain information from public library board members, and an interview schedule to use in on-site visits to library/media education programs.

The questionnaire used to obtain information from librarians (Appendix 3) was designed to gather data on numbers of people presently employed at several levels of responsibility and at several educational levels, needs and attitudes toward continuing education, attitudes toward certification, some comments on appropriateness of present library/media education programs, and a forecast of the numbers of people at the several levels of responsibility who might be needed to provide library service in the decade ending 1985.

The scope and content of this questionnaire was discussed by the Task Force at its meeting in Madison on September 13, 1974. It was agreed that the hierarchy of educational levels described in the ALA policy statement Library Manpower and Education (Appendix 17) was not appropriate as a basis, since many persons engaged in library/media programs in the state have positions with professional responsibility but do not hold fifth-year degrees in library science. It was decided that the categories of responsibility included in the ALA statement would be used without reference to the educational requirements spelled out in the study.

A draft questionnaire was prepared following the Task Force meeting, and pre-tested with a selected group of library personnel in the Madison area; this group included persons from academic, public, special, and school libraries, and persons with varying levels of responsibility. The questionnaire was distributed by mail following initial telephone invitations to participate in the pre-test. About three weeks after distribution of the questionnaire, the pre-test group met with the project staff to review the questionnaire and identify questions which were unclear or difficult to answer. A revised version of the questionnaire was prepared and circulated to members of the Steering Committee for their review and comment during the month of November.

That draft was also reviewed by personnel of the Wisconsin Survey Research Laboratory of the University of Wisconsin-Extension, and their comments and suggestions were incorporated with those of the Steering Committee into yet another draft, which was pre-tested with a second group of library personnel in the Madison area in December. Conferences were held individually with members of this pre-test group to identify parts of the questionnaire which needed further revision. A final version was prepared for use in mid-December.

It was decided to sample both directors of libraries and staff members; and to ask some questions of school district administrators. The instrument was drawn with this in mind: Directors were sent the complete document, questions 1 through 51; staff members received only questions 1 through 35; and school administrators were asked to respond only to questions 36 through 52.

Considerable consultation was undertaken by the staff with the Survey Research Laboratory to determine the most appropriate design by which to arrive at a properly representative sample of personnel in different types of libraries and with different levels of job responsibility. A weighted sampling procedure was utilized, in order to ensure appropriate representation of the entire population.

The basis for the selection of the sample for academic, public, and special libraries was the listing in the Wisconsin Library Service Record 1973, published by the Division for Library Services, supplemented by information on such additional libraries as the staff and members of the Task Force were able to identify. The Survey Research Laboratory selected libraries in each of these categories for sampling purposes in probability proportional to the size of the staff as indicated in the Service Record. The staff contacted each of the selected libraries, requesting a list of all staff members, excepting student assistants and building maintenance personnel. Almost all of the selected libraries provided the list of staff. From this file of names, the Laboratory was able to draw a representative sample proportional to the size of the library staff in each group.

Since the Service Record does not provide similar data on staffs of public and non-public school libraries, a different procedure was followed. The Laboratory selected a public school sample in probability proportional to the enrollment of the schools, using enrollment statistics available from the Department of Public Instruction. For non-public schools a similar procedure was followed, accepting as the universe the list of non-public schools identified by the Division for Library Services as having central libraries, supplemented by information obtained by the project staff by contact with diocesan and synod offices. Since no practicable means was discovered by which the names of non-administrative staff members might be obtained from the non-public schools, a decision was made to restrict this particular sample to head librarians only.

A sample of school district administrators was drawn, reflecting student enrollment levels by district.

The Survey Laboratory duplicated and mailed the questionnaires in January, and mailed a follow-up reminder to non-respondents after an appropriate interval. Responses were analyzed by the Survey Laboratory in consultation with the project staff; in those instances where responses were unclear, the determination of appropriate answers, or decision to code the answer as a non-response, was made by the project staff. The Laboratory provided coding, key-punching, and tabulation of the responses. Responses were sorted both by population group and by level of respondent's professional education.

It is the judgment of the project staff that the response rate in this survey is sufficient to enable generalization to the universe of individuals in such positions in the state:

Population group	Sample Size	Usable Responses	Response Rate
Academic library directors	80	61	76%
Academic library staff members	97	73	75%
Special library directors	98	56	60%
Special library staff members	113	79	70%
Public school library directors	100	61	71%
Public school library staff members	99	73	74%
Non-public school library directors	100	62	62%
Public library directors	100	74	74%
Public library staff members	100	70	70%
Public school district library supervisors	20	16	80%
Public school administrators	100	62	62%

The questionnaire for library board members was designed to gather information on background and perceived educational needs of public library trustees in the state.

A draft questionnaire was prepared and reviewed with the Executive Board of the Wisconsin Library Trustees Association. After revision, it was further pre-tested with members of the boards of the Columbus and Madison Public Libraries, before the final questionnaire was prepared (Appendix 4). One hundred library board presidents and one hundred library board members were randomly selected from lists of library board members maintained by the Division for Library Services. The project office mailed the questionnaires, and coding and analysis of the responses was undertaken solely by the project staff.

It is the judgment of the project staff that the response rate is sufficient to enable generalization to the larger group of library board members in the state:

Category	Sample Size	Usable Responses	Response Rate
Library board presidents	100	57	57%
Library board members	100	40	40%

Because of the need to gather information from the library/media education programs and to secure the participation from those responsible for these programs, the project invited the heads of these programs to a meeting in Madison on October 25, 1974. All except two of the program heads were able to be present or represented at that meeting, as were representatives from the Division for Library Services, the project staff, and the chairman of the Library Education Working Group. Discussion centered on the proposed means of gathering information, the kinds of information on education programs which the staff needed, and the kinds of information which the project might provide to the educators.

An interview schedule was prepared (Appendix 5) and mailed to the heads of programs at the same time as appointments were made by telephone, for visits. Without exception the heads of programs were generous in the time they gave for these in-depth interviews. Between November 1974 and February 1975, the project coordinator visited each of the campuses offering library science programs, and the university departments offering bachelor's or graduate degrees in the audio-visual field; when schedules permitted, the project assistant also participated in these visits. In some instances, the opportunity was provided to meet with other members of the faculty, and in many instances it was also possible to interview current consumers of the programs--the students. The information obtained from these field interviews has provided a valuable basis upon which several of the recommendations in the report rest.

As a follow-up, the heads of these programs were invited to a second meeting, in Wisconsin Rapids on April 30, 1975, to review and react to the first drafts of conclusions and recommendations from the project staff. The staff found both meetings particularly valuable as a result of the interactive style afforded. Representatives from a number of the programs have provided further data and suggestions for the staff and Task Force, and have attended meetings of the Working Groups and Task Force as observers and guests.

A deliberate effort has also been undertaken by the project staff to solicit opinion from and communication with practitioners in libraries, media centers, and information centers in the state through attendance and reports at the annual conference of the Wisconsin Library Association, the spring meetings of the Wisconsin Association of Public Librarians and the Wisconsin Library Trustees Association, reports to the profession at large through Channel DLS and the Wisconsin Library Bulletin, as well as through individual contact and correspondence. The input provided through these means proved of most useful assistance. The project coordinator was invited to meet with the faculties of two of the graduate library education programs, outside of the scheduled visits noted above. Three conferences were held with the director of ALA's Office for Library Manpower and Education, two in Chicago and one in Madison.

Factual data was gathered from a variety of other sources for use in developing recommendations or making forecasts. Enrollment projections through 1985 were obtained in Fall 1974 from the registrars of non-public institutions of higher education (some institutions had not developed projections this far in advance); projections through 1984 were obtained from the University of Wisconsin Central Administration for all campuses in the state system; projections through 1980 for the Wisconsin system of vocational, technical and adult education were obtained from the State Board for Vocational, Technical and Adult Education. The Department of Public Instruction provided forecasts of enrollment in the public and non-public schools through 1978. The Population Projection Program of the State's Department of Administration provided population projections through 1985.

Statistics reflecting historical growth in public library employment were developed from annual reports of public libraries on file in the Division for Library Services; because these have not been totaled on an FTE basis year-by-year, it was necessary to examine the reports individually for the years used to determine a trend, and convert to a common basis those positions involving less than full-time employment (for the purpose of this study, positions requiring at least 37 hours work per week were considered full-time, and all others were converted to full-time equivalents based on a 40-hour week). Published data for academic library employment for years prior to 1973 exhibited wide variation from year to year, and were not used in developing trends or forecasts. Statistics for special library employment suggest a serious under-representation of such libraries in any statistical compilations prior to 1971.

Data on public school library employment was obtained in May 1975, from the School Library/Media Profile forms received in the office of the Division for Library Services from both public and non-public schools. While figures for certificated librarians and audio-visual personnel in the public schools are available for prior years, figures for non-certificated support staff are not regularly gathered by the Division.

At the request of the Manpower Working Group, the project staff invited a group of a dozen librarians in key positions to a round-table discussion on qualitative trends that will affect manpower needs in the coming decade. At that meeting, on May 29, twenty-four possible trends which might impact upon personnel needs were identified, and the respondents were asked to indicate the degree to which each trend might have an effect upon the various types of libraries.

Staff conclusions and recommendations were prepared on the basis of questionnaire responses and other data gathered, and were distributed to members of the Task Force and to heads of the library/media education programs. The Task Force's three working groups met in Madison in May (Library Education, May 7; Certification, May 12; Manpower, May 14). These groups considered and discussed papers presented by the staff, and accepted, modified, or rewrote them as appropriate. Reports and recommendations from the Working Groups were reproduced and circulated again to the entire Task Force and to heads of the education programs.

On June 12, 1975, the Task Force met as a body and, in toto, considered each of the recommendations in the form adopted by the appropriate working group, again with the option of acceptance, rejection, or modification. The reports and recommendations coming from the Task Force were then considered by the Steering Committee at its meeting on June 24.

The Steering Committee formally adopted the report and recommendations on June 24, and directed its transmittal to the Council on Library Development.

CHAPTER 2

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The Task Force has reviewed the available data on present and potential future requirements for personnel in library, media, and information programs. It notes a variety of factors which will have effect on the numbers of persons required to provide library service during the decade ending 1985, but it does not offer a firm projection for the future. It considers estimates of needs made by directors of library programs to be fairly close to the maximum growth which may be anticipated, and the status quo forecast based on maintenance of present ratio of personnel to population or enrollment to be fairly close to the minimum growth that might be expected statewide. It anticipates that the actual growth may fall between these two. (Chapters 3 and 4 provide this material.)

It has considered some of the dynamic factors which will affect Wisconsin's need for library personnel, and it notes the variety of factors, trends, and issues identified in the course of the study. (Chapter 5 provides this material.)

Some twenty-one universities, colleges, and technical centers in Wisconsin offer formal programs for the education of library and media personnel at a variety of levels, and with a variety of specific goals. Informal and continuing education programs are also made available by a number of professional associations and other agencies. (Narrative material on these programs, with some statistics on the placement of graduates of formal programs is provided in Chapter 6.)

The Task Force considered the material gathered on present education programs in Wisconsin and the policies and guidelines on library education adopted by the American Library Association, as well as the responses to questionnaires addressed to library administrators, library staff members, school administrators, and public library board members, in arriving at recommendations on library/media education, including both degree programs and continuing education.

THE TASK FORCE RECOMMENDS:

- 1) That Library Education and Manpower, a statement of policy adopted by the Council of the American Library Association, June 30, 1970, serve as the guideline within which library education programs in Wisconsin are developed, except to the extent that it must be modified by certification structures developed by legitimate certifying bodies within the state which have had the cooperation of the library profession.

Cognizant of the continuing need for library education programs at the undergraduate level, the Task Force noted the important relationship between undergraduate library education and general liberal education, and between undergraduate and graduate library education programs.

THE TASK FORCE RECOMMENDS:

- 2) That care be taken that the quantity of technical and professional courses taken at the undergraduate level does not crowd out general liberal arts and science education. It further recommends that to this end those responsible for library education programs at both undergraduate and graduate levels maintain effective and continuing contact with counselors and advisors for undergraduate students.
- 3) That strong efforts be made to develop and continue articulation and coordination between library/media education programs at their several levels.
- 4) That the newly-formed Education Section of the Wisconsin Library Association take the initiative, through the formation of a sub-section or other appropriate unit, in bringing together representatives of all the library/media education programs in the state, to meet together for continuing study and review of library/media education needs and for joint planning where appropriate.

The Task Force believes that with three universities offering master's degrees in library science, and three offering such degrees in audio-visual communications or educational technology, Wisconsin has the capacity to meet foreseeable needs for new graduates in these fields, especially if these graduate programs are articulated with undergraduate programs and are coordinated with each other.

THE TASK FORCE RECOMMENDS:

- 5) That universities which offer master's degrees in library science, audio-visual communications, or educational media, develop cooperative plans which, subject to policies governing the individual university or imposed by relevant accrediting bodies, would permit students to take advantage of unique strengths in other departments or on other campuses when appropriate to career goals.

The Task Force believes that geographic factors keep some persons who might enter graduate study in these fields from actually doing so; if at least a part of a graduate program could be made available in a more convenient location, it feels more persons would engage in graduate study.

THE TASK FORCE RECOMMENDS:

- 6) That universities offering master's degrees in library science, audio-visual communications, or educational media, review the possibilities of offering their courses on other campuses which do not have similar programs, when appropriate (library, laboratory, or other facilities are available).

Evidence gathered in the study, supported by experience of members of the Task Force, points to the sometimes divergent expectations of library education programs from the points of view of the student, the employer, and the educator.

THE TASK FORCE RECOMMENDS:

- 7) That the Council on Library Development establish a broadly-representative group, charged with continuing study of degree-oriented library education in Wisconsin, including but not limited to the following items:
 - a) Employers' expectations of the knowledges and skills graduate library programs in Wisconsin should provide to meet the needs of their libraries.
 - b) Student perceptions regarding the appropriateness of their education.
 - c) Identified needs for skills not currently being met which are feasible to be included in graduate curriculums.
 - d) Identified needs which should be the responsibility of the employer through the provision of in-service training and of the employee through participation in continuing education programs.

(The narrative supporting recommendations 1-7 is contained in chapter 7.)

Data from the questionnaire survey identifies preferred formats, agencies, and subjects for continuing education, both by type of library and/or responsibility, and by level of current education of the respondents. Respondents also gave some reasons for non-participation in continuing education programs. The survey provides information on institutional policies regarding continuing education as well as respondents' views of the importance of continuing education.

THE TASK FORCE RECOMMENDS:

- 8) That the Division for Library Services establish a library/media continuing education council, representing institutions with different levels of library/media education programs, the several professional associations in the library/media field, and representatives of persons employed in libraries and media centers with different levels of education and different levels of job responsibility. It recommends that

this council be charged with: identifying and assessing continuing education needs of library/media personnel; working with appropriate agencies to see that programs are developed to meet these needs; keeping up to date the information already gathered about current library/media education programs; and taking responsibility for statewide publicizing of these programs. It further recommends that the Division provide staff and funds to support the work of the council.

The Task Force strongly emphasizes its feeling that continuing education programs should be designed for and made available to personnel at all levels of education and levels of responsibility in "library/media programs." Data gathered in the course of the study suggests that too often such opportunities are not offered to paraprofessional or support staff.

THE TASK FORCE RECOMMENDS:

- 9) That those responsible for setting personnel policy, and those responsible for the administration of library/media programs be encouraged to recognize continuing education as one of the bases for promotion or salary advancement, for personnel at all levels of responsibility.
- 10) That library/media personnel at all levels be encouraged to participate in appropriate continuing education programs.

(The narrative supporting recommendations 8-10 is contained in chapter 8.)

Data gathered from public library board members indicates that a high percentage received no orientation to their responsibilities upon being named to their boards.

THE TASK FORCE RECOMMENDS:

- 11) That a model orientation program for public library board members be designed, using the joint efforts of the Wisconsin Library Trustees Association, the Wisconsin Division for Library Services, representatives of local government, library administrators, and the University of Wisconsin-Extension Department of Communication, which might be used or adapted by local libraries or library systems.

Library board members indicated that they considered the Wisconsin Library Trustees Association helpful in meeting their needs as trustees, yet a fairly low number actually belong to WLTA or to the American Library Trustees Association, and more than a quarter indicate that they have not been asked to join.

THE TASK FORCE RECOMMENDS:

- 12) That WLTA and ALTA examine their membership recruiting procedures to determine whether their means of reaching potential members are as effective as they might be.

The survey provides specific ranking, by library board members, of topics related to their responsibilities as trustees on which they want more information.

THE TASK FORCE RECOMMENDS:

- 13) That organizations or agencies preparing programs for public library board members take the relative importance assigned to the various topics in responses to the questionnaire into consideration as they plan such programs.

A number of agencies and organizations were identified in the questionnaire as useful to trustees in meeting their continuing education needs. The Task Force feels that coordinated activity among these bodies will yield more useful trustee programming than otherwise.

THE TASK FORCE RECOMMENDS:

- 14) As a part of the Library/Media Continuing Education Council, there be a committee on programs for library board members, with at least representation from the Wisconsin Library Trustees Association, the Wisconsin Division for Library Services, the University of Wisconsin-Extension Department of Communication, the several levels and types of library/media education programs, library administrators, and local government. It recommends that this committee be charged with: reviewing on-going education programs for library board members, identifying needs not met by on-going programs, working with appropriate agencies or organizations in appropriate ways to meet those needs, and making information about such programs available to library board members throughout the state.

(The narrative supporting recommendations 11-14 is contained in chapter 9.)

The state presently certifies professional library/media personnel in public schools and in the system of vocational, technical, and adult education, and public librarians except incities of the first class and in communities of under 2,000 people. Voluntary professional certification programs are offered, in addition, by the Medical Library Association and the American Association of Law Librarians. (Narrative material on these programs is provided in chapter 10, and in Appendices 11 through 16.)

The Task Force recognizes that there is no central agency at the state level which has governance authority over academic or special libraries. It encourages participation in such voluntary certification programs as those provided by the MLA and the AALL, but it does not recommend the institution of mandatory programs for the certification of professional personnel in academic and special libraries in Wisconsin.

THE TASK FORCE RECOMMENDS:

- 15) A program of certification for public library personnel, as follows:

Certificating Agency: The Division for Library Services of the Department of Public Instruction, advised by the Council on Public Library Certificates and Standards.

Types of Certificates: Three grades, for heads of libraries and for other positions on library staffs as determined by local library boards. Libraries may require personnel with professional or technical preparation in other fields, but certification in other specialties is not proposed.

Grade I: Requiring a bachelor's degree from a college or university approved by an accrediting association of more than statewide standing, and in addition a fifth-year degree from a library school program accredited by the American Library Association; the Division may satisfy itself by examination or evaluation of credentials whether persons who hold fifth-year degrees from library school programs not accredited by the American Library Association are competent to provide professional library work ably and efficiently, and if so, it shall grant them Grade I certificates upon application.

Grade II: Requiring a bachelor's degree from a college or university approved by an accrediting association of more than statewide standing, including or supplemented by courses in public library administration, selection of library materials (including non-print materials), the organization of library materials, and reference and information service.

Grade III: Requiring at least two years of study in a college or technical institution, in a program which includes courses in the liberal arts and sciences and course work in librarianship at least equivalent to the University Extension Directed Home-Study Course A-50, Basic Library Management for Public Librarians; the Division may approve other course work as equivalent.

Types of Certification: All certificates should be issued for five-year periods. Permanent certificates issued under previous certification programs should continue to be valid for the position which the incumbent holds at the time of adoption of the new program.

Renewal of Certificates: Certificates may be renewed upon evidence that the holder has participated in continuing education in librarianship which is either directly related to the position held or will permit advancement in the profession. The Council on Public Library Certificates and Standards should define continuing education requirements,

including numbers and types of programs that would qualify persons for recertification and a method of verifying participation of the chief librarian and staff members in continuing education. Upon the second consecutive renewal, a life certificate shall be issued.

Application of Certificates: Head Librarians: Administrators of public library systems, and head librarians in all libraries serving at least 10,000 population should hold Grade I certificates. Heads of libraries serving at least 2,500 persons but not more than 9,999 persons should hold at least Grade II certificates. Heads of libraries serving fewer than 2,500 persons should hold at least Grade III certificates.

Application of Certificates: Staff Positions: Unless otherwise required in the Administrative Code, the library system or local library board should determine the grades of certificates to be held by persons in various positions in the system of library.

Enforcement: Funds disbursed by the Division for Library Services should not be distributed, directly or indirectly, to any public library which does not employ as head librarian a person who holds appropriate certification.

THE TASK FORCE RECOMMENDS:

- 16) A program of certification for school media personnel, as follows:

Certificating Agency: The Department of Public Instruction

Types of Certificates: Three types, as listed below

Media District Supervisor: Requiring successful experience as a school media specialist, and courses beyond the master's degree in principles of school administration, supervision or personnel management, and school librarianship, educational technology, or information science.

Media Specialist (Level I): Requiring a teaching license and a master's degree from a program that combines library and information science, educational communications and technology, and curriculum. The academic preparation will provide for the development of competencies relating to the provision of effective media programs.

Media Specialist (Level II): Requiring a teaching license and a bachelor's degree from a program that includes courses in library science and educational technology. The academic preparation will provide for the development of competencies relating to the provision of effective media programs.

Terms of Certification: Terms of certification, and renewal, should be consistent with teacher certification practices. Renewal should recognize the importance of continuing education.

Application of Certificates: The Media District Supervisor certificate should be held by persons responsible for supervision of district-wide media programs. The Media Specialist (Level I) certificate should be held by persons responsible for building-level programs which combine library and audio-visual services. The Media Specialist (Level II) certificate should be regarded as minimum requirement for persons responsible for building-level programs. Professional media personnel other than those responsible for administration of district or building-level programs should hold certificates at a level determined by the local school district.

Application of Certificates to Non-Public Schools: Although non-public schools are not obligated to employ licensed or certificated media personnel, they should be encouraged to do so, and qualified personnel in non-public schools should be encouraged to seek certification.

(The narrative supporting recommendations 15 and 16 is contained in chapter 11.)

CHAPTER 3

PROFILE OF WISCONSIN LIBRARY MANPOWER, 1974

The following pages give numbers and educational level (or certification level, in the instance of school library personnel) of persons employed in Wisconsin libraries as reported to the Division for Library Services of the Department of Public Instruction. Figures for academic, special, and public library personnel are reported as of late 1974, for publication in the Wisconsin Library Service Record 1974. Figures for public and non-public school library personnel are Spring 1975 data, taken from the School Library Media Profile Form.

The total figure for public libraries is believed to be virtually complete, as 94.9% of the state's public libraries, including public library systems, submitted reports; the libraries which did not report were almost all small libraries with staff each fewer than 1 person FTE (based on a forty-hour work week).

The total figure for academic libraries is believed to be reasonably accurate, inasmuch as virtually all of the larger libraries did report staff size, and the previous year's figures were carried forward for libraries which did not report.

One hundred eighty-two special libraries reported staff figures to the Division, but seventy-eight which are listed in the Service Record did not report staff figures. Forty-two additional UW-Madison campus libraries are shown in the Service Record, but staff data is not collected.

Of the public schools, 71.9% reported library staff size to the Division in the Spring of 1975; 57.4% of the non-public schools reported library staff size. If non-reporting schools have library programs equivalent to those in the reporting schools, the staff figures will need to be adjusted upward; whether these programs are equivalent is not known.

Additional profile data (personal characteristics, education, experience, level of job responsibility, etc.) for library personnel may be found in the summaries of questionnaire responses, Appendices 6 and 7.

ACADEMIC LIBRARY PERSONNEL: Data reported to the Division for Library Services for inclusion in the Wisconsin Library Service Record 1974, giving staff figures for Fall 1974.

A significant number of academic libraries had not submitted statistical data to the Division for Library Services by May 15, 1975. Because the number of academic libraries is relatively small, the staff figures for the previous year were carried forward in the case of non-reporting libraries (one University system campus, eight Center System campuses, four vocational-technical campuses, and four non-public campuses). Staff figures for ten departmental or professional school libraries on the University of Wisconsin-Madison campus (Agriculture, Art, Biology, Business, Chemistry, Geography, Law, Medicine, and Music) are included here; these libraries were included in the academic sample, rather than the special library sample, although they are listed in the Service Record among special libraries.

Academic libraries list personnel by educational level, as follows:

Persons with less than a bachelor's degree	515.5, FTE
Persons with a bachelor's degree	177.35, FTE
Persons with a fifth-year degree in library science	315.1, FTE
Persons with a fifth-year degree in a field other than library science, not included above	50.15, FTE
Persons for whom educational level is not shown	320.5, FTE
Total academic library staff	1178.6, FTE

SPECIAL LIBRARY PERSONNEL: Data reported to the Division for Library Services for inclusion in the Wisconsin Library Service Record 1974, giving staff figures for Fall 1974.

One hundred eighty-two of the special libraries reporting by May 15, 1975, gave data on staff. An additional 78 libraries listed in the 1973 Service Record did not report staff data for inclusion in the 1974 Service Record, and no staff data was provided for the 42 other libraries, data centers, reading rooms, and the like listed in the Service Record under the heading "Other Libraries and Information Centers."

The 182 reporting special libraries list personnel by educational level, as follows:

Persons with less than a bachelor's degree	145.4, FTE
Persons with a bachelor's degree	106.6, FTE
Persons with a fifth-year degree in library science	96.9, FTE
Persons with a fifth-year degree in a field other than library science, not included above	37.8, FTE
Total staff, all reporting libraries	386.7, FTE

PUBLIC SCHOOL LIBRARY PERSONNEL: Data reported to the Division for Library Services (ESEA-II office) on the School Library Media Profile Form, Spring 1975.

Responses were received from the following schools:

- 417 high schools with central libraries
- 0 high schools without central libraries
- (38 high schools did not report)

- 97 junior high schools with central libraries
- 1 junior high school without central library
- (4 junior high schools did not report; an additional 61 junior high schools are included in the total count for elementary schools, and 23 junior high schools are included in the total count for high schools)

- 1148 elementary schools with central libraries
- 518 elementary schools without central libraries
- (89 elementary schools did not report)

Overall, 71.9% of the public schools reported.

The following staff figures (full-time and part-time in FTE) were reported by these schools:

	DPI certificated staff			Non-certificated staff		
	Library	Audio-Visual Coord.	Director	Library	Clerk or aide A-V	Other
High school	441.2	67.6	33.4	322.6	96.6	28.7
Junior high school	64.71	19.68	5.11	52.74	12.07	5.59
Elementary school	668.61	68.07	29.13	623.07	70.53	45.48
Total, all reporting schools	1174.52	155.35	67.64	998.41	179.2	79.77
Grand total, all categories:	2654.89					

NON-PUBLIC SCHOOL LIBRARY PERSONNEL: Data reported to the Division for Library Services (ESEA-II office) on the School Library Media Profile Form, Spring/1975.

Responses were received from the following schools:

41 high schools with central libraries
 0 high schools without central libraries
 (40 high schools did not report)

2 junior high schools with central libraries
 0 junior high schools without central libraries
 (all junior high schools reported).

384 elementary schools with central libraries
 44 elementary schools without central libraries
 (310 elementary schools did not report)

Overall, 57.4% of the non-public schools reported.

The following staff figures (full-time and part-time in FTE) were reported by these schools:

	DPI certificated staff			Non-certificated staff		
	Library	Audio-Visual Coord.	Director	Clerk or aide Library	A-V.	Other
High school	37.35	8.1	5.7	19.5	6.9	1.4
Junior high school	1.0	.0	.0	.5	.0	.0
Elementary school	63.5	18.6	14.1	132.5	26.6	23.7
Total, all reporting schools	101.85	26.7	19.8	152.5	33.5	25.1
Grand total, all categories:	359.45					

PUBLIC LIBRARY PERSONNEL: Data reported to the Division for Library Services on the Public Library Annual Report form, giving staff figures as of December 31, 1974.

Reports were received from 335 public libraries and public library systems by May 15; 18 public libraries had not reported at the time these figures were compiled. The overall response rate was 94.9%.

Because full-time work weeks vary in public libraries, project staff calculated all persons working 37 or more hours weekly as full-time employees, and all persons working fewer than 37 hours as part-time. Part-time employees were converted to full-time equivalents as fractions of 40-hour-weekly positions.

Public libraries report personnel by educational level, as follows:

Persons with less than a bachelor's degree	1015.41, FTE
Persons with a bachelor's degree	330.38, FTE
Persons with a fifth-year degree in library science	379.1, FTE
Persons with a fifth-year degree in a field other than library science, not included above	6.16, FTE
Total staff, all reporting libraries	1731.05, FTE

CHAPTER 4

FORECAST OF LIBRARY MANPOWER NEEDS: QUANTITATIVE FACTORS

Employment forecasts have been developed for academic, public, public school, non-public school, and special libraries in a variety of ways, as shown on the following graphs and explained in the accompanying narratives.

Forecasts have been developed for each type of library based on estimates of replacement needs and growth in number of positions, made by the directors of each type of library. Such forecasts made by school librarians (public and non-public) do not take into consideration the establishment of new library programs in schools where such libraries do not exist today; therefore, a similar forecast was made based on estimates made by school district administrators. These forecasts are based on responses to the questionnaire survey. Not all persons who answered the questionnaire answered all parts of the questions used to make these forecasts (questions 37-45). Some respondents indicated an inability or unwillingness to attempt forecasts ten years into the future.

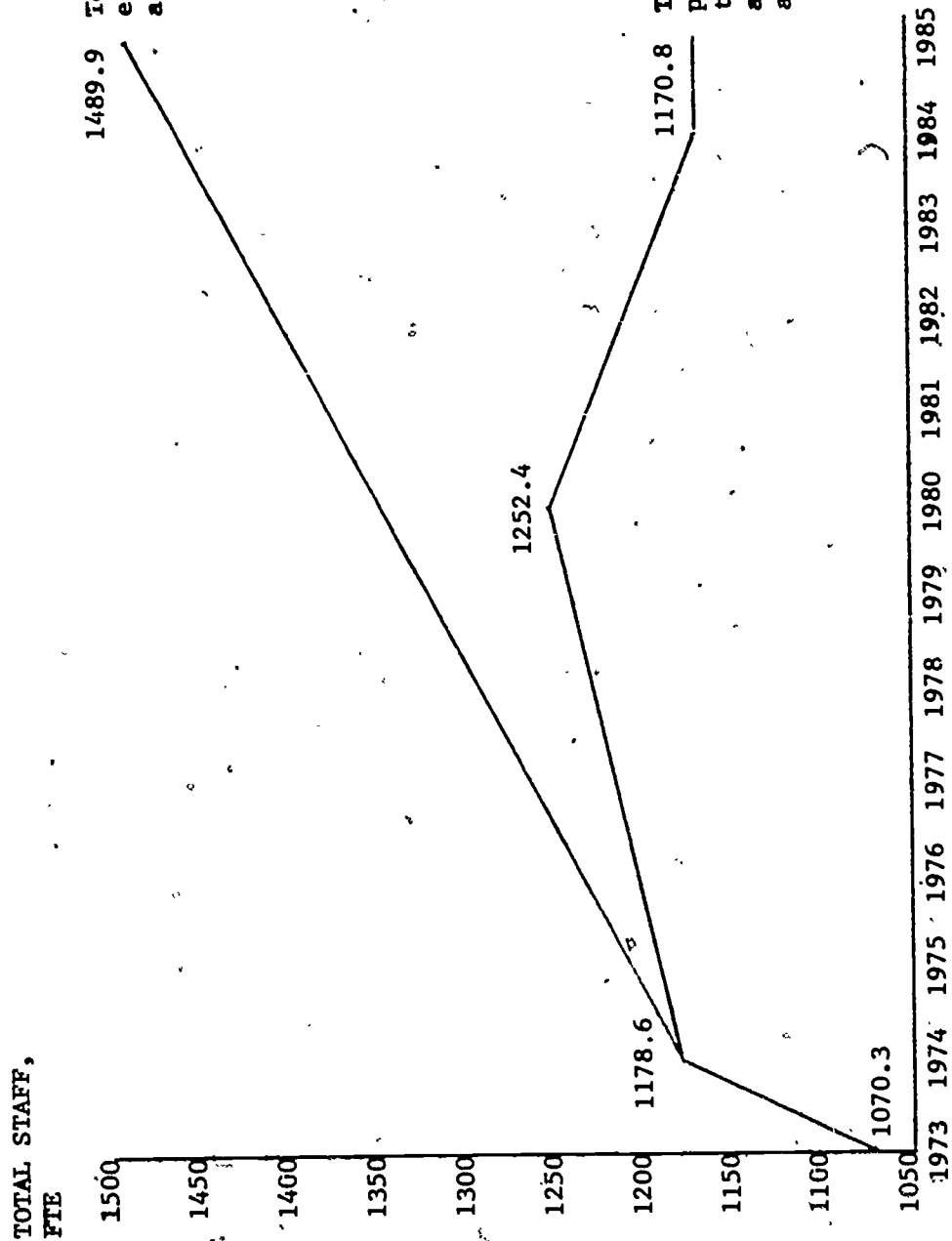
Forecasts have been developed for each type of library based on the assumption that the present ratio of library staff members to population served (enrollment in the case of academic and school libraries, total population of the state in the case of public and special libraries) will continue. These forecasts do not allow for growth or change in program; they rather indicate maintenance of the status quo. No basis is available to predict overall replacement needs.

An historical trend forecast was made for public library staffing, based on an overall growth since 1956, the first year of federal support for public library programs. Such forecasts have not been made for other types of libraries, for lack of sufficient historical data.

Statements have been prepared showing a possible level of staffing (not a forecast) which might be needed if state standards for public libraries and national standards for school media programs were achieved.

Caution: The forecasts and statements of possible staffing levels are presented to the Council for its consideration and interpretation. No one of them is put forth in itself as a firm projection of future employment levels.

SOME POSSIBLE FORECASTS OF ACADEMIC LIBRARY EMPLOYMENT



1489.9 Total staff size by 1985 estimated by directors of academic libraries in January 1975

1170.8 Total staff size by 1985 if present (1974) ratio of staff to enrollment remains constant and if enrollment projections are correct

FORECAST FOR ACADEMIC LIBRARY EMPLOYMENT BASED ON DIRECTORS' ESTIMATES OF REPLACEMENT NEEDS AND ADDITION OF NEW POSITIONS.

Method: Directors of academic libraries, in the questionnaire survey, were asked to project their needs for replacement (for retirement or some other reason) of present personnel, and the numbers of new positions, at various levels of responsibility, for the periods 1975-77, and 1978-85. Their estimates were converted to percentages of the total number of personnel represented in their libraries, and those percentages were applied to the total number of academic library staff members reported to the Division for Library Services for inclusion in the Wisconsin Library Service Record 1974. The following data has been developed.

SAMPLE GROUP		10-year replacement needs	10-year growth needs
Level A: Secretarial/clerical			
206.8 positions FTE	420.5	55.5	
24.3% of total staff	(203.3% replacement)	(26.8% growth)	
Level B: Technical/supportive			
172.7 positions FTE	188.5	60.0	
20.3% of total staff	(109.1% replacement)	(34.7% growth)	
Level C: High-level supportive			
151.0 positions FTE	218.0	56.0	
18.9% of total staff	(135.4% replacement)	(34.8% growth)	
Level D: Professional			
261.9 positions FTE	109.0	41.5	
30.7% of total staff	(41.6% replacement)	(15.8% growth)	
Level E: Highly specialized/professional			
49.5 positions FTE	24.0	12.0	
5.8% of total staff	(48.5% replacement)	(24.2% growth)	
Totals:	851.9 total positions FTE	960 (112.7% replacement)	225.0 (26.4% growth)

TOTAL POPULATION

Actual staffing levels in FTE: 1178.8. Above percentages applied.

Level A:	286.4 positions FTE	582.3 replacement	76.8 growth
Level B:	239.3 positions FTE	261.1 replacement	83.0 growth
Level C:	222.8 positions FTE	301.7 replacement	77.5 growth
Level D:	361.9 positions FTE	150.6 replacement	57.2 growth
Level E:	68.4 positions FTE	33.2 replacement	16.6 growth
Totals:	1178.8 positions FTE	1328.9 replacement	311.1 growth

FORECAST OF ACADEMIC LIBRARY EMPLOYMENT BASED ON CONTINUATION OF PRESENT RATIO OF LIBRARY PERSONNEL TO ENROLLMENT

Method: Present ratio of library personnel to total enrollment is computed using FTE staff figures and enrollment reported to the Division of Library Services for inclusion in the Wisconsin Library Service Record 1974 by general category of institutions (University of Wisconsin, University of Wisconsin Center System, University of Wisconsin-Extension, Vocational-Technical-Adult Education, Junior Colleges, Liberal Arts Colleges and Universities, Professional Schools, and Theological Seminaries). Ratio is then applied to projected enrollment figures for these categories of institutions to determine growth figures.

Enrollment projections for University of Wisconsin and Center System were obtained from UW Central Administration (projections were available only through 1984). Enrollment projections from private liberal arts colleges and universities were obtained from registrars of these institutions in Fall 1974; where no enrollment projections were available or where such projections were not continued through 1985 it was arbitrarily assumed that enrollment would continue at last reported or projected level.

Enrollment forecasts were obtained in Fall 1974 from the State Board of Vocational, Technical, and Adult Education indicating a 20% growth in enrollment for the period 1974-1980; no projection was made for the period 1980-1985, and the forecast is based on the supposition that the 1980 enrollment level will remain constant through 1985.

Insufficient data was obtained from junior colleges, professional schools, and theological seminaries to project a change from present staffing levels; those figures are forecast to remain constant through the decade.

Present replacement rate is not known. Survey respondents did give data on age, which should indicate rate of replacement because of retirement, but data is not available to indicate replacement needs for other reasons. 23.0% of academic library directors are in the 55-64 age group, and 15.1% of academic library staff are in this group.

Forecast figures - University of Wisconsin (13 campuses)

Year	Enrollment	Staff, FTE	Ratio
1974	131,889	815.4	161.7:1
1980	141,682	875.9	161.7:1
1984	129,424	799.9	161.7:1

Forecast figures - University of Wisconsin Center System (14 campuses)

Year	Enrollment	Staff, FTE	Ratio
1974	8,074	46.25	174.6:1
1980	7,971	45.6	174.6:1
1985	6,971	39.9	174.6:1

Forecast figures - Liberal Arts Colleges and Universities (21 campuses)

Year	Enrollment	Staff, FTE	Ratio
1974	25,652	165.25	155.2:1
1980	24,744	159.4	155.2:1
1985	24,720	159.3	155.2:1

Forecast figures - other categories of institutions

University of Wisconsin-Extension: present staff (10 FTE) not projected to change in relation to enrollment, since Extension enrollment projections were not furnished

Vocational, Technical, Adult Education: present staff (99.8 FTE) projected to increase 20% (to 119.8) by 1980, and arbitrarily assumed to continue at that level through 1985, since further enrollment projections were not furnished

Junior Colleges: present staff (6.5 FTE) projected to continue through 1985 since data was insufficient to forecast a change

Professional Schools: present staff (26.2 FTE) projected to continue through 1985 since data was insufficient to forecast a change

Theological Seminaries: present staff (9.2 FTE) projected to continue through 1985 since data was insufficient to forecast a change

HISTORICAL TREND FORECAST FOR ACADEMIC LIBRARY EMPLOYMENT

An historical trend forecast for employment in academic libraries has not been made because of the absence of sufficient data on which to base any sort of long-term trend in staffing as it relates to enrollment. Recourse to reports of individual libraries is not possible because until publication of the Wisconsin Academic Library Service Record in 1970, there was no central source for such data. In addition, the items of data reported vary significantly from year to year, making long-term comparison impossible.

In statistical compilations published by the Wisconsin Division for Library Services since 1970, and by the U.S. Office of Education for the years 1960 to 1969, the following types of data are reported:

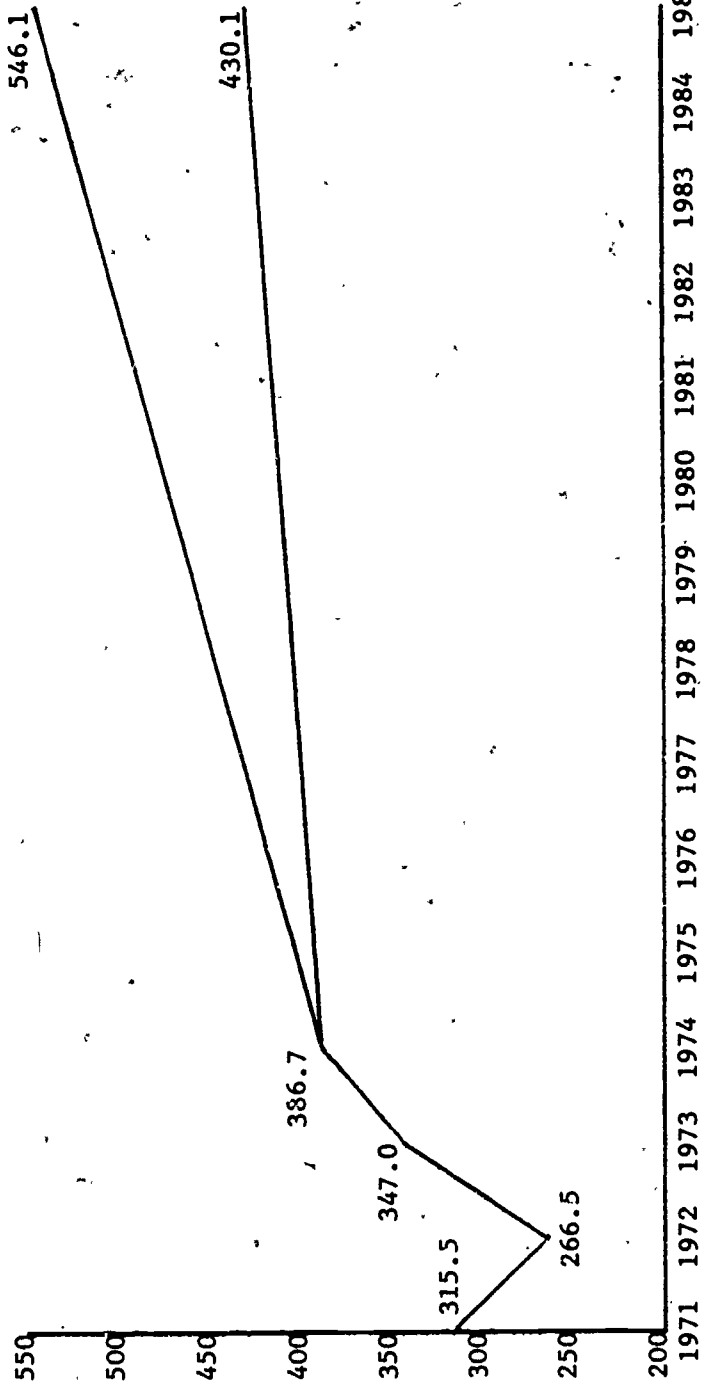
<u>Data</u>	<u>Inclusive years</u>
Professional personnel, FTE	1960-1966
Nonprofessional personnel, FTE	1960-1971
Hourly student help (in hours)	1960-1969
Hourly "other help" (in hours)	1960-1969
Professional librarians, FTE	1967-1971
Other professional staff, FTE	1967-1971
Contributed services staff, FTE	1971
Staff by level of education, FTE (Less than bachelor's degree, bachelor's degree, 5th-year degree in library science, other 5th-year degree)*	1972

The data does suggest an improvement on the ratio of professional and nonprofessional staff. The reporting institutions in 1960 had .51 support staff members for each professional staff member. The reporting institutions in 1973 had 1.53 support staff members for each professional staff member. For both years, hourly student help is not included in the support figure.

*The staff data for 1972 cannot be properly compared with that for 1973 and 1974, since students paid on an hourly basis were counted in 1972, but not in 1973 or 1974.

SOME POSSIBLE FORECASTS OF SPECIAL LIBRARY EMPLOYMENT

TOTAL STAFF, FTE



Total staff size by 1985 estimated by directors of special libraries in January 1975

Total staff size by 1985 if present employment in special libraries increases at same rate as state's population

FORECAST FOR SPECIAL LIBRARY EMPLOYMENT BASED ON DIRECTORS' ESTIMATES OF REPLACEMENT NEEDS AND ADDITION OF NEW POSITIONS

Method: Directors of special libraries, in the questionnaire survey, were asked to project their needs for replacement (for retirement or some other purpose) of present personnel and the numbers of new positions, at various levels of responsibility, for the periods 1975-77, and 1978-85. Their estimates were converted to percentages of the total number of personnel represented in their libraries, and those percentages were applied to the total number of special library staff members reported to the Division for Library Services for inclusion in the Wisconsin Library Service Record 1974. The following data has been developed.

SAMPLE GROUP		10-year replacement needs	10-year growth needs
Present staff levels			
Level A: Secretarial/clerical			
31.4 positions FTE	29.5	16.5	
20.7% of total staff	(93.9% replacement)	(52.5% growth)	
Level B: Technical/supportive			
30.3 positions FTE	22.5	15.0	
20.0% of total staff	(74.3% replacement)	(49.5% growth)	
Level C: High-level supportive			
28.1 positions FTE	16.5	14.0	
18.5% of total staff	(58.7% replacement)	(49.8% growth)	
Level D: Professional			
43.8 positions FTE	15.0	11.0	
28.9% of total staff	(34.2% replacement)	(25.1% growth)	
Level E: Highly specialized/professional			
18.0 positions FTE	7.0	6.0	
11.9% of total staff	(38.9% replacement)	(33.3% growth)	
Total: 151.6 positions FTE	90.5	62.5	
	(59.7% replacement)	(41.2% growth)	

TOTAL POPULATION

Actual staffing levels in FTE: 386.7. Above percentages applied.

Level A: 80.1 positions FTE	75.2 replacement	42.1 growth
Level B: 77.3 positions FTE	57.4 replacement	38.3 growth
Level C: 71.5 positions FTE	42.0 replacement	35.6 growth
Level D: 111.8 positions FTE	38.2 replacement	28.1 growth
Level E: 46.0 positions FTE	17.9 replacement	15.3 growth
Totals: 386.7 positions FTE	230.7 replacement	159.4 growth

FORECAST FOR SPECIAL LIBRARY EMPLOYMENT BASED ON CONTINUATION OF PRESENT RATIO OF SPECIAL LIBRARY PERSONNEL TO TOTAL POPULATION

Method: Present ratio of special library personnel to the state's population is computed by using FTE figures reported by special libraries to the Division for Library Services for inclusion in the Wisconsin Library Service Record 1974, and the state's estimated population for 1974. This ratio is then applied to the estimated population for the state for 1975, 1980, and 1985, to obtain growth figures.

It should be noted that special libraries do not typically serve the entire population of the state, but rather the specialized clientele of the organization or institution of which they are a part. This ratio is calculated only on the assumption that employment in special libraries may increase at about the same rate of increase as the population of the state as a whole.

Present replacement rate is not known. Survey respondents did give data on age, which should indicate rate of replacement because of retirement, but data is not available to indicate replacement needs for other reasons. 13.6% of special library directors are in the 55-64 age group, and 9.4% of the special library staff are in this group.

Forecast figure

Year	Estimated population	Staff, FTE	Ratio
1974	4,586,061	386.7	11,851.2:1
1975	4,589,075*	387.2	11,851.2:1
1980	4,819,089*	406.6	11,851.2:1
1985	5,097,139*	430.1	11,851.2:1

Net growth in positions: 43.4
 Percentage growth: 11.1

*Population estimates for 1975, 1980, 1985 furnished by Population Projection Program, Wisconsin Department of Administration.

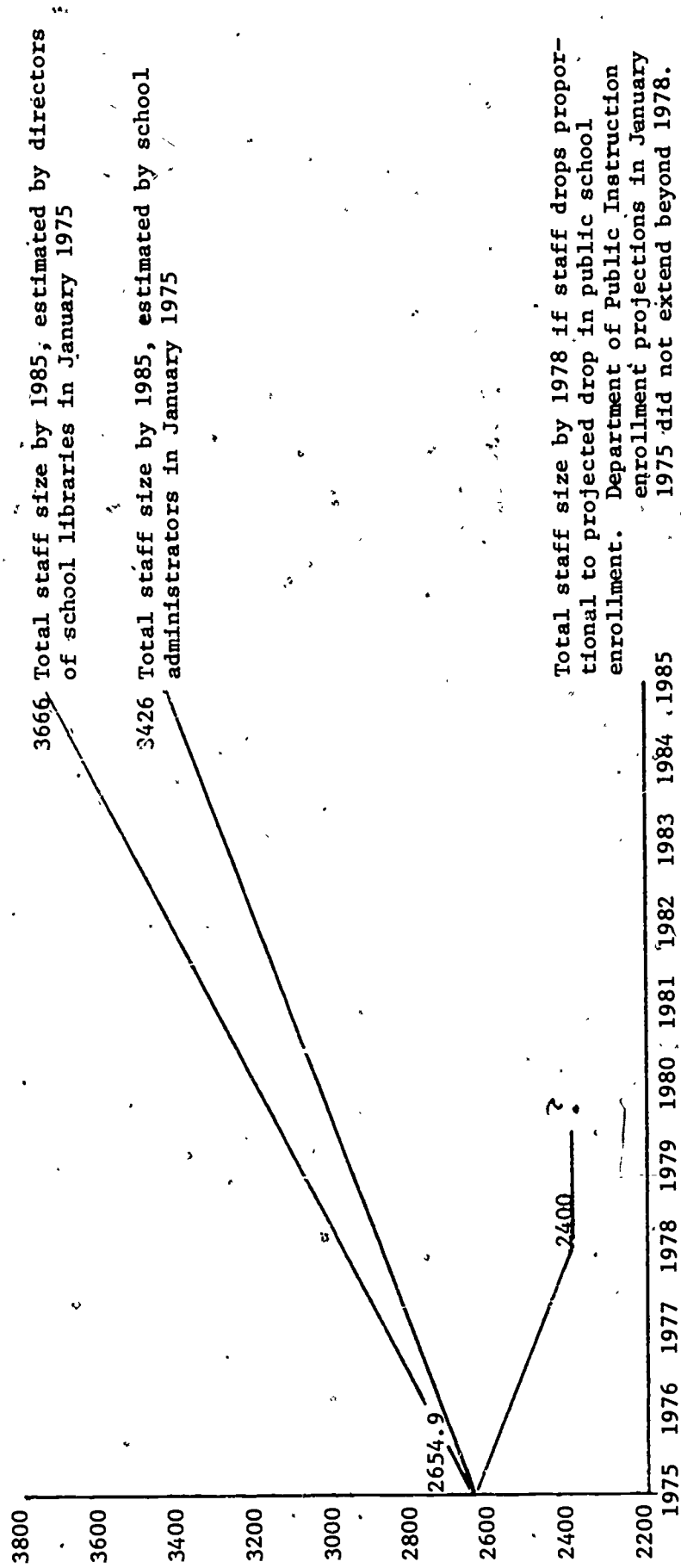
HISTORICAL TREND FORECAST FOR SPECIAL LIBRARY EMPLOYMENT

An historical trend forecast for employment in special libraries has not been made because of the lack of sufficient data on which to determine staffing patterns. Data on special libraries has been collected and published by the Division for Library Services only since 1970, but staff data was provided only for libraries serving state institutions in 1970, and since then many libraries have not reported staff data.

It is significant to note that when data on personnel needs was being gathered for the 1962 Institute on Library Education in Wisconsin, 21 special libraries were contacted. When the 1964 Inventory of Personnel and Personnel Needs in Wisconsin...Libraries was prepared, 67 special libraries were contacted. By the time of publication of the Wisconsin Library Service Record 1973, the number of special libraries had reached to just over 300, including a number of libraries and reading rooms on the University of Wisconsin-Madison campus. Whether the number of such libraries has increased that rapidly (a 1400% increase in 13 years) and the potential for employment has thus increased is open to doubt. There has obviously been an increase in the number of libraries, but a greater attempt has also been made to locate collections of materials.

SOME POSSIBLE FORECASTS OF PUBLIC SCHOOL LIBRARY EMPLOYMENT

TOTAL STAFF, FTE



FORECAST FOR PUBLIC SCHOOL LIBRARY EMPLOYMENT - IN SCHOOLS WHICH PRESENTLY HAVE CENTRAL LIBRARIES - BASED ON SCHOOL LIBRARIANS' ESTIMATES OF REPLACEMENT NEEDS AND ADDITION OF NEW POSITIONS.

Method: Heads of school libraries at the building level, in the questionnaire survey were asked to project their needs for replacement (for retirement or some other purpose) of present personnel, and the numbers of new positions, at various levels of responsibility, for the periods 1975-77 and 1978-85. Their estimates were converted to percentages of the total number of personnel represented in their libraries, and those percentages were applied to the total number of public school library/media personnel reported to the Division for Library Services on the 1975 School Library/Media Profile forms, April 1975.

SAMPLE GROUPS		10-year replacement needs	10-year growth needs
<hr/>			
Present staff levels			
Level A: Secretarial/clerical			
57.9 positions FTE	40.0	21.0	
52.7% of total staff	(69.1% replacement)	(36.3% growth)	
Level B: Technical/supportive			
6.0 positions FTE	22.0	7.3	
5.5% of total staff	(366.7% replacement)	(121.7% growth)	
Level C: High-level supportive			
8.9 positions FTE	20.9	.0	
8.1% of total staff	(234.8% replacement)	(0.0% growth)	
Level D: Professional			
33.5 positions FTE	20.8	11.5	
30.5% of total staff	(62.1% replacement)	(34.3% growth)	
Level E: Highly specialized/professional			
3.5 positions FTE	4.0	2.0	
3.2% of total staff	(114.3% replacement)	(57.1% growth)	
<hr/>			
Totals	109.8 total positions FTE	107.7 (98.1% replacement)	41.8 (38.1% growth)

TOTAL POPULATION

Actual staffing levels in FTE: 2654.89. Above percentages applied.

Level A:	1399.1 positions FTE	966.8 replacement	507.9 growth
Level B:	146.1 positions FTE	535.7 replacement	177.8 growth
Level C:	215.1 positions FTE	505.0 replacement	0. growth
Level D:	809.7 positions FTE	502.8 replacement	277.7 growth
Level E:	84.9 positions FTE	97.0 replacement	48.5 growth
<hr/>			
Totals	2654.9 positions FTE	2607.3 replacement	1011.9 growth

FORECAST FOR PUBLIC SCHOOL LIBRARY EMPLOYMENT BASED ON DISTRICT ADMINISTRATORS' ESTIMATES OF REPLACEMENT NEEDS AND ADDITION OF NEW POSITIONS

Method: School district administrators, in the questionnaire survey, were asked to project their needs for replacement (for retirement or some other purpose) of present personnel, and the numbers of new positions, at various levels of responsibility, for the periods 1975-77 and 1978-85. Their estimates were converted to percentages of the total number of personnel represented in their libraries. These percentages were applied to the total number of public school library/media personnel reported to the Division for Library Services on the 1975 School Library/Media Profile forms, April 1975.

SAMPLE GROUP	10-year replacement needs	10-year growth needs
Present staff levels		
Level A: Secretarial/clerical 137.3 positions FTE 28.9% of total staff	99.0 (72.1% replacement)	37.5 (27.3% growth)
Level B: Technical/supportive 32.2 positions FTE 6.8% of total staff	12.0 (37.3% replacement)	7.5 (23.3% growth)
Level C: High-level supportive 90.3 positions FTE 18.9% of total staff	26.0 (28.8% replacement)	14.5 (16.1% growth)
Level D: Professional 125.9 positions FTE 26.5% of total staff	73.0 (58.0% replacement)	39.9 (31.7% growth)
Level E: Highly specialized/professional 90.2 positions FTE 18.9% of total staff	55.5 (61.5% replacement)	39.0 (43.2% growth)
Totals: 475.9 positions FTE	265.6 (55.8% replacement)	138.5 (29.1% growth)

TOTAL POPULATION

Actual staffing levels in FTE: 2654.9. Above percentages applied.

Level A: 767.3 positions FTE	553.2 replacement	208.5 growth
Level B: 180.5 positions FTE	67.3 replacement	42.0 growth
Level C: 501.8 positions FTE	144.5 replacement	80.8 growth
Level D: 703.5 positions FTE	408.0 replacement	223.0 growth
Level E: 501.8 positions FTE	308.6 replacement	216.8 growth
Totals 2654.9 positions FTE	1481.6 replacement	771.2 growth

FORECAST OF PUBLIC SCHOOL LIBRARY EMPLOYMENT BASED ON CONTINUATION OF PRESENT RATIO OF LIBRARY PERSONNEL TO TOTAL ENROLLMENT

Method: Present ratio of library personnel to total enrollment is computed using staff figures reported on School Library Media Profile forms, and public school enrollment figures issued by the Department of Public Instruction, January 1975. This ratio is applied to estimated enrollment for 1978, the latest year for which such figures are available.

Present replacement rate is not known. Survey respondents did give data on age, which should indicate rate of replacement because of retirement, but data is not available to indicate replacement needs for other reasons. 26.2% of public school library directors are in the 55-64 age group, and 12.2% of public school library staff are in this group.

Forecast figure

<u>Year</u>	<u>Enrollment</u>	<u>Staff, FTE</u>	<u>Ratio</u>
1974	974,333 (actual)	2654.9	366.99:1
1978	880,469 (estimated)	2400.0	366.99:1

USE OF SCHOOL LIBRARY STANDARDS TO DEFINE SCHOOL LIBRARY STAFFING LEVELS

Note: This is not a forecast of school library employment. It is set forth to indicate the number of full-time positions which would be necessary if school library service at the building level were provided by staff at the level defined in Media Programs District and School, 1975, using the following guidelines for total personnel; a higher level could also be calculated:

Enrollment under 299:	staff of 3
Enrollment 300-499:	staff of 4
Enrollment 500-999:	staff of 9
Enrollment 1000-1499:	staff of 12
Enrollment 1500 and over:	staff of 15

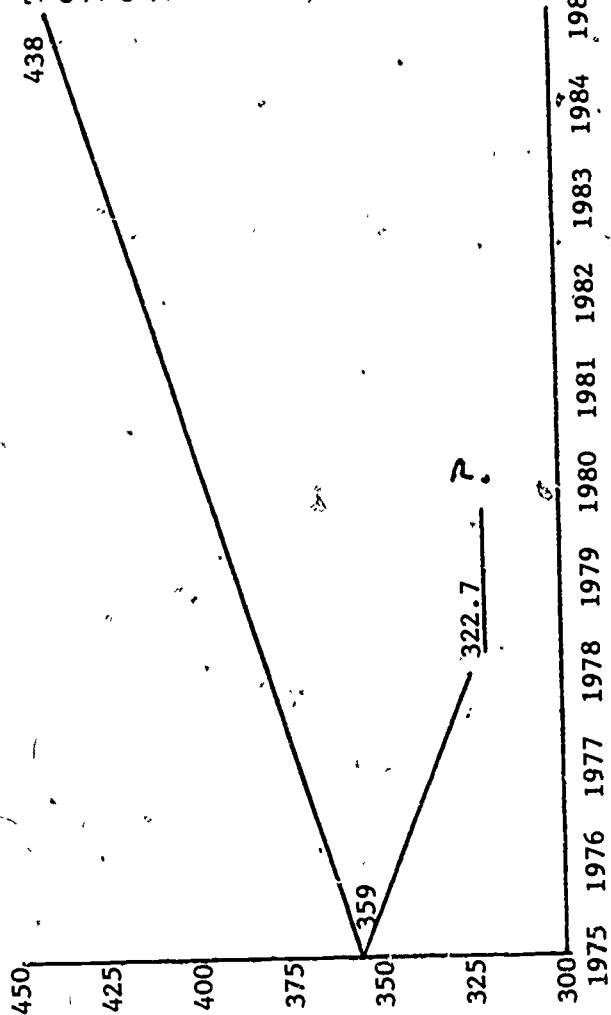
Data is computed on fall 1974 enrollment only. Projections of future enrollment at building level are not available; Department of Public Instruction projects a continuing decline in enrollment in public and non-public schools through 1978, and has not released projections beyond that date.

Enrollment	Public School Buildings	Staff Needed To Meet Standard	Non-public School Buildings	Staff Needed To Meet Standard
Under 299	1031	3093	657	1971
300-499	609	2430	118	472
500-999	503	4527	42	378
1000-1499	113	1356	3	36
1500-up	54	810	1	15

These figures are not shown on graphs of school library manpower forecasts, since they so greatly exceed present staff levels, and no basis is available for projecting them into the future.

SOME POSSIBLE FORECASTS OF NON-PUBLIC SCHOOL LIBRARY EMPLOYMENT

TOTAL STAFF, FTE



Total staff size by 1985, estimated by directors of non-public school libraries in January 1975. It should be noted that this forecast is based on data from schools which have library programs and does not account for schools which do not have library programs

Total staff size by 1978 if staff drops proportional to projected drop in non-public school enrollment. Department of Public Instruction enrollment projections in January 1975 did not extend beyond 1978.

FORECAST FOR NON-PUBLIC SCHOOL LIBRARY EMPLOYMENT - IN SCHOOLS WHICH NOW HAVE LIBRARIES - BASED ON SCHOOL LIBRARIANS' ESTIMATES OF REPLACEMENT NEEDS AND ADDITION OF NEW POSITIONS

Method: Heads of non-public school libraries, in the questionnaire survey, were asked to project their needs for replacement (for retirement or some other purpose) of present personnel, and the numbers of new positions, at various levels of responsibility, for the periods 1975-77 and 1978-85. Their estimates were converted to percentages of the total number of personnel represented in their libraries, and those percentages were applied to the total number of non-public school library/media personnel reported to the Division for Library Services on the 1975 School Library/Media Profile forms, April 1975.

SAMPLE GROUPS	10-year replacement needs	10-year growth needs
Level A: Secretarial/clerical 7.8 positions FTE 10.0% of total staff	5.3 (67.9% replacement)	3.0 (38.5% growth)
Level B: Technical/supportive 22.8 positions FTE 29.1% of total staff	6.0 (26.3% replacement)	2.0 (8.8% growth)
Level C: High-level supportive 6.3 positions FTE 8.0% of total staff	4.0 (63.5% replacement)	6.0 (95.2% growth)
Level D: Professional 18.1 positions FTE 23.1% of total staff	14.0 (77.3% replacement)	3.0 (16.6% growth)
Level E: Highly specialized/professional 23.3 positions FTE 29.8% of total staff	3.0 (12.9% replacement)	3.0 (12.9% growth)
Totals 78.3 total positions FTE	32.3 (41.3% replacement)	17.0 (21.7% growth)

TOTAL POPULATION

Actual staffing levels in FTE: 359. Above percentages applied.

Level A: 36.0 positions FTE	24.4 replacement	13.9 growth
Level B: 104.5 positions FTE	27.5 replacement	9.2 growth
Level C: 28.7 positions FTE	18.2 replacement	27.3 growth
Level D: 82.9 positions FTE	64.1 replacement	13.8 growth
Level E: 106.9 positions FTE	13.8 replacement	13.8 growth
Totals 359.0 positions FTE	148.0 replacement	78.0 growth

FORECAST OF NON-PUBLIC SCHOOL LIBRARY EMPLOYMENT BASED ON CONTINUATION OF
PRESENT RATIO OF LIBRARY PERSONNEL TO TOTAL ENROLLMENT

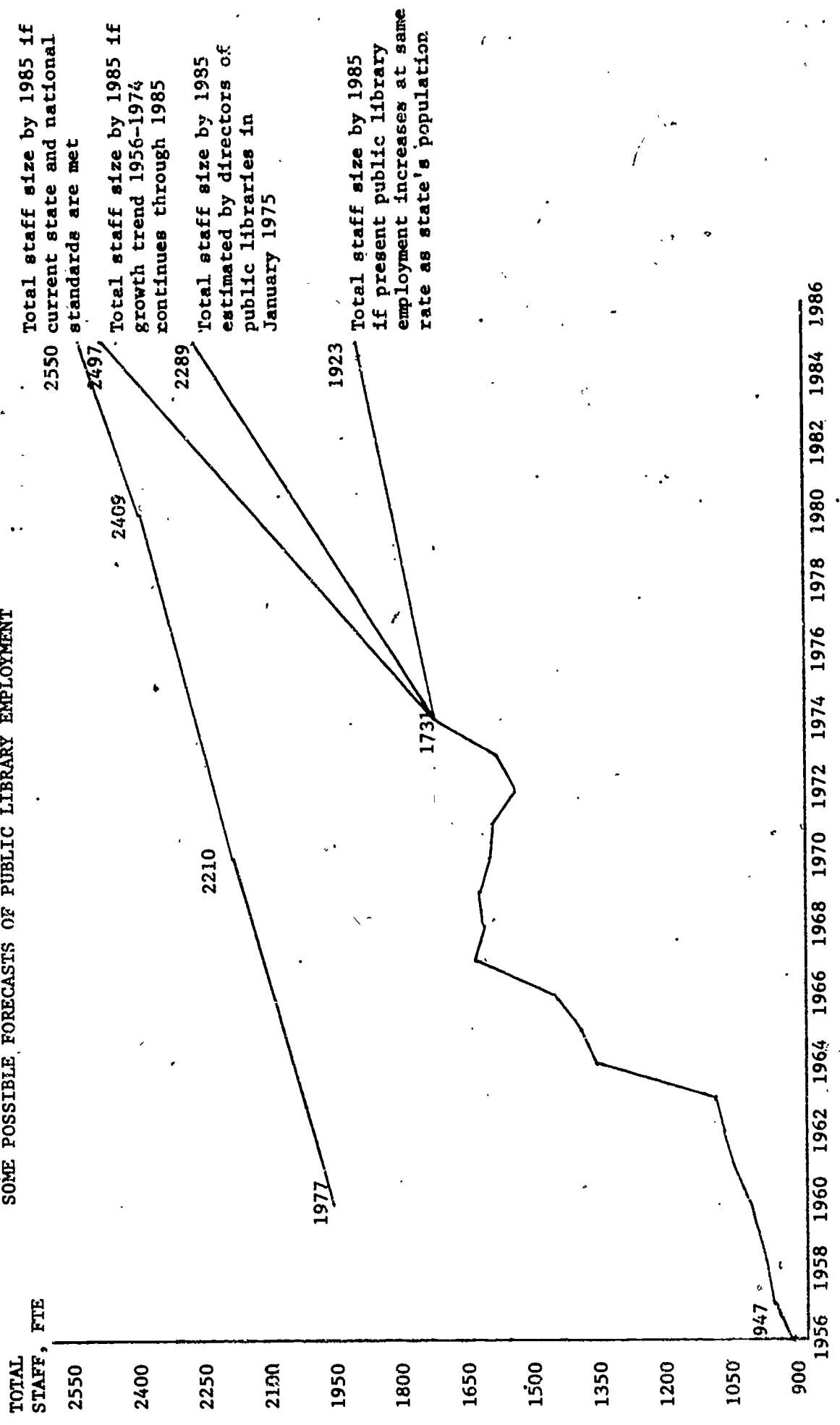
Method: Present ratio of library personnel to total enrollment is computed using staff figures reported on School Library/Media Profile forms, and non-public school enrollment figures issued by the Department of Public Instruction, January 1975. This ratio is applied to estimated enrollment for 1978, the latest year for which such figures are available.

Present replacement rate is not known. Survey respondents did give data on age, which should indicate rate of replacement because of retirement, but data is not available to indicate replacement needs for other reasons. 33.9% of non-public school librarians are in the 55-64 age group.

Forecast figure

<u>Year</u>	<u>Enrollment</u>	<u>Staff, FTE</u>	<u>Ratio</u>
1974	173,297 (actual)	359	482.72:1
1978	155,743 (estimated)	322.7	482.72:1

SOME POSSIBLE FORECASTS OF PUBLIC LIBRARY EMPLOYMENT



FORECAST FOR PUBLIC LIBRARY EMPLOYMENT BASED ON DIRECTORS' ESTIMATES OF REPLACEMENT NEEDS AND ADDITION OF NEW POSITIONS.

Method: Directors of public libraries, in the questionnaire survey, were asked to project their needs for replacement (for retirement or some other purpose) of present personnel and the numbers of new positions, at various levels of responsibility, for the periods 1975-1977, and 1978-1985. Their estimates were converted to percentages of the total number of personnel represented in their libraries, and those percentages were applied to the adjusted number of public library employees statewide, 1731.05. The following data has been developed.

SAMPLE GROUP	10-year replacement needs	10-year growth needs
Present staff levels		
Level A: Secretarial/clerical 74.5 positions FTE 24.5% of total staff	87.5 (117.4% replacement)	15.5 (20.8% growth)
Level B: Technical/supportive 85.9 positions FTE 28.2% of total staff	89.7 (104.4% replacement)	40.0 (46.6% growth)
Level C: High-level supportive 40.7 positions FTE 13.4% of total staff	22.6 (55.5% replacement)	24.5 (60.2% growth)
Level D: Professional 93.0 positions FTE 30.6% of total staff	61.0 (65.6% replacement)	17.0 (18.3% growth)
Level E: Highly specialized/professional 10.0 positions FTE 3.3% of total staff	6.0 (60.0% replacement)	1.0 (10.0% growth)
Totals: 304.10 total positions FTE	266.8 (87.7% replacement)	98.0 (32.2% growth)

TOTAL POPULATION

Actual 1973 staffing levels in FTE: 1731.05. Above percentages applied.

Level A: 424.1 positions FTE	497.9 replacement	88.2 growth
Level B: 488.2 positions FTE	509.7 replacement	227.5 growth
Level C: 231.9 positions FTE	128.7 replacement	139.6 growth
Level D: 529.7 positions FTE	347.5 replacement	96.9 growth
Level E: 57.1 positions FTE	34.2 replacement	5.7 growth
Totals: 1731.05 positions FTE	1518.0 replacement	557.9 growth

FORECAST FOR PUBLIC LIBRARY EMPLOYMENT BASED ON CONTINUATION OF PRESENT RATIO OF LIBRARY PERSONNEL TO TOTAL POPULATION

Method: Present ratio of library personnel to total population is computed using adjusted FTE figures for 1974 and estimated population of the state for 1974. This ratio is applied to estimated population of the state for 1975, 1980, and 1985, to obtain growth figures.

Present replacement rate is not known. Survey respondents did give data on age, which should indicate rate of replacement because of retirement, but data is not available to indicate replacement needs for other reasons. 21.6% of public library directors are in the 55-64 age group, and 12.7% of public library staff are in this group.

Forecast figure

<u>Year</u>	<u>Estimated population</u>	<u>Staff, FTE</u>	<u>Ratio</u>
1974	4,586,061	1731.05	2649.3:1
1975	4,589,075*	1732.2	2649.3:1
1980	4,819,089*	1819.0	2649.3:1
1985	5,097,139*	1923.9	2649.3:1

Net growth in positions: 192.9
 Percentage growth: 11.1

*Population estimates for 1975, 1980, 1985 furnished by Population Projection Program, Wisconsin Department of Administration

HISTORICAL TREND FORECAST FOR PUBLIC LIBRARY EMPLOYMENT

Method: Staffing data for public libraries has been extracted from public library annual reports for the years 1956-74, on file at the Division for Library Services. (Fluctuations from year to year in historical data may be caused by lack of reports from some libraries for some years.) For comparative data, all positions which are listed on the reports at less than 37 hours per week are figured in FTE at a fraction of a 40-hour week. All part-time personnel whose hours worked were not specified are counted as working half the number of hours the library was open (e.g., if a staff member worked part-time for an unspecified number of hours and the library was open 24 hours per week, that individual was counted as working 12 hours per week). 1956 was chosen as initial year, since availability of federal funds for public library development since that year has had a significant impact on public library growth.

No projection is made on future numbers of Grade 1 certificates because of irregularity of data. No projection is made on numbers of 5th-year LS degree because of lack of historical data.

Caution: A forecast which assumes that the future will be like the past assumes that conditions will not have changed drastically. The period 1956-1973 was one of dramatic growth in public libraries nationwide. That growth was spurred in part by Library Services Act and Library Services and Construction Act funds which increased in amount annually during most of the period; it was spurred in part by the general economic conditions which permitted growth in a number of public and social service programs over the period. If those conditions do not continue -- and in 1975 it seems unlikely that they will -- the trend will change.

Historical data, furthermore, has been gathered only on total numbers of positions, and does not reflect replacement needs from year to year. Thus the forecast shown on the accompanying chart does not take into consideration the needs of libraries to replace personnel who retire or for some other reason leave library employment. Data collected in the questionnaire survey indicate that 21.6% of the public library directors are in the 55-64 age bracket, and that 12.7% of public library staff members are in this age bracket. It is not conclusive that this number of persons will retire by 1985, inasmuch as there is no uniform retirement age for public library personnel retirement; nevertheless, it may be reasonable to assume that at least 73 directors and 161 staff members may retire by 1985. No historical data is available to forecast replacement needs for other reasons.

HISTORICAL TREND FORECAST FOR PUBLIC LIBRARY EMPLOYMENT (page 2)

Historical data:

Year	Population	Total staff (adjusted)	% Increase over previous year	Grade 1 certificates reported (gross)	5th-year LS degrees reported (gross)
1956		947	---	100	---
1957		978	3.27	104	---
1958		986	.82	86	---
1959		1029	4.36	92	---
1960	3,952,765	1063	3.3	91	---
1961		1088	5.55	94	---
1962		1103	1.38	98	---
1963		1154	4.62	99	---
1964		1377	19.32	110	---
1965		1411	2.47	123	---
1966		1483	5.1	126	---
1967		1653	11.46	121	---
1968		1636	-1.03	111	---
1969		1648	.07	128	---
1970	4,417,933	1627	-1.27	122	---
1971		1618	-.06	96	---
1972		1563	-3.4	---	297
1973		1603	2.56	---	341
1974		1731	7.97	---	378

Projection: based on assumption of growth of 3.4% each year over the previous year's level if adjusted staff (FTE). This is the effective rate of growth on a year-to-year basis from 1956 through 1974.

1975	4,589,075*	1787			
1976		1848			
1977		1911			
1978		1976			
1979		2043			
1980	4,819,089*	2113			
1981		2185			
1982		2259			
1983		2336			
1984		2415			
1985	5,097,139*	2497			

*Population estimates for 1975, 1980, 1985 furnished by Population Projection Program, Wisconsin Department of Administration

USE OF PUBLIC LIBRARY STANDARDS TO DEFINE PUBLIC LIBRARY STAFFING LEVELS

Note: This is not a forecast of public library employment. It is set forth to indicate the number of full-time positions which would be necessary if public library service were available to every Wisconsin resident with staff at the level provided for in Wisconsin Public Library System Standards, 1974. That document states:

"...The total number of personnel, excluding maintenance, in a system complex, should be no less than one full-time staff member (or equivalent) per each 2,000 people in the system area. The ratio of nonprofessional employees to professional, including paraprofessional, should be two to one..."

Year	Population	Total Staff	Professional and paraprofessional	Nonprofessional
1974	4,586,061	1731 (actual) 2293 (standard)	764	1529
1975	4,589,075*	2295	765	1530
1980	4,819,089*	2409	803	1606
1985	5,097,139*	2550	850	1700

*Population estimates for 1975, 1980, 1985 furnished by Population Projection Program, Wisconsin Department of Administration.

CHAPTER 5

DYNAMICS OF THE PROFESSION

In the process of gathering data for the study, staff asked heads of campus-based library/media education programs the question "What trends in libraries or media centers can you identify that will or should dictate changes in education for library service during the next ten years?"

Members of the Library Manpower Working Group were asked to submit statements of trends in library development, and comment on their implications for library manpower.

An invited group of library leaders, meeting in Madison on May 29, was asked to discuss trends or changes likely to affect library manpower needs (other than purely quantitative needs) over the decade. A number of issues were articulated at that meeting, and participants were asked to comment on their likely affect on academic, public, school, and special libraries.

The following statements represent a compilation of responses from these three groups:

1. There will be an increasing need for integrated program combining traditional library services with a wide range of audio-visual services. Students are already becoming accustomed to combined programs in schools, and will demand them in academic, public, and special libraries.
 - ...A better definition of the common ground between these two fields is needed
 - ...The universities should educate not only media specialists who are starting out, but also broaden the knowledge of persons already working in library and audio-visual fields
 - ...Universities should educate administrators in the concept of combined media programs.
 - ...There will be a need for specialists as well as generalists.
 - ...Practitioners see highest emphasis on audio-visual services placed in schools, but significantly increased emphasis in academic and public libraries
 - ...Cable television will have increasing importance in public and school libraries, some effect in academic and special libraries.
 - ...Integration of resources in various formats will have significance in many libraries
2. There will be need for improved access to materials, services, and information.
 - ...Networks will foster sharing of collections
 - ...Systems or networks will link together libraries of different types
 - ...There will be general (e.g., WILS) and special (e.g., OCLC) types of networks

- ...There will be cooperation between libraries to serve previously unserved or ill-served people
 - ...Networks will demand a different level of administration, different kinds of administrative relationships
 - ...New patterns and relationships may emerge between libraries and the information industry, and the publishers and government sources of information
 - ...Overlap between library units will come into focus; greater attention must be paid to systems and networks
 - ...Large systems may have to be broken down into smaller units or access may have to be restricted; there may be a greater trend toward departmentalization and reference counselor utilization
 - ...Practitioners see networks having most relevance to academic and public libraries, but high relevance to school and special libraries
 - ...The systems approach to administration, planning, and execution of services will be important in all types of libraries
 - ...An increasingly educated adult public will demand a higher level of services and access to resources through academic, public, and special libraries.
3. Although future funding of library/media programs is not clear, there is considerable agreement that libraries must do a better job of demonstrating their need for funds and their accountability in using funds.
- ...There is a need for better understanding of accountability
 - ...There is uncertainty of continuing federal involvement in library support
 - ...Changes in tax structure may affect library funding
 - ...Increases in the price of paper may force greater reliance on non-print media
 - ...Fiscal stringency may force more reliance on technical equipment and processes
 - ...Continued economic pressure may eliminate positions
 - ...Practitioners see that all kinds of libraries will have an increased need to articulate their purposes and functions
4. Different patterns of service, and use of libraries, will emerge.
- ...Librarians (especially in academic and special libraries, but increasingly in other kinds of libraries) must have research rather than teaching orientation: they must get information for the client, rather than show the client how to use libraries
 - ...Librarians may shift loyalty from institution to client, developing an emphasis of advocacy on behalf of the client; public and special libraries will be most affected
 - ...Providing information or needed resources from whatever source they may be available will become more important than developing a comprehensive collection in any one library.

- ...School and academic libraries will see more emphasis on individualized instruction
 - ...The public library's role in adult learning will be magnified.
 - ...Public (and to a slightly lesser extent academic) libraries will be more involved in direct provision of services to segments of the population now without direct library access
 - ...Public and special libraries (and to a lesser extent academic libraries) will concentrate more on services to particular interest groups or identified components of the population
 - ...Library services to school-age children may shift somewhat from public to school libraries, and public libraries may increase services to pre-school and disadvantaged children
 - ...Library instruction programs will have increasing importance in academic and school libraries, some importance in public libraries, and less in special libraries
 - ...Public and school libraries (and special and academic libraries to a lesser degree) need more flexibility in adapting and responding to societal change
 - ...All kinds of libraries will see an increased stress on public services functions; this may, in the eyes of practitioners, be most important for public libraries
 - ...Special libraries most importantly, but academic and public libraries also will see increased emphasis on information (as contrasted to document) retrieval
 - ...Programs of informal education in the library will be important in public libraries, have some effect in academic libraries, but of little relevance in school and special libraries
5. Pre-service and continuing education programs for library administrators need special attention.
- ...Administrators need preparation for participatory management
 - ...Working with unions will become increasingly important
 - ...Increased ability to deal with and understand government agency workings will be necessary
 - ...Administrators must be articulate in justifying dollars for contracts as they are in justifying dollars for materials and staff
6. A variety of comments, sometimes contradictory, were offered regarding several levels of professional preparation.
- ...The library science programs have not adjusted to the changes which have already occurred
 - ...Courses for support staff, similar to those in campus-based library/media technical assistant programs, might be taught by University Extension
 - ...Increased mobility of people may reduce the need for the present number of library education programs
 - ...The master's degree may become the minimum qualification for school media personnel at the secondary level, but not at the elementary level within the decade; it is possible that an undergraduate major may be required

- ...There should be joint programs between campuses
 - ...Undergraduate courses will be required for admission to graduate programs
 - ...Beginning professional programs may level off, but there will be a greater need for continuing education, through short courses, workshops, etc.
 - ...There may be a relative stability in library systems, militating against continuing education for the purpose of updating during the first 5-10 years of a person's professional life
 - ...Computers will have relatively little effect on library education
 - ...There is a real need for graduate course offerings in the western part of the state, designed to help people already working build upon rather than duplicate previous courses
 - ...Those responsible for library/media education programs need to examine competency-based education
 - ...Continuing education will be increasingly important, perhaps most for public libraries, but of high importance for all types, in the eyes of practitioners
7. The growth of the private information sector is a big unknown at present. Librarians need to make themselves employable in the private sector.
- ...There will be a growth in the development of prepackaged information systems
8. Automation is expected to find its way into smaller libraries, both public and school; this needs to be reflected in core courses and in new courses.
- ...Practitioners see an emphasis on computer technology and capability having its greatest effect in academic and special libraries, with lesser effect in public and school libraries, in that order
 - ...Because programs of instruction in computer science make computer time available to libraries in vocational-technical institutions, libraries in these institutions may have increased opportunities to use computer technology
9. Subject knowledge (as distinguished from knowledge of librarianship) will have increasing importance in some kinds of libraries.
- ...In academic libraries, the subject master's may be desirable, but it is not likely to be required
 - ...In special libraries, the second master's may become essential if librarians are to retain (or even achieve) an important/essential part of specialized information centers
 - ...An interdisciplinary background will be of moderate importance for staff in all types of libraries

10. Staffing patterns may change.

- ...Cooperative programs may result in a decrease in the number of catalogers needed; catalogers of the future may need more skill as supervisors or organizers
- ...Public library systems may have staff to provide basic consultant level services which the state is now providing
- ...Public library systems may provide technicians to run the small public libraries which cannot in themselves provide trained staff
- ...Increased use will be made of technicians as support staff for professional librarians
- ...With increased use of support staff, professional personnel will need supervisory skills, and ability to coordinate in-service education
- ...Practitioners see that all kinds of libraries will be faced with a need for increased awareness and articulation of role definition for professional and support staff
- ...Academic libraries will see an increased need for materials conservationists and preservationists; such need will not be significant in other types of libraries
- ...School library (and to a slightly lesser extent academic library) personnel will face a need for increased participation in instructional and curriculum design

11. Renewed attention should be given to the kinds of people recruited to library service.

- ...Libraries need people with imagination, creativity, not insulated from the rest of culture and other libraries
- ...Librarians should be imaginative, forceful, technologically competent ombudsmen

12. National planning commissions and conferences (including the National Commission on Libraries and Information Science) will have an important effect on all types of libraries, but most on academic, public, and special libraries.

CHAPTER 6

CURRENT LIBRARY/MEDIA EDUCATION PROGRAMS IN WISCONSIN

INTRODUCTION

Library and media education programs are offered in a variety of public and private post-secondary institutions in Wisconsin. Continuing education programs for library and media personnel are offered by these institutions, and by a number of governmental agencies and professional organizations. This review attempts to include those campus-based programs which lead to diplomas or degrees in the library science and audio-visual fields or meet requirements for certification by an appropriate government or professional agency. It also examines continuing education programming by other library-related agencies and organizations, including the major professional library and media bodies in the state.

Field visits were made to all campuses in the state which offer library science programs, and to university departments offering bachelor's or graduate degrees in the audio-visual field. In these visits, conferences were held with the heads of programs, and with other faculty upon the invitation of the program head. In many instances, opportunities were made available for informal conferences with students presently enrolled in the programs.

Data presented on non-campus-based continuing education programs is based upon interviews with officers of the agencies and organizations listed, and upon a review of journals, program announcements, and the like.

The survey did not attempt to gather data on service courses in library science (e.g., "How to Use the Library") which are offered on a number of campuses, although more than one faculty member indicated that such courses may serve as a recruiting device, giving a student curious about librarianship as a career a closer look at the way libraries are organized and operated before being called upon to select a field of concentration for study.

ONE-YEAR PROGRAMS

District One Technical Institute has a one-year program leading to a diploma for audio-visual assistants. The program is designed to train individuals in audio-visual materials production, television production, audio-visual equipment operation and utilization and to give an understanding of the relationship of media to the whole area of communication. General education courses and library orientation are included in the program, as well as instruction in the audio-visual field.

Twelve persons graduated with this diploma during the twelve months ending August 31, 1974. The following placement statistics were furnished by the Institute:

**SUMMARY LIST: CAMPUS-BASED LIBRARY/MEDIA EDUCATION PROGRAMS
LEADING TO DEGREES OR DIPLOMAS**

	1-year program: Audio-Visual Assistant	2-year program: Library/Media Technical Assistant	2-year program: Visual Communications Technician	Undergraduate minor: Library Science	Undergraduate minor: Audio-Visual	Undergraduate major: Library Science	Graduate program(s): Library Science	Graduate program(s): Audio-Visual
Alverno College		X		X				
District One Technical Institute	X							
Gateway Technical Institute		X						
Madison Area Technical College			X					
Marian College				X				
Milwaukee Area Technical College			X					
Northland College				X				
Silver Lake College				X				
University of Wisconsin - Eau Claire				X				
University of Wisconsin - La Crosse				X	X			X
University of Wisconsin - Madison				X			X	X
University of Wisconsin - Milwaukee				X			X	X
University of Wisconsin - Oshkosh				X		X	X	
University of Wisconsin - Platteville				X				
University of Wisconsin - River Falls				X				
University of Wisconsin - Stevens Point				X				
University of Wisconsin - Stout								X
University of Wisconsin - Superior				X				
University of Wisconsin - Whitewater				X				
Viterbo College				X				
Western Wisconsin Technical Institute		X						

Persons employed in school libraries/media centers	4
Persons employed in other fields for which this training is particularly useful or required	1
Persons employed in unrelated fields	2
Continuing in school	4
Believed to be looking for employment	1

TWO-YEAR PROGRAMS - LIBRARY SCIENCE/LIBRARY MEDIA

Alverno College and Gateway Technical Institute have two-year programs leading to associate degrees in library science or library/media education. Graduates of these programs meet library education requirements for Grade 3 Public Librarian certificates required for heads of public libraries in communities of 2,000 to 4,000 population, and required of certain positions in larger libraries, depending on local library policies. They are also employed as aides or technicians in academic, special and school libraries, although no certification requirement has been established for positions at this level in these kinds of libraries.

The program at Gateway is a terminal course, not intended for transfer to a four-year degree program. The two-year program at Alverno College utilizes courses which may be subsequently credited toward a bachelor's degree.

Although the associate degree is not a requirement for employment, in state civil service positions in the Library Assistant class, and in federal civil service positions in the Library Technician class (GS-1411 series, grade GS-4 and above), it may be possible to substitute training received in a two-year associate degree program in library science for required library experience.

The Medical Library Association has adopted a voluntary certification program for health sciences library technicians, to be implemented in 1976. One of the requirements for certification at this level is an AA degree (with or without library technician training), or the equivalent of two full years of college level work.

Placement data furnished by the two programs for persons completing requirements during the year ending August 31, 1974 is as follows:

By placement:	Employed in academic libraries	2
	Employed in public libraries	4
	Employed in school libraries/media centers	2
	Believed to be looking for employment	1
	Continuing in school	1
	All others	2
By institution:	Alverno College	1
	Gateway Technical Institute	11

TWO-YEAR PROGRAMS - VISUAL COMMUNICATIONS/MEDIA

The Madison Area Technical College, the Milwaukee Area Technical College, and the Western Wisconsin Technical Institute have two-year programs leading to associate degrees in visual communications or visual media. Technicians who complete these programs are trained to work with professional personnel in the production of materials and the operation and maintenance of audio-visual

equipment. They are employed in school media programs and in industry, government, and health institutions. The programs are relatively new: the first students to complete the Milwaukee course graduated in 1972; the first students to complete the Western Wisconsin course graduated in 1974; and the program at Madison enrolled its first students in the fall of 1974.

Placement data furnished by the Milwaukee and Western Wisconsin programs for persons completing the degree programs during the year ending August 31, 1974, is as follows:

By placement:	Employed in school media programs	2
	Employed in other fields for which this training is particularly useful or required	7
	Believed to be looking for employment	2
	All other	2
By institution:	Milwaukee Area Technical College	4
	Western Wisconsin Technical Institute	9

UNDERGRADUATE PROGRAMS - LIBRARY SCIENCE MINOR

Undergraduate programs leading to a minor in library science, library media education, or instructional media are offered on fifteen campuses: Alverno, Marian, Northland, Silver Lake and Viterbo Colleges, and the University of Wisconsin units in Eau Claire, La Crosse, Madison, Milwaukee, Oshkosh, Platteville, River Falls, Stevens Point, Superior and Whitewater. The State Department of Public Instruction has approved programs in each of these institutions leading to a three-year license for school librarians. Courses in library administration, selection of materials, reference, and cataloging and classification, offered in each of these programs, are accepted by the Department's Division for Library Services as meeting librarianship course work requirements for Grade 2 Public Librarian Certificates. A minor in library science from any of these institutions will meet the library education requirements for provisional certification as a librarian in rules established by the State Board of Vocational, Technical, and Adult Education.

Some graduates with minors in library science are employed in academic and special libraries, according to placement information furnished by the institutions, although no certification requirements prevail for these positions. General class specifications for state Civil Service positions do not show positions for which a college degree with a library science minor is a requirement, but a four-year degree including some library science courses or supplemented by library experience is required for positions in the Library Technician and Library Associate series.

Many of the undergraduate library science courses are designed primarily for persons interested in meeting school certification requirements, although not all persons taking library science courses necessarily look toward careers in any kind of library as a primary interest.

All of the undergraduate programs in library education offer minors which meet or exceed the state requirements for the three-year license as a school librarian. Most, but not all of the library education programs are within

schools or colleges of education. Some offer minors to students outside the education field, and some offer courses in administration of libraries other than school libraries, and field work in non-school libraries to students who are not preparing for school library credentials. Table I shows minors offered in 1974-75, and the various certification requirements which they meet.

Specific data on degree requirements should be requested directly from the individual colleges and universities. A variety of patterns of organization exist: some library/media education programs are offered entirely within one department, while in other programs the student takes required courses from two or three departments to meet the minor requirements. The number and variety of elective courses vary, as do the number of credit hours required to complete the minor. Generally, courses are available in summer sessions as well as during the regular academic year. The program at Viterbo is, however, only a summer program, requiring attendance four consecutive summers to meet the library science minor requirement.

Some undergraduate minor programs also contain professional courses which satisfy initial requirements for audio-visual building coordinators in the public schools. Some courses of study may be augmented by one appropriate elective course in audio-visual instruction to meet this requirement. But not every campus with a library science program approved by the Department of Public Instruction offers approved courses in audio-visual instruction.

Certain undergraduate courses in librarianship may be required or desirable for admission to graduate study in the field, but not all graduate programs require or will recognize courses taken at the undergraduate level. Policies vary from university to university.

Table II shows the number of persons receiving degrees with minors in library science, or completing certification requirements, by institution. Table III shows available placement data, by type of position, for these graduates.

UNDERGRADUATE PROGRAMS - AUDIO-VISUAL MINOR

The University of Wisconsin - La Crosse offers an undergraduate minor in Audio-Visual Media to students in the College of Arts, Letters and Sciences, and in the College of Education. In the latter, it fulfills audio-visual education requirements for certification as Audio-Visual Director by the Department of Public Instruction.

Twelve students completed the audio-visual minor during the twelve-month period ending August 31, 1974. Placement data furnished by the University is as follows:

Persons employed in field other than librarianship, but including teaching	5
Persons working toward a higher degree	3
All others	4

TABLE I

These minors	Meet or exceed minimum library education requirements for these credentials	School Librarian (3-year license)	A-V Bldg. Coordinator	Librarian, VTAE (2-year provisional)	Public Librarian Grade 2
Alverno College					
Library Science Minor		x	x	x	x
Marian College					
Library Science Minor		x	x	x	x
Northland College					
Library Science Minor		x		x	x
Silver Lake College					
Library Science Minor		x		x	x
University of Wisconsin - Eau Claire					
Library/Media Education Minor (education)		x	x	x	x
Library/Media Education Minor (liberal arts)				x	x
University of Wisconsin - La Crosse					
Library Science Minor (liberal arts)				x	x
Instructional Materials Minor (liberal arts)					x
Library Science Minor (education)		x		x	x
Instructional Materials Minor (education)*		x	x		
University of Wisconsin - Madison **					
Library Science Minor (Library school courses offered through School of Education)		x		x	x
University of Wisconsin - Milwaukee					
Library Science Minor (School of Library Science courses offered through School of Education)		x		x	x
University of Wisconsin - Oshkosh					
Library Science Minor		x	x	x	x
University of Wisconsin - Platteville					
Library Science Minor		x		x	x
University of Wisconsin - River Falls					
Library Science Minor		x		x	x
University of Wisconsin - Stevens Point					
Library Science Minor		x		x	x
Learning Resources Minor		x	x	x	x
University of Wisconsin - Superior					
Library Science Minor		x		x	x
University of Wisconsin - Whitewater					
Library Science Minor (education)		x	x	x	x
Library Science Minor (liberal arts)				x	x
Viterbo College					
Library Science Minor		x		x	x

*Applicants for school librarian certification must have also taken required courses in children's and adolescent literature, which are not specified as a part of this minor

**Certain library science courses (but not sufficient for a minor) are also listed in the bulletin of the Colleges of Letters and Sciences as open to undergraduates with the consent of the instructor.

TABLE II

Institution	Graduates (persons receiving degrees with minors in library science, or completing certification requirements during the year ending August 31, 1974)
Alverno College	6
Marian College	7
Northland College	1
Silver Lake College	3
University of Wisconsin - Eau Claire	44
University of Wisconsin - La Crosse	37
University of Wisconsin - Madison	9*
University of Wisconsin - Milwaukee	18**
University of Wisconsin - Oshkosh	36
University of Wisconsin - Platteville	13***
University of Wisconsin - River Falls	18
University of Wisconsin - Stevens Point	16
University of Wisconsin - Superior	9
University of Wisconsin - Whitewater	61
Viterbo College	-****
Total	278

*Estimated; Library School does not keep records of undergraduate minors
 **Estimated; number is given for persons completing required practicum in l.s.
 ***Data provided only for persons who registered with university placement office
 ****Courses were not taught in summer 1974



TABLE III

Placement data* (persons receiving degrees with minors in library science, or completing certification requirements during the year ending August 31, 1974)

Employed in libraries/media centers, in state, full or part-time	
Academic	1
Public	10
School	45
Special	3
Employed in libraries/media centers, out-of-state, full or part-time	
Public	1
School	9
Employed in other capacities (except full-time teaching) in positions for which library science education is particularly useful or required	2
Teaching, excluding persons employed as part-time teachers and part-time librarians	67
Believed to be looking for employment	23
Working toward an advanced degree	19
Others, for whom placement data is not available	98
Total	278

*Placement statistics were furnished in the course of field visits between November 19, 1974 and February 11, 1975; some graduates reported as either looking for employment or "other" may have changed their status by the date of publication of this report.

**Some colleges and universities do not maintain placement data for minors, and some that attempt to do so do not have records showing placement for all their graduates, by major, minor or other means.

UNDERGRADUATE PROGRAMS - LIBRARY SCIENCE MAJOR

The University of Wisconsin-Oshkosh offers an undergraduate major in library science which meets, for School of Education students with professional education requirements, certification as school librarians and audio-visual coordinators. Students in the College of Letters and Science with a major in library science meet requirements for a Grade 2 public librarian certificate, and are eligible upon graduation for paraprofessional positions in public, academic, and special libraries. A practicum in a non-school library is required for both Education and Letters and Science students; those in Education also take an Education practicum.

The University of Wisconsin-Oshkosh reports the following placement information (as of January 31, 1975) for students completing the library science major during the year ending August 31, 1974:

Employed in Libraries/Media Centers, in state:	
Academic	2
Public	2
School	7
Special	1
Teaching another subject, full time	1
Believed to be looking for employment	1
Working toward an advanced degree	2
Others, for whom no placement data is available	19
Total	35

GRADUATE PROGRAMS - MASTER'S DEGREES IN LIBRARY SCIENCE

Graduate programs leading to master's degrees in library science are offered at the University of Wisconsin campuses in Madison, Milwaukee and Oshkosh. The master's degree in library science offers one means of fulfilling educational requirements for an unlimited credential as school librarian established by the State Department of Public Instruction, and one means of meeting the professional education requirement for standard five-year certification for librarians issued by the State Board of Vocational, Technical and Adult Education. A master's degree in library science or related area is one of the requirements for School Librarian Supervisor, a certification offered by the Department of Public Instruction but not presently required by Wisconsin public schools. It is part of the educational requirement for positions in the Librarian, Librarian Supervisor, and Public Library Consultant series in Wisconsin State Civil Service.

Specific educational qualifications for librarian positions in Federal civil service vary according to level of responsibility and scope of assignment. According to the Library Vacancy Roster published periodically by the Federal Library Committee, candidates without experience, but with a master's degree in library science qualify for Grade 9 positions; candidates with one year of graduate library training, but without a degree, qualify for Grade 7.

The master's degree is recognized as a basic educational requirement for beginning professional librarian positions in the American Library Association's policy statement Library Education and Manpower, adopted by the ALA

Council, June 30, 1970. The American Library Association is authorized by the Commission on Post-Secondary Education (formerly the National Commission on Accrediting) as the accrediting agency for graduate programs of library education leading to the first professional degree.

Persons with fifth-year degrees from library school programs accredited by the American Library Association meet the professional education requirements for Grade 1 public librarian certification in Wisconsin, and as such are eligible to hold positions as heads of public libraries in counties or municipalities of 8,000 population or over, (except cities of the first class, to which such certification does not apply) and as heads of public library systems.* Although there is no state-wide requirement that persons holding staff positions in larger libraries hold Grade 1 certification, some public libraries will employ in professional positions only persons holding or eligible for Grade 1 certification.

According to the State Bureau of Personnel, departments in state government employing persons in the Librarian, Librarian Supervisor, or Public Library Consultant series may elect to require that candidates hold graduate degrees from accredited library school programs, but evidence of recruiting for positions in these classes does not show such a requirement by any department in the period since January 1972.**

There is no uniform statewide educational requirement for employment of librarians in academic or special libraries, although the American Library Association's standards for college libraries (those adopted in 1959 and the 1975 revised draft not yet presented for adoption at the time of this writing) specify as professional preparation for a librarian a graduate degree from an ALA-accredited program. Actual requirements of academic libraries in Wisconsin vary from institution to institution. Relatively few of the special libraries listed in the 1973 Wisconsin Library Service Record indicated employment of one or more persons with fifth-year degrees in library science; many of the libraries have less than one person in total staff, including all levels of education.

Graduation from a library school program accredited by the American Library Association is one of the requirements for certification as a Medical Librarian under the Code for Certification and Training of Medical Librarians of

*The Wisconsin Administrative Code PI-6.03(4) provides that:

"Whenever any applicant for a librarian certificate does not have the academic and library school training prescribed in subsection (3), the division may issue to said applicant a certificate of any grade if satisfied by examination or otherwise that the applicant has attainments substantially the equivalent of such prescribed education and training and that all other conditions are met."

**Letter, Marilyn A. Riedel, Employee Selection Specialist, State Bureau of Personnel, to David R. Hoffman, February 28, 1975

the Medical Library Association; under the Code for Certification of Health Sciences Librarians and Library Technicians, to be implemented in 1976, the requirement continues. Certification by the Medical Library Association is voluntary and not necessarily a condition for employment in a medical library. A graduate degree from a library school program accredited by the American Library Association fulfills one of the requirements for certification by the American Association of Law Libraries. This certification is voluntary and not necessarily a condition for employment in a law library.

UNIVERSITY OF WISCONSIN - MADISON

The Library School at the University of Wisconsin - Madison lists as its goals:

- (1) To prepare graduates to serve as librarians, teachers of librarianship, and investigators of library problems;
- (2) To enlarge the body of knowledge of librarianship;
- (3) To provide service to libraries, practicing librarians, and other agencies.

It offers not only a master's program but also programs leading to specialist certificates and doctoral degrees; these latter will be discussed in a succeeding section of this chapter. The school also makes certain of its graduate courses available to be part of a minor in the School of Education, as noted in an earlier section of this chapter.

The objectives of the master's program, as stated by the school, are to provide students with:

- (1) An introduction to the field of librarianship;
- (2) Preparation in selected basic skills and knowledge in the field;
- (3) Opportunity for preliminary specialization.

The program leads to a M.S. or a M.A. degree. (The degree granted to students entering in January 1975 and later will be the M.A.) Elective courses in particular aspects of librarianship combined with electives from related academic and professional areas may be selected to develop preliminary specialization in such fields as school librarianship, public library service to children and youth or adult services, reference and information services, academic library bibliography, special library service and archive-manuscript administration among others.

UNIVERSITY OF WISCONSIN - MILWAUKEE

The School of Library Science at the University of Wisconsin - Milwaukee offers an instructional program, primarily at the graduate level, to prepare students who already hold the baccalaureate degree, for beginning professional services in libraries, information systems, and materials centers. The special focus of the master's program is urban library and information service with particular attention to the problems of developing and maintaining this type of service in a large municipal setting. Course sequences are available for each of the basic types of libraries (school, public, academic and special) as well as for many of the special activities involved in library and information service. The program leads to the degree of Master of Arts in Library Science.

Advanced courses offered by the School may be elected by master's candidates who have completed the necessary prerequisites, and by post-master's students who wish to continue their professional education or develop a special competence in some phase of urban library and information services. These courses are also open to graduate students in other fields of study, provided that they have completed the appropriate basic courses (or their equivalent) in the School of Library Science or in another recognized college or university.

UNIVERSITY OF WISCONSIN - OSHKOSH

The Department of Library Science at the University of Wisconsin - Oshkosh offers courses leading to the degree of Master of Arts in Library Science with the following objectives:

- (1) To prepare professional librarians of high caliber by offering 1) basic core curriculum involving theory, concepts, techniques, and procedures essential to adequate performance in any type of library, and 2) specialized courses to equip candidates for particular types of libraries (college, university, public, school, or special) and for a particular type of work in a given library (information retrieval, reading guidance, bibliography, materials selection, technical processing, or administration).
- (2) To inspire some master's candidates with the need for progress in librarianship to the extent that they will continue their studies in pursuit of the doctorate and/or produce research.

The Library School at the University of Wisconsin - Madison is accredited by the American Library Association. Both the School of Library Science at the University of Wisconsin - Milwaukee and the Department of Library Science at the University of Wisconsin - Oshkosh list as goals achieving accreditation by the American Library Association.

Certain financial aids are earmarked for graduate students in library science at each of these programs. Amounts and types will vary from year to year, but each of the programs had university-allocated assistantships and/or fellowships available for master's degree candidates in the 1974-75 academic year; Madison and Oshkosh also had fellowships under Title II-B of the Higher Education Act, and at Milwaukee part-time employment on a high paraprofessional level in the University Library was open to library science students. At each institution students also were eligible to compete on a university-wide basis for general financial assistance.

Each of the graduate programs reports admitting students on a special or continuing capacity outside the normal degree track, but interested in continuing education, updating previous education, or meeting certification requirements.

Courses may be open to students who do not intend to enter the library manpower pool, but relatively few students take courses under such circumstances in any of the graduate programs.

The Madison program has an enrollment capacity of approximately 175 students (FTE) for combined undergraduate and master's level programs, and currently is operating at that capacity with total head-count enrollment in the 235 range. The Milwaukee program, with a higher percentage of part-time students, has about 200 persons enrolled, and while there is no stated limit on enrollment, present physical facilities for the school will not accommodate more (consideration is being given to relocating the school in larger quarters). The Oshkosh program does not presently have an enrollment limit.

Placement statistics for the three master's programs in library science were furnished in the course of field visits between January 8 and February 7, 1975. Some graduates reported as either looking for employment or "other" may have changed their status by the date of publication of this report.

	<u>Madison</u>	<u>Milwaukee</u>	<u>Oshkosh</u>
Employed in libraries/media centers, in state:			
Academic	12	4	3
Public	17	4	3
School/	11	23	9
Special	17	3	3
out-of-state			
Academic	15	2	1
Public	16	-	-
School	9	-	-
Special	4	1	1
Teaching library science/A-V instruction	1	1	1
Other positions for which library science is particularly useful or required	2	1	-
Teaching in other fields	6	-	-
Believed to be looking for employment	22	5	3
Working toward higher degrees	3	-	-
Other, including those for whom placement data is not available	6	11	1
Total graduates, 12 months ending August 31, 1974	141*	55**	27***

*Of the 102 graduates employed in libraries, 11 are employed in non-professional positions: 6 in academic libraries, 1 in a public library, and 2 in special libraries in Wisconsin; out of state, 1 each in an academic and a public library.

**Information on graduates' placement in non-professional positions in libraries is not available.

***All graduates placed in libraries are believed to be in professional positions.

GRADUATE PROGRAMS - POST-MASTER'S PROGRAMS IN LIBRARY SCIENCE

The Library School of the University of Wisconsin - Madison offers two programs of study beyond the master's degree: a sixth-year specialist program and a doctoral program.

The Specialist in Librarianship Certificate program is a second-year graduate program, combining specialization in librarianship with advanced study in an academic discipline or related professional field. An applicant for admission to the program must hold a fifth-year professional degree in library science and have had at least two years of professional library experience following that degree. A statement of professional interest and reasons for wishing to enter advanced study must be submitted. Programs are tailored to the particular needs of the student; an oral examination in the area of specialty is required, as is a specialist paper. The typical program includes 18 graduate credits, with approximately half in library science and half in one or more departments related to the student's area of specialization.

One person completed the specialist program during the twelve months ending in August, 1974, and is employed in an out-of-state academic library.

The Library School of the University of Wisconsin - Madison also offers a Ph.D. program preparing librarians for the fields of education, research in librarianship, and administration of large systems of libraries. The doctoral degree is a research degree. A minor in an outside field is required; further work in another academic field is permitted. Applicants for admission must hold a master's degree in Library Science from an accredited library school, and should have completed at least two years of professional library experience following the first professional degree prior to engaging in doctoral study.

The Ph.D. was awarded to three persons in the twelve months ending August 31, 1974; of these one is employed in an out-of-state academic library, and two are teaching in library education programs.

GRADUATE PROGRAMS - AUDIO-VISUAL COMMUNICATIONS, EDUCATIONAL MEDIA, EDUCATIONAL TECHNOLOGY/INSTRUCTIONAL MATERIALS

Graduate programs in the audio-visual and instructional materials fields are offered at four units of the University of Wisconsin: La Crosse, Madison, Milwaukee, and Stout.

The program at the University of Wisconsin - La Crosse has as its objectives: to train audio-visual directors and coordinators for the elementary and secondary schools of Wisconsin and other states; to train media specialists to administer in and supervise instructional materials centers; to provide audio-visual specialists and coordinators for business, industry and other institutions of higher learning; to train professionals to provide leadership in design, implementation, and evaluation of programs in education which make the fullest use of new media; and to prepare teachers to operate and properly utilize audio-visual media in the classroom. Courses in cataloging and classification, school instructional materials centers, and operation and management of library and materials centers may be included in

the degree program, and graduates may be certified as audio-visual directors by the Department of Public Instruction. The degree of Master of Science in Audio-Visual Media is offered.

The program in Educational Technology and Instructional Materials within the Department of Curriculum and Instruction at the University of Wisconsin - Madison places emphasis on instructional development in the broad sense, and draws students from a variety of professional fields in addition to those in education. Its objectives include the development of an understanding of theory and research in media, the preparation of teachers with media competencies, and of trainers with instructional design capability. Courses are available which will meet requirements for certification as Audio-Visual Directors by the Department of Public Instruction. Courses which meet certification requirements for Audio-Visual Building Coordinator are open to undergraduates with at least junior standing. The degrees of Master of Science and Doctor of Philosophy in Curriculum and Instruction, with an emphasis on Educational Technology, are offered.

The Department of Curriculum and Instruction at the University of Wisconsin - Milwaukee offers courses in instructional technology and instructional media which, as a part of a Master's Degree in Curriculum and Instruction, will meet requirements for certification as an Audio-Visual Director by the Department of Public Instruction. These courses are also open to undergraduates of at least junior standing.

The program at the University of Wisconsin - Stout is designed to prepare students for a professional career in educational media. Upon completion of the program the student is qualified to plan, produce, and utilize media, teach courses in the audio-visual area, and administer media programs in education, industry and government. Each graduate will be proficient in the production, storage, retrieval, and distribution of media; well grounded in curriculum, communication, and learning theory and administrative procedures, and have a basic knowledge of research techniques. The degree of Master of Science in Audio-Visual Communications is awarded. A variety of options is available in course selection, and programs are tailored to meet the backgrounds and needs of degree candidates. Courses in media reference fundamentals, media selection, media cataloging and organization, media retrieval systems, and educational media administration are available. Graduates may elect courses which will lead to certification as an Audio-Visual Director by the State Department of Public Instruction.

Statistics for the master's degree program for the La Crosse, Madison, and Stout campuses for the year ending August 31, 1974 are as follows:

Number of degrees awarded:	
University of Wisconsin - La Crosse	18
University of Wisconsin - Madison	4
University of Wisconsin - Stout	26
Placement: Master's degrees	
In school media programs, in-state	8
In school media programs, out-of-state	8
Teaching in library science or audio-visual programs	1
Employed in other positions requiring knowledge of the audio-visual field	10
Teaching subjects outside of the field	11
Believed to be seeking employment	6
Working toward advanced degrees	2
Total	48

The University of Wisconsin - Madison awarded two Ph.D.'s in the field in the period covered. One recipient is employed in teaching and administration of audio-visual services at the university level in Wisconsin, and one is employed in university audio-visual administration out of state.

OFF - CAMPUS PROGRAMS

Many of the library/media education programs within the University of Wisconsin system offer courses for academic credit in off-campus locations. Some of these have been within the immediate area of the campus (e.g., communities in the surrounding counties) and some have been offered on the opposite side of the state, depending on the nature of the course and the specific needs of the students enrolled. The relative responsibilities of the Campus Units and University Extension for both credit courses and non-credit offerings in off-campus locations are currently being defined in accordance with a policy statement adopted by the Board of Regents.

CAMPUS - BASED NON - CREDIT PROGRAMS

More than half of the library education programs considered in this review offer non-credit continuing education opportunities through workshops, seminars, colloquia, conferences, and the like. The level of annual programming varies, according to constraints on faculty time and on budgets. In addition to workshops designed to meet specific needs in an area or institution (e.g., special programs designed for library/media personnel in a given school district), some of the programs have held annual conferences for librarians for some years.

The University of Wisconsin - Milwaukee sponsored an annual workshop for School Librarians in their first year of practice for three years; the workshop was not held, however, in 1974. The University of Wisconsin - Oshkosh holds an annual conference for librarians from all types of libraries; the 5th annual conference held in 1974 was on the theme "Social Change and the

Library". The University of Wisconsin - Platteville held its 19th annual School Librarians' Workshop in 1974. The University of Wisconsin - Stout's 9th Annual Educational Media and Technology Conference, held in July 1974, offered a variety of program sessions over a three-day period. And the University of Wisconsin - Whitewater held a summer conference for librarians for some ten years, but did not convene this meeting in 1974.

Colloquia series at the University of Wisconsin - Madison and the University of Wisconsin - Oshkosh, while designed primarily for students currently enrolled in programs at those schools, are open to practicing librarians across the state. The Oshkosh series is supported through Higher Education Act Title II funds.

UNIVERSITY OF WISCONSIN - EXTENSION PROGRAMS IN LIBRARY SCIENCE

The Department of Communication of the University of Wisconsin - Extension offers a course in Basic Library Management for Public Librarians (A-50) which is one means of meeting the library education requirement for Grades 2 and 3 Public Librarian certificates. The course is in 14 2-hour sessions of the UW - Extension's Educational Telephone Network, and, while planned for heads of smaller public libraries, is also open to staff members. Enrolees must be employed in a Wisconsin public library. Forty-six persons were enrolled in this course in 1973-74; 73 are enrolled in 1974-75.

The Department also offers, via ETN, a course in Basic Library Management for Health Sciences Librarians (A-51); it includes 13 2-hour sessions and is designed to provide assistance to persons responsible for library service in medical settings. Twenty-two persons were enrolled in this course in 1973-74; it was not offered in 1974-75.

Through its Independent Study program, the University of Wisconsin - Extension also offers two correspondence courses in library science: A-54, Organization of Library Materials I, and A-55, Organization of Library Materials II. These courses are offered for the in-service training of those who have or seek responsibilities on a library staff, but they are not offered as a substitute for professional library education and do not earn academic credit toward a degree from the University of Wisconsin. Twenty-eight persons were actively enrolled in A-54 in March 1975, including 5 foreign students and 13 out-of-state students; 3 were enrolled in A-55, including one foreign student and two out-of-state students.

The University of Wisconsin-Extension's Educational Telephone Network continues to be the medium for a number of in-service and continuing education programs for library personnel. During the 1974-75 academic year, the Department of Communication offered the following series:

Continuing Education for Public Librarians: Cooperatively planned with the Division for Library Services, with suggestions for topics, program format, and speakers from a group of Wisconsin public librarians. Focus for the series during the year was The Year of the Book. 7 sessions.

Continuing Education for School Librarians and Media Specialists: Cooperatively planned with the Division for Library Services, involving practicing librarians through their expressions of need. During the year, sessions were planned on: New National Standards; Regional Media Centers and Services They Provide; Implementation of New State Standards; Current Trends in Young Adult Literature; Periodicals of Interest to Schools; and New and Interesting Audio-Visual Materials. 6 sessions.

One of a Kind: Four sessions, covering: Wisconsin Documents; Publishing in Wisconsin; Book Reviewing of Wisconsin Books; and Rare Books: A Treasure in Wisconsin.

Copyright Problems in Media Production: Planned especially for school librarians and media specialists, but open to librarians in all kinds of libraries. 3 sessions.

Contemporary Novels and Librarians: Provides an opportunity to read and discuss specific books and the general subject areas which they exemplify. 5 sessions; offered twice during the year.

Among the Department's workshops and institutes, planned or executed in cooperation with other agencies have been the following:

Management Planning and Education Workshops for Public Library Systems: Planned in cooperation with the Division for Library Services, and offered in two three-day sessions, fall and spring.

Library Service to Jails: Inmates and Staff: Co-sponsored by the Division for Library Services. 2 days.

Women in Library Administration: Cooperatively planned with the UW-Madison Libraries, UW-Madison Office of Affirmative Action, and the Madison Area Library Council. Special funding from the Division for Library Services, UW Memorial Library, Madison Area Library Council, and UW-Madison Lecture Committee. 2 days.

Workshop on Program Planning Processes for School Libraries/Media Centers: Planned in cooperation with the Division for Library Services. 3 days.

A World of Information on Line: Information Services; On Line Systems Demonstration: Co-sponsored with Wisconsin chapters of the American Society of Information Science and Special Libraries Association. 1 day.

Library Services to Handicapped and Institutionalized Readers: Cooperatively planned with the Wisconsin Regional Library for the Blind and Physically Handicapped (Milwaukee Public Library) and funded by the Division for Library Services. 5 days.

MEDICAL LIBRARY SERVICE PROGRAM
MIDDLETON MEDICAL LIBRARY

The Medical Library Service program of the Middleton Medical Library provides a statewide continuing education program for medical library personnel. A series of medical library seminars is offered over the University of Wisconsin - Extension's Educational Telephone Network. During the 1974-75 year, four seminars, each two hours in length, were presented at two-month intervals through the year; topics included Hospitalized Children, MEDLINE and MESH, Health Administration Literature, and Psychiatric Literature and Services.

The Medical Library Service also provides an annual workshop for medical librarians. The workshops vary in length according to subject. Continuing Education courses designed by the Medical Library Association are from time to time offered in this workshop series.

WISCONSIN AUDIO-VISUAL ASSOCIATION

The Wisconsin Audio-Visual Association and its satellites offer a number of programs during the year for the continuing education of their members. Recent topics have included: copyright, new national standards, and the implications of recent state legislation. WAVA has from time to time sent official representatives to leadership conferences held out of state, and on some occasions has been able to provide some expenses for travel. WAVA and the Wisconsin Association of School Librarians held a joint spring meeting in February 1975 to consider the national media standards issued jointly by the American Association of School Librarians and the Association for Educational Communications and Technology.

SPECIAL LIBRARIES ASSOCIATION
AMERICAN SOCIETY FOR INFORMATION SERVICE

The Wisconsin chapters of the Special Libraries Association and the American Society for Information Science were co-sponsors, with the University of Wisconsin - Extension Department of Communication, of a one-day workshop on Information Services in Madison in 1975. Both chapters have periodic meetings for their members.

THE WISCONSIN LIBRARY ASSOCIATION

The Wisconsin Library Association and its divisions provide a variety of continuing education opportunities through spring meetings and workshops as well as the annual conference in the fall. Program topics during the Spring of 1974* included:

*1974 program topics are given inasmuch as plans for 1975 spring meetings were not complete at the time of preparation of this chapter.

Wisconsin Association of Public Librarians: Participative management, institution library service, service to clients new to the library scene, cable television, independent study for library patrons, labor unions and professions, and legislative issues.

Wisconsin Association of School Librarians: Alternative ways of meeting school library/media center needs; special education needs, central processing.

Wisconsin Association of Academic Librarians: Management of human resources, Wisconsin Interlibrary Loan Service, deselection of periodicals, organizing and cataloging non-book materials.

Wisconsin Library Trustee Association: How to influence legislators; the National Commission on Libraries and Information Science; what the trustee can expect in library education; the right to read; revenue sharing; how to work with community leaders.

WLA Technical Services Section: Nonprofessional staff-hiring, organization, and supervision.

WLA Children's and Young People's Services Section: The values of professional organizations.

WLA Round Table of Hospital and Institution Librarians: Intertype library cooperation.

The Wisconsin Association of Academic Librarians also held a one-day meeting in the fall of 1974 on the topic "A Practical Approach to Automation."

With the Wisconsin Council on Library Development, the Council of Wisconsin Librarians, and the Division for Library Services, the Association cosponsored a one-day post conference on library networking following its annual meeting in November.

THE DIVISION FOR LIBRARY SERVICES

The Division for Library Services is actively involved in continuing education programs, participating in planning and in funding, with other organizations and agencies. In addition to involvement in many of the programs noted above, Division staff participate in planning and carrying out workshops for public and school library systems; the Division has initiated a statewide project to develop video training expertise in public libraries (to include training in use of equipment and script writing in individual libraries and library systems, and video production); Division grants make possible attendance at out-of-state workshops for selected Wisconsin librarians and provide scholarship support for some of the students enrolled in the University Extension Course A-50, Basic Library Management for Public Librarians.

CHAPTER 7

RECOMMENDATIONS ON LIBRARY/MEDIA EDUCATION: DEGREE PROGRAMS

This study looked at present library/media education degree programs in Wisconsin ranging from a one-year audio-visual assistant program to doctoral programs in library science and in educational technology/instructional materials. The recommendations which follow are concerned with programs below the doctoral level.

THE TASK FORCE RECOMMENDS:

- 1) That Library Education and Manpower, a statement of policy adopted by the Council of the American Library Association, June 30, 1970, serve as the guideline within which library education programs in Wisconsin are developed, except to the extent that it must be modified by certification structures developed by legitimate certifying bodies within the state which have had the cooperation of the library profession.

ONE AND TWO-YEAR PROGRAMS

One and two-year programs for support staff in the library and visual communication fields are still relatively new in the state, and the study staff has not been able to produce significant data on the future needs for persons trained in such programs.

UNDERGRADUATE PROGRAMS

It is the judgement of the Task Force, supported by the data gathered by the project, that there will be a continuing need for library science education at the undergraduate level. Such education may serve the following purposes: it may provide an introduction to the field of library science for those who might be exploring for career or for other reasons; at least for the present it may serve to prepare persons for paraprofessional and beginning professional level positions; and it meets certain certification requirements.

Persons responsible for the development, evaluation, and funding of undergraduate library education programs should take care to develop programs that are not regarded as terminal, that have the character of an introduction to a field of study and preparation for the beginning for a professional career, and are not strictly courses in skills and methodology but are primarily a contribution to liberal education. It should be made certain that such programs meet the quality standards legitimately imposed on undergraduate institutions: those of regional accrediting bodies, those of graduate programs in the same field, and those certification standards set up by the state certifying body. As they fail to meet any one of these, the market for their product will lessen, and the reasons for having such programs will be diminished. In the development and

funding of undergraduate library education programs, very careful attention should be given to all available data and trends in the profession in regard to the hiring of the products of undergraduate programs.

THE TASK FORCE RECOMMENDS:

- 2) That care be taken that the quantity of technical and professional courses taken at the undergraduate level does not crowd out general liberal arts and science education. It further recommends that to this end those responsible for library education programs at both undergraduate and graduate levels maintain effective and continuing contact with counselors and advisors for undergraduate students.

This study has looked at the relationship between undergraduate and graduate library/media education programs. The project staff has talked with students presently in undergraduate programs, and with graduates of such programs, and it finds many who want to pursue graduate study in the field. The study finds an unevenness in the communication, coordination, and articulation between graduate and undergraduate programs in the state.

THE TASK FORCE RECOMMENDS:

- 3) That strong efforts be made to develop and continue articulation and coordination between library/media education programs at their several levels.

THE TASK FORCE RECOMMENDS:

- 4) That the newly-formed Education Section of the Wisconsin Library Association take the initiative, through the formation of a subsection or other appropriate unit, in bringing together representatives of all the library/media education programs in the state, to meet together for continuing study and review of library/media education needs and for joint planning where appropriate.

The Task Force recognizes that not all such programs will be represented in the Wisconsin Library Association's membership. It feels that program representatives who are not members of the Association should nevertheless be invited to participate in this activity.

GRADUATE PROGRAMS

The master's degree in library science is generally regarded as the first professional degree for persons interested in careers in academic libraries, public libraries, and special libraries. Although the Wisconsin Department of Public Instruction presently approves the undergraduate programs of preparation for school library positions, a master's degree in educational media is recommended

In 1975 standards for school media programs issued by the American Library Association and the Association for Educational Communications and Technology.

The study has not developed data which points to specific needs for persons with sixth-year specialist certificates. No library director or school administrator responding to the survey conducted by the project staff listed such a credential as a minimum educational qualification for an advanced professional position. A number of respondents to the survey did, however, possess such qualification.

With three universities offering master's degrees in library science, and three offering such degrees in audio-visual communications or educational technology, Wisconsin has the capacity to meet foreseeable needs for new graduates in these fields, especially if these graduate programs are articulated with undergraduate programs and are coordinated with each other.

THE TASK FORCE RECOMMENDS:

- 5) That universities which offer master's degrees in library science, audio-visual communications, or educational media, develop cooperative plans which, subject to policies governing the individual university or imposed by relevant accrediting bodies, would permit students to take advantage of unique strengths in other departments or on other campuses when appropriate to career goals.

In formulating this recommendation, the Task Force acknowledges that the degree-granting institution or department will exercise final approval over any such cooperative program.

THE TASK FORCE RECOMMENDS:

- 6) That universities offering master's degrees in library science, audio-visual communications, or educational media, review the possibilities of offering their courses on other campuses which do not have similar programs, when appropriate library, laboratory, or other facilities are available.

In formulating this recommendation the Task Force acknowledges that degree-granting institutions or departments will continue to apply their own residence requirements, but it feels that more persons would engage in graduate study if at least a part of a graduate program could be made available in a more convenient location.

THE TASK FORCE RECOMMENDS:

- 7) That the Council on Library Development establish a broadly representative group, charged with continuing study of degree-oriented library education in Wisconsin, including but not limited to the following items:

- a) Employers' expectations of the knowledges and skills graduate library programs in Wisconsin should provide to meet the needs of their libraries
- b) Student perceptions regarding the appropriateness of their education
- c) Identified needs for skills not currently being met which are feasible to be included in graduate curriculums
- d) Identified needs which should be the responsibility of the employer through the provision of in-service training and of the employee through participation in continuing education programs.

GENERAL COMMENTS ON CONTINUING EDUCATION

The study finds that at least half of the persons employed in libraries or media centers, with professional education beyond the bachelor's level, favor some sort of continuing education as a requisite for promotion to positions at a higher level. Those with post-master's education in the profession tend to favor making salary advancement contingent on appropriate continuing education. A majority of persons at every level (including those with no education in the library/media field) believe that the library, media center, or institution of which it is a part should provide or participate in a regular program of in-service training designed to meet staff development needs.

A great majority of those at all educational levels agree that staff members should be given time off, with pay, for participation in appropriate workshops or institutes. Fewer, but still a majority of the population, agree that reimbursement should be provided for expenses incurred in such participation.

Slightly more than half of all library personnel appear to agree that staff should be given time off with pay for the purpose of taking work-related courses during the normal work day. About 70% agree that leaves of absence should be granted for appropriate formal study, but slightly fewer than half, at any level of education, feel that tuition should be paid in such instances.

Administrators of all types of libraries appear to give higher weight to continuing education as a qualification for promotion or salary advancement than do staff members. Local or system-based staff development programs are highly regarded across the board. Attendance (with expenses paid!) at workshops and conferences is very popular; this activity appears more frequently as a "plus" in actual institutional policies regarding continuing education than do other forms noted.

Table I contrasts administrators' and staff members' opinions with institutional policy.

What formats are most useful in meeting continuing education needs? Table II shows the percentage of library/media personnel, by professional education level, who give highest priority to any of eight suggested formats.

What agencies do library personnel see as important in providing these programs? Table III shows relative priority given to each of eight possible agencies, by persons at each level of professional education.

These two tables give first priority responses only. It should be noted that the fact that any one format or agency ranks low in first priority may be

Table 1: Director and staff opinions, and institutional policy, regarding certain continuing education topics

	Academic library directors favoring (N=61)	Academic library staff favoring (N=73)	Academic library policy (N=61)	Special library directors favoring (N=56)	Special library staff favoring (N=79)	Special library policy (N=56)	Public school library directors favoring (N=61)	Public school library staff favoring (N=73)	Public school library policy (N=61)	Nonpublic school librarians favoring (N=62)	Nonpublic school library policy (N=62)	Public library directors favoring (N=74)	Public library staff favoring (N=70)	Public library policy (N=74)
Continuing education necessary for promotion	49.2%	39.7%	29.5%	54.2%	38.5%	27.1%	52.6%	44.6%	39.3%	45.1%	14.5%	43.3%	38.1%	18.9%
Continuing education necessary for salary advancement	34.4	26.0	24.6	45.7	28.1	27.1	47.6	33.8	59.0	45.2	21.0	33.8	26.8	16.2
In-service training staff development provided	62.3	71.3	25.2	62.7	65.6	37.3	75.4	60.8	26.2	67.7	19.4	67.5	71.8	20.3
Staff given time/pay to attend workshops, etc.	85.2	87.7	68.9	84.8	82.3	64.4	86.8	77.0	34.4	69.3	27.4	81.8	78.9	50.0
Staff given expenses to attend workshops	75.4	69.8	60.7	71.1	73.9	52.5	80.4	67.6	27.9	66.1	17.7	79.7	69.1	50.0
Staff given time to take work-related courses during normal work day	50.8	69.9	24.6	67.8	65.6	33.9	45.9	48.7	4.9	37.1	1.6	59.4	55.0	16.2
Leave of absence for study	72.2	72.6	*	77.9	64.6	*	78.7	59.4	*	41.9	*	60.8	62.0	*
Leave with pay	*	*	4.9	*	*	11.9	*	*	1.6	*	3.2	*	*	1.4
Leave without pay	*	*	31.1	*	*	20.0	*	*	37.7	*	11.3	*	*	8.1
Tuition paid	44.2	43.9	3.3	59.3	52.1	20.3	55.7	37.8	13.1	32.3	4.8	47.3	31.0	6.3

*Data not obtained in survey

Table 11: Preferred formats for continuing education programs: percent assigning first priority to each format, according to level of professional education

Professional Education Level	Independent or directed study	ETN lecture or course	Other lecture/discussion	In-service training/staff development	Conference, workshop, lasting a day to a week	Institute or other program longer than a week	Credit courses: not necessarily leading to a degree	Credit course as part of a planned program
University Extension (non-credit courses) (N=404.7*)	2.52%	10.16%	1.46%	29.92%	14.48%	.89%	9.64%	14.73%
Undergraduate courses (semester hours not specified) (N=141.8*)	14.95	1.76	1.62	2.40	11.57	.0	4.80	19.39
Undergraduate courses (up to 18 semester hours) (N=419.6*)	7.51	2.31	2.57	20.21	14.47	1.10	32.89	7.82
Undergraduate courses (19 or more semester hours) (N=792.3*)	1.36	4.09	.0	2.37	3.62	.0	16.52	47.34
Graduate courses short of a graduate degree (N=1192.8*)	6.87	6.55	2.71	9.83	25.97	1.41	10.42	23.90
Master's or other fifth-year degree (N=1496.4*)	5.68	1.42	1.02	10.30	28.18	4.67	18.22	14.50
Post-master's courses but no higher degree or certificate (N=292.7*)	1.13	.79	14.66	.68	40.90	6.18	6.80	12.88
Degree or certificate beyond the master's level (N=20.9*)	.0	.0	.0	4.78	63.64	.0	11.00	.0
No library education (N=1081.0*)	12.16	3.61	3.21	16.17	7.82	1.65	4.09	14.86
Total library/media personnel (all levels of education) (N=5842.2*)	6.43	3.88	2.47	11.59	19.06	2.24	14.32	20.46

*Respondents to the questionnaire who answered question 5 ("What is the highest level of education you have had in librarianship, audio-visual instruction, or information science?") were weighted inversely to the overall sampling rates used to sample each group (e.g., academic library directors, academic library staff, etc.) in order to give a combined response to certain questions according to level of library/media education. Not included in the above percentage figures are an estimated 700.6 persons (weighted) who made no response to question 5.

Table III: High priority agencies for providing continuing education programs: percent assigning first priority to each agency, according to level of professional education

Professional Education Level	Local library, system, or organization of which library is a part	Graduate institutions or programs	Undergraduate institutions or programs	University Extension	Miscellaneous Library Divisions for Services	Local, district, regional associations or organizations	Statewide associations or organizations	National associations or organizations
University Extension (non-credit courses) (N=404.7*)	44.68%	10.01%	.57%	12.45%	21.37%	1.46%	.0%	.25%
Undergraduate courses (semester hours not specified) (N=141.8*)	14.17	.71	25.18	27.36	.0	7.62	.0	2.47
Undergraduate courses (up to 18 semester hours) (N=419.6*)	29.46	21.66	2.74	21.85	10.94	1.95	1.67	1.41
Undergraduate courses (19 or more semester hours) (N=792.3*)	10.39	46.88	6.75	12.17	15.36	4.51	.29	.0
Graduate courses short of a graduate degree (N=1192.8*)	11.06	31.69	14.31	15.95	13.30	.0	.0	.0
Master's or other fifth-year degree (N=1496.4*)	16.79	42.93	2.40	16.90	6.10	3.27	1.02	3.34
Post-master's courses but no higher degree or certificate (N=292.7*)	6.63	52.20	.0	24.77	2.73	.0	12.98	.0
Degree or certificate beyond the master's level (N=20.9*)	4.78	61.24	11.00	11.96	.0	.0	.0	.0
No library education (N=1081.0*)	48.42	7.18	6.73	6.22	8.33	.86	.0	.0
Total library/media personnel (all levels of education) (N=5842.2*)	22.83	30.25	6.58	14.76	10.30	2.04	1.07	1.03

*Respondents to the questionnaire who answered question 5 ("What is the highest level of education you have had in librarianship, audio-visual instruction, or information science?") were weighted inversely to the overall sampling rates used to sample each group (e.g., academic library directors, academic library staff, etc.) in order to give a combined response to certain questions according to level of library/media education. Not included in the above percentage figures are an estimated 700.6 persons (weighted) who made no answer to question 5.

balanced by a significant number of persons for whom the format or agency has a high second priority.

Not everyone takes part in continuing education programs for library/media personnel. Table IV shows reasons for non-participation, according to level of education in the library/media field.

What subject areas are most frequently specified by persons who want further education in order to improve their competence or to gain new competence? Survey responses suggest the following priorities (figures given are percentages of the total number of persons in each level, for the three topics cited most frequently out of a list of 37 furnished):

For persons with professional education at the:

University Extension (non-credit courses) level

Reference/information service - 14.6%
Cataloging and classification - 13.62%
Development of television/videotape programs - 8.82%

Undergraduate (semester hours not specified) level

Intertype library cooperative activities - 25.18%
Development of television/videotape programs - 22.5%
Reference/information service - 14.32%

Undergraduate (up to 18 semester hours) level

Teaching clients how to use library materials - 17.02%
Cataloging and classification - 10.99%
Evaluation/selection of print materials - 9.37%

Undergraduate (19 or more semester hours) level

Administrative skills - 10.05%
Planning/evaluation of activities/services - 9.30%
Reference/information service - 9.18%

Graduate (courses short of a graduate degree) level

Development of television/videotape programs - 10.69%
Maintenance of audio-visual hardware - 9.28%
Evaluation/selection of non-print materials - 8.69%

Graduate (master's or other fifth-year degree) level

Administrative skills - 13.77%
Personnel coordination/supervision - 7.79%
Evaluation/selection of non-print materials - 7.63%

Graduate (post-master's courses but no higher degree or certificate) level

Administrative skills - 31.84%
Local production of media - 24.8%
Evaluation/selection of audio-visual equipment - 13.36%

Table IV: Reasons for non-participation in continuing education programs: percent answering, for each category of library/media/education

Professional Education Level	Have not felt the need	Have not found right programs	Programs have not been offered at the right time	Time required has been too great for benefit perceived	Programs have not been offered at the right places	Desirable programs have been too expensive	No credit or advancement given for participation	Have not been able to get time off from work	Have not found programs important enough to take personal time
University Extension (non-credit courses) (N=404.7*)	.0%	15.30%	32.07%	9.64%	14.70%	3.14%	10.87%	33.14%	8.60%
Undergraduate courses (semester hours not specified) (N=141.8*)	.0	12.34	41.82	40.83	36.18	25.88	47.74	7.62	.71
Undergraduate courses (up to 18 semester hours) (N=419.6*)	.60	9.13	13.92	13.42	8.25	.55	23.82	6.86	5.46
Undergraduate courses (19 or more semester hours) (N= 792.3*)	5.28	18.98	32.37	1.36	31.94	14.38	9.97	22.62	14.93
Graduate courses short of a graduate degree (N=1192.8*)	2.40	10.54	13.27	7.86	12.06	2.71	11.12	10.30	9.00
Master's or other fifth-year degree (N=1496.4*)	8.97	17.88	20.65	10.00	15.95	8.47	3.54	8.03	5.29
Post-master's courses but no higher degree or certificate (N=292.7*)	13.32	1.37	3.04	19.30	9.81	2.36	26.65	1.47	12.54
Degree or certificate beyond master's level (N=20.9*)	.0	15.79	11.00	56.46	9.57	15.79	.0	15.79	.0
No library education (N=1081.0*)	27.83	15.44	18.82	28.63	16.17	7.58	14.33	18.53	14.81
Total library/media personnel (all levels of education) (N=5842.2*)	9.36	14.30	20.30	13.44	16.89	7.13	12.14	13.76	9.59

*Respondents to the questionnaire who answered question 5 (What is the highest level of education you have had in librarianship, audio-visual instruction, or information science?) were weighted inversely to the overall sampling rates used to sample each group (e.g., academic library directors, academic library staff, etc.) in order to give a combined response to certain questions according to level of library/media education. Not included in the above percentage figures are an estimated 700.6 persons (weighted) who made no answer to question 5.

Degree or certificate beyond the master's level

Systems analysis - 51.67%
Budget preparation - 11.96%
Maintenance of audio-visual hardware - 11.0%

No library education

Cataloging and classification - 12.11%
Reference/information service - 8.16%
Evaluation/selection of print materials - 7.15%

Total library/media employees (all levels of education)

Administrative skills - 9.13%
Cataloging and classification - 6.48%
Reference/information service - 6.34%

Data is also available in the summaries of questionnaire responses (Appendices 5 and 6) to show subject fields given second, third, fourth, and fifth priorities.

It is important to note that persons with no formal education in the library/media field want continuing education programs. It may be easy for the library administrator-- and for the organization or institution doing programming--to consider that continuing education (other than local in-service training or staff development programs) is for the professional staff and that support staff do not need to be considered in planning for ETN programs, colloquia, workshops, conferences, or formal courses.

How does all of this fit together? Slightly more than one third (35.33%) of library/media personnel agree that there should be an office with state-wide responsibility for identifying and assessing continuing education needs for library, media center, and information center personnel. Almost half of the persons employed in library/media programs (46%) are undecided. Marginal notes in some questionnaires suggest that some respondents to the survey may favor the concept, but oppose the idea of creating yet another level of bureaucracy. Among agencies which might fulfill this function, the Division for Library Services is mentioned more often than any other agency, by personnel at all levels of education, and from all types of libraries.

Almost half (46.66%) of the library/media personnel agree that there should be an office with state-wide responsibility for working with appropriate agencies to develop continuing education programs for library, media center, and information center personnel. Slightly more than one third (38.23%) are undecided. The Division for Library Services is suggested for this function, more often than any other agency, by personnel from all levels of education, and from all types of libraries.

More than half (57.55%) of the library/media personnel concur that there should be an office with state-wide responsibility for publicizing continuing education programs for those who want to gain or strengthen competencies. The Division for Library Services is suggested for this function more often than any other agency.

THE TASK FORCE RECOMMENDS:

- 8) That the Division for Library Services establish a library/media continuing education council, representing institutions with different levels of library/media education programs, the several professional associations in the library/media field, and representatives of persons employed in libraries and media centers with different levels of education and different levels of job responsibility. It recommends that this council be charged with: identifying and assessing continuing education needs of library/media personnel; working with appropriate agencies to see that programs are developed to meet these needs; keeping up to date the information already gathered about current library/media education programs; and taking responsibility for state-wide publicizing of these programs. It further recommends that the Division provide staff and funds to support the work of the council.

THE TASK FORCE RECOMMENDS:

- 9) That those responsible for setting personnel policy, and those responsible for the administration of library/media programs be encouraged to recognize continuing education as one of the bases for promotion or salary advancement, for personnel at all levels of responsibility.

THE TASK FORCE RECOMMENDS:

- 10) That library/media personnel at all levels be encouraged to participate in appropriate continuing education programs.

The Task Force strongly emphasizes its feeling that continuing education programs should be designed and made available to personnel at all levels of education and levels of responsibility in library/media programs. Data gathered in the course of the study suggests that too often such opportunities are not offered to paraprofessional or support staff.

RECOMMENDATIONS ON EDUCATION PROGRAMS FOR LIBRARY BOARD MEMBERS

Identical questionnaires were sent to groups of 100 public library board members (including board presidents) and 100 public library board presidents, selected at random from lists of public library board members maintained by the Division for Library Services. Summaries of responses to those questionnaires have been prepared as Appendix 9. For convenience in writing, the respondents will be referred to hereafter simply as board members, and board presidents.

Respondents were asked to list those responsibilities which they considered most important in their positions as library trustees. They were also asked whether any orientation was provided upon their initial appointment to the library board. Seventy-two percent (72%) of the board members, and 80.7% of the board presidents indicated that no orientation had been provided. They were not asked whether such orientation was considered desirable. Considering both the lists of responsibilities furnished by the respondents, and the statutory responsibilities of library board members, it is difficult not to conclude that orientation is necessary for public library board members.

THE TASK FORCE RECOMMENDS:

- 11) That a model orientation program for public library board members be designed, using the joint efforts of the Wisconsin Library Trustees Association, the Wisconsin Division for Library Services, representatives of local government, library administrators, and the University of Wisconsin-Extension Department of Communication, which might be used or adapted by local libraries or library systems.

Such a program might utilize the University Extension Educational Telephone Network to provide a presentation of topics of statewide concern, which could be combined with local discussion, and presentation of background reading material. Such a program should be planned to coincide with the first board meeting of new board members, insofar as possible.

Board presidents report a higher incidence of membership in state and national library trustee associations than board members as a group. Thus it is not surprising that presidents report attending national, state, and district meetings more frequently, and find such meetings of greater help to them in meeting their needs as trustees (see summaries of responses). It is disturbing, however, to find that 28.9% of board presidents and 27.5% of board members report that they have not been asked to join the American Library Trustee Association and that 21.1% of board presidents and 20% of board members report that they have not been asked to join the Wisconsin Library Trustees Association. WLTA is cited more frequently than any other agency (see summaries of responses to questionnaires) as a source for information/continuing education for library board members.

THE TASK FORCE RECOMMENDS:

- 12) That WLTA and ALTA examine their membership recruiting procedures to determine whether their means of reaching potential members are as effective as they might be.

Respondents to the questionnaire were asked if they needed more information on any of 27 topics listed (an opportunity was provided to specify others not on the list) in carrying out their responsibilities as trustees. As highest priority, board presidents listed:

Library legislation-federal and state
State government service to local libraries
Purpose of public library boards
Trustee role in materials selection
Budgets: preparing/understanding/defending

As highest priority; board members listed:

Understanding community needs/expectations
State government service to local libraries
"Friends of Libraries" groups
Public relations
Library legislation-federal and state

The full ranking of topics is shown in responses to the questionnaires.

THE TASK FORCE RECOMMENDS:

- 13) That organizations or agencies preparing programs for public library board members take the relative importance assigned to the various topics in responses to the questionnaire into consideration as they plan such programs.

Recipients of the questionnaire were given a list of 8 agencies which might provide help in meeting their information/continuing education needs, and they were given an opportunity to specify others. Board presidents and board members agreed fairly closely in relative frequency of citation:

Agency/organization	% of Board Presidents Citing	% of Board Members Citing
Wisconsin Library Trustees Association	38.6	42.5
Wisconsin Division for Library Services	36.8	40.0
University of Wisconsin-Extension	29.8	30.0
District Library Associations	26.3	27.5
Local library or library system	22.8	12.5
Local government	19.3	10.0
Library education programs	8.8	12.5
American Library Trustee Association	1.7	10.0
Combination of local library and University Extension	1.7	0.0
No response given	15.8	17.5

These figures indicate that many respondents checked more than one of the above agencies. It might be assumed that library education programs were cited less frequently because for the most part their activities are not generally directed toward meeting trustees' needs, but rather toward the professional preparation of librarians. ALTA's low response rate may reflect limited membership and participation in ALTA activities by Wisconsin library board members.

THE TASK FORCE RECOMMENDS:

- 14) As a part of the library/media continuing education council, there be a committee on programs for library board members, with at least representation from the Wisconsin Library Trustees Association, the Wisconsin Division for Library Services, the University of Wisconsin-Extension Department of Communication, the several levels and types of library education programs, library administrators, and local government. It recommends that this committee be charged with: reviewing on-going education programs for library board members, identifying needs not met by on-going programs, working with appropriate agencies or organizations in appropriate ways to meet those needs, and making information about such programs available to library board members throughout the state.

CERTIFICATION OF LIBRARIANS AND MEDIA PERSONNEL IN WISCONSIN, 1975

Although certification is a common phenomenon in the United States, a lack of consensus concerning the appropriate definition of the term is manifest. Thus, the National Commission on Accrediting draws a distinction between "certification" ("...the process by which a non-governmental agency or association grants recognition to an individual who has met certain predetermined qualifications specified by that agency or association. . .") and "licensure" ("...the process by which an agency of government grants permission to persons meeting predetermined qualifications to engage in a given occupation and/or use a particular title or grants permission to certain institutions to perform specified functions. . ."). Morton*, in speaking of the certification of librarians, defines it as the "act of officially. . .vouching for those persons who meet or surpass a prescribed or desirable library standard," and thus does not draw the distinction between governmental and non-governmental agency granting the certificate or license. It is in this more inclusive sense that the term is here considered.

Certification of librarians and audio-visual personnel is a direct outgrowth of teacher certification. Since the passage of the Massachusetts Education Act in 1654, the recognition of the necessity for determining the qualifications of educators has become ingrained in the American political system, to the extent that all states currently provide requirements which must be met in order for an individual to function as an educator in the public school system. School librarians, who were first implicitly included under the provisions of state legislation regulating the certification of teachers by virtue of their position as educators, were at length explicitly provided for with the development and recognition of the specific qualifications and competencies necessary for functioning in that capacity. This recognition has been part of a general movement toward awareness of specific requirements for particular professions within the educational setting, a movement which has given rise to explicit provision for audio-visual personnel as well. Given the close historical connection between the evolution of the American public library and the growth of the public school system in this country, the gradual recognition of the necessity for certification of public librarians appears a natural development.

Although certification of at least some types of librarians and audio-visual personnel is the norm across the nation, the lack of coordination among the states with respect to certification, and the concomitant lack of uniformity with regard to requirements for certificate eligibility is an equally noticeable phenomenon. Nonetheless, some similarities do exist.

*Morton, Florrinnell F., "Librarians, Certification of" in Encyclopedia of Education, v. 5, New York, Macmillan, 1971, p. 511-16.

SCHOOL LIBRARIAN AND AUDIO-VISUAL PERSONNEL CERTIFICATION

All states, and the District of Columbia, currently provide for some form of certification of school librarians and audio-visual personnel. Of these, the minor in library science, including or supplemented by a course directed toward audio-visual materials, represents the "basic floor" for school librarian certification in thirty-four states and the District of Columbia. At present, the greater degree of concentration in library science courses (24 semester hours or greater) is required for minimum certification in nine states, while three require less than a minor concentration in library science. Five states presently base certification requirements solely on the basis of acquired competencies rather than upon a specified number of course credits.

The Wisconsin Administrative Code currently provides two principal classifications of certification for public school librarians--three-year renewable and unlimited (life) certificates. A few "term" certificates, for lengths ranging from two to five years, have been provided for graduates of the former county teachers colleges. The Department of Public Instruction, however, will no longer issue "term" certificates whose date of expiration falls after June 30, 1976. In addition, "one-year licenses" are issued to enable employment of individuals having completed a degree teacher education program but who present course deficiencies, which must be removed within a specified period of time. "Special certificates" are also available in order that a certified teacher may be assigned a position other than his or her certified classification. Such certificates are granted only in cases of emergency, and may be renewed only if the individual has completed at least six semester hours of course work directed toward removal of deficiency in the subject area or grade level to be taught, between date of issuance and request for renewal. Permits enabling the employment of a person who does not meet minimum legal requirements for teaching may be granted upon written request of the employing official or district administrator; such permits are contingent upon the condition that a satisfactory, qualified person is not available, are limited to a certain position, and may not exceed one year. Finally, "two-year licenses" had been granted by the Department of Public Instruction for graduates of county teacher colleges. After June 30, 1971, such licenses were no longer provided.

At present, the 1,429 public school librarians, audio-visual coordinators, and audio-visual directors present the following types of certification/licensure:

Type of credential	900 Librarian	940 Audio-Visual Director	905 Audio-Visual Coordinator
One-year special	4	1	--
One-year license	8	-	-
Two-year license	4	-	-
Three-year license	495	10	58
Two-year term certificate	4	-	-
Three-year term certificate	18	2	7
Four-year term certificate	1	-	1
Five-year term certificate	5	1	-
Unlimited (life) certificate	660	62	84
One-year permit	3	-	1
Totals	1202	76	151

Source: Department of Public Instruction, Madison, April 1, 1975

- Specific requirements for librarian and audio-visual director and coordinator licenses are shown in Appendix 11.

CERTIFICATION IN THE WISCONSIN SYSTEM OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Wisconsin Administrative Code regulations similarly provide for certification of librarians and audio-visual personnel employed in vocational, technical and adult education (VTAE) schools. Current requirements, administered by the State Board of Vocational, Technical and Adult Education, provide for two types of certification: "two-year provisional" and "standard five year." Unlike public school certification, however, a lifetime certificate is not granted until the individual attains age 55. Prior to that, it is subject to renewal every five years. Specific requirements for certification for librarians and instructional media specialists and audio-visual specialists are shown in Appendix 12.

PUBLIC LIBRARIAN CERTIFICATION

The status of public librarian certification stands in sharp contrast to the universal presence of at least some form of mandatory certification requirement for public school librarians and audio-visual personnel in the United States. Twenty-two states currently provide mandatory certification for at least some public librarians, of which five mandate certification for heads of county libraries only, while one applies to all professional positions in county libraries only. Three states provide a legal sanction for certification, but it is not mandatory, while eight states have voluntary certification plans which have no legal basis and are generally sponsored by the state library association. The remaining seventeen states make no provision, even of a voluntary nature, for certification of public librarians.

As one of the first states in the nation to adopt a comprehensive certification law for public librarians, Wisconsin assumed a position of leadership with respect to the provision of a higher standard of public library service to its citizens. While both California (1911) and Texas (1919) had passed legislation providing for mandatory certification of county librarians, and the Texas law did include municipal librarians within its framework, Wisconsin's certification law (1921) can justifiably be considered "landmark" in terms of both its scope and level of requirements.

Since the granting of the first certificate under the Wisconsin Public Librarian Certification law on August 1, 1923, the provisions for certification have undergone little substantive revision, as a comparison of the original law with the current regulations in the Administrative Code will demonstrate (see Appendices 13 and 14). Major changes have included the transfer of the entire section concerning public library certification from the state statutes to the administrative code in 1971, thus granting the Division for Library Services authority to "...issue certificates to public librarians and promulgate, under chapter 227, necessary standards for public librarians." The legislative action thus removes the statutory requirements for certification and allows the Division authority in determination of appropriate certification standards and qualifications "...based on education, professional training, and experience." Additional changes have included the elimination of the "grade four" certification, and the replacement of the "Public Library Certification Board", provided for in the 1921 law, with an advisory board whose function it is to recommend action to the Division with respect to certification policy. On the whole, however, the certification procedure and requirements for public librarians in Wisconsin has remained remarkably stable throughout its fifty-four year history.

A prominent feature of the Wisconsin certification law, both in its 1921 statutory form as well as in the current regulations in the Administrative Code is a "discretionary clause" which provides for the granting of an appropriate certification to an individual, upon examination or otherwise, if the board (now Division for Library Services) is satisfied that that individual possesses equivalent background to that specified in the statute (now administrative code). Throughout the active life of the Public Library Certification Board, from 1923-1945, approximately 100 such "equivalency" certifications were granted, of which 10 were of the "first" grade. Following statutory changes adopted in 1945 by the Wisconsin legislature enabling the Free Library Commission to issue certificates and determine standards for granting them (provided such standards did not fall below the qualifications specified in the certification law), a joint Committee on Certification was established and became operational in 1952. This committee, whose purpose it was to advise the Commission on certification standards, consisted of five members, two each representing the Free Library Commission and the Wisconsin Library Association, as well as a fifth member chosen by these four. One of the envisioned responsibilities of this committee was to "recommend standards by which the Commission can measure 'equivalent' attainments."

The flurry of activity with respect to establishment of equivalency measures to determine eligibility for certification coincided with the termination of the six-week's course by which individuals were prepared for grade three certification. With the establishment state-wide of the University of Wisconsin-Extension course designed to qualify individuals for grade three certification, concern with establishment of appropriate measures of equivalency

subsided. Throughout the history of the certification law, the miniscule number of grade one certificates granted on the basis of the discretionary power (in the unusual cases of applicants who had received recognition in their own communities for excellent service in librarianship and in addition had received state or national recognition for their outstanding contributions to public library service) would appear to be indicative of the reluctance of the certifying agency to consider as appropriate any procedure for certification alternative to that specified in the state law for this level.

ACADEMIC AND SPECIAL LIBRARIAN CERTIFICATION

In the state of Wisconsin, as in virtually every state in the nation, no provision of a mandatory nature is made for the certification of academic or special librarians/audio-visual personnel. As with public librarians, this stands in sharp contrast to the universal presence of at least some form of mandatory certification requirement for public school librarians and audio-visual personnel in the United States. On January 23, 1975, the Board of Directors of the Association of College and Research Libraries passed a policy statement to the effect that "the master's degree in library science from a library school accredited by the American Library Association is the appropriate terminal professional degree for academic librarians." This statement, which has yet to be acted upon by the membership of the Association, would only be of an advisory nature and would have no legally binding effect.

Both the American Association of Law Librarians and the Medical Library Association provide certification programs for their members. The AALS plan provides for certification upon a "point" system, by which a combination of professional experience and education (in library science and law) enables one to attain status as a certified member of the Association. The Medical Library Association provides for a "structured" approach to certification, consisting of three levels which are attained through completion of the appropriate requirements. Current requirements for law and medical librarian certification are presented in Appendices 15 and 16.

CHAPTER 11

RECOMMENDATIONS ON CERTIFICATION OF LIBRARY/MEDIA PERSONNEL

The Task Force has examined material pertinent to certification programs for librarians and media personnel in Wisconsin's public schools and public libraries and in the Wisconsin system of vocational, technical and adult education; and the national certification programs developed by the American Association of Law Librarians and the Medical Library Association.

The Task Force does not recommend change in the certification program included in the rules of the State Board of Vocational, Technical, and Adult Education. The Task Force does not recommend a mandatory certification program for personnel in other academic libraries, public or private; there is no central agency with governance authority to carry out such a program, nor does the Task Force recommend the creation of such an agency.

The Task Force does not recommend mandatory certification for personnel in special libraries. It recognizes that special libraries present a diverse group, including libraries in government agencies, educational institutions, commercial firms, and non-profit institutions; a great number are not publicly supported, and like non-public academic institutions, not subject to public control. Subject knowledge, for special librarians, may be as essential as professional library knowledge.

The Task Force feels that in the absence of appropriate agencies at the state level which could govern academic and special libraries, certification by professional associations is desirable. Encouragement should be given to participation in the certification programs of the American Association of Law Librarians and the Medical Library Association for persons eligible, and appropriate libraries should be encouraged to take advantage of these systems; support should be given to the development of similar plans by other national professional bodies.

The Task Force finds support for certification for public library personnel, in the tradition and legal responsibility of the state library agency to set standards for public libraries; in the fact that state laws govern the establishment and operation of public libraries; in the fact that state funding for public library systems provides support for public libraries established by municipalities and counties of all sizes; and in the fact that certification of public library personnel has been a part of Wisconsin law for more than 50 years.

THE TASK FORCE RECOMMENDS:

- 15) A program of certification for public library personnel, as follows:

Certificating Agency: The Division for Library Services of the Department of Public Instruction, advised by the Council on Public Library Certificates and Standards.

Types of Certificates: Three grades, for heads of libraries and for other positions on library staffs as determined by local library boards. Libraries may require personnel with professional or technical preparation in other fields, but certification in other specialties is not proposed.

Grade I: Requiring a bachelor's degree from a college or university approved by an accrediting association of more than statewide standing, and in addition a fifth-year degree from a library school program accredited by the American Library Association; the Division may satisfy itself by examination or evaluation of credentials whether persons who hold fifth-year degrees from library school programs not accredited by the American Library Association are competent to provide professional library work, ably and efficiently, and if so, it shall grant them Grade I certificates upon application.

Grade II: Requiring a bachelor's degree from a college or university approved by an accrediting association of more than statewide standing, including or supplemented by courses in public library administration, selection of library materials, (including non-print materials), the organization of library materials, and reference and information service.

Grade III: Requiring at least two years of study in a college or technical institution, in a program which includes courses in the liberal arts and sciences and course work in librarianship at least equivalent to the University Extension Directed Home-Study Course A-50, Basic Library Management for Public Librarians; the Division may approve other course work as equivalent.

Types of Certification: All certificates should be issued for five-year periods. Permanent certificates issued under previous certification programs should continue to be valid for the position which the incumbent holds at the time of adoption of the new program.

Renewal of Certificates: Certificates may be renewed upon evidence that the holder has participated in continuing education in librarianship which is either directly related to the position held or will permit advancement in the profession. The Council on Public Library Certificates and Standards should define continuing education requirements, including numbers and types of programs that would qualify persons for recertification and a method of verifying participation of the chief librarian and staff members in continuing education. Upon the second consecutive renewal, a life certificate shall be issued.

Application of Certificates: Head Librarians: Administrators of public library systems, and head librarians in all libraries serving at least 10,000 population should hold Grade I certificates. Heads of libraries serving at least 2,500 persons but not more than 9,999 persons should hold at least Grade II certificates. Heads of libraries serving fewer than 2,500 persons should hold at least Grade III certificates.

Application of Certificates: Staff Positions: Unless otherwise required in the Administrative Code, the library system or local library board should determine the grades of certificates to be held by persons in various positions in the system or library.

Enforcement: Funds disbursed by the Division for Library Services should not be distributed, directly or indirectly, to any public library which does not employ as head librarian a person who holds appropriate certification.

The Task Force notes that Wisconsin already has certification programs for school librarians and for school audio-visual personnel.

THE TASK FORCE RECOMMENDS:

- 16) A program of certification for school media personnel, as follows:

Certificating Agency: The Department of Public Instruction

Types of Certificates: Three types, as listed below

Media District Supervisor: Requiring successful experience as a school media specialist, and courses beyond the master's degree in principles of school administration, supervision or personnel management, and school librarianship, educational technology, or information science.

Media Specialist (Level I): Requiring a teaching license and a master's degree from a program that combines library and information science, educational communications and technology, and curriculum. The academic preparation will provide for the development of competencies relating to the provision of effective media programs.

Media Specialist (Level II): Requiring a teaching license and a bachelor's degree from a program that includes courses in library science and educational technology. The academic preparation will provide for the development of competencies relating to the provision of effective media programs.

Terms of Certification: Terms of certification, and renewal, should be consistent with teacher certification practices. Renewal should recognize the importance of continuing education.

Application of Certificates: The Media District Supervisor certificate should be held by persons responsible for supervision of district-wide media programs. The Media Specialist (Level I) certificate should be held by persons responsible for building-level programs which combine library and audio-visual services. The Media Specialist (Level II) certificate should be regarded as minimum requirement for persons responsible for building-level programs. Professional media personnel other than those responsible for administration of district or building-level programs should hold certificates at a level determined by the local school district.

Application of Certificates to Non-Public Schools: Although non-public schools are not obligated to employ licensed or certified media personnel; they should be encouraged to do so, and qualified personnel in non-public schools should be encouraged to seek certification.

Table I shows percentages of library personnel by type of library (academic, special, public school, non-public school, and public) and by type of responsibility (directors, staff members, school district library supervisors) favoring certification for each type of library. Table II shows percentages of library personnel by level of library/media education (ranging from no library/media education to post-master's degrees or certificates) favoring certification for personnel in each type of library. These responses were taken into consideration as recommendations were developed but were not the sole basis for recommendations.

Table 1: Certification should be applicable to personnel in: (arranged by respondents' type of library)

Population Group	Number Responding	Academic Libraries	Public Libraries	School Libraries	Special Libraries	All Types of Libraries
Academic Library Directors	62	11.5% (29.5%)	16.4% (34.4%)	24.6% (42.6%)	13.1% (34.1%)	18.0%
Academic Library Staff	73	12.3 (26.0)	9.6 (23.3)	13.7 (27.4)	16.4 (30.1)	15.7
Special Library Directors	56	11.9 (33.9)	6.8 (28.8)	11.9 (33.9)	13.6 (35.6)	22.0
Special Library Staff	79	18.8 (34.3)	20.8 (33.3)	19.8 (32.3)	12.5 (25.0)	12.5
Public School Library Directors	61	27.9 (67.2)	23.6 (62.3)	32.8 (72.1)	18.0 (57.3)	39.3
Public School Library Staff	73	20.3 (62.2)	20.3 (62.2)	28.4 (70.3)	12.2 (54.1)	41.9
School District Library Supervisors	16	31.1 (73.1)	31.3 (73.1)	43.8 (87.6)	18.8 (62.6)	43.8
School District Administrators	62			N/A		
Non-Public School Library Directors	62	21.0 (48.4)	21.0 (48.4)	25.8 (53.2)	17.7 (45.1)	27.4
Public Library Directors	74	29.7 (67.5)	33.8 (71.6)	32.4 (70.2)	12.2 (50.0)	37.8
Public Library Staff	70	15.5 (49.3)	16.9 (50.7)	16.9 (50.7)	5.6 (39.4)	33.8

Percentages in parentheses represent total of those in each population group favoring certification for personnel in a particular kind of library; i.e., a combination of those who have indicated favoring certification either for the particular type of library alone and for all types of libraries.

Table 11: Such certification should be applicable to personnel in: (arranged by respondents' level of library/media education)

Highest level of library/media education	Academic Libraries	Public Libraries	School Libraries	Special Libraries	All of the Above	
University Extension courses (non-credit)	404.7	18.2% (59.7%)	15.5% (57.0%)	19.9% (61.5%)	10.3% (51.8%)	41.5%
Undergraduate courses (semester hours not given)	141.8	27.6 (61.8)	19.2 (53.4)	17.6 (51.8)	23.6 (57.8)	34.2
Undergraduate courses (18 semester hours or fewer)	419.6	15.2 (47.5)	8.6 (40.9)	21.1 (53.4)	14.4 (46.7)	32.3
Undergraduate courses (19 semester hours or more)	792.3	24.0 (68.6)	28.2 (72.8)	29.1 (73.7)	15.2 (59.8)	44.6
Graduate courses short of graduate degree	1192.8	19.9 (81.2)	18.7 (80.0)	24.1 (85.4)	15.9 (77.2)	61.3
Master's or other fifth-year degree	1496.4	22.2 (50.1)	27.5 (55.4)	32.5 (60.4)	8.7 (36.6)	27.9
Post-master's courses but no higher degree	292.7	22.4 (56.4)	23.2 (57.2)	35.8 (69.8)	19.8 (53.8)	34.0
Degree or certificate beyond master's	20.9	74.6 (90.4)	56.5 (72.3)	72.3 (88.1)	11.0 (26.8)	15.8
No library/media education	1081.0	9.8 (26.4)	11.2 (27.8)	11.4 (28.0)	5.6 (22.2)	16.6
Total library/media personnel	5842.2	1983 (55.9)	20.3 (56.9)	24.7 (61.3)	11.9 (48.5)	36.6

Percentages in parentheses represent total of those in each population group favoring certification for personnel in a particular kind of library; i.e., a combination of those who have indicated favoring certification either for the particular type of library alone and for all types of libraries.

AFTERWORD

In this report, the Task Force on Library Manpower and Education has attempted to address itself to particular concerns with which the profession, in the broadest sense, is confronted as it faces the next decade. The objectives set at the beginning of the study, reflecting these concerns, have served to provide both a focus and an operational milieu within which the Task Force and the project staff have addressed these issues. It is recognized, however, that not all of the questions were answered, nor, indeed, were all the questions asked at the time the objectives were set forth. In its final meeting, on June 24, 1975, the Steering Committee of the Task Force noted the need for additional study and investigation in a number of fields which relate to the state's library manpower needs.

Without attempting to assign priorities in terms of need, or to identify the most appropriate agencies to carry out these studies, the Steering Committee suggests study of the following as they relate to manpower and education questions:

1. The expectations of the library user; how well libraries meet the needs of users
2. The impact of the library on its users and on the community it serves
3. Personnel needs in the information sciences
4. The unique personnel requirements of special libraries
5. The relative importance of subject knowledge and knowledge of librarianship, in all types of libraries
6. Types of education, and programs developed for staff members other than the professional, and for volunteers and student assistants
7. The kinds and levels of personnel needed for specific library positions
8. The effectiveness of Wisconsin's library/media education programs
9. The bases for certification or licensure in other fields and professional associations
10. The position of the state in regional and national networks
11. The bases for tenure and rank in academic libraries
12. The role of unions in libraries

13. The effects and implications of professional mobility: how well are librarians prepared to work in libraries of different types
14. The effect of the development of public library systems on manpower needs
15. The responsibilities, and the need for special preparation for public library system administrators
16. Continuous monitoring of future needs in manpower and education
17. The potential for establishing an on-going research unit within the Division for Library Services

APPENDIX 1

LIST OF MEMBERS, COUNCIL ON LIBRARY DEVELOPMENT, 1973-1975

Appointed by the Governor

John R. Collins, Kenosha

Sally A. Davis, Oconomowoc

H. Vail Deale, Beloit

Mrs. Tom Hickey, Beaver Dam

Dalton Johnson, Kenosha (Chairman, 1975-1975)

Agnes Noll, Marshfield (Resigned February 1975)

Bernard Schwab, Madison (Chairman, 1973-1974)

Designated by the President of the University of Wisconsin

Joseph H. Treyz

Designated by the Director of the Board of Vocational, Technical, and Adult Education

Clifford Zenor

Designated by the Director of the State Historical Society of Wisconsin

Charles Shetler

APPENDIX 2

LIST OF MEMBERS, TASK FORCE ON LIBRARY MANPOWER AND EDUCATION

STEERING COMMITTEE

Chairman: Muriel L. Fuller
Department of Communication
UW-Extension
Madison 53706

Members (representing associations and agencies)

ASIS/Wisconsin Chapter

Roy Tally
Department of Public Instruction
Madison 53702

WLA/WASL

Iris Glidden
Joint School District #1
West Bend 53905

CLA/Wisconsin Unit

Sister M. Frances C. Mezera
Viterbo College Library
La Crosse 54601

WLA/WLTA

Edie Shannon
180 Mills Street
Mauston 53948

Council on Library Development

Bernard Schwab
Madison Public Library
Madison 53703

WLA/Health and Rehabilitative
Services Section

Elizabeth Merriam
Library-Media Center
Mendota Mental Health
Institute
Madison 53704

SLA/Wisconsin Chapter

Theodore Samore
School of Library Science
UW-Milwaukee
Milwaukee 53201

WLA/Library Education Committee

Mary Leon Miller
Milwaukee Public Library
Milwaukee 53233

WAVA

W. C. Blankenship
Department of Library Science
UW-Whitewater
Whitewater 53190

WLA/Library Careers Committee

Barbara Chernik
Gateway Technical Institute
Kenosha 53140

WLA/WAAL

Frank Bright
Memorial Library
UW-Madison
Madison 53706

DPI/Division for Library Services

Margaret Branson
Department of Public
Instruction
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WLA/WAPL

Helen H. Lyman
Library School
UW-Madison
Madison 53706

Certification Working Group

Barbara Bartley
School of Library Science
UW-Milwaukee
Milwaukee 53201

Library Education Working Group

Joseph A. Boisse
University Library
UW-Parkside
Kenosha 53140

Manpower Working Group

Leroy Zweifel
Engineering Library
UW-Madison
Madison 53706

CERTIFICATION WORKING GROUP

Chairman: Barbara Bartley
School of Library Science
UW-Milwaukee
Milwaukee 53201

Members: Pat Bakula
Menomonee Falls Public Library
Menomonee Falls 53051

David Bernard
Learning Resources
UW-Stout
Menomonie 54751

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Department of Library Science
UW-Whitewater
Whitewater 53190
(also on Steering Committee)

Frank Bright
Memorial Library
UW-Madison
Madison 53706
(also on Steering Committee)

Iris Glidden
Joint School District #1
West Bend 53905
(also on Steering Committee)

William Grindeland
Unified School District #1
Racine 53404

Lorraine Kearney
District One Technical Institute
Library
Eau Claire 54701

Barbara Kelly
Manitowoc Public Library
Manitowoc 54220

Eugene McLane
Fond du Lac Public Library
Fond du Lac 54935

Richard Sorenson
Division for Library Services
Madison 53702

Aphrodite Thanos
Homestead High School Library
Mequon 53092

LIBRARY EDUCATION WORKING GROUP

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Library
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Milwaukee 53233

Lena Talbert
Milwaukee Public Library
Milwaukee 53233

Jane Younger
Division for Library Services
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MANPOWER WORKING GROUP

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Madison 53706

Members: Margaret Branson
Department of Public Instruction
Madison 53702
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Mary Clougherty
Middleton Medical Library
UW-Madison
Madison 53706

Jenelle Elder
Peckham Jr. High School
Milwaukee 53216

Clifford Lange
Wauwatosa Public Library
Wauwatosa 54213

Helen H. Lyman
Library School
UW-Madison
Madison 53706
(also on Steering Committee)

Elizabeth Merriam
Library-Media Center
Mendota Mental Health Institute
Madison 53704
(also on Steering Committee)

Sister M. Frances C. Mezera
Viterbo College Library
La Crosse 54601
(also on Steering Committee)

John Reid
Community Memorial Library
West Bend 53095

Dennis Ribbens
Lawrence University Library
Appleton 54911

Edie Shannon
180 Mills Street
Mauston 59348
(also on Steering Committee)

Dorcas Vicansky
Milwaukee Public Library
Milwaukee 53233

Gloria Waity
Library School
UW-Madison
Madison 53706

Jay Wilson
Instructional Services Center
Manitowoc Public Schools
Manitowoc 54220

APPENDIX 3

QUESTIONNAIRE ADDRESSED TO LIBRARIANS

WISCONSIN LIBRARY MANPOWER STUDY

1. WHAT IS YOUR WORKING TITLE? _____
2. HOW MANY HOURS ARE IN YOUR NORMAL WORK WEEK? _____
3. WHICH ONE OF THE FOLLOWING BEST DESCRIBES YOUR JOB RESPONSIBILITY?
- A. POSITION REQUIRING SECRETARIAL OR CLERICAL SKILLS
 - B. POSITION WITH SUPPORTIVE RESPONSIBILITIES INVOLVING TECHNICAL SKILLS, following established rules and procedures.
 - C. POSITION WITH SUPPORTIVE RESPONSIBILITIES AT A HIGH LEVEL, normally working within established procedures and techniques, and with some supervision by a professional, but requiring judgment and subject knowledge.
 - D. POSITION WITH PROFESSIONAL RESPONSIBILITIES, including those of management, which require independent judgment, interpretation of rules and procedures, analysis of problems, and formulation of original and creative solutions for them.
 - E. POSITION WITH HIGHLY SPECIALIZED RESPONSIBILITIES, requiring advanced knowledge of some aspect of librarianship or another subject field.
 - F. OTHER: If your responsibilities do not lie clearly within one of these groups, describe them in your own words _____

4. CHECK THE HIGHEST LEVEL OF FORMAL EDUCATION YOU HAVE COMPLETED IN ANY FIELD.
- Less than high school
 - High school
 - Less than 2 years college or technical center
 - Two years college or technical center
 - More than 2 years but less than 4 full years college
 - Four years college (bachelor's degree)
 - Graduate work short of a graduate degree
 - Master's degree
 - Graduate courses beyond master's degree but no higher degree or certificate
 - Specialist (post-master's) certificate
 - Doctoral degree

5. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE HAD IN LIBRARIANSHIP, AUDIOVISUAL INSTRUCTION, OR INFORMATION SCIENCE?

- University Extension Courses (non-credit)
- Undergraduate courses (college or technical center)
 Number of credit hours (specify _____ semester or _____ quarter)
- Graduate courses short of a graduate degree
 Number of credit hours (specify _____ semester or _____ quarter)
- Master's or other fifth-year degree
- Post master's courses but not a higher degree or certificate
- Degree or certificate beyond the master's level
- None

↳ If you checked none, skip questions 6 and 7 and go on to question 8.

6.. WHERE AND WHEN DID YOU RECEIVE THE EDUCATION DESCRIBED IN QUESTION 5?

(INSTITUTION AND STATE) _____

DATE COMPLETED _____

If the date above is January 1, 1972 or later, answer question 7; if not, go on to question 8.

7. DID THE EDUCATION YOU DESCRIBED IN QUESTION 6 GIVE YOU THE SKILLS, ABILITIES, AND KNOWLEDGES NECESSARY FOR THE POSITION(S) YOU HAVE HELD?

Check in the appropriate columns below.

Broad Area of Work	How important has a knowledge of this aspect of the field been to your own position(s)?	Was your education appropriate for the position(s) held? IF NO, can you identify specific deficiencies in the educational program?
Administration	<input type="checkbox"/> Very important <input type="checkbox"/> Important <input type="checkbox"/> Not very important	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
Selection of Materials	<input type="checkbox"/> Very important <input type="checkbox"/> Important <input type="checkbox"/> Not very important	<input type="checkbox"/> No <input type="checkbox"/> Yes
Selection/ Handling of Hardware	<input type="checkbox"/> Very important <input type="checkbox"/> Important <input type="checkbox"/> Not very important	<input type="checkbox"/> No <input type="checkbox"/> Yes
Technical Services	<input type="checkbox"/> Very important <input type="checkbox"/> Important <input type="checkbox"/> Not very important	<input type="checkbox"/> No <input type="checkbox"/> Yes
User Services	<input type="checkbox"/> Very important <input type="checkbox"/> Important <input type="checkbox"/> Not very important	<input type="checkbox"/> No <input type="checkbox"/> Yes
Other (Specify)	<input type="checkbox"/> Very important <input type="checkbox"/> Important <input type="checkbox"/> Not very important	<input type="checkbox"/> No <input type="checkbox"/> Yes

8. IS FORMAL EDUCATION IN A SPECIFIC FIELD OTHER THAN LIBRARIANSHIP, AUDIOVISUAL INSTRUCTION, OR INFORMATION SCIENCE CONSIDERED ESSENTIAL AS A CONDITION OF EMPLOYMENT FOR THE TYPE OF POSITION WHICH YOU HOLD?

 No

 Yes



IF YES, WHAT IS THE SUBJECT FIELD? _____

AND WHAT IS THE LEVEL OF EDUCATION?

- Some undergraduate courses but no degree
- Two-year program leading to Associate degree
- Undergraduate minor
- number of credit hours (specify semester or quarter)
- Undergraduate major
- number of credit hours (specify semester or quarter)
- Graduate courses short of a graduate degree
- Master's or other fifth-year degree
- Post-master's course but not higher degree or certificate
- Degree or certificate beyond the master's level

9. HOW MANY YEARS EXPERIENCE HAVE YOU HAD IN THE LIBRARY, MEDIA CENTER, OR INFORMATION CENTER FIELD?

- Less than 1
- 1 to 5
- 6 to 10
- 11 to 15
- 16 to 20
- Over 20

CONTINUING EDUCATION. Questions 10 through 19 deal with continuing education. For the purpose of this study, "continuing education" is intended to include a wide variety of programs designed to give library/media center/information center personnel increased competence to carry out present and potential job responsibilities. Such programs may be offered by academic institutions, libraries or library systems, government agencies, professional associations, or any of a wide variety of other appropriate organizations, and may also be accomplished through independent study. The programs may be in any of a broad spectrum of subjects, including both the traditional aspects of librarianship/audiovisual instruction/information science, and any other subjects which may be pertinent to the job responsibility and the purpose of the library.

By this definition, continuing education does not include programs or study meeting purely personal needs not related to present or potential job responsibilities.

10. WHAT FORMS OF CONTINUING EDUCATION HAVE YOU TRIED IN THE PAST, AND WHICH DO YOU THINK BEST MEET YOUR NEEDS? Check in Column A all those which you have used; in Column B, rank any which you would want to use in the future according to priority, using 1 as most useful, 2 as next, etc.

<u>Column A</u>	<u>Format</u>	<u>Column B</u>
_____	Independent or directed study	_____
_____	ETN (Educational Telephone Network) lecture or course	_____
_____	Other lecture/discussion (e.g., colloquia)	_____
_____	In-service training within the library, system, or organization	_____
_____	Conference, workshop or other format lasting a day to a week	_____
_____	Institute or other format lasting more than a week	_____
_____	Credit course not necessarily leading to a degree	_____
_____	Credit course as part of a planned degree program	_____
_____	Other: _____	_____

11. IF YOU CHECKED COURSE WORK, RANK IN ORDER (1 most preferable, 2 next, etc.) AS MANY OF THE FOLLOWING AS ARE APPROPRIATE TO MEET YOUR NEEDS.

_____ Regularly scheduled classes within the normal academic schedule
 _____ Night classes
 _____ Late afternoon class
 _____ Saturday classes
 _____ Intensive short courses
 _____ Other (Specify) _____

12. IF YOU CHECKED COURSE WORK, HOW FAR (ONE-WAY MILEAGE) WOULD YOU ORDINARILY BE WILLING TO TRAVEL TO ATTEND PERIODIC CLASSES?

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

In Column A, check (✓) as many of the responsibilities as form a major part of your present job. In Column B, indicate in order of preference (using 1 as the most preferred, 2 as next, etc.) not more than five areas in which you would like further education to improve competence or gain new competence. These need not be the same as any of the areas you checked in Column A, although they may be.

<u>Column A</u>	<u>Job responsibility</u>	<u>Column B</u>
1. _____	Administrative skills	1. _____
2. _____	Automation/data processing	2. _____
3. _____	Bookkeeping/accounting	3. _____
4. _____	Budget preparation	4. _____
5. _____	Cataloging and classification	5. _____
6. _____	Circulation work	6. _____
7. _____	Curriculum development	7. _____
8. _____	Development of television/videotape programs	8. _____
9. _____	Evaluation/selection of audio-visual equipment	9. _____
10. _____	Evaluation/selection of non-print materials	10. _____
11. _____	Evaluation/selection of print materials	11. _____
12. _____	Filing	12. _____
13. _____	Interlibrary loan	13. _____
14. _____	Inter-type library cooperative activities	14. _____
15. _____	Keeping records of personnel or supplies	15. _____
16. _____	Local production of media	16. _____
17. _____	Maintenance of audio-visual hardware	17. _____
18. _____	Network planning-operation	18. _____
19. _____	Ordering/checking in materials	19. _____
20. _____	Outreach programs	20. _____
21. _____	Personnel coordination/supervision	21. _____
22. _____	Physical processing of materials	22. _____
23. _____	Photocopying, microfilming, or other duplication	23. _____
24. _____	Planning/carrying out training programs for staff	24. _____
25. _____	Planning/evaluation of activities/services	25. _____
26. _____	Planning/preparing grant applications	26. _____
27. _____	Public relations	27. _____
28. _____	Reading guidance	28. _____
29. _____	Reference/information service	29. _____
30. _____	Searching of catalogs or order files	30. _____
31. _____	Secretarial/office tasks	31. _____
32. _____	Selection/organization/use of government documents	32. _____
33. _____	Service to handicapped or homebound	33. _____
34. _____	Story-telling	34. _____
35. _____	Systems analysis	35. _____
36. _____	Teaching clients how to use audio-visual hardware	36. _____
37. _____	Teaching clients how to use library materials	37. _____
38. _____	Other _____	38. _____
39. _____	_____	39. _____
40. _____	_____	40. _____

14. WHO DO YOU THINK SHOULD PROVIDE CONTINUING EDUCATION PROGRAMS? *Select as many of the agencies below as you see responsible for providing continuing education programs to meet your own needs. Rank them in priority order, using 1 as most important, 2 as next most important, etc.*

The local library, library system, school system, CESA (Cooperative Educational Service Agency), institution or organization of which the library or information center is a part
 Graduate educational institutions or programs
 Undergraduate educational institutions or programs
 University Extension
 The Wisconsin Division for Library Services
 Local, district, or regional associations or organizations
 Statewide associations or organizations
 National associations or organizations
 Other (specify) _____

15. SHOULD THERE BE AN OFFICE WITH STATE-WIDE RESPONSIBILITY FOR IDENTIFYING AND ASSESSING CONTINUING EDUCATION NEEDS FOR LIBRARY, MEDIA CENTER, AND INFORMATION CENTER PERSONNEL?

Yes Undecided No

If yes, which office? _____

16. SHOULD THERE BE AN OFFICE WITH STATE-WIDE RESPONSIBILITY FOR WORKING WITH APPROPRIATE AGENCIES TO DEVELOP CONTINUING EDUCATION PROGRAMS FOR LIBRARY, MEDIA CENTER, AND INFORMATION CENTER PERSONNEL?

Yes Undecided No

If yes, which office? _____

17. SHOULD THERE BE AN OFFICE WITH STATE-WIDE RESPONSIBILITY FOR PUBLICIZING CONTINUING EDUCATION PROGRAMS FOR THOSE WHO WANT TO GAIN OR STRENGTHEN COMPETENCIES?

Yes Undecided No

If yes, which office? _____

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL? For each of the statements following, indicate on a scale of 1 to 5 whether you agree or disagree. Use 1 as "agree fully" and 5 as "disagree completely".

	Agree Fully				Disagree Completely
	1	2	3	4	5
a. Participation in appropriate continuing education programs should be required for promotion to a higher level.					
b. Salary advancement should depend on participation in appropriate continuing education programs.					
c. The library, media center, or institution of which it is a part should provide or participate in a regular program of in-service training designed to meet staff development needs.					
d. Staff members should be given time off, with pay, for participation in appropriate workshops or institutes.					
e. Reimbursement should be provided for expenses incurred in such participation.					
f. Staff members should be given time off with pay for purpose of taking work-related courses during the normal work day.					
g. Leaves of absence should be granted for appropriate formal study.					
h. Tuition should be paid in such instances.					

19. IF YOU HAVE NOT PARTICIPATED IN CONTINUING EDUCATION PROGRAMS, CHECK AS MANY OF THE FOLLOWING REASONS YOU FEEL ARE APPLICABLE.

- I have not felt the need.
- I have not found the right programs.
- Programs have not been offered at the right time.
- Time required has been too great for benefit perceived.
- Programs have not been offered at the right places.
- Desirable programs have been too expensive.
- No credit or advancement given for participation.
- I have not been able to get time off from work.
- I have not found programs important enough to take my personal time away from family or home.
- Other (Specify) _____

CERTIFICATION. Webster's Third New International Dictionary defines a certificate as "a document issued by a school, a state agency, or a professional organization certifying that one has satisfactorily completed a course of studies, has passed a qualifying examination, or has attained professional standing in a given field and may officially practice or hold a position in that field."

Wisconsin law mandates certification for certain personnel holding positions in public school libraries, vocational-technical school libraries, and public libraries. Rules for such certification, established by the Department of Public Instruction for school and public libraries, and by the State Board of Vocational, Technical, and Adult Education for vocational-technical schools, are published in the Wisconsin Administrative Code. There are not provisions for certifying clerical or technical support personnel in these libraries.

There are no legal requirements for certification of academic (college and university) or special library personnel at any level, but both the Medical and Law Library Associations have provided for certification of personnel who meet standards set by their groups.

20. DO YOU HOLD A CERTIFICATE?

Yes No

IF YES, WHAT IS THE NAME OF THE CERTIFICATE? _____
AND WHAT AGENCY OR ORGANIZATION ISSUED IT? _____

21. IS POSSESSION OF SUCH A CERTIFICATE ORDINARILY REQUIRED AS A CONDITION OF EMPLOYMENT FOR THE POSITION WHICH YOU NOW HOLD?

Yes No

22. DO YOU FAVOR CERTIFICATION FOR PERSONNEL WHO HAVE CERTAIN TYPES OF LIBRARY, MEDIA CENTER, OR INFORMATION CENTER RESPONSIBILITY?

Yes Undecided No

IF YES, WHAT ARE YOUR REASONS?

IF NO, WHAT ARE YOUR REASONS?

If you answered no, or undecided, skip to question 33.

23. FOR WHAT LEVELS OF POSITIONS DO YOU FAVOR CERTIFICATION?
(Check all that apply)

- A. POSITIONS REQUIRING SECRETARIAL OR CLERICAL SKILLS .
- B. POSITIONS WITH SUPPORTIVE RESPONSIBILITIES INVOLVING TECHNICAL SKILLS, following established rules and procedures.
- C. POSITIONS WITH SUPPORTIVE RESPONSIBILITIES AT A HIGH LEVEL, normally working within established procedures and techniques, and with some supervision by a professional, but requiring judgment and subject knowledge.
- D. POSITIONS WITH PROFESSIONAL RESPONSIBILITIES, including those of management, which require independent judgment, interpretation of rules and procedures, analysis of problems, and formulation of original and creative solutions for them.
- E. POSITIONS WITH HIGHLY SPECIALIZED RESPONSIBILITY, requiring advanced knowledge of some aspect of librarianship or another subject field.
- F. ALL OF THE ABOVE

24. SHOULD SUCH CERTIFICATION BE APPLICABLE TO PERSONNEL IN:
Indicate as many as are applicable.

- A. Academic Libraries?
- B. Public Libraries?
- C. School Libraries?
- D. Special Libraries?
- E. All of the above ?
- F. Other?(Specify) _____

25. SHOULD SUCH CERTIFICATION BE UNDERTAKEN BY:
(Indicate as appropriate)

- A. State government?
- B. Federal government?
- C. Professional organization(s)? - Indicate which _____
- D. Other?(Specify) _____

26. SHOULD SUCH CERTIFICATION BE GRANTED ON THE BASIS OF:
Check as many as applicable.

- A. Education: Specified degree?
- B. Education: Specified courses?
- C. Competencies as measured by examination?
- D. Examination for those who may not have formal education?
- E. Examination in addition to formal education?
- F. Experience?
- G. Other (Specify) _____

27. SHOULD SUCH CERTIFICATION BE:
Check as appropriate.

- A. Granted for life to all levels checked in question 23?
- B. Granted for life to some levels checked in question 23?

INDICATE LEVELS CHECKED IN QUESTION 23. _____

- C. Granted only for a limited term to all levels checked in question 23?
- D. Granted only for a limited term to some levels checked in question 23?

INDICATE LEVELS CHECKED IN QUESTION 23. _____

HOW LONG SHOULD SUCH CERTIFICATION BE VALID? _____

28. IF YOU FAVOR LIMITED-TERM CERTIFICATION, ON WHAT BASIS WOULD YOU PROVIDE FOR RENEWAL OF CERTIFICATES?

Check as many of the following as are applicable.

- Continuing education - formal course work for academic credit
- Continuing education - other
- Appropriate experience
- Examination
- Other (Specify) _____

29. SHOULD CERTIFICATION BE RECIPROCAL BETWEEN STATES?

No Undecided Yes

30. DO YOU FEEL THE CURRENT WISCONSIN CERTIFICATION REQUIREMENTS FOR LIBRARY PERSONNEL ARE SUFFICIENTLY COMPLETE IN TERMS OF COVERAGE OF TYPES OF LIBRARIES?

No Undecided Yes



IF NO, WHAT CHANGES WOULD YOU FAVOR? _____

31. DO YOU FEEL THE CURRENT WISCONSIN CERTIFICATION REQUIREMENTS FOR LIBRARY PERSONNEL ARE SUFFICIENTLY COMPLETE IN TERMS OF COVERAGE OF LEVELS OF POSITIONS?

No Undecided Yes

↓
IF NO, WHAT CHANGES WOULD YOU FAVOR? _____

32. DO YOU FEEL THE CURRENT WISCONSIN CERTIFICATION REQUIREMENTS FOR LIBRARY PERSONNEL ARE SUFFICIENTLY STRONG IN TERMS OF ENFORCEMENT?

No Undecided Yes

↓
IF NO, WHAT CHANGES WOULD YOU FAVOR? _____

33. WHAT IS YOUR AGE?

under 25
 25-34
 35-44
 45-54
 55-64
 65 or over

34. WHAT IS YOUR SEX?

F
 M

35. WHAT IS YOUR ETHNIC GROUP?

Black
 Native American/Indian
 Oriental
 Spanish-surnamed American/Latino
 White

36. How many hours weekly does a full-time person work in your library? _____

IN ANSWERING QUESTIONS 37 through 45:

- omit from your figures the following groups of staff members:
 - staffing maintenance personnel or janitors
 - student assistants or pages
 - teaching personnel (e.g., if members of the staff hold regular part-time teaching positions and part-time library positions, answer in terms of the library part of the position only)
 - volunteers
- If an position involves less than full-time work, convert to full-time equivalent (FTE) by dividing the number of hours worked in that position by the number worked in a full-time position (e.g., a 12 hour weekly position would be .3 FTE if an ordinary position is 40 hours weekly).

	A. POSITIONS REQUIRING SPECIALIZED OR CLERICAL SKILLS	B. POSITIONS WITH SUPPORTIVE RESPONSIBILITIES INVOLVING TECHNICAL SKILLS, FOLLOWING ESTABLISHED RULES AND PROCEDURES	C. POSITIONS WITH SUPPORTIVE RESPONSIBILITIES AT A HIGH LEVEL, NORMALLY WORKING WITHIN ESTABLISHED PROCEDURES AND TECHNIQUES, AND WITH SOME SUPERVISORY RESPONSIBILITIES, BUT REQUIRING JUDGMENT AND SUBJECT KNOWLEDGE	D. POSITIONS WITH PROFESSIONAL RESPONSIBILITIES INCLUDING THOSE OF MANAGEMENT, INTERPRETATION OF RULES AND PROCEDURES, AND FORMULATION OF ORIGINAL AND CREATIVE SOLUTIONS FOR CHANGING LIBRARY RELATIONSHIPS OR ANOTHER ASPECT OF LIBRARYING ADVANCED KNOWLEDGE OF SOME ASPECT OF LIBRARYING OR ANOTHER SUBJECT (4-14)	TOTAL
37. How many persons do you now have on your staff, in total and by level?					
38. How many budgeted vacancies do you have, in total and by level?					
39. What is the minimum education requirement at each level (degree and subject, if applicable)?					
40. What is the lowest annual salary currently paid, at each level?					
41. What is the highest annual salary paid, at each level?					
42. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between now and December 1977 because of retirement or other turnover?					
43. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between January 1978 and December 1985 because of retirement or other turnover?					
44. In your best judgment, how many new positions do you believe you will be able to add to your staff between now and 1977?					
45. In your best judgment, how many new positions do you believe you will be able to add to your staff between 1978 and 1985?					

46. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE EARNED A MASTER'S DEGREE IN LIBRARY SCIENCE SINCE JANUARY 1, 1972?

Yes No



If no, go on to question 47. If yes, answer the following:

HOW MANY WHOSE DEGREES WERE GRANTED BY WISCONSIN INSTITUTIONS? _____

HOW MANY WHOSE DEGREES WERE GRANTED BY OUT-OF-STATE INSTITUTIONS? _____

DO YOU FEEL THAT PRESENT MASTER'S DEGREE PROGRAMS ARE PROVIDING APPROPRIATE PREPARATION FOR JOB RESPONSIBILITIES WHICH LIE IN THE BROAD AREAS LISTED BELOW AND AT THE LEVEL FOR WHICH THE MASTER'S DEGREE IS CONSIDERED THE BASIC CREDENTIAL?

Broad area	Was Preparation Appropriate?	If no, what skills, abilities, knowledges need more emphasis?
------------	------------------------------	---

Administration	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Selection of Materials	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Selection/ Handling of Hardware	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Technical Services	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
User Services	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Other (specify)	<input type="checkbox"/> Yes <input type="checkbox"/> No →	

47. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE EARNED BACHELOR'S DEGREES WITH AT LEAST A MINOR IN LIBRARY SCIENCE SINCE JANUARY 1, 1972?

 Yes

 No



↳ If no, go on to question 48. If yes, answer the following:

HOW MANY WHOSE DEGREES WERE GRANTED BY WISCONSIN INSTITUTIONS? _____

HOW MANY WHOSE DEGREES WERE GRANTED BY OUT-OF-STATE INSTITUTIONS? _____

DO YOU FEEL THAT PRESENT BACHELOR'S DEGREE PROGRAMS IN LIBRARY SCIENCE ARE PROVIDING APPROPRIATE PREPARATION FOR JOB RESPONSIBILITIES WHICH LIE IN THE BROAD AREAS LISTED BELOW AND AT THE LEVEL FOR WHICH THIS DEGREE IS CONSIDERED THE BASIC CREDENTIAL?

Broad area	Was Preparation Appropriate?	If no, what skills, abilities, knowledges need more emphasis?
------------	------------------------------	---

Administration	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Selection of Materials	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Selection/ Handling of Hardware	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Technical Services	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
User Services	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Other (Specify)	<input type="checkbox"/> Yes <input type="checkbox"/> No →	

48. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE EARNED BACHELOR'S DEGREES WITH AT LEAST A MINOR IN AUDIO-VISUAL TECHNOLOGY SINCE JANUARY 1, 1972?

 Yes

 No



If no, go on to question 49. If yes, answer the following:

HOW MANY WHOSE DEGREES WERE GRANTED BY WISCONSIN INSTITUTIONS? _____

HOW MANY WHOSE DEGREES WERE GRANTED BY OUT-OF-STATE INSTITUTIONS? _____

DO YOU FEEL THAT PRESENT BACHELOR'S DEGREE PROGRAMS IN AUDIO-VISUAL TECHNOLOGY ARE PROVIDING APPROPRIATE PREPARATION FOR JOB RESPONSIBILITIES WHICH LIE IN THE BROAD AREAS LISTED BELOW AND AT THE LEVEL FOR WHICH THIS DEGREE IS CONSIDERED A BASIC CERDENTIAL?

Broad area

Was preparation
Appropriate?

If no, what skills, abilities,
knowledges need more emphasis?

Administration	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Selection of Materials	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Selection/ Handling of Hardware	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Technical Services	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
User Services	<input type="checkbox"/> Yes <input type="checkbox"/> No →	
Other (Specify)	<input type="checkbox"/> Yes <input type="checkbox"/> No →	

49. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE COMPLETED TWO-YEAR LIBRARY OR LIBRARY/MEDIA TECHNICAL ASSISTANT PROGRAMS SINCE JANUARY 1, 1972?

 Yes

 No



If no, go on to question 50. If yes, answer the following:

HOW MANY WHOSE DEGREES OR CERTIFICATES WERE GRANTED BY WISCONSIN INSTITUTIONS?

HOW MANY WHOSE DEGREES OR CERTIFICATES WERE GRANTED BY OUT-OF-STATE INSTITUTIONS?

DO YOU FEEL THAT PRESENT TWO-YEAR PROGRAMS, IN GENERAL, ARE PROVIDING APPROPRIATE PREPARATION FOR JOB RESPONSIBILITIES WHICH LIE IN THE BROAD AREAS LISTED BELOW AND AT THE LEVEL FOR WHICH SUCH PROGRAMS ARE DESIGNED?

Broad area

Was Preparation
Appropriate?

If no, what skills, abilities,
knowledges need more emphasis (or less)?

Support in Administration	<u> </u> Yes <u> </u> No →	
Support in Selection of Materials	<u> </u> Yes <u> </u> No →	
Support in Selection/ Handling of Hardware	<u> </u> Yes <u> </u> No →	
Support in Technical Services	<u> </u> Yes <u> </u> No →	
Support in User Services	<u> </u> Yes <u> </u> No →	
Other (Specify)	<u> </u> Yes <u> </u> No →	

50. SINCE JANUARY 1, 1972, HAVE ANY OF YOUR STAFF COMPLETED UNIVERSITY EXTENSION COURSES A50 (BASIC LIBRARY MANAGEMENT FOR PUBLIC LIBRARIANS) OR COURSE A51 (BASIC LIBRARY MANAGEMENT FOR HEALTH SCIENCE LIBRARIANS)?

 Yes No

↓
IF YES, DO YOU FEEL THESE COURSES, IN GENERAL, ARE PROVIDING APPROPRIATE PREPARATION (SKILLS, ATTITUDES, KNOWLEDGES) FOR JOB RESPONSIBILITIES WHICH LIE IN THE BROAD AREAS LISTED BELOW, AND AT THE LEVEL FOR WHICH THESE COURSES ARE CONSIDERED BASIC PREPARATION?

Broad area	Was preparation Appropriate?	If no, what skills, abilities, knowledges need more emphasis (or less)?
Administration	<u> </u> Yes <u> </u> No →	
Selection of Materials	<u> </u> Yes <u> </u> No →	
Selection/ Handling of Hardware	<u> </u> Yes <u> </u> No →	
Technical Services	<u> </u> Yes <u> </u> No →	
User Services	<u> </u> Yes <u> </u> No →	
Other (Specify)	<u> </u> Yes <u> </u> No →	

51. WHAT IMPORTANCE DOES YOUR LIBRARY OR THE INSTITUTION TO WHICH IT BELONGS ASSIGN TO CONTINUING EDUCATION?

Please answer each with an x in the appropriate box.

Generally Yes	Occasionally	Rarely If At All	Don't Know	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Participation in appropriate continuing education programs is required as a condition for promotion.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Salary advancement is provided for participation in appropriate continuing education programs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. A program of in-service training designed to meet staff needs is provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Time off with pay is provided for participation in appropriate conferences, conventions, workshops, institutes, or other meetings for staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Reimbursement is provided for expenses incurred in such participation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. Time off with pay is provided for staff members taking work-related courses during the normal work day.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g. Paid leave for formal study in appropriate courses is provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h. Reimbursement of tuition and other expenses for such study is provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i. Leave without pay is provided for staff members who wish to take appropriate formal course work.

Public library directors only should answer question j. It is not applicable to other types of libraries.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j. The library pays the expenses of its board members incurred in attendance at conferences or in participation in programs useful for the continuing education of trustees.
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52. FOR YOUR STAFF AS A WHOLE, WHAT ARE THE MOST PRESSING CONTINUING EDUCATION NEEDS?

From the list below, select those topics for which you feel your staff needs competence; check as many as you feel are relevant to the purpose of your library and the needs of your staff

<u>Topics</u>	Impor- tant to Many	Impor- tant to Some	Impor- tant to a Few	
1. Administrative skills	_____	_____	_____	1.
2. Automation/data processing	_____	_____	_____	2.
3. Bookkeeping/accounting	_____	_____	_____	3.
4. Budget preparation	_____	_____	_____	4.
5. Cataloging and classification	_____	_____	_____	5.
6. Circulation work	_____	_____	_____	6.
7. Curriculum development	_____	_____	_____	7.
8. Development of television/videotape programs	_____	_____	_____	8.
9. Evaluation/selection of audiovisual equipment	_____	_____	_____	9.
10. Evaluation/selection of non-print materials	_____	_____	_____	10.
11. Evaluation/selection of print materials	_____	_____	_____	11.
12. Filing	_____	_____	_____	12.
13. Interlibrary loan	_____	_____	_____	13.
14. Intertype library cooperative activities	_____	_____	_____	14.
15. Keeping records of personnel or supplies	_____	_____	_____	15.
16. Local production of media	_____	_____	_____	16.
17. Maintenance of audiovisual hardware	_____	_____	_____	17.
18. Network planning/operation	_____	_____	_____	18.
19. Ordering/checking in materials	_____	_____	_____	19.
20. Outreach programs	_____	_____	_____	20.
21. Personnel coordination/supervision	_____	_____	_____	21.
22. Physical processing of materials	_____	_____	_____	22.
23. Photocopying, microfilming or other duplication	_____	_____	_____	23.
24. Planning/carrying out training programs for staff	_____	_____	_____	24.
25. Planning/evaluation of activities/services	_____	_____	_____	25.
26. Planning/preparing grant applications	_____	_____	_____	26.
27. Public relations	_____	_____	_____	27.
28. Reading guidance	_____	_____	_____	28.
29. Reference/information service	_____	_____	_____	29.
30. Searching of catalogs or order files	_____	_____	_____	30.
31. Secretarial/office tasks	_____	_____	_____	31.
32. Selection/organization/use of government documents	_____	_____	_____	32.
33. Service to handicapped or homebound	_____	_____	_____	33.
34. Story-telling	_____	_____	_____	34.
35. Systems analysis	_____	_____	_____	35.
36. Teaching clients how to use audiovisual hardware	_____	_____	_____	36.
37. Teaching clients how to use library materials	_____	_____	_____	37.
38. Other _____	_____	_____	_____	38.

APPENDIX 4

QUESTIONNAIRE ADDRESSED TO LIBRARY BOARD MEMBERS

WISCONSIN LIBRARY MANPOWER STUDY

LIBRARY TRUSTEE QUESTIONNAIRE

1. OF WHICH TYPE OF LIBRARY ARE YOU A TRUSTEE? If you are on more than one library board, check as many as are applicable.

Municipal (County, city, village, or town)
 System established under the 1971 law
 Other form of library cooperative, including systems established before 1971

2. WHICH RESPONSIBILITIES DO YOU CONSIDER MOST IMPORTANT IN YOUR POSITION AS A LIBRARY TRUSTEE?

3. HOW LONG HAVE YOU SERVED ON A LIBRARY BOARD?

1-3 years 4-6 years 7-9 years 10 or more years

4. WAS ANY ORIENTATION PROVIDED YOU UPON YOUR INITIAL APPOINTMENT TO THE LIBRARY BOARD?

NO
 YES

If "yes", indicate nature of orientation, and by whom it was provided _____

5. HOW HAVE YOU PARTICIPATED IN TRUSTEE ORGANIZATIONS?

	AMERICAN LIBRARY TRUSTEE ASSOCIATION	WISCONSIN LIBRARY TRUSTEE ASSOCIATION	DISTRICT LIBRARY MEETING
ARE YOU A CURRENT MEMBER?	Yes ___ No ___	Yes ___ No <input checked="" type="checkbox"/>	
HOW FREQUENTLY DO YOU ATTEND ASSOCIATION MEETINGS	Annually ___ Every 2-3 years ___ Occasionally ___ Only once ___ Never attended ___	Annually ___ Every 2-3 years ___ Occasionally ___ Only once ___ Never attended ___	Annually ___ Every 2-3 years ___ Occasionally ___ Only once ___ Never attended ___
HOW HELPFUL HAS THE ASSOCIATION BEEN IN MEETING YOUR NEEDS AS A TRUSTEE?	Very helpful ___ Of some help ___ Don't know ___ Of little help ___ Of no help ___	Very helpful ___ Of some help ___ Don't know ___ Of little help ___ Of no help ___	Very helpful ___ Of some help ___ Don't know ___ Of little help ___ Of no help ___
IF YOU ARE NOT NOW A MEMBER BUT HAVE BEEN A MEMBER BEFORE, WHAT WAS YOUR LAST YEAR OF MEMBERSHIP?			
IF YOU ARE NOT A MEMBER, WHAT ARE YOUR REASONS FOR NOT JOINING?			
HAVE YOU EVER BEEN ASKED TO JOIN?			



6. IN CARRYING OUT YOUR RESPONSIBILITIES AS A TRUSTEE, DO YOU NEED MORE INFORMATION OR CONTINUING EDUCATION ON ANY OF THE FOLLOWING SUBJECTS?

Check as many as are applicable, on a scale of 1 to 5, using 1 for subjects in which your need for additional knowledge is most important, and 5 for those in which you feel your knowledge is sufficient.

	1	2	3	4	5
Goals of public library service	—	—	—	—	—
Purpose of library boards	—	—	—	—	—
Library legislation: federal and state	—	—	—	—	—
State government service to local libraries	—	—	—	—	—
Library as a unit of local government	—	—	—	—	—
Budgets: preparing/understanding/defending	—	—	—	—	—
Library systems: purposes and benefits	—	—	—	—	—
Setting objectives for the library	—	—	—	—	—
Setting policies for the library	—	—	—	—	—
National and state standards for libraries	—	—	—	—	—
Planning/evaluation of services	—	—	—	—	—
Selection of library director	—	—	—	—	—
Trustee/librarian relationships	—	—	—	—	—
Personnel policies	—	—	—	—	—
Library unions/staff organizations	—	—	—	—	—
"Friends of libraries" groups	—	—	—	—	—
Understanding community needs/expectations	—	—	—	—	—
Public relations	—	—	—	—	—
Outreach programs/service to special groups	—	—	—	—	—
Purpose and services of library associations	—	—	—	—	—
Automation and libraries	—	—	—	—	—
Non-print media and libraries	—	—	—	—	—
Cable television	—	—	—	—	—
Freedom to read/intellectual freedom	—	—	—	—	—
Interlibrary cooperation/library networks	—	—	—	—	—
Interpersonal communications	—	—	—	—	—
Trustee role in materials selection	—	—	—	—	—
Other (Specify)	—	—	—	—	—

7. IN MEETING THE NEEDS YOU SPECIFIED IN QUESTION 6, WHICH AGENCY(IES) DO YOU THINK WOULD MOST APPROPRIATELY PROVIDE THE INFORMATION/CONTINUING EDUCATION YOU FEEL YOU NEED?

- _____ Local government (city or county) of which the library is a unit
- _____ Wisconsin Library Trustee Association
- _____ American Library Trustee Association
- _____ District Library Association
- _____ Local library or library system
- _____ Library education programs in universities and colleges
- _____ University of Wisconsin-Extension
- _____ Division for Library Services
- _____ Other (Specify) _____

8. HOW MUCH TIME PER YEAR (APART FROM BOARD MEETINGS) WOULD YOU BE WILLING TO DEVOTE TO PROGRAMS DESIGNED TO MEET THE INFORMATION/CONTINUING EDUCATION NEEDS YOU SPECIFIED IN QUESTION 6?

Unable to spend any time
 Up to one day
 Two days

Three days
 Four days
 Five days or more

9. WHAT IS YOUR OCCUPATION? _____
IF RETIRED, STATE FORMER OCCUPATION _____

10. CIRCLE THE HIGHEST GRADE LEVEL OF FORMAL EDUCATION YOU HAVE ATTAINED

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or more years
(elementary) (secondary) (college) (graduate study)

11. WHAT IS YOUR SEX?

Female
 Male

12. WHAT IS YOUR AGE?

under 30
 30-39
 40-49
 50-59
 60-69
 70 years or older

13. WHAT IS YOUR ETHNIC GROUP?

Black
 Native American/Indian
 Oriental
 Spanish-surnamed American
 White

APPENDIX 5

LIBRARY EDUCATION PROGRAMS INTERVIEW SCHEDULE

LIBRARY EDUCATION PROGRAMS-----INTERVIEW SCHEDULE

INSTITUTION _____

DEPARTMENT _____

DEPARTMENT HEAD AND TITLE _____

Date of interview _____

Interview conducted by _____

A. What are the long-range objectives of the department?

Are there short-term goals which are different?

B. What levels of preparation (degrees or course sequence) are offered?

___ Associate or other two-year program

___ Bachelor's degree (minor)

___ Bachelor's degree (major)

___ Master's degree

___ Specialist certificate

___ PhD program

C. For which of the following credentials are your programs intended to meet the basic professional education requirement:

School librarian

Librarian (Voc-Tech)

School librarian supervisor

Instructional media specialist
or audiovisual specialist
(Voc-Tech)

Audiovisual director

Audiovisual coordinator

Public librarian (grade 1)

Public librarian (grade 2)

Public librarian (grade 3)

Are there special programs or course sequences planned or suggested for persons wishing to work in academic libraries?

Are there special programs or course sequences planned or suggested for persons wishing to work in special libraries?

D. What special programs or course sequences are there other than for type of library (e.g., type of activity, such as reference service)?

E. What interdisciplinary programs are there?

F. What factors govern admissions to these programs:

Institutional academic criteria?

Departmental academic criteria if different?

Criteria other than academic?

Are there target areas in recruitment (e.g., minorities)?

What financial aids are available to students?

Under what circumstances are persons admitted to non-degree status?

What counseling is offered concerning career or employment potentials?

G. How many students are entering - and completing these programs:

For each level of preparation (degree or credential), how many graduates were there in the twelve months ending August 31, 1974?

What, if any, are the limits on enrollment in the program?

Do you have many students (how many _____) who take courses in library science but do not intend to enter the library manpower pool? How important do you think it is to make courses available to these people?

H. Placement data (see separate table)

I. What non-credit programs or courses do you offer:

For what level of personnel are such programs planned?

For what type of library are such programs planned?

What formats do you use?

Can you give examples (or a list) or such programs for the 1974 academic year?

J. What working relationship exists between the library science or audio-visual program on your campus and those on other campuses in the state (e.g., sharing faculty, planning)? With University of Wisconsin - Extension?

Do you work with colleges/universities in adjoining states? In what way?

K. What working relationships do you have with agencies or organizations outside the formal education field (e.g., the Wisconsin Library Association or other professional organizations; the Division for Library Service)?

Is there a mechanism by which you solicit advice on education programs from these or other organizations? Do you have any sort of formal or informal advisory group, alumni or otherwise?

- L. What trends in libraries or media centers, if any, can you identify that will or should dictate changes in education for library service during the next ten years?

INSTITUTION _____ PROGRAM _____

DATA SUPPLIED BY _____ DATE _____

PLACEMENT DATA - For graduates or persons who have otherwise completed degree or certification programs during the twelve months ending August 31, 1974. (Use a separate sheet for each degree or certification level, as appropriate.)

A. Persons employed in libraries or media centers:

- In state: In academic libraries _____
- In public libraries _____
- In school libraries _____
- In special libraries _____
- Out of state: In academic libraries _____
- In public libraries _____
- In school libraries _____
- In special libraries _____

B. Persons employed in library education programs _____

C. Persons employed not in libraries or library education programs but in other capacities for which knowledge of librarianship is required or especially useful (e.g., information service, research). _____

D. Persons employed in a field other than librarianship, excluding C above (include here persons who hold teaching and library or audio-visual credentials but who are engaged in full-time teaching). _____

E. Persons not employed but believed to be seeking employment. _____

F. Persons who completed the program but are remaining in school (e.g., working toward a higher degree). _____

G. All others _____

H. Total number of persons completing program _____

APPENDIX 6

LIBRARIANS' QUESTIONNAIRE RESPONSES:
SUMMARIES BY POPULATION GROUPS

The following pages summarize responses to questionnaires mailed in January 1975 by the Wisconsin Survey Research Laboratory to a sample group of library directors, library staff members, and school administrators. Directors of libraries received the entire questionnaire (52 questions). Library staff members received a shorter portion, the first 35 questions. School administrators were asked to respond only to the last 17 questions.

The size of each sample, number of usable responses, and response rate, was:

Population group	Sample Size	Usable Responses	Response Rate
Academic library directors	80	61	76%
Academic library staff members	97	73	75%
Special library directors	98	56	60%
Special library staff members	113	79	70%
Public school library directors	100	61	61%
Public school library staff members	99	73	74%
Nonpublic school library directors	100	62	62%
Public library directors	100	74	74%
Public library staff members	100	70	70%
Public school district library supervisors	20	16	80%
Public school administrators	100	62	62%

3. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR JOB RESPONSIBILITY?

Population Group	Number Responding	A. POSITION REQUIRING SECRETARIAL OR CLERICAL SKILLS	B. POSITION WITH SUPPORTIVE RESPONSIBILITIES INVOLVING TECHNICAL SKILLS, FOLLOWING ESTABLISHED RULES AND PROCEDURES	C. POSITION WITH SUPPORTIVE RESPONSIBILITIES AT A HIGH LEVEL, NORMALLY WORKING WITHIN ESTABLISHED PROCEDURES AND TECHNIQUES, AND WITH SOME SUPERVISION BY A PROFESSIONAL, BUT REQUIRING JUDGMENT AND SUBJECT KNOWLEDGE.	D. POSITION WITH PROFESSIONAL RESPONSIBILITIES, INCLUDING THOSE OF MANAGEMENT, WHICH REQUIRE INDEPENDENT JUDGMENT, INTERPRETA- TION OF RULES AND PROCEDURES, ANALYSIS OF PROBLEMS, AND FORMU- LATION OF ORIGINAL AND CREATIVE SOLUTIONS FOR THEM.	E. POSITIONS WITH HIGHLY SPECIALIZED RESPONSIBILITIES, REQUIRING ADVANCED KNOWLEDGE OF SOME ASPECT OF LIBRARIANSHIP OR ANOTHER SUBJECT FIELD.	F. OTHER: IF YOUR RESPONSIBILITIES DO NOT FIT CLEARLY WITHIN ONE OF THESE GROUPS, DESCRIBE THEM IN YOUR OWN WORDS.	NOT ASCERTAINED	
Academic Library Directors	61	.0%	.0%	.0%	80.3%	19.7%	.0%	.0%	
Academic Library Staff	73	11.0	8.2	27.4	42.5	9.6	.0	1.4	
Special Library Directors	56	6.8	6.8	8.5	55.9	22.0	.0	.0	
Special Library Staff	79	9.4	12.5	25.0	43.8	9.4	.0	.0	
Public School Library Directors	61	1.6	3.3	4.9	83.6	6.6	.0	.0	
Public School Library Staff	73	5.4	8.1	17.6	62.2	5.4	.0	1.4	
School District Library Supervisors	16	.0	.0	.0	75.0	25.0	.0	.0	
School District Administrators	62	-----N/A-----							
Non-Public School Library Directors	62	3.2	9.7	12.9	67.7	3.2	1.6	1.6	
Public Library Directors	74	2.7	9.5	20.3	58.1	4.1	2.7	2.7	
Public Library Staff	70	14.1	22.5	23.9	33.8	2.8	1.4	1.4	

4. CHECK THE HIGHEST LEVEL OF FORMAL EDUCATION YOU HAVE COMPLETED IN ANY FIELD.

Population Group	Number Responding	Less than high school	High school	Less than 2 years college or technical center	Two years college or technical center	More than 2 years but less than 4 full years college	Four years college (bachelor's degree)	Graduate work short of a graduate degree	Master's degree	Graduate courses beyond the master's degree but no higher degree or certificate	Specialist (post-master's) certificate	Doctoral degree	Not ascertained
Academic Library Directors	61	.0%	.0%	.0%	.0%	1.6%	1.6%	4.9%	42.6%	37.7%	6.6%	4.9%	.0%
Academic Library Staff	73	.0	15.1	6.8	5.5	6.8	11.0	6.8	27.4	19.2	.0	1.4	.0
Special Library Directors	56	1.7	6.8	6.8	5.1	15.3	16.9	6.8	23.7	13.6	.0	3.4	.0
Special Library Staff	79	2.1	8.3	13.5	3.1	9.4	11.5	13.5	22.9	12.5	.0	3.1	.0
Public School Library Directors	61	.0	4.9	1.6	.0	3.3	14.8	44.3	14.8	14.8	1.6	.0	.0
Public School Library Staff	73	.0	12.2	6.8	2.7	4.1	24.3	18.9	16.2	14.9	.0	.0	.0
School District Library Supervisors	16	.0	.0	.0	.0	.0	.0	18.8	.0	81.3	.0	.0	.0
School District Administrators	62	-----N/A-----											
Non-Public School Library Directors	62	.0	6.5	4.8	.0	3.2	21.0	22.6	19.4	19.4	1.6	1.6	.0
Public Library Directors	74	.0	18.9	17.6	5.4	10.8	16.2	12.2	10.8	6.8	1.4	.0	.0
Public Library Staff	70	1.4	31.0	16.9	2.8	2.8	15.5	5.6	16.9	5.6	1.4	.0	.0

5. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE HAD IN LIBRARIANSHIP, AUDIOVISUAL INSTRUCTION, OR INFORMATION SCIENCE?

University Extension Courses (non-credit) Undergraduate Courses (college or technical center) Graduate courses short of a graduate degree Master's or other fifth year degree Post-Master's courses but not a higher degree or certificate Degree or certificate beyond the Master's level None Not ascertained

Population Group	Number Responding	1.6%	4.9%	3.2%	65.6%	12.7%	4.9%	.0%	.0%
Academic Library Directors	61	1.6%	4.9%	3.2%	65.6%	12.7%	4.9%	.0%	.0%
Academic Library Staff	73	.0	9.6	4.1	32.7	2.7	1.4	27.4	15.1
Special Library Directors	56	13.6	22.9	1.7	30.5	5.1	1.7	22.0	3.4
Special Library Staff	79	4.2	16.7	2.4	24.0	3.1	.0	34.4	8.3
Public School Library Directors	61	1.6	23.0	39.3	21.3	4.9	.0	1.6	8.2
Public School Library Staff	73	1.4	28.4	25.7	17.6	5.4	.0	9.5	12.2
School District Library Supervisors	16	.0	12.5	12.5	31.3	43.8	.0	.0	.0
School District Administrators	62					N/A			
Non-Public School Library Directors	62	4.8	30.6	9.7	22.6	11.3	3.2	11.3	6.5
Public Library Directors	74	39.2	17.6	4.1	16.2	5.4	.0	9.5	8.1
Public Library Staff	70	16.9	11.3	5.6	22.5	1.4	.0	32.4	9.9

6. WHERE AND WHEN DID YOU RECEIVE YOUR EDUCATION IN LIBRARIANSHIP, AUDIOVISUAL INSTRUCTION, OR INFORMATION SCIENCE?
 (note: responses refer to highest level of education only, and not to total professional education)

Population Group	Number Responding	Date					Inappropriate (no library/media education)	Not ascertained	1962 or earlier	1963-65	1966-68	1969-71	1972-present	Inappropriate (no library/media education)
		In Wisconsin: public institutions	In Wisconsin: private institutions	In Wisconsin: not specified	Out of state institutions	Not ascertained								
Academic Library Directors	61	40.9%	.0%	.0%	49.0%	9.8%	.0%	14.8%	8.2%	18.0%	8.2%	39.3%	11.5%	.0%
Academic Library Staff	73	34.3	.0	2.7	22.0	13.7	27.4	13.7	4.1	9.6	17.8	17.8	15.1	27.4
Special Library Directors	56	59.4	3.4	1.7	13.6	1.7	22.0	27.1	3.4	6.8	13.6	13.6	6.8	22.0
Special Library Staff	79	48.8	2.0	1.0	6.2	9.4	34.4	27.1	5.2	6.3	9.4	9.4	9.4	34.4
Public School Library Directors	61	81.8	.0	.0	6.5	9.8	1.6	47.5	1.6	9.8	11.5	8.2	19.7	1.6
Public School Library Staff	73	65.1	2.8	4.1	9.6	12.2	9.5	41.9	5.4	9.5	12.2	5.4	16.2	9.5
School District Library Supervisors	16	62.7	.0	.0	37.6	.0	.0	25.0	.0	18.8	31.3	25.0	.0	.0
School District Administrators	62	-----N/A-----												
Non-Public School Library Directors	62	54.7	12.9	1.6	27.4	4.8	11.3	25.8	6.5	4.8	24.2	16.1	11.3	11.3
Public Library Directors	74	69.1	1.4	1.4	13.6	5.4	9.5	25.7	8.1	8.1	13.5	24.3	10.8	9.5
Public Library Staff	70	45.0	.0	2.8	8.4	11.3	32.4	18.3	7.0	2.8	12.7	14.1	12.7	32.4*

8. IS FORMAL EDUCATION IN A SPECIFIC FIELD OTHER THAN LIBRARIANSHIP, AUDIOVISUAL INSTRUCTION, OR INFORMATION SCIENCE CONSIDERED ESSENTIAL AS A CONDITION OF EMPLOYMENT FOR THE TYPE OF POSITION WHICH YOU HOLD?

If yes, what is the subject field?

Not ascertained Education Foreign language History Medical records Administration Other Not ascertained

Population Group	Number Responding	No	Yes	Not ascertained	Education	Foreign language	History	Medical records	Administration	Other	Not ascertained	
Academic Library Directors	61	68.9%	29.5%	1.6%	11.5%	*	*	*	*	13.0%	5.0%	
Academic Library Staff	73	80.8	17.8	1.4	*	5.5%	*	*	*	11.0	.0	
Special Library Directors	56	59.3	37.3	3.4	8.5	*	*	6.8%	*	22.0	.0	
Special Library Staff	79	64.6	31.3	4.2	5.2	*	8.4%	*	*	17.7	.0	
Public School Library Directors	61	39.3	57.4	3.3	50.8	*	*	*	*	6.8	.0	
Public School Library Staff	73	50.0	45.9	4.1	40.5	*	*	*	*	5.4	.0	
School District Library Supervisors	16	50.0	50.0	.0	31.3	*	*	*	6.3	6.3	6.3	
School District Administrators	62	-----N/A-----										
Non-Public School Library Directors	62	59.7	32.3	8.1	24.2	*	*	*	*	8.0	.0	
Public Library Directors	74	82.4	12.2	5.4	*	*	*	*	*	12.0	.0	
Public Library Staff	70	80.3	11.3	8.5	*	*	*	*	*	11.2	.0	

*Names by less than 5% of respondents from each population group



9. HOW MANY YEARS' EXPERIENCE HAVE YOU HAD IN THE LIBRARY, MEDIA CENTER, OR INFORMATION CENTER FIELD?

Not ascertained

Less than 1

1 to 5

6 to 10

11 to 15

16 to 20

Over 20

Population Group

Number Responding

Population Group	Number Responding	Less than 1	1 to 5	6 to 10	11 to 15	16 to 20	Over 20	Not ascertained
Academic Library	61	3.3%	6.6%	24.6%	21.3%	16.4%	27.9%	.0%
Directors								
Academic Library	73	12.3	26.0	28.8	16.4	8.2	5.5	2.7
Staff								
Special Library	56	10.2	32.2	20.3	10.2	8.5	10.2	8.5
Directors								
Special Library	79	17.7	35.4	27.1	7.3	3.1	3.1	6.3
Staff								
Public School Library	61	1.6	24.6	37.7	21.3	4.9	8.2	1.6
Directors								
Public School Library	73	10.8	39.2	20.3	14.9	5.4	2.7	6.8
Staff								
School District Library	16	.0	6.3	37.5	6.3	18.8	31.3	.0
Supervisors								
School District	62							
Administrators								
Non-Public School Library	62	6.5	21.0	37.1	12.9	6.5	16.1	.0
Directors								
Public Library	74	6.8	21.6	28.4	14.9	9.5	18.9	.0
Directors								
Public Library	70	12.7	33.8	19.7	9.9	7.0	15.5	1.4
Staff								

N/A

PAJ

10. A. WHAT FORMS OF CONTINUING EDUCATION HAVE YOU TRIED IN THE PAST?

Population Group	Number Responding	Independent or directed study	ETN (Educational Telephone Network) lecture or course	Other lecture/discussion	In-service, training within the library, system, or organization	Conference, workshop or other format lasting a day to a week	Institute or other format lasting more than a week	Credit course not necessarily leading to a degree	Credit course as part of a planned degree program	Other	Not ascertained
Academic Library Directors	61	41.0%	29.5%	37.7%	44.3%	91.8%	29.5%	42.6%	16.4%	1.6%	1.6%
Academic Library Staff	73	27.4	9.6	21.9	37.0	54.8	9.6	28.8	17.8	1.4	12.3
Special Library Directors	56	45.8	30.5	27.1	35.6	66.1	10.2	32.2	20.3	1.7	11.9
Special Library Staff	79	44.8	25.0	32.3	41.7	58.3	9.4	35.4	16.7	2.1	8.3
Public School Library Directors	61	32.8	50.8	13.1	45.9	68.9	14.8	52.5	37.7	.0	1.6
Public School Library Staff	73	29.7	27.0	13.5	35.1	52.7	13.5	43.2	32.4	5.4	9.5
School District Library Supervisors	16	43.8	81.3	25.0	50.0	100.0	50.0	81.3	50.0	.0	.0
School District Administrators	62										
Non-Public School Library Directors	62	32.3	37.1	33.9	50.0	64.5	9.7	45.2	22.6	3.2	8.1
Public Library Directors	74	36.5	68.9	18.9	51.4	60.8	1.4	21.6	10.8	.0	6.8
Public Library Staff	70	28.2	52.1	19.7	54.9	49.3	1.4	16.9	7.0	4.2	11.3



10. B. WHICH FORMS OF CONTINUING EDUCATION DO YOU THINK BEST MEET YOUR NEEDS? First preference

Independent or directed study
 ETN (Educational Telephone Network) lecture or course
 Other lecture/discussion
 In-service training within the library, system or organization
 Conference, workshop or other format lasting a day to a week
 Institute or other format lasting more than a week
 Credit course not necessarily leading to a degree
 Credit course as part of a planned degree program
 Other

Population Group	Number Responding	9.8%	1.6%	3.3%	9.8%	39.3%	8.2%	9.8%	6.6%	.0%
Academic Library Directors	61	9.6	1.4	5.5	16.4	26.0	2.7	9.6	9.6	.0
Academic Library Staff	73	6.8	6.8	5.1	15.3	18.6	.0	8.5	13.6	.0
Special Library Directors	56	12.5	5.2	3.1	13.5	13.5	2.1	12.5	14.6	.0
Special Library Staff	79	3.3	9.8	1.6	13.1	13.1	3.3	16.4	16.4	.0
Public School Library Directors	61	5.4	.0	1.4	9.5	16.2	1.4	16.2	27.0	.0
Public School Library Staff	73	.0	.0	.0	12.5	18.8	12.5	18.8	18.8	.0
School District Library Supervisors	16									
School District Library Administrators	62									
Non-Public School Library Directors	62	6.5	3.2	1.6	11.3	17.7	6.5	11.3	14.5	1.6
Public Library Directors	74	6.8	9.5	1.4	18.9	17.6	.0	9.5	8.1	1.4
Public Library Staff	70	4.2	7.0	4.2	14.1	18.3	2.8	5.6	14.1	4.2



10. B. WHICH FORMS OF CONTINUING EDUCATION DO YOU THINK BEST MEET YOUR NEEDS? Second preference

Independent or directed study
 ETN (Educational Telephone Network) lecture or course
 Other lecture/discussion
 In-service training within the library, system or organization
 Conference, workshop or other format lasting a day to a week
 Institute or other format lasting more than a week
 Credit course not necessarily leading to a degree
 Credit course as part of a planned degree program
 Other

Population Group	Number Responding	8.2%	4.9%	1.6%	6.6%	23.0%	16.4%	8.2%	8.2%	5.5%	8.2%	.0%
Academic Library Directors	61	8.2%	4.9%	1.6%	6.6%	23.0%	16.4%	8.2%	8.2%	5.5%	8.2%	.0%
Academic Library Staff	73	4.1	2.7	2.7	15.1	16.4	13.7	8.2	5.1	1.7		
Special Library Directors	56	10.2	3.4	1.7	6.8	23.7	5.1	10.2	5.1	1.7		
Special Library Staff	79	10.4	5.2	2.1	9.4	19.8	11.5	11.5	3.1	.0		
Public School Library Directors	61	1.6	6.6	1.6	16.4	19.7	9.8	8.2	9.8	.0		
Public School Library Staff	73	2.7	1.4	1.4	6.8	17.6	9.5	20.6	8.1	.0		
School District Library Supervisors	16	18.8	.0	.0	6.3	12.5	18.8	25.0	.0	.0		
School District Administrators	62					N/A						
Non-Public School Library Directors	62	3.2	6.5	1.6	16.1	19.4	3.2	12.9	.0	3.2		
Public Library Directors	74	5.4	13.5	6.8	12.2	14.9	2.7	5.4	4.1	1.4		
Public Library Staff	70	7.0	9.9	2.8	22.5	12.7	1.4	11.3	4.2	.0		

10. B. WHICH FORMS OF CONTINUING EDUCATION DO YOU THINK BEST MEET YOUR NEEDS? Third preference

Independent or directed study
 ETN (Educational Telephone Network) lecture or course
 Other lecture/discussion
 In-service training within the library, system or organization
 Conference, workshop or other format lasting a day to a week
 Institute or other format lasting more than a week
 Credit course not necessarily leading to a degree
 Credit course as part of a planned degree program
 Other

Population Group	Number Responding	8.2%	6.6%	8.2%	8.2%	6.6%	8.2%	11.5%	13.1%	3.3%	.0%	
Academic Library Directors	61	8.2%	6.6%	8.2%	8.2%	6.6%	8.2%	11.5%	13.1%	3.3%	.0%	
Academic Library Staff	73	9.6	6.8	.0	8.2	8.2	8.2	8.2	5.5	1.4	.0	
Special Library Directors	56	16.9	5.1	6.8	16.9	5.1	3.4	3.4	5.1	.0	.0	
Special Library Staff	79	9.4	.0	12.5	7.3	15.6	4.2	4.2	5.2	3.1	.0	
Public School Library Directors	61	4.9	9.8	3.3	6.6	19.7	4.9	4.9	8.2	1.6	.0	
Public School Library Staff	73	8.1	8.1	4.1	8.1	17.6	4.1	4.1	8.1	1.4	.0	
School District Library Supervisors	16	.0	6.3	.0	6.3	25.0	18.8	12.5	12.5	12.5	.0	
School District Administrators	62	-----N/A-----										
Non-Public School Library Directors	62	3.2	4.8	4.8	4.8	12.9	3.2	3.2	11.3	6.5	.0	
Public Library Directors	74	5.4	17.6	4.1	5.4	10.8	.0	.0	6.8	.0	.0	
Public Library Staff	70	11.3	11.3	7.0	1.4	15.5	.0	.0	5.6	2.8	1.4	

11. IF YOU CHECKED COURSE WORK, RANK IN ORDER AS MANY OF THE FOLLOWING AS ARE APPROPRIATE TO MEET YOUR NEEDS. First preference

Population Group	Number Responding	Regularly scheduled classes within the normal academic schedule	Night classes	Late afternoon classes	Saturday classes	Intensive short courses	Other
Academic Library Directors	61	3.3%	16.4%	4.9%	9.8%	16.4%	6.6%
Academic Library Staff	73	17.8	12.3	6.8	2.7	11.0	2.7
Special Library Directors	56	6.8	22.0	11.9	3.4	6.8	3.4
Special Library Staff	79	5.2	25.0	5.2	6.3	14.6	5.2
Public School Library Directors	61	8.2	29.5	11.5	6.6	19.7	6.6
Public School Library Staff	73	5.4	35.1	10.8	5.4	16.2	2.7
School District Library Supervisors	16	12.5	37.5	6.3	.0	25.0	12.5
School District Administrators	62					N/A	
Non-Public School Library Directors	62	12.9	9.7	9.7	8.1	8.1	6.5
Public Library Directors	74	5.4	12.2	4.1	2.7	13.5	6.8
Public Library Staff	70	9.9	21.1	.0	4.2	15.5	4.2

11. IF YOU CHECKED COURSE WORK, RANK IN ORDER AS MANY OF THE FOLLOWING AS ARE APPROPRIATE TO MEET YOUR NEEDS. Second preference

Regularly scheduled classes within the normal academic schedule

Night classes
Late afternoon classes
Saturday classes
Intensive short courses
Other

Population Group	Number Responding	3.3%	14.8%	9.8%	13.1%	11.5%	1.6%
Academic Library Directors	61	3.3%	14.8%	9.8%	13.1%	11.5%	1.6%
Academic Library Staff	73	4.1	12.3	6.8	13.7	11.0	.0
Special Library Directors	56	1.7	13.6	16.9	5.1	10.2	.0
Special Library Staff	79	3.1	14.6	20.8	8.3	9.4	2.1
Public School Library Directors	61	3.3	27.9	13.1	18.0	14.8	3.3
Public School Library Staff	73	4.1	21.6	12.2	14.9	18.9	1.4
School District Library Supervisors	16	.0	37.5	18.8	18.8	6.3	.0
School District Administrators	62	-----N/A-----					
Non-Public School Library Directors	62	.0	14.5	3.2	16.1	16.1	1.6
Public Library Directors	74	4.1	6.8	5.4	8.1	12.2	1.4
Public Library Staff	70	4.2	16.9	8.5	9.9	14.1	2.8



11. IF YOU CHECKED COURSE WORK, RANK IN ORDER AS MANY OF THE FOLLOWING AS ARE APPROPRIATE TO MEET YOUR NEEDS. Third preference

Population Group	Number Responding	Regularly scheduled classes within the normal academic schedule	Night classes	Late afternoon classes	Saturday classes	Intensive short courses	Other
Academic Library Directors	61	3.3%	6.6%	6.6%	8.2%	13.1%	1.6%
Academic Library Staff	73	1.4	8.2	8.2	5.5	9.6	.0
Special Library Directors	56	8.5	5.1	5.1	1.7	13.6	.0
Special Library Staff	79	3.1	7.3	10.4	5.2	17.7	.0
Public School Library Directors	61	1.6	6.6	14.8	11.5	13.1	.0
Public School Library Staff	73	5.4	5.4	12.2	8.1	16.2	1.4
School District Library Supervisors	16	.0	12.5	6.3	25.0	18.8	.0
School District Administrators	62						
Non-Public School Library Directors	62	1.6	6.5	6.5	3.2	9.7	.0
Public Library Directors	74	4.1	6.8	4.1	5.4	5.4	.0
Public Library Staff	70	5.6	7.0	7.0	2.8	7.0	2.8

12. IF YOU CHECKED COURSE WORK, HOW FAR (ONE-WAY MILEAGE) WOULD YOU ORDINARILY BE WILLING TO TRAVEL TO ATTEND PERIODIC CLASSES?

Up to 25 miles
26 to 50 miles
More than 50 miles
Course work not checked
or ranked
Not ascertained

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Population Group	Number Responding	Up to 25 miles	26 to 50 miles	More than 50 miles	Course work not checked or ranked	Not ascertained
Academic Library Directors	61	21.3%	23.0%	13.1%	32.8%	9.8%
Academic Library Staff	73	35.6	11.0	5.5	21.9	26.0
Special Library Directors	56	40.7	11.9	8.5	16.9	22.0
Special Library Staff	79	51.0	7.3	7.3	17.7	16.7
Public School Library Directors	61	47.5	34.4	6.6	4.9	6.6
Public School Library Staff	73	43.2	33.8	6.8	1.4	14.9
School District Library Supervisors	16	25.0	31.3	37.5	6.3	.0
School District Administrators	62	-----N/A-----				
Non-Public School Library Directors	62	43.5	14.5	1.6	9.7	30.6
Public Library Directors	74	33.8	20.3	.0	18.9	27.0
Public Library Staff	70	39.4	8.5	2.8	21.1	28.2

65

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

a. Which responsibilities form a major part of your present job?

Population Group	Number Responding	Administrative skills	Automattion/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Revelopment of television/ videotape programs	Evaluation/selection of audiovisual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan
Academic Library Directors	61	95.7%	24.6%	34.4%	86.9%	41.0%	37.7%	27.9%	8.2%	32.8%	45.9%	75.4%	32.8%	36.1%
Academic Library Staff	73	50.7	17.8	19.2	24.7	28.8	34.2	8.2	5.5	9.6	11.0	30.1	52.1	12.3
Special Library Directors	56	71.2	11.9	23.7	44.1	67.8	54.2	8.5	8.5	18.6	28.8	49.2	52.5	54.2
Special Library Staff	79	52.1	11.5	22.9	31.3	59.4	57.3	5.2	9.4	19.8	19.8	34.4	65.6	49.0
Public School Library Directors	61	80.3	.0	39.3	77.0	88.5	90.2	55.7	11.5	59.0	88.5	96.7	88.5	24.6
Public School Library Staff	73	60.8	5.4	28.4	48.6	77.0	79.7	36.5	12.2	40.5	63.5	68.9	75.7	23.0
School District Library Supervisors	16	100.0	18.8	62.5	100.0	81.3	50.0	62.5	37.5	68.8	75.0	68.8	25.0	43.8
School District Administrators	62													
Non-Public School Library Directors	62	69.4	1.6	27.4	51.6	85.5	79.0	40.3	4.8	56.5	61.3	72.6	79.0	12.9
Public Library Directors	74	78.4	4.1	51.4	68.9	83.8	68.9	16.2	2.7	29.7	35.1	66.2	64.9	59.5
Public Library Staff	70	28.2	2.8	19.7	19.7	38.0	64.8	9.9	4.2	15.5	12.7	36.6	62.0	38.0

-----N/A-----

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?
a. Which responsibilities form a major part of your present job? (continued)

Population Group	Number Responding	Inter-type library cooperative activities	Keeping records of personnel or supplies	Local production of media	Maintenance of audiovisual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out training programs for staff	Planning/evaluation of activities/services	Planning/preparing grant applications
Academic Library Directors	61	52.5%	45.9%	11.5%	24.6%	18.0%	45.9%	18.0%	82.0%	27.9%	26.2%	49.2%	62.3%	57.4%
Academic Library Staff	73	17.8	35.6	5.5	16.4	2.7	38.4	2.7	37.9	38.4	37.0	27.4	34.2	12.3
Special Library Directors	56	37.3	32.2	10.2	18.6	10.2	61.0	8.5	33.9	47.5	50.8	15.3	30.5	27.1
Special Library Staff	79	35.4	42.7	14.6	15.6	5.2	63.5	8.3	34.4	47.5	47.9	21.9	38.5	18.8
Public School Library Directors	61	18.0	55.7	16.4	27.9	1.6	95.1	1.6	45.9	73.8	24.6	31.1	42.6	16.4
Public School Library Staff	73	17.6	56.8	23.0	35.1	1.4	85.1	2.7	37.8	58.1	27.0	33.8	32.4	13.5
School District Library Supervisors	16	56.3	68.8	37.5	6.3	25.0	50.0	6.3	87.5	50.0	31.3	87.5	81.3	75.0
School District Administrators	62						N/A							
Non-Public School Library Directors	62	11.3	40.3	16.1	46.8	4.8	79.0	3.2	38.7	77.4	19.4	24.2	32.3	41.9
Public Library Directors	74	33.8	55.4	2.7	16.2	6.8	74.3	27.0	50.0	54.1	16.2	23.0	55.4	9.5
Public Library Staff	70	22.5	25.4	7.0	8.5	4.2	42.3	19.7	32.4	33.8	22.5	18.3	23.9	5.6

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?
a. Which responsibilities form a major part of your present job? (continued)

Population Group	Number Responding	Public relations	Reading guidance	Reference/information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other	Not ascertained
Academic Library Directors	61	65.6%	13.1%	54.1%	29.5%	14.8%	23.0%	.0%	1.6%	19.7%	27.9%	50.8%	4.9%	1.6%
Academic Library Staff	73	42.5	8.2	56.2	35.6	37.0	11.0	2.7	.0	9.6	20.5	46.6	5.5	4.1
Special Library Directors	56	49.2	18.6	67.8	37.3	39.0	28.8	8.5	1.7	6.8	16.9	42.4	8.5	5.1
Special Library Staff	79	44.8	21.9	63.5	40.6	54.2	31.3	6.3	2.1	11.5	20.8	49.0	4.2	2.1
Public School Library Directors	61	44.3	78.7	88.5	86.9	52.5	18.0	3.3	45.9	3.3	60.7	90.2	6.6	.0
Public School Library Staff	73	44.6	55.4	73.0	48.6	58.1	18.9	4.1	33.8	1.4	58.1	79.7	8.1	4.1
School District Library Supervisors	16	75.0	18.8	31.3	25.0	12.5	.0	.0	6.3	18.8	43.8	37.5	6.3	.0
School District Administrators	62	-----N/A-----												
Non-Public School Library Directors	62	38.7	46.8	66.1	50.0	51.6	11.3	.0	27.4	1.6	50.0	79.0	6.5	8.1
Public Library Directors	74	75.7	58.1	74.3	48.6	48.6	21.6	35.1	48.6	2.7	16.2	60.8	5.4	5.4
Public Library Staff	70	45.1	36.6	62.0	38.0	32.4	14.1	25.4	21.1	.0	9.9	50.7	5.6	4.2

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. First preference

Population Group	Number Responding	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audiovisual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan	
Academic Library Directors	61	27.9%	16.4%	.0%	1.6%	4.9%	.0%	4.9%	4.9%	.0%	4.9%	.0%	.0%	.0%	
Academic Library Staff	73	11.0	13.7	2.7	.0	8.2	1.4	.0	5.5	.0	.0	1.4	1.4	1.4	
Special Library Directors	56	13.6	6.8	1.7	1.7	8.5	.0	.0	3.4	1.7	6.8	3.4	.0	.0	
Special Library Staff	79	11.5	4.2	.0	7.3	9.4	2.1	3.1	2.1	.0	4.2	2.1	.0	.0	
Public School Library Directors	61	4.9	.0	.0	3.3	8.2	.0	6.6	4.9	.0	6.6	1.6	.0	.0	
Public School Library Staff	73	8.1	.0	.0	2.7	6.8	.0	4.1	6.8	4.1	6.8	8.1	.0	.0	
School District Library Supervisors	16	31.3	25.0	.0	.0	6.3	.0	6.3	6.3	.0	.0	.0	.0	.0	
School District Administrators	62	-----N/A-----													
Non-Public School Library Directors	62	4.8	1.6	.0	1.6	8.1	1.6	3.2	3.2	3.2	4.8	1.6	.0	.0	
Public Library Directors	74	18.9	1.4	1.4	2.7	13.5	1.4	2.7	2.7	2.7	2.7	2.7	.0	.0	
Public Library Staff	70	4.2	4.2	1.4	1.4	5.6	5.6	.0	2.8	.0	2.8	1.4	.0	.0	

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. First preference (continued)

Population Group	Number Responding	Inter-type library cooperative activities	Keeping records of personnel or supplies	Local production of media	Maintenance of audiovisual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out training programs for staff	Planning/evaluation of activities/services	Planning/preparing grant applications
Academic Library Directors	61	.0%	.0%	1.6%	3.3%	1.6%	.0%	1.6%	3.3%	.0%	.0%	.0%	3.3%	1.6%
Academic Library Staff	73	1.4	.0	1.4	.0	1.4	.0	.0	8.2	.0	1.4	1.4	.0	.0
Special Library Directors	56	.0	.0	1.7	.0	.0	.0	.0	.0	1.7	.0	.0	1.7	3.4
Special Library Staff	79	1.0	.0	1.0	2.1	.0	1.0	1.0	3.1	.0	1.0	2.1	2.1	4.2
Public School Library Directors	61	.0	.0	16.4	4.9	.0	.0	.0	1.6	.0	4.9	3.3	1.6	4.9
Public School Library Staff	73	1.4	.0	6.8	4.1	.0	.0	.0	1.4	.0	.0	1.4	4.1	2.7
School District Library Supervisors	16	.0	.0	12.5	.0	.0	.0	.0	.0	.0	.0	.0	.0	6.3
School District Administrators	62						N/A							
Non-Public School Library Directors	62	.0	.0	8.1	4.8	.0	.0	.0	.0	1.6	1.6	1.6	4.8	1.6
Public Library Directors	74	2.7	.0	.0	.0	.0	1.4	1.4	1.4	.0	.0	.0	2.7	1.4
Public Library Staff	70	.0	.0	.0	1.4	2.8	.0	2.8	4.2	2.8	2.8	.0	.0	.0

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?
 b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. first preference (continued)

Population Group	Number Responding	Public relations	Reading guidance	Reference/information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other	Not ascertained
Academic Library Directors	61	1.6%	.0%	8.2	.0	.0%	.0%	1.6%	.0%	.0%	.0%	3.3%	1.6%	14.8%
Academic Library Staff	73	.0	1.4	8.2	.0	.0	.0	.0	1.4	2.7	1.4	1.4	1.4	20.5
Special Library Directors	56	3.4	.0	6.8	.0	.0	.0	.0	.0	.0	1.7	.0	6.8	25.4
Special Library Staff	79	1.0	.0	5.2	1.0	1.0	1.0	.0	.0	1.0	.0	.0	2.1	22.9
Public School Library Directors	61	.0	6.6	1.6	.0	.0	.0	.0	.0	.0	.0	3.3	.0	14.8
Public School Library Staff	73	2.7	2.7	2.7	.0	.0	.0	1.4	.0	.0	.0	5.4	.0	16.2
School District Library Supervisors	16	.0	.0	.0	.0	.0	.0	.0	.0	6.3	.0	.0	.0	.0
School District Administrators	62	-----N/A-----												
Non-Public School Library Directors	62	.0	1.6	4.8	.0	.0	.0	.0	1.6	.0	.0	1.6	.0	32.3
Public Library Directors	74	8.1	.0	2.7	.0	1.4	.0	1.4	2.7	.0	1.4	1.4	1.4	16.2
Public Library Staff	70	1.4	5.6	14.1	.0	.0	1.4	1.4	1.4	.0	1.4	.0	2.8	23.9

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Second preference

Population Group	Number Responding	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/videotape programs	Evaluation/selection of audiovisual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan
Academic Library														
Directors	61	4.9%	3.3%	.0%	9.8%	1.6%	1.6%	4.9%	3.3%	3.3%	3.3%	3.3%	.0%	.0%
Academic Library														
Staff	73	6.8	2.7	4.1	1.4	4.1	2.7	.0	.0	1.4	1.4	2.7	.0	.0
Special Library														
Directors	56	3.4	5.1	1.7	1.7	3.4	1.7	1.7	1.7	5.1	1.7	3.4	.0	.0
Special Library														
Staff	79	5.2	2.1	3.1	4.2	4.2	1.0	2.1	4.2	2.1	2.1	2.1	.0	1.0
Public School Library														
Directors	61	4.9	.0	.0	4.9	3.3	1.6	3.3	6.6	11.5	6.6	6.6	.0	.0
Public School Library														
Staff	73	2.7	.0	.0	4.1	2.7	.0	6.8	8.1	8.1	4.1	5.4	.0	.0
School District Library														
Supervisors	16	12.5	6.3	.0	.0	.0	.0	6.3	6.3	.0	.0	.0	.0	.0
School District														
Superintendents	62													
Administrators														
Non-Public School Library														
Directors	62	.0	.0	3.2	3.2	1.6	1.6	3.2	1.6	6.5	1.6	1.6	.0	.0
Public Library														
Directors	74	1.4	1.4	1.4	1.4	2.7	1.4	.0	1.4	8.1	4.1	5.4	1.4	.0
Public Library														
Staff	70	4.2	.0	2.8	2.8	5.6	.0	.0	1.4	8.5	.0	4.2	5.6	2.8

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Second preference (continued)

Population Group	Number Responding	Inter-type library cooperative activities	Keeping records of personnel or supplies	Local production of media	Maintenance of audiovisual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out training programs for staff	Planning/evaluation of activities/services	Planning/preparing grant applications
Academic Library Directors	61	1.5%	.0%	3.3%	3.3%	1.6%	.0%	1.6%	4.9%	1.6%	.0%	3.3%	.0%	.0%
Academic Library Staff	73	.0	.0	5.5	2.7	1.4	.0	.0	2.7	.0	.0	9.6	1.4	.0
Special Library Directors	56	5.1	.0	1.7	1.7	.0	1.7	1.7	5.1	.0	1.7	.0	5.1	1.7
Special Library Staff	79	2.1	1.0	3.1	2.1	1.0	.0	2.1	2.1	2.1	2.1	.0	.0	1.0
Public School Library Directors	61	3.3	.0	3.3	3.3	.0	.0	1.6	.0	1.6	.0	.0	4.9	1.6
Public School Library Staff	73	1.4	1.4	9.5	4.1	1.4	.0	2.7	.0	1.4	3.4	2.7	.0	1.4
School District Library Supervisors	16	.0	.0	6.3	6.3	6.3	.0	.0	25.0	.0	.0	.0	12.5	6.3
School District Supervisors	62													
Administrators														
Non-Public School Library Directors	52	1.6	.0	8.1	11.3	1.6	1.6	.0	.0	.0	1.6	3.2	1.6	1.6
Public Library Directors	74	1.4	.0	2.7	4.1	.0	2.7	5.4	1.4	1.4	.0	1.4	2.7	.0
Public Library Staff	70	2.8	1.4	.0	.0	.0	.0	1.4	5.6	.0	1.4	2.8	.0	.0

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Second preference (continued)

Population Group	Number Responding	Public relations	Reading guidance	Reference/Information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other	Not ascertained
Academic Library Directors	61	6.6%	.0%	3.3%	.0%	.0%	1.6%	.0%	.0%	8.2%	.0%	1.6%	.0%	18.0%
Academic Library Staff	73	.0	1.4	8.2	.0	.0	2.7	1.4	.0	5.5	.0	2.7	.0	27.4
Special Library Directors	56	3.4	.0	1.7	.0	1.7	5.1	.0	.0	.0	.0	.0	.0	32.2
Special Library Staff	79	6.3	1.0	2.1	.0	.0	4.2	.0	.0	4.2	.0	3.1	.0	27.1
Public School Library Directors	61	1.6	3.3	3.3	.0	.0	1.6	.0	1.6	.0	3.3	.0	1.6	14.8
Public School Library Staff	73	.0	2.7	5.4	.0	.0	.0	.0	1.4	.0	1.4	2.7	.0	17.6
School District Library Supervisors	16	6.3	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
School District School District Administrators	52													
Non-Public School Library Directors	62	1.6	3.2	.0	.0	.0	1.6	.0	.0	.0	1.6	3.2	.0	32.5
Public Library Directors	74	6.8	6.8	4.1	.0	.0	.0	2.7	2.7	.0	.0	1.4	1.4	21.6
Public Library Staff	70	1.4	5.6	1.4	.0	.0	7.0	.0	2.8	1.4	.0	.0	1.4	25.4

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?
 b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Third preference

Population Group	Number Responding	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audiovisual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan	
Academic Library Directors	61	1.6%	4.9%	3.3%	8.2%	1.6%	1.6%	.0%	.0%	3.3%	3.3%	3.3%	.0%	.0%	
Academic Library Staff	73	6.8	5.5	2.7	2.7	1.4	.0	.0	.0	2.7	2.7	4.1	.0	1.4	
Special Library Directors	56	3.4	1.7	1.7	6.8	5.1	.0	1.7	1.7	1.7	1.7	.0	1.7	1.7	
Special Library Staff	79	5.2	5.2	1.0	3.1	4.2	.0	.0	2.1	.0	1.0	.0	1.0	.0	
Public School Library Directors	61	4.9	.0	3.3	1.6	3.3	1.6	3.3	4.9	3.3	8.2	3.3	.0	.0	
Public School Library Staff	73	2.7	2.7	.0	4.1	.0	.0	2.7	2.7	1.4	5.4	1.4	.0	1.4	
School District Library Supervisors	16	.0	.0	.0	.0	6.3	.0	.0	6.3	.0	6.3	.0	.0	.0	
School District Administrators	62	-----N/A-----													
Non-Public School Library Directors	62	1.6	.0	.0	1.6	.0	.0	4.8	.0	6.5	4.8	1.6	1.6	1.6	
Public Library Directors	74	1.4	1.4	.0	8.1	5.4	1.4	.0	1.4	1.4	4.1	1.4	.0	.0	
Public Library Staff	70	1.4	1.4	1.4	2.8	7.0	1.4	.0	1.4	1.4	2.8	.0	2.8	.0	

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Third preference (continued)

Population Group	Number Responding	Inter-type library cooperative activities	Keeping records of personnel or supplies	Local production of media	Maintenance of audiovisual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out training programs for staff	Planning/evaluation of activities/services	Planning/preparing grant applications
Academic Library Directors	61	6.6%	.0%	1.6%	3.3%	3.3%	.0%	1.6%	4.9%	.0%	.0%	1.6%	3.3%	1.6%
Academic Library Staff	73	2.7	.0	1.4	2.7	.0	.0	.0	2.7	1.4	.0	.0	6.8	.0
Special Library Directors	56	1.7	.0	3.4	1.7	3.4	.0	.0	1.7	.0	.0	.0	3.4	1.7
Special Library Staff	79	.0	.0	1.0	4.2	.0	3.1	3.1	5.2	2.1	.0	.0	.0	6.3
Public School Library Directors	61	.0	.0	9.8	4.9	.0	.0	.0	1.6	1.6	1.6	1.6	.0	3.3
Public School Library Staff	73	.0	.0	2.7	6.8	.0	.0	.0	.0	.0	.0	1.4	1.4	1.4
School District Library Supervisors	16	6.3	.0	6.3	.0	.0	.0	.0	.0	.0	6.3	25.0	6.3	6.3
School District Administrators	62						N/A							
Non-Public School Library Directors	62	.0	1.6	3.2	3.2	.0	1.6	.0	1.6	.0	1.6	3.2	.0	4.8
Public Library Directors	74	1.4	.0	2.7	2.7	1.4	1.4	5.4	.0	2.7	.0	1.4	5.4	.0
Public Library Staff	70	1.4	.0	.0	5.6	.0	1.4	1.4	1.4	.0	1.4	1.4	4.2	.0

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Third preference (continued)

Population Group	Number Responding	Public relations	Reading guidance	Reference/Information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other	Not ascertained
Academic Library Directors	61	1.6%	.0	3.3%	.0%	.0%	3.3%	.0%	.0%	3.3%	.0%	.0%	1.6%	27.9%
Academic Library Staff	73	2.7	.0	1.4	.0	.0	4.1	.0	1.4	2.7	1.4	2.7	.0	35.6
Special Library Directors	56	3.4	1.7	3.4	.0	.0	1.7	.0	.0	1.7	.0	.0	3.4	39.0
Special Library Staff	79	.0	2.1	7.3	.0	2.1	1.0	.0	.0	1.0	4.2	.0	1.0	33.3
Public School Library Directors	61	1.6	6.6	1.6	.0	0	.0	.0	1.6	.0	3.3	1.6	1.6	19.7
Public School Library Staff	73	1.4	12.2	6.8	.0	.0	1.4	.0	5.4	.0	.0	5.4	1.4	28.4
School District Library Supervisors	16	12.5	.0	.0	.0	.0	.0	.0	.0	6.3	.0	.0	.0	6.3
School District Administrators	62	-----N/A-----												
Non-Public School Library Directors	62	3.2	3.2	1.6	1.6	.0	.0	.0	1.6	.0	4.8	.0	.0	38.7
Public Library Directors	74	8.1	1.4	1.4	.0	.0	2.7	2.7	1.4	.0	1.4	1.4	.0	29.7
Public Library Staff	70	8.5	5.6	.0	.0	1.4	4.2	1.4	1.4	.0	1.4	.0	.0	33.8

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?
 b. indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Fourth preference

Population Group	Number Responding	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audiovisual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan	
Academic Library Directors	61	3.3%	1.6%	.0%	4.9%	.0%	.0%	3.3%	.0%	.0%	3.3%	.0%	1.6%	1.6%	
Academic Library Staff	73	1.4	5.5	.0	2.7	5.5	.0	.0	1.4	.0	2.7	2.7	.0	.0	
Special Library Directors	56	3.4	3.4	1.7	6.8	1.7	.0	1.7	.0	.0	1.7	1.7	1.7	.0	
Special Library Staff	79	2.1	2.1	3.1	1.0	6.3	.0	1.0	4.2	2.1	1.0	1.0	2.1	.0	
Public School Library Directors	61	3.3	.0	.0	3.3	1.6	3.3	8.2	1.6	4.9	4.9	1.6	.0	.0	
Public School Library Staff	73	1.4	.0	1.4	4.1	4.1	.0	.0	2.7	1.4	2.7	.0	.0	.0	
School District Library Supervisors	16	12.5	.0	.0	.0	.0	.0	.0	.0	6.3	6.3	.0	.0	.0	
School District Administrators	62	-----N/A-----													
Non-Public School Library Directors	62	1.6	.0	.0	.0	.0	3.2	1.6	1.6	1.6	6.5	1.6	1.6	.0	
Public Library Directors	74	2.7	1.4	.0	2.7	2.7	1.4	.0	.0	2.7	2.7	.0	.0	.0	
Public Library Staff	70	2.8	2.8	1.4	2.8	2.8	2.8	.0	.0	1.4	.0	2.8	1.4	.0	

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Fourth preference (continued)

Population Group	Number Responding	Inter-type library cooperative activities	Keeping records of personnel or supplies	Local production of media	Maintenance of audiovisual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out training programs for staff	Planning/evaluation of activities/services	Planning/preparing grant applications
Academic Library Directors	61	4.9%	.0%	3.3%	1.6%	3.3%	.0%	1.6%	3.3%	.0%	.0%	3.3%	3.3%	4.9%
Academic Library Staff	73	5.5	.0	1.4	2.7	1.4	.0	2.7	2.7	.0	.0	2.7	2.7	2.7
Special Library Directors	56	.0	1.7	.0	1.7	.0	1.7	.0	.0	.0	1.7	.0	.0	.0
Special Library Staff	79	.0	.0	2.1	.0	2.1	.0	1.0	2.1	3.1	1.0	1.0	1.0	.0
Public School Library Directors	61	1.6	.0	3.3	3.3	.0	.0	.0	1.6	.0	.0	3.3	.0	.0
Public School Library Staff	73	.0	.0	2.7	4.1	.0	.0	1.4	.0	.0	.0	5.4	4.1	2.7
School District Library Supervisors	16	.0	.0	6.3	.0	6.3	.0	.0	18.8	.0	.0	.0	6.3	6.3
School District Administrators	62						N/A							
Non-Public School Library Directors	62	.0	.0	1.6	4.8	.0	.0	.0	.0	3.2	1.6	.0	1.6	3.2
Public Library Directors	74	2.7	.0	.0	4.1	1.4	.0	2.7	2.7	.0	1.4	1.4	2.7	.0
Public Library Staff	70	4.2	.0	.0	1.4	.0	.0	.0	1.4	.0	1.4	4.2	1.4	.0

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Fourth preference (continued)

Population Group	Number Responding	Public relations	Reading guidance	Reference/Information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other	Not ascertained
Academic Library Directors	61	1.6%	.0%	.0%	.0%	.0%	1.6%	.0%	.0%	4.9%	.0%	1.6%	.0%	41.0%
Academic Library Staff	73	2.7	1.4	.0	.0	.0	.0	.0	.0	2.7	1.4	.0	.0	45.2
Special Library Directors	56	3.4	1.7	3.4	.0	.0	1.7	.0	.0	1.7	.0	3.4	1.7	52.5
Special Library Staff	79	3.1	2.1	1.0	.0	2.1	2.1	.0	.0	1.0	.0	6.3	1.0	41.7
Public School Library Directors	61	1.6	6.6	.0	.0	.0	.0	.0	3.3	.0	1.6	3.3	.0	37.7
Public School Library Staff	73	2.7	1.4	1.4	1.4	.0	2.7	.0	2.7	1.4	2.7	1.4	.0	44.6
School District Library Supervisors	16	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	6.3	25.0
School District Administrators	62						N/A							
Non-Public School Library Directors	62	3.2	1.6	1.6	1.6	.0	3.2	.0	1.6	.0	1.6	.0	.0	50.0
Public Library Directors	74	5.4	1.4	.0	1.4	.0	2.7	6.8	1.4	1.4	2.7	1.4	1.4	39.2
Public Library Staff	70	1.4	1.4	2.8	.0	.0	2.8	5.6	.0	.0	.0	.0	1.4	49.3

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Fifth preference

Population Group	Number Responding	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audiovisual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan
Academic Library Directors	61	1.6%	.0%	1.6%	3.3%	1.6%	.0%	1.6%	1.6%	.0%	1.6%	1.6%	.0%	.0%
Academic Library Staff	73	2.7	2.7	.0	1.4	2.7	1.4	1.4	.0	.0	.0	1.4	.0	.0
Special Library Directors	56	.0	.0	.0	.0	3.4	1.7	.0	.0	.0	5.1	.0	.0	1.7
Special Library Staff	79	.0	1.0	.0	1.0	1.0	.0	.0	.0	4.2	1.0	.0	.0	1.0
Public School Library Directors	61	3.3	1.6	.0	.0	.0	.0	3.3	.0	1.6	8.2	3.3	.0	.0
Public School Library Staff	73	1.4	1.4	.0	1.4	4.1	.0	2.7	2.7	.0	.0	1.4	.0	2.7
School District Library Supervisors	16	.0	.0	.0	6.3	.0	.0	.0	6.3	6.3	.0	6.3	.0	.0
School District Administrators	62	-----N/A-----												
Non-Public School Library Directors	62	3.2	.0	1.6	3.2	3.2	.0	6.5	.0	.0	3.2	4.8	.0	1.6
Public Library Directors	74	4.1	1.4	4.1	1.4	1.4	.0	.0	.0	1.4	1.4	1.4	.0	.0
Public Library Staff	70	.0	.0	1.4	.0	1.4	.0	.0	.0	.0	1.4	5.6	1.4	.0

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?
 b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Fifth preference (continued)

Population Group	Number Responding	Intertype library cooperative activities	Keeping records of personnel or supplies	Local production of media	Maintenance of audiovisual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out training programs for staff	Planning/evaluation of activities/services	Planning/preparing grant applications
Academic Library Directors	61	.0%	1.6%	.0%	1.6%	3.3%	.0%	.0%	4.9%	1.6%	.0%	.0%	3.3%	3.3%
Academic Library Staff	73	1.4	.0	.0	1.4	1.4	.0	.0	1.4	.0	1.4	.0	4.1	1.4
Special Library Directors	56	1.7	.0	.0	.0	3.4	1.7	.0	.0	1.7	.0	.0	.0	.0
Special Library Staff	79	.0	.0	.0	2.1	4.2	4.2	1.0	1.0	.0	.0	3.1	1.0	.0
Public School Library Directors	61	3.3	1.6	.0	4.9	.0	.0	.0	.0	3.3	3.3	3.3	.0	.0
Public School Library Staff	73	.0	.0	4.1	.0	.0	1.4	.0	.0	.0	.0	1.4	.0	2.7
School District Library Supervisors	16	6.3	6.3	.0	.0	.0	.0	.0	6.3	.0	.0	.0	.0	.0
School District Administrators	62						N/A							
Non-Public School Library Directors	62	.0	1.6	.0	1.6	.0	1.6	.0	.0	.0	.0	1.6	1.6	4.8
Public Library Directors	74	1.4	.0	1.4	1.4	.0	4.1	1.4	.0	.0	1.4	.0	4.1	1.4
Public Library Staff	70	2.8	.0	2.8	.0	.0	.0	.0	1.4	.0	.0	.0	.0	1.4

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS?

b. Indicate, in order of preference, not more than five areas in which you would like further education to improve competence or gain new competence. Fifth preference (continued)

Population Group	Number Responding	Public relations	Reading guidance	Reference/Information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other	Not ascertained
Academic Library Directors	61	1.6%	.0%	1.6%	.0%	.0%	1.6%	.0%	.0%	4.9%	3.3%	3.3%	1.6%	47.5%
Academic Library Staff	73	2.7	2.7	5.5	.0	.0	2.7	.0	.0	1.4	.0	2.7	.0	56.2
Special Library Directors	56	3.4	.0	3.4	.0	.0	1.7	.0	.0	1.7	.0	1.7	.0	67.8
Special Library Staff	79	4.2	3.1	3.1	.0	.0	2.1	2.1	1.0	1.0	3.1	2.1	.0	52.1
Public School Library Directors	61	1.6	.0	3.3	1.6	.0	1.6	.0	.0	.0	1.6	3.3	.0	45.9
Public School Library Staff	73	1.4	.0	2.7	1.4	.0	1.4	.0	.0	.0	4.1	.0	.0	62.2
School District Library Supervisors	16	.0	6.3	.0	.0	.0	.0	.0	.0	.0	.0	.0	6.3	43.8
School District Administrators	62	-----N/A-----												
Non-Public School Library Directors	62	1.6	.0	.0	.0	.0	.0	.0	.0	1.6	1.6	3.2	.0	51.6
Public Library Directors	74	.0	1.4	2.7	.0	.0	2.7	5.4	2.7	1.4	.0	1.4	1.4	48.6
Public Library Staff	70	4.2	.0	4.2	.0	1.4	1.4	.0	1.4	.0	2.8	2.8	.0	62.0

14. WHO DO YOU THINK SHOULD PROVIDE CONTINUING EDUCATION PROGRAMS? First choice

Population Group	Number Responding	The local library, library system, school system, CESA, institution, or organization of which the library is a part	Graduate educational institutions or programs	Undergraduate educational institutions or programs	University Extension	The Wisconsin Division for Library Services	Local, district, or regional associations or organizations	Statewide associations or organizations	National associations or organizations	Other
Academic Library Directors	61	14.8%	47.5%	1.6%	13.1%	1.6%	.0%	3.3%	6.6%	.0%
Academic Library Staff	73	30.1	26.0	5.5	8.2	4.1	2.7	2.7	2.7	.0
Special Library Directors	56	18.6	20.3	3.4	18.6	8.5	3.4	1.7	5.1	6.8
Special Library Staff	79	25.0	19.8	10.4	16.7	6.3	3.1	1.0	2.1	1.0
Public School Library Directors	61	18.0	34.4	9.8	13.1	14.8	.0	.0	.0	.0
Public School Library Staff	73	20.3	33.8	6.8	14.9	8.1	2.7	1.4	.0	.0
School District Library Supervisors	16	18.8	62.5	6.3	12.5	.0	.0	.0	.0	.0
School District Administrators	62									
Non-Public School Library Directors	62	9.7	22.6	11.3	8.1	21.0	4.8	3.2	1.6	1.6
Public Library Directors	74	27.0	8.1	4.1	18.9	21.6	2.7	2.7	.0	.0
Public Library Staff	70	32.4	16.9	4.2	12.7	14.1	.0	.0	1.4	1.4

-----N/A-----

14. WHO DO YOU THINK SHOULD PROVIDE CONTINUING EDUCATION PROGRAMS? Second choice

Population Group	Number Responding	The local library, library system, school system, CESA, institution, or organization of which the library is a part	Graduate educational institutions or programs	Undergraduate educational institutions or programs	University Extension	The Wisconsin Division for Library Services	Local, district, or regional associations or organizations	Statewide associations or organizations	National associations or organizations	Other
Academic Library Directors	61	.0%	11.5%	18.0%	27.9%	6.6%	11.5%	11.5%	1.6%	.0%
Academic Library Staff	73	9.6	9.6	11.0	21.9	13.7	5.5	4.1	.0	.0
Special Library Directors	56	8.5	15.3	3.4	22.0	11.9	5.1	1.7	5.1	.0
Special Library Staff	79	7.3	11.5	8.3	30.2	12.5	5.2	6.3	.0	.0
Public School Library Directors	61	6.6	18.0	18.0	18.0	13.1	9.8	1.6	.0	.0
Public School Library Staff	73	10.8	17.6	12.2	23.0	14.9	1.4	2.7	.0	.0
School District Library Supervisors	16	6.3	18.8	18.8	37.5	18.8	.0	.0	.0	.0
School District Administrators	62					N/A				
Non-Public School Library Directors	62	12.9	12.9	11.3	16.1	16.1	8.1	4.8	.0	.0
Public Library Directors	74	5.4	6.8	6.8	23.0	28.4	6.8	6.8	.0	.0
Public Library Staff	70	8.5	9.9	9.9	23.9	14.1	5.6	2.8	.0	1.4

14. WHO DO YOU THINK SHOULD PROVIDE CONTINUING EDUCATION PROGRAMS? Third choice

The local library, library system, school system, CESA, institution, or organization of which the library is a part
 Graduate educational institutions or programs
 Undergraduate educational institutions or programs
 University Extension
 The Wisconsin Division for Library Services
 Local, district, or regional associations or organizations
 Statewide associations or organizations
 National associations or organizations
 Other

Population Group	Number Responding	4.9%	3.3%	8.2%	11.5%	13.1%	6.6%	23.0%	4.9%	.0%
Academic Library Directors	61	4.9%	3.3%	8.2%	11.5%	13.1%	6.6%	23.0%	4.9%	.0%
Academic Library Staff	73	1.4	6.8	6.8	17.8	4.1	8.2	8.2	6.8	.0
Special Library Directors	56	3.4	8.5	5.1	6.8	10.2	5.1	11.9	5.1	.0
Special Library Staff	79	9.4	3.1	3.1	8.3	9.4	17.7	6.3	3.1	.0
Public School Library Directors	61	8.2	11.5	3.3	26.2	19.7	4.9	4.9	.0	.0
Public School Library Staff	73	13.5	1.4	10.8	14.9	13.5	12.2	5.4	.0	.0
School District Library Supervisors	16	6.3	.0	12.5	25.0	25.0	6.3	18.8	6.3	.0
School District Administrators	62	-----N/A-----								
Non-Public School Library Directors	62	6.5	3.2	8.1	19.4	12.9	6.5	6.5	3.2	.0
Public Library Directors	74	9.5	6.8	8.1	14.9	9.5	13.5	4.1	1.4	.0
Public Library Staff	70	8.5	1.4	4.2	15.5	18.3	11.3	2.8	1.4	.0



15. SHOULD THERE BE AN OFFICE WITH STATE-WIDE RESPONSIBILITY FOR IDENTIFYING AND ASSESSING CONTINUING EDUCATION NEEDS FOR LIBRARY, MEDIA CENTER, AND INFORMATION CENTER PERSONNEL?

Population Group	Number Responding		Yes	Undecided	No	Not ascertained	If yes, which office? Services	University Extension	Colleges or universities	Wisconsin Library Association	Other	Not ascertained
Academic Library Directors	61	39.3%	31.1%	26.2%	3.3%	23.0%	9.8%	.0%	1.6%	3.3%	4.9%	
Academic Library Staff	73	26.0	46.6	21.9	5.5	11.0	2.7	.0	.0	1.4	16.4	
Special Library Directors	56	37.3	44.1	15.3	3.4	15.3	8.5	1.7	.0	5.1	10.2	
Special Library Staff	79	24.0	56.3	17.7	2.1	9.4	4.2	.0	.0	.0	12.5	
Public School Library Directors	61	49.2	45.9	4.9	.0	41.0	1.6	1.6	.0	.0	4.9	
Public School Library Staff	73	32.4	44.6	13.5	9.5	20.3	.0	.0	2.7	1.4	17.6	
School District Library Supervisors	16	43.8	43.8	12.5	.0	43.8	.0	.0	.0	.0	.0	
School District Administrators	62					N/A						
Non-Public School Library Directors	62	48.4	37.1	3.2	11.3	32.3	1.6	.0	.0	4.8	21.0	
Public Library Directors	74	33.8	50.0	13.5	2.7	28.4	2.7	1.4	.0	.0	4.1	
Public Library Staff	70	26.8	46.5	19.7	7.0	18.3	1.4	.0	.0	1.4	12.7	



16. SHOULD THERE BE AN OFFICE WITH STATE-WIDE RESPONSIBILITY FOR WORKING WITH APPROPRIATE AGENCIES TO DEVELOP CONTINUING EDUCATION PROGRAMS FOR LIBRARY, MEDIA CENTER, AND INFORMATION CENTER PERSONNEL?

Yes
 Undecided
 No
 Not ascertained

Yes
 Undecided
 No
 Not ascertained

Yes, which office?
 Division for Library Services
 University Extension
 Colleges or Universities
 Wisconsin Library Association
 Other
 Not ascertained

Population Group	Number Responding	Yes	Undecided	No	Not ascertained	Yes, which office?	Division for Library Services	University Extension	Colleges or Universities	Wisconsin Library Association	Other	Not ascertained
Academic Library Directors	61	42.6%	31.1%	21.3%	4.9%		26.2%	8.2%	3.3%	1.6%	3.3%	4.9%
Academic Library Staff	73	34.2%	42.5%	17.8%	5.5%		15.1%	2.7%	.0	2.7%	1.4%	17.8%
Special Library Directors	56	52.5%	37.3%	6.8%	3.4%		15.3%	6.8%	3.4%	1.7%	6.8%	22.0%
Special Library Staff	79	40.6%	41.7%	14.6%	3.1%		9.4%	7.3%	1.0%	.0	.0	26.0%
Public School Library Directors	61	59.0%	34.4%	4.9%	1.6%		41.0%	1.6%	3.3%	.0	.0	14.8%
Public School Library Staff	73	44.6%	36.5%	8.1%	10.8%		31.1%	.0	.0	1.4%	2.7%	20.3%
School District Library Supervisors	16	56.3%	37.5%	6.3%	.0		56.3%	.0	.0	.0	.0	.0
School District Administrators	62						N/A					
Non-Public School Library Directors	62	54.8%	32.3%	1.6%	11.3%		35.5%	3.2%	.0	.0	3.2%	24.2%
Public Library Directors	74	45.9%	43.2%	8.1%	2.7%		35.1%	5.4%	.0	.0	1.4%	6.8%
Public Library Staff	70	35.2%	40.8%	14.1%	9.9%		22.5%	1.4%	1.4%	1.4%	1.4%	16.9%



17. SHOULD THERE BE AN OFFICE WITH STATE-WIDE RESPONSIBILITY FOR PUBLICIZING CONTINUING EDUCATION PROGRAMS FOR THOSE WHO WANT TO GAIN OR STRENGTHEN COMPETENCIES?

Population Group	Number Responding	Yes	Undecided	No	Not ascertained	If yes, which office?	University Extension	Colleges or universities	Wisconsin Library Association	Other	Not ascertained	
Academic Library Directors	61	60.7%	16.4%	18.0%	4.5%	29.5%	13.1%	3.3%	3.3%	3.3%	13.1%	
Academic Library Staff	73	49.3	31.5	13.7	5.5	20.5	9.6	1.4	.0	1.4	21.9	
Special Library Directors	56	64.4	25.4	6.8	3.4	18.6	11.9	1.7	3.4	3.4	28.8	
Special Library Staff	79	63.5	25.0	9.4	2.1	25.0	8.3	.0	1.0	2.1	29.2	
Public School Library Directors	61	65.6	24.6	6.6	3.2	42.6	6.6	.0	1.6	.0	18.0	
Public School Library Staff	73	56.8	25.7	9.5	8.1	33.8	2.7	.0	1.4	2.7	24.3	
School District Library Supervisors	16	62.5	25.0	12.5	.0	62.5	.0	.0	.0	.0	.0	
School District Administrators	62	-----N/A-----										
Non-Public School Library Directors	62	64.5	22.6	1.6	11.3	40.3	4.8	.0	.0	1.6	29.0	
Public Library Directors	74	50.0	39.2	8.1	2.7	39.2	5.4	.0	.0	2.7	5.4	
Public Library Staff	70	43.7	35.2	12.7	8.5	21.1	7.0	1.4	2.8	1.4	18.3	

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 a. Participation in appropriate continuing education programs should be required for promotion to a higher level.

1. Agree fully
 2. Disagree completely
 Not ascertained

Population Group	Number Responding	1	2	3	4	5	
Academic Library Directors	61	32.8%	16.4%	19.7%	11.5%	14.8%	4.9%
Academic Library Staff	73	27.4	12.3	19.2	6.8	23.3	11.0
Special Library Directors	56	33.9	20.3	25.4	6.8	8.5	5.1
Special Library Staff	79	20.8	17.7	22.9	24.0	8.3	6.3
Public School Library Directors	61	31.3	21.3	24.6	8.2	6.6	8.2
Public School Library Staff	73	27.0	17.6	28.4	10.8	6.8	9.5
School District Library Supervisors	16	62.5	18.8	12.5	.0	6.3	.0
School District Administrators	62						N/A
Non-Public School Library Directors	62	29.0	16.1	24.2	8.1	1.6	21.0
Public Library Directors	74	33.8	9.5	23.0	10.8	6.8	16.2
Public Library Staff	70	26.8	11.3	33.8	7.0	14.1	7.0

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 b. Salary advancement should depend on participation in appropriate continuing education programs.

1. Agree fully
 2. Disagree completely
 3. Not ascertained

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Population Group	Number Responding	1	2	3	4	5	
Academic Library Directors	61	13.1%	21.3%	34.4%	8.2%	18.0%	4.9%
Academic Library Staff	73	19.2	6.8	19.2	11.0	34.2	9.6
Special Library Directors	56	16.9	28.8	25.4	10.2	13.6	5.1
Special Library Staff	79	19.8	8.3	19.8	31.3	15.6	5.2
Public School Library Directors	61	19.7	27.9	27.9	6.6	13.1	4.9
Public School Library Staff	73	14.9	18.9	24.3	17.6	14.9	9.5
School District Library Supervisors	16	50.0	25.0	18.8	.0	6.3	.0
School District Administrators	62	-----N/A-----					
Non-Public School Library Directors	62	21.0	24.2	17.7	14.5	3.2	19.4
Public Library Directors	74	17.6	16.2	25.7	8.1	17.6	14.9
Public Library Staff	70	16.9	9.9	22.5	14.1	28.2	8.5

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 c. The library, media center, or institution of which it is a part should provide or participate in a regular program of in-service training designed to meet staff development needs.

1. Agree fully
 2.
 3.
 4.
 5. Disagree completely
 Not ascertained

Population Group	Number Responding	1	2	3	4	5	
Academic Library Directors	61	49.2%	13.1%	21.3%	8.2%	3.3%	4.9%
Academic Library Staff	73	56.2	15.1	17.8	2.7	2.7	5.5
Special Library Directors	56	45.8	16.9	18.6	8.5	3.4	6.8
Special Library Staff	79	37.5	28.1	17.7	3.1	2.1	11.5
Public School Library Directors	61	50.8	24.6	18.0	3.3	.0	3.3
Public School Library Staff	73	36.5	24.3	16.2	10.8	2.7	9.5
School District Library Supervisors	16	56.3	31.3	6.3	6.3	.0	.0
School District Administrators	62	-----N/A-----					
Non-Public School Library Directors	62	51.6	16.1	14.5	.0	1.6	16.1
Public Library Directors	74	45.9	21.6	5.8	6.8	2.7	16.2
Public Library Staff	70	56.3	15.5	15.5	5.6	2.8	4.2

18. HOW MUCH IMPORTANCE SO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 d. Staff members should be given time off, with pay, for participation in appropriate workshops or institutes.

1. Agree fully
 2.
 3.
 4.
 5. Disagree completely
 Not ascertained

Population Group	Number Responding	1	2	3	4	5	Not ascertained	
Academic Library Directors	61	72.1%	13.1%	3.3%	1.6%	3.3%	6.6%	
Academic Library Staff	73	79.5	8.2	2.7	1.4	2.7	5.5	
Special Library Directors	56	76.3	8.5	5.1	1.7	3.4	5.1	
Special Library Staff	79	67.7	14.6	6.3	2.1	1.0	8.3	
Public School Library Directors	61	77.0	9.8	6.6	1.6	1.6	3.3	
Public School Library Staff	73	63.5	13.5	12.2	5.4	.0	5.4	
School District Library Supervisors	16	68.8	18.8	6.3	6.3	.0	.0	
School District Administrators	62	-----N/A-----						
Non-Public School Library Directors	62	54.8	14.5	14.5	.0	.0	16.1	
Public Library Directors	74	74.3	6.8	5.4	2.7	.0	10.8	
Public Library Staff	70	63.4	15.5	7.0	2.8	4.2	7.0	

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
e. Reimbursement should be provided for expenses incurred in such participation.

1. Agree fully
2. Disagree completely
3. Not ascertained

Population Group	Number Responding	1	2	3	4	5	Not ascertained	
Academic Library Directors	61	55.7%	19.7%	11.5%	3.3	3.3	6.6	
Academic Library Staff	73	53.4	16.4	9.6	6.8	4.1	9.6	
Special Library Directors	56	54.2	16.9	11.9	5.1	5.1	6.8	
Special Library Staff	79	51.0	22.9	11.5	.0	3.1	11.5	
Public School Library Directors	61	60.7	19.7	11.5	.0	3.3	4.9	
Public School Library Staff	73	51.4	16.2	13.5	6.8	4.1	8.1	
School District Library Supervisors	16	56.3	18.8	18.8	6.3	.0	.0	
School District Administrators	62	-----N/A-----						
Non-Public School Library Directors	62	53.2	12.9	8.1	.0	8.1	17.7	
Public Library Directors	74	74.3	5.4	4.1	2.7	1.4	12.2	
Public Library Staff	70	59.2	9.9	16.9	2.8	1.4	9.9	

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 f. Staff members should be given time off with pay for the purpose of taking work related courses during the normal work day.

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Agree fully
 Disagree completely
 Not ascertained

Population Group	Number Responding	1	2	3	4	5
Academic Library Directors	61	34.4%	16.4%	31.1%	6.6%	4.9%
Academic Library Staff	73	56.2	13.7	8.2	5.5	6.8
Special Library Directors	56	49.2	18.6	10.2	5.1	8.5
Special Library Staff	79	42.7	22.9	10.4	9.4	9.4
Public School Library Directors	61	39.3	6.6	18.0	18.0	3.3
Public School Library Staff	73	33.8	14.9	8.1	16.2	10.8
School District Library Supervisors	16	12.5	6.3	50.0	18.8	.0
School District Administrators	62	-----N/A-----				
Non-Public School Library Directors	62	24.2	12.9	21.0	11.3	16.1
Public Library Directors	74	43.2	16.2	16.2	6.8	14.9
Public Library Staff	70	45.1	9.9	18.3	8.5	7.0

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 9. Leaves of absence should be granted for appropriate formal study.

1. Agree fully
 2.
 3.
 4.
 5. Disagree completely
 Not ascertained

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Population Group	Number Responding	1	2	3	4	5
Academic Library Directors	61	60.7%	11.5%	16.4%	3.3%	4.9%
Academic Library Staff	73	60.3	12.3	6.8	6.8	5.5
Special Library Directors	56	59.3	18.6	11.9	3.4	0
Special Library Staff	79	49.0	15.6	16.7	6.3	1.0
Public School Library Directors	61	55.7	23.0	9.8	1.6	6.6
Public School Library Staff	73	43.2	16.2	13.5	8.1	6.8
School District Library Supervisors	16	56.3	25.0	6.3	12.5	0
School District Administrators	62	-----N/A-----				
Non-Public School Library Directors	62	24.2	17.7	27.4	4.8	8.1
Public Library Directors	74	43.2	17.6	18.9	4.1	1.4
Public Library Staff	70	49.3	12.7	14.1	7.0	9.9

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 h. Tuition should be paid in such instances.

1. Agree fully
 2.
 3.
 4.
 5. Disagree completely
 Not ascertained

Population Group	Number Responding	1	2	3	4	5	
Academic Library Directors	61	26.2%	18.0%	16.4%	13.1%	18.0%	8.2%
Academic Library Staff	73	28.8	15.1	16.4	11.0	17.8	11.0
Special Library Directors	56	32.2	27.1	20.3	5.1	8.5	6.8
Special Library Staff	79	31.3	20.8	19.8	12.5	9.4	6.3
Public School Library Directors	61	37.7	18.0	16.4	8.2	14.8	4.9
Public School Library Staff	73	24.3	13.5	18.9	12.2	20.3	10.8
School District Library Supervisors	16	12.5	12.5	25.0	18.8	31.3	.0
School District Administrators	62	-----N/A-----					
Non-Public School Library Directors	62	21.0	11.3	14.5	12.9	17.7	22.6
Public Library Directors	74	31.1	16.2	16.2	10.8	12.2	13.5
Public Library Staff	70	18.3	12.7	29.6	7.0	26.8	5.6

19. IF YOU HAVE NOT PARTICIPATED IN CONTINUING EDUCATION PROGRAMS, CHECK AS MANY OF THE FOLLOWING REASONS AS YOU FEEL ARE APPLICABLE.

Population Group	Number Responding	Have not felt the need	Have not found the right programs	Programs not offered at the right time	Time too great for benefit perceived	Programs not offered at the right places	Desirable programs too expensive	No credit or advancement given for participation	Unable to get time off from work	Programs not important enough to take personal time from family or home	Other	Not ascertained
Academic Library Directors	61	6.6%	23.0%	16.4%	19.7%	18.0%	18.0%	9.8%	19.7%	8.2%	4.9%	3.3%
Academic Library Staff	73	21.9	11.0	19.2	13.7	11.0	13.7	19.2	12.3	15.1	11.0	4.1
Special Library Directors	56	10.2	15.3	13.6	5.1	20.3	3.4	10.2	11.9	6.8	20.3	.0
Special Library Staff	79	10.4	22.9	18.8	12.5	15.6	11.5	9.4	13.5	12.5	10.4	2.1
Public School Library Directors	61	4.9	13.1	23.0	13.1	23.0	9.8	8.2	16.4	11.5	4.9	1.6
Public School Library Staff	73	10.8	16.2	16.2	9.5	17.6	5.4	16.2	16.2	9.5	9.5	5.4
School District Library Supervisors	16	.0	6.3	6.3	6.3	18.8	6.3	12.5	12.5	6.3	12.5	.0
School District Administrators	62						N/A					
Non-Public School Library Directors	62	6.5	16.1	21.0	9.7	21.0	14.5	1.6	12.9	4.8	11.3	8.1
Public Library Directors	74	2.7	8.1	14.9	6.8	12.2	10.8	8.1	8.1	4.1	10.8	5.4
Public Library Staff	70	15.5	14.1	23.9	21.1	18.3	5.6	14.1	14.1	5.6	16.9	1.4

20. DO YOU HOLD A CERTIFICATE?

Not ascertained

Population Group	Number Responding	%	%	%
Academic Library Directors	61	32.8%	65.6%	1.6%
Academic Library Staff	73	27.4	68.5	4.1
Special Library Directors	56	15.2	81.4	3.4
Special Library Staff	79	19.8	76.1	4.2
Public School Library Directors	61	83.6	14.8	1.6
Public School Library Staff	73	69.0	22.9	8.1
School District Library Supervisors	16	100.0	.0	.0
School District Administrators	62			
Non-Public School Library Directors	62	59.7	35.5	4.8
Public Library Directors	74	70.3	28.4	1.4
Public Library Staff	70	31.0	64.7	4.2

N/A

21. IS POSSESSION OF SUCH A CERTIFICATE FOR PERSONNEL ORDINARILY REQUIRED AS A CONDITION OF EMPLOYMENT FOR THE POSITION WHICH YOU NOW HOLD?

Not ascertained

Population Group	Number Responding	Yes	No	Not ascertained
Academic Library Directors	61	26.2%	70.5%	3.3%
Academic Library Staff	73	11.0%	84.9%	4.1%
Special Library Directors	56	18.6%	81.4%	.0
Special Library Staff	79	9.4%	84.4%	6.3%
Public School Library Directors	61	82.0%	16.4%	1.6%
Public School Library Staff	73	66.2%	25.7%	8.1%
School District Library Supervisors	16	100.0%	.0	.0
School District Administrators	62			N/A
Non-Public School Library Directors	62	41.9%	48.4%	9.7%
Public Library Directors	74	66.2%	29.7%	4.1%
Public Library Staff	70	25.4%	67.6%	7.0%

22. DO YOU FAVOR CERTIFICATION FOR PERSONNEL WHO HAVE CERTAIN TYPES OF LIBRARY, MEDIA CENTER, OR INFORMATION CENTER RESPONSIBILITY?

Not ascertained

Undecided

Yes

No

Number Responding

Population Group	Number Responding	Yes	Undecided	No	Not ascertained
Academic Library Directors	61	45.9%	29.5%	19.7%	4.9%
Academic Library Staff	73	38.4	32.9	24.7	4.1
Special Library Directors	56	42.4	39.0	18.6	.0
Special Library Staff	79	41.7	35.4	18.8	4.2
Public School Library Directors	61	72.1	21.3	6.6	.0
Public School Library Staff	73	73.0	12.2	9.5	5.4
School District Library Supervisors	16	87.5	12.5	.0	.0
School District Administrators	62	-----N/A-----			
Non-Public School Library Directors	62	61.3	27.4	6.5	4.8
Public Library Directors	74	78.4	16.2	2.7	2.7
Public Library Staff	70	54.9	33.8	8.5	2.8

23. FOR WHAT LEVELS DO YOU FAVOR CERTIFICATION?

Population Group	Number Responding	Positions requiring secretarial or clerical skills	Positions with supportive responsibilities involving technical skills	Positions with supportive responsibilities at a high level	Positions with professional responsibilities	Positions with highly specialized responsibility	All of the above	Not ascertained
Academic Library Directors	61	9.8%	19.7%	26.2%	34.4%	29.5%	.0%	6.6%
Academic Library Staff	73	4.1	9.6	16.4	28.8	26.0	2.7	5.5
Special Library Directors	56	6.8	15.3	23.7	33.9	33.9	.0	.0
Special Library Staff	79	5.2	11.5	22.9	30.2	34.4	.0	4.2
Public School Library Directors	61	4.9	24.6	50.8	68.9	72.1	.0	.0
Public School Library Staff	73	9.5	21.6	48.6	70.3	62.2	.0	5.4
School District Library Supervisors	16	6.3	37.5	68.8	87.5	87.5	.0	.0
School District Administrators	62							
Non-Public School Library Directors	62	11.3	21.0	35.5	54.8	54.8	.0	6.5
Public Library Directors	74	14.9	36.5	54.1	71.6	66.2	.0	4.1
Public Library Staff	70	4.2	19.7	35.2	49.3	50.7	.0	4.2

24. SUCH CERTIFICATION SHOULD BE APPLICABLE TO PERSONNEL IN:

Academic libraries
Public libraries
School libraries
Special libraries
All of the above
Other
Not ascertained

Population Group	Number Responding	Academic libraries	Public libraries	School libraries	Special libraries	All of the above	Other	Not ascertained
Academic Library Directors	61	11.5%	16.4%	24.6%	13.1%	18.0%	.0%	6.6%
Academic Library Staff	73	12.3	9.6	13.7	16.4	13.7	.0	5.5
Special Library Directors	56	11.9	6.8	11.9	13.6	22.0	5.1	1.7
Special Library Staff	79	18.8	20.8	19.8	12.5	12.5	1.0	7.3
Public School Library Directors	61	27.9	23.0	32.8	18.0	39.3	.0	.0
Public School Library Staff	73	20.3	20.3	28.4	12.2	41.9	.0	5.4
School District Library Supervisors	16	31.3	31.3	43.8	18.8	43.8	.0	.0
School District Administrators	62	-----N/A-----						
Non-Public School Library Directors	62	21.0	21.0	25.8	17.7	27.4	.0	8.1
Public Library Directors	74	29.7	33.8	32.4	12.2	37.8	1.4	4.1
Public Library Staff	70	15.5	16.9	16.9	5.6	33.8	.0	4.2

25. SUCH CERTIFICATION SHOULD BE UNDERTAKEN BY:

Population Group	Number Responding	State government	Federal government	American Library Association	Special Library Association	Medical Library Association	American Association of Law Librarians	Wisconsin Library Association	Professional associations, unspecified	Other	Not ascertained
Academic Library Directors	61	32.8%	.0%	3.3%	.0%	.0%	.0%	3.3%	4.9%	1.6%	4.9%
Academic Library Staff	73	26.0	1.4	6.8	.0	.0	.0	.0	2.7	.0	5.5
Special Library Directors	56	11.9	3.4	10.2	.0	.0	.0	3.4	8.5	.0	5.1
Special Library Staff	79	18.8	.0	3.1	.0	.0	.0	3.1	7.3	1.0	12.5
Public School Library Directors	61	59.0	.0	1.6	.0	.0	.0	4.9	1.6	.0	4.9
Public School Library Staff	73	60.8	1.4	2.7	.0	.0	.0	1.4	5.4	.0	6.8
School District Library Supervisors	16	75.0	.0	12.5	.0	.0	.0	.0	.0	.0	.0
School District Administrators	62	-----N/A-----									
Non-Public School Library Directors	62	43.5	3.2	3.2	.0	.0	.0	1.6	.0	1.6	12.9
Public Library Directors	74	64.9	4.1	1.4	.0	.0	.0	.0	2.7	1.4	6.8
Public Library Staff	70	40.8	.0	2.8	.0	.0	.0	.0	1.4	.0	12.7

26. SUCH CERTIFICATION SHOULD BE GRANTED ON THE BASIS OF:

Population Group	Number Responding	Education: specified degree	Education: specified courses	Competencies as measured by examination	Examination for those who may not have formal education	Examination in addition to formal education	Experience	Other	Not ascertained
Academic Library Directors	61	27.9%	31.1%	18.0%	23.0%	3.3%	23.0%	.0%	6.6%
Academic Library Staff	73	17.8	19.2	11.0	16.4	11.0	16.4	2.7	5.5
Special Library Directors	56	18.6	22.0	16.9	11.9	16.9	15.3	3.4	1.7
Special Library Staff	79	15.6	25.0	17.7	17.7	11.5	22.9	.0	5.2
Public School Library Directors	61	45.9	60.7	24.6	16.4	14.8	36.1	.0	.0
Public School Library Staff	73	40.5	55.4	20.3	35.1	13.5	33.8	1.4	5.4
School District Library Supervisors	16	62.5	68.8	50.0	18.8	18.8	43.8	.0	.0
School District Administrators	62	-----N/A-----							
Non-Public School Library Directors	62	40.3	43.5	17.7	17.7	9.7	35.5	.0	8.1
Public Library Directors	74	39.2	45.9	41.9	37.6	17.6	58.1	1.4	2.7
Public Library Staff	70	32.4	42.3	23.9	23.9	8.5	31.0	.0	5.6

27. A. SUCH CERTIFICATION SHOULD BE:

Granted for life to all levels checked in question 23
 Granted for life to some levels checked in question 23
 (Indicate levels) ↑
 A. Positions requiring secretarial or clerical skills
 B. Positions with supportive responsibilities involving technical skills
 C. Positions with supportive responsibilities at a high level
 D. Positions with professional responsibilities
 E. Positions with highly specialized responsibilities
 Not ascertained

Population Group	Number Responding	9.8%	4.9%	0%	0%	2.7%	4.9%	4.9%	9.8%	
Academic Library Directors	61	9.8%	4.9%	0%	0%	2.7%	4.9%	4.9%	9.8%	
Academic Library Staff	73	13.7	6.8	0	0	2.7	1.4	2.7	9.6	
Special Library Directors	56	20.3	6.8	0	0	0	3.4	3.4	6.8	
Special Library Staff	79	18.8	2.1	0	0	0	1.0	1.0	10.4	
Public School Library Directors	61	23.0	4.9	0	0	0	4.9	4.9	11.5	
Public School Library Staff	73	28.4	6.8	0	0	0	4.1	4.1	20.3	
School District Library Supervisors	16	18.8	12.5	0	0	0	12.5	18.8	6.3	
School District Administrators	62	-----N/A-----								
Non-Public School Library Directors	62	33.9	11.3	0	1.6	1.6	3.2	3.2	19.4	
Public Library Directors	74	45.9	6.8	0	1.4	2.7	1.4	1.4	9.5	
Public Library Staff	70	31.0	5.6	0	1.4	1.4	2.8	0	11.3	

27. B. SUCH CERTIFICATION SHOULD BE:

Granted only for a limited term to all levels checked in question 23

Granted only for a limited term to some levels checked on question 23

(indicate levels)

A. Positions requiring secretarial or clerical skills
 B. Positions with supportive responsibilities involving technical skills
 C. Positions with supportive responsibilities at a high level
 D. Positions with professional responsibilities
 E. Positions with highly specialized responsibilities

Not ascertained

Population Group	Number Responding	26.2%	4.9%	1.6%	3.3%	3.3%	3.3%	.0%	.0%	11.5%
Academic Library Directors	61		4.9%	1.6%	3.3%	3.3%	3.3%	.0%	.0%	11.5%
Academic Library Staff	73	15.1	2.7	.0	.0	.0	.0	1.4	.0	12.3
Special Library Directors	56	10.2	6.8	.0	.0	.0	1.7	.0	1.7	8.5
Special Library Staff	79	15.6	3.1	1.0	1.0	2.1	1.0	1.0	1.0	8.3
Public School Library Directors	61	32.8	9.8	.0	1.6	3.3	1.6	1.6	1.6	9.8
Public School Library Staff	73	24.3	8.1	.0	.0	2.7	.0	.0	1.4	21.6
School District Library Supervisors	16	43.8	6.3	.0	.0	.0	.0	12.5	6.3	12.5
School District Administrators	62									
-----N/A-----										
Non-Public School Library Directors	62	6.5	9.7	1.6	1.6	3.2	3.2	3.2	1.6	19.4
Public Library Directors	74	23.0	5.4	.0	2.7	.0	.0	.0	1.4	9.5
Public Library Staff	70	12.7	4.2	.0	1.4	1.4	1.4	.0	1.4	11.3

27. C. HOW LONG SHOULD SUCH CERTIFICATION BE VALID?

Less than five years Five years More than five years Not ascertained

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Population Group	Number Responding	Less than five years	Five years	More than five years	Not ascertained
Academic Library	61	3.3%	14.8%	1.6%	21.3%
Directors					
Academic Library	73	4.1	8.2	.0	16.4
Staff					
Special Library	56	3.4	6.8	5.1	6.8
Directors					
Special Library	79	1.0	8.3	3.1	14.6
Staff					
Public School Library	61	6.6	18.0	4.9	19.7
Directors					
Public School Library	73	5.4	13.5	.0	31.1
Staff					
School District Library	16	18.8	6.3	18.8	25.0
Supervisors					
School District	62				
Administrators					
Non-Public School Library	62	6.5	.0	4.8	21.0
Directors					
Public Library	74	4.1	5.4	4.1	21.6
Directors					
Public Library	70	2.8	7.0	2.8	14.1
Staff					

-----N/A-----

28. IF YOU FAVOR LIMITED TERM-CERTIFICATION, ON WHAT BASIS WOULD YOU PROVIDE FOR RENEWAL OF CERTIFICATES?

Population Group	Number Responding	Continuing education--formal course work for academic credit	Continuing education--other	Appropriate experience	Examination	Other	Not ascertained
Academic Library Directors	61	11.5%	21.3%	24.6%	4.9%	1.6%	9.8%
Academic Library Staff	73	11.0	12.3	13.7	6.8	4.1	6.8
Special Library Directors	56	8.5	10.2	15.3	5.1	3.4	1.7
Special Library Staff	79	8.3	13.5	14.6	10.4	2.1	7.3
Public School Library Directors	61	24.6	31.1	32.8	11.5	.0	4.9
Public School Library Staff	73	20.3	23.0	24.3	2.7	1.4	16.2
School District Library Supervisors	16	43.8	43.8	50.0	12.5	12.5	6.3
School District Administrators	62	-----N/A-----					
Non-Public School Library Directors	62	8.1	9.7	12.9	1.6	.0	12.9
Public Library Directors	74	8.1	17.6	17.6	12.2	1.4	6.8
Public Library Staff	70	2.8	11.3	9.9	4.2	1.4	9.9

29. SHOULD SUCH CERTIFICATION BE RECIPROCAL BETWEEN STATES?

Not ascertained

Undecided

Yes

No

Number Responding

Population Group	Number Responding	No	Undecided	Yes	Not ascertained
Academic Library Directors	61	3.3%	4.9%	37.7%	4.9%
Academic Library Staff	73	1.4	2.7	32.9	5.5
Special Library Directors	56	.0	6.8	33.9	1.7
Special Library Staff	79	.0	5.2	34.4	6.3
Public School Library Directors	61	1.6	11.5	57.4	1.6
Public School Library Staff	73	.0	4.1	67.6	6.8
School District Library Supervisors	16	.0	37.5	50.0	.0
School District Administrators	62				N/A
Non-Public School Library Directors	62	1.6	6.5	48.4	9.7
Public Library Directors	74	4.1	20.3	51.4	5.4
Public Library Staff	70	.0	15.5	36.6	5.6

30. DO YOU FEEL THE CURRENT WISCONSIN CERTIFICATION REQUIREMENTS FOR LIBRARY PERSONNEL ARE SUFFICIENTLY COMPLETE IN TERMS OF COVERAGE OF TYPES OF LIBRARIES?

102

Not ascertained

Population Group	Number Responding	%	Undecided	Yes	Not ascertained
Academic Library Directors	61	6.6%	19.7%	14.8%	9.8%
Academic Library Staff	73	2.7	24.7	6.8	8.2
Special Library Directors	56	1.7	28.8	6.8	5.1
Special Library Staff	79	5.2	31.3	2.1	7.3
Public School Library Directors	61	9.8	32.8	27.9	1.6
Public School Library Staff	73	9.5	36.5	24.3	8.1
School District Library Supervisors	16	37.5	25.0	18.8	6.3
School District Administrators	62	-----N/A-----			
Non-Public School Library Directors	62	9.7	19.4	25.8	11.3
Public Library Directors	74	8.1	36.5	33.8	2.7
Public Library Staff	70	7.0	32.4	12.7	5.6

aw

31. DO YOU FEEL THE CURRENT WISCONSIN CERTIFICATION REQUIREMENTS FOR LIBRARY PERSONNEL ARE SUFFICIENTLY COMPLETE IN TERMS OF COVERAGE OF LEVELS OF POSITIONS?

Not ascertained

Population Group	Number Responding	No	Undecided	Yes	Not ascertained
Academic Library Directors	61	3.3%	23.0%	14.8%	9.8%
Academic Library Staff	73	4.1	21.9	6.8	9.6
Special Library Directors	56	1.7	27.1	8.5	5.1
Special Library Staff	79	5.2	25.0	5.2	10.4
Public School Library Directors	61	8.2	31.1	27.9	4.9
Public School Library Staff	73	8.1	35.1	25.7	9.5
School District Library Supervisors	16	37.5	12.5	31.3	6.3
School District Administrators	62				
Non-Public School Library Directors	62	3.2	22.6	29.0	11.3
Public Library Directors	74	8.1	35.1	35.1	2.7
Public Library Staff	70	9.9	18.3	22.5	7.0

N/A

32. DO YOU FEEL THE CURRENT WISCONSIN CERTIFICATION REQUIREMENTS FOR LIBRARY PERSONNEL ARE SUFFICIENTLY STRONG IN TERMS OF ENFORCEMENT?

203

Not Ascertained

Undecided

No

Yes

Population Group	Number Responding	1.6%	29.5%	9.8%	9.8%
Academic Library Directors	61	1.6%	29.5%	9.8%	9.8%
Academic Library Staff	73	2.7	24.7	4.1	11.0
Special Library Directors	56	1.7	30.5	5.1	5.1
Special Library Staff	79	4.2	26.0	4.2	11.5
Public School Library Directors	61	8.2	41.0	21.3	1.6
Public School Library Staff	73	8.1	33.8	25.7	10.8
School District Library Supervisors	46	37.5	25.0	18.8	6.3
School District Administrators	62	-----N/A-----			
Non-Public School Library Directors	62	1.6	27.4	25.8	11.3
Public Library Directors	74	8.1	43.2	27.0	2.7
Public Library Staff	70	8.5	25.4	18.3	5.6

33. WHAT IS YOUR AGE?

Not ascertained

65 or over

Under 25

25-34

35-44

45-54

55-64

Number Responding

Population Group

Academic Library Directors	61	3.3%	11.5%	21.3%	36.1%	23.0%	3.3%	1.6%
Academic Library Staff	73	15.1	27.4	15.1	23.3	15.1	1.4	2.7
Special Library Directors	56	5.1	35.6	15.3	23.7	13.6	3.4	3.4
Special Library Staff	79	19.8	33.3	13.5	17.7	9.4	5.2	1.0
Public School Library Directors	61	4.9	23.0	19.7	26.2	26.2	.0	.0
Public School Library Staff	73	10.8	25.7	24.3	23.0	12.2	1.4	2.7
School District Library Supervisors	16	.0	12.5	31.3	25.0	31.3	.0	.0
School District Administrators	62					N/A		
Non-Public School Library Directors	62	.0	9.7	8.1	27.4	33.9	17.7	3.2
Public Library Directors	74	2.7	13.5	20.3	29.7	21.6	12.2	.0
Public Library Staff	70	7.0	31.0	21.1	23.9	12.7	4.2	.0

34. WHAT IS YOUR SEX?

Not ascertained

Female

Male

Number
Responding

Population Group

Population Group	Number Responding	Female	Male	Not ascertained
Academic Library Directors	61	55.7%	42.6%	1.6%
Academic Library Staff	73	76.7	19.2	4.1
Special Library Directors	56	83.1	13.6	3.4
Special Library Staff	79	84.4	14.6	1.0
Public-School Library Directors	61	93.4	6.6	.0
Public School Library Staff	73	87.8	9.5	2.7
School District Library Supervisors	16	56.3	43.8	.0
School District Administrators	62	-----N/A-----		
Non-Public School Library Directors	62	88.7	6.5	4.8
Public Library Directors	74	89.2	10.8	.0
Public Library Staff	70	83.1	16.9	.0

35. WHAT IS YOUR ETHNIC GROUP?

Black Native American Oriental Spanish-surnamed American/Latino White Not ascertained

Population Group	Number Responding	Black	Native American	Oriental	Spanish-surnamed American/Latino	White	Not ascertained
Academic Library Directors	61	.0%	1.6%	3.3%	.0%	90.2%	4.9%
Academic Library Staff	73	.0	3.0	1.4	1.4	93.2	4.1
Special Library Directors	56	.0	.0	.0	.0	96.6	3.4
Special Library Staff	79	1.0	.0	.0	.0	97.9	1.0
Public School Library Directors	61	.0	.0	.0	.0	98.4	1.6
Public School Library Staff	73	.0	.0	.0	.0	97.3	2.7
School District Library Supervisors	16	.0	.0	.0	.0	100.0	.0
School District Administrators	62					N/A	
Non-Public School Library Directors	62	.0	1.6	.0	.0	95.2	3.2
Public Library Directors	74	.0	.0	.0	.0	100.0	.0
Public Library Staff	70	1.4	2.8	.0	.0	95.8	.0

ACADEMIC LIBRARY DIRECTORS

36. How many hours weekly does a full-time person work in your library? _____

IN ANSWERING QUESTIONS 37 through 46:

Omit from your figures the following groups of staff members:

- building maintenance personnel or janitors
- student assistants or pages
- teaching personnel (e.g., if members of the staff hold regular part-time teaching positions and part-time library positions, answer in terms of the library part of the position only)
- volunteers

If any position involves less than full-time work, convert to full-time equivalent (FTE) by dividing the number of hours worked in that position by the number worked in a full-time position (e.g., a 12 hour weekly position would be .3 FTE if an ordinary position is 40 hours weekly).

37. How many persons do you now have on your staff, in total and by level?	194.3	154.3	150.5	249.2	45.	787.
38. How many budgeted vacancies do you have, in total and by level?	9.5	10.5	7.5	11.	3.5	42.
39. What is the minimum education requirement at each level (degree and subject, if applicable)?	15-HS 5-2 yr 2-BA 1-MA	14-HS 10-2 yr 3-BA	2-HS 5-2 yr 19-BA 3-MA	1-2 yr 3-BA 40-MA	3-BA 15-MA 4-2nd MA 1-Doctorate	
40. What is the lowest annual salary currently paid, at each level?	Under 5,000 11,000-12,000	Under 5,000 9,000-10,000	Under 5,000 11,000-12,000	Under 5,000 Over 20,000	Under 5,000 Over 20,000	
41. What is the highest annual salary paid, at each level?	122.	53.5	56.	30.	5.	266.5
42. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between now and December 1977 because of retirement or other turnover?	297.6	133.	161.	74.	19.	684.5
43. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between January 1978 and December 1985 because of retirement or other turnover?	13.5	12.5	14.	10.	4.	54.
44. In your best judgment, how many new positions do you believe you will be able to add to your staff between now and 1977?	41.	47.5	41.	29.5	8.	167.
45. In your best judgment, how many new positions do you believe you will be able to add to your staff between 1978 and 1985?						

A. POSITIONS REQUIRING SECRETARIAL OR CLERICAL SKILLS

B. POSITIONS WITH SUPPORTIVE TECHNICAL SKILLS, FOLLOWING ESTABLISHED RULES AND PROCEDURES

C. POSITIONS WITH SUPPORTIVE PROCEDURES AND TECHNIQUES, AND WITH SOME SUPERVISORY RESPONSIBILITIES, INCLUDING THOSE NORMALLY WORKING WITHIN ESTABLISHED PROCEDURES AND TECHNIQUES, AND WITH KNOWLEDGE BUT NOT REQUIRING JUDGMENT, AND SUBJECT KNOWLEDGE

D. POSITIONS WITH PROFESSIONAL RESPONSIBILITIES, INCLUDING THOSE OF MANAGEMENT, WHICH REQUIRE INDEPENDENT JUDGMENT, INTERPRETATION OF RULES AND PROCEDURES, AND FORMULATION OF ORIGINAL AND CREATIVE SOLUTIONS FOR THEM

E. POSITIONS WITH HIGHLY SPECIALIZED RESPONSIBILITIES, REQUIRING ADVANCED KNOWLEDGE OF SOME ASPECT OF LIBRARIANSHIP OR ANOTHER SUBJECT FIELD

Note for question 39: very few respondents indicated specific subject field in their answers. Responses are summarized by level of education only, thus: HS=high school graduate; 2 yr= 2 years college or technical center; BA=any undergraduate degree; MA=any master's degree.

SPECIAL LIBRARY DIRECTORS

36. How many hours weekly does a full-time person work in your library? _____

IN ANSWERING QUESTIONS 37 through 45:

Omit from your figures the following groups of staff members:

- building maintenance personnel or janitors
- student assistants or pages
- teaching personnel (e.g., if members of the staff hold regular part-time teaching positions and part-time library positions, answer in terms of the library part of the position only)
- volunteers

If any position involves less than full-time work, convert to full-time equivalent (FTE) by dividing the number of hours worked in that position by the number worked in a full-time position (e.g., a 12 hour weekly position would be .3 FTE if an ordinary position is 40 hours weekly).

	29.8	29.3	26.	39.8	17.	141.9
37. How many persons do you now have on your staff, in total and by level?	0.	0.	0.	4.	0.	4.
38. How many budgeted vacancies do you have, in total and by level?	12-HS 1-2 yr	3-HS	1-HS 1-2 yr 1-BA	2-HS 7-BA 10-MA	1-BA 8-MA 1-Doctorate	
39. What is the minimum education requirement at each level (degree and subject, if applicable)?	under 5000	6001-7000	under 5000	under 5000	9001-10000	
40. What is the lowest annual salary currently paid, at each level?	10000-19000	11000-12000	12000-13000	19000-20000	over 20000	
41. What is the highest annual salary paid, at each level?	12.5	12.	5.5	6.	2.	38.
42. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between now and December 1977 because of retirement or other turnover?	16.	10.5	11.	9.	4.	50.5
43. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between January 1978 and December 1985 because of retirement or other turnover?	6.5	6.5	7.	4.5	3.	27.5
44. In your best judgment, how many new positions do you believe you will be able to add to your staff between now and 1977?	10.	8.5	7.	6.5	3.	35.
45. In your best judgment, how many new positions do you believe you will be able to add to your staff between 1978 and 1985?						

A. POSITIONS REQUIRING SECRETARIAL OR CLERICAL SKILLS

B. POSITIONS WITH SUPPORTIVE TECHNICAL SKILLS, FOLLOWING ESTABLISHED RULES AND PROCEDURES

C. POSITIONS WITH SUPPORTIVE RESPONSIBILITIES AT A HIGH LEVEL, NORMALLY WORKING WITHIN ESTABLISHED PROCEDURES AND TECHNIQUES, AND WITH SOME SUPERVISION BY A PROFESSIONAL, BUT REQUIRING JUDGMENT AND SUBJECT KNOWLEDGE

D. POSITIONS WITH PROFESSIONAL RESPONSIBILITIES, INCLUDING THOSE OF MANAGEMENT, WHICH REQUIRE INDEPENDENT JUDGMENT, INTERPRETATION OF RULES AND PROCEDURES, AND FORMULATION OF ORIGINAL AND CREATIVE SOLUTIONS FOR THEM

E. POSITIONS WITH HIGHLY SPECIALIZED RESPONSIBILITIES, REQUIRING ADVANCED KNOWLEDGE OF SOME ASPECT OF LIBRARIANSHIP OR ANOTHER SUBJECT FIELD

TOTAL

Note for question 39: very few respondents indicated specific subject field in their answers. Responses are summarized by level of education only, thus: HS=high school graduate; 2 yr= 2 years college or technical center; BA=any undergraduate degree; MA=any master's degree.

PUBLIC SCHOOL LIBRARY DIRECTORS

36. How many hours weekly does a full-time person work in your library? _____

IN ANSWERING QUESTIONS 37 through 45:

Omit from your figures the following groups of staff members:

- building maintenance personnel or janitors
- student assistants or pages
- teaching personnel (e.g., if members of the staff hold regular part-time teaching positions and part-time library positions, answer in terms of the library part of the position only)
- volunteers

If any position involves less than full-time work, convert to full-time equivalent (FTE) by dividing the number of hours worked in that position by the number worked in a full-time position (e.g., a 14 hour weekly position would be .3 FTE if an ordinary position is 40 hours weekly).

	A. POSITIONS REQUIRING SECRETARIAL OR CLERICAL SKILLS	B. POSITIONS WITH SUPPORTIVE TECHNICAL SKILLS, FOLLOWING ESTABLISHED RULES AND PROCEDURES	C. POSITIONS WITH SUPPORTIVE RESPONSIBILITIES AT A HIGH LEVEL, NORMALLY WORKING WITHIN ESTABLISHED PROCEDURES AND TECHNIQUES, AND WITH SOME SUPERVISION BY A PROFESSIONAL, BUT REQUIRING JUDGMENT AND SUBJECT KNOWLEDGE	D. POSITIONS WITH PROFESSIONAL RESPONSIBILITIES, INCLUDING THOSE OF MANAGEMENT, WHICH REQUIRE FORMULATION OF ORIGINAL AND CREATIVE SOLUTIONS FOR THEM	E. POSITIONS WITH HIGHLY SPECIALIZED RESPONSIBILITIES, REQUIRING ADVANCED KNOWLEDGE OF SOME ASPECT OF LIBRARIANSHIP OR ANOTHER SUBJECT FIELD	TOTAL
37. How many persons do you now have on your staff, in total and by level?	56.9	6.	8.9	30.5	3.5	105.8
38. How many budgeted vacancies do you have, in total and by level?	1.	0.	0.	3.	0.	4.
39. What is the minimum education requirement at each level (degree and subject, if applicable)?	15-HS	1-HS	3-HS 1-BA	18-BA 2-MA	3-BA	
40. What is the lowest annual salary currently paid, at each level?	Under 5,000	Under 5,000	Under 5,000	Under 5,000	7,001-8,000	
41. What is the highest annual salary paid, at each level?	8,001-9,000	8,001-9,000	7,001-8,000	17,001-18,000	16,001-17,000	
42. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between now and December 1977 because of retirement or other turnover?	13.5	5.	4.	7.5	0.	30.
43. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between January 1978 and December 1985 because of retirement or other turnover?	26.5	17.	16.9	103.3	13.9	177.6
44. In your best judgment, how many new positions do you believe you will be able to add to your staff between now and 1977?	9.5	4.3	0.	4.5	2.	20.3
45. In your best judgment, how many new positions do you believe you will be able to add to your staff between 1978 and 1985?	11.5	3.	0.	7.	0.	21.5

Note for question 39: very few respondents indicated specific subject field in their answers. Responses are summarized by level of education only, thus: HS-high school graduate; 2 yr- 2 years college or technical center; BA-any undergraduate degree; MA-any master's degree.

SCHOOL DISTRICT LIBRARY SUPERVISORS

36. How many hours weekly does a full-time person work in your library? _____

IN ANSWERING QUESTIONS 37 through 45:

Omit from your figures the following groups of staff members:

- butling maintenance personnel or janitors
- student assistants or pages
- teaching personnel (e.g., if members of the staff hold regular part-time teaching positions and part-time library positions, answer in terms of the library part of the position only)
- volunteers

If any position involves less than full-time work, convert to full-time equivalent (FTE) by dividing the number of hours worked in that position by the number worked in a full-time position (e.g., a 12 hour weekly position would be .3 FTE if an ordinary position is 40 hours weekly).

37. How many persons do you now have on your staff, in total and by level?

38. How many budgeted vacancies do you have, in total and by level?

39. What is the minimum education requirement at each level (degree and subject, if applicable)?

40. What is the lowest annual salary currently paid, at each level?

41. What is the highest annual salary paid, at each level?

42. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between now and December 1977 because of retirement or other turnover?

43. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between January 1978 and December 1985 because of retirement or other turnover?

44. In your best judgment, how many new positions do you believe you will be able to add to your staff between now and 1977?

45. In your best judgment, how many new positions do you believe you will be able to add to your staff between 1978 and 1985?

Note for question 39: very few respondents indicated specific subject field in their answers. Responses are summarized by level of education only, thus: HS-high school graduate; 2 yr= 2 years college or technical center; BA=any undergraduate degree; MA=any master's degree.

A. POSITIONS REQUIRING SECRETARIAL OR CLERICAL SKILLS
 B. POSITIONS WITH SUPPORTIVE TECHNICAL SKILLS, FOLLOWING ESTABLISHED RULES AND PROCEDURES
 C. POSITIONS WITH SUPPORTIVE RESPONSIBILITIES AT A HIGH LEVEL, NORMALLY WORKING WITHIN ESTABLISHED PROCEDURES AND TECHNIQUES, AND WITH SOME SUPERVISION BY A PROFESSIONAL, BUT REQUIRING JUDGMENT AND SUBJECT KNOWLEDGE
 D. POSITIONS WITH PROFESSIONAL RESPONSIBILITIES, INCLUDING THOSE OF MANAGEMENT, WHICH REQUIRE INDEPENDENT JUDGMENT, INTERPRETATION OF RULES AND PROCEDURES, AND CREATIVE SOLUTIONS FOR THEM
 E. POSITIONS WITH HIGHLY SPECIALIZED RESPONSIBILITIES, REQUIRING ADVANCED KNOWLEDGE OF SOME ASPECT OF LIBRARIANSHIP OR ANOTHER SUBJECT FIELD

159.6	41.	209.1	159.	26.	594.7
2.	0.	11.	2.	1.	16.
12-HS	5-HS 1-2 yr	2-HS 2-2 yr	8-BA 8-MA	2-BA 6-MA	
Under 5,000	Under 5,000	Under 5,000	8,001-9,000	Under 5,000	
8,001-9,000	9,001-10,000	10,001-17,000	Over 20,000	Over 20,000	
32.	4.	15.5	26.5	5.	83.
52.5	13.	36.5	23.5	8.	133.5
22.5	7.	11.9	23.	2.	66.4
37.	18.	8.	27.	10.	100.

SCHOOL ADMINISTRATORS

36. How many hours weekly does a full-time person work in your library? _____

IN ANSWERING QUESTIONS 37 through 45:

Omit from your figures the following groups of staff members:

- building maintenance personnel or janitors
- student assistants or pages
- teaching personnel (e.g., if members of the staff hold regular part-time teaching positions and part-time library positions, answer in terms of the library part of the position only)
- volunteers

If any position involves less than full-time work, convert to full-time equivalent (FTE) by dividing the number of hours worked in that position by the number worked in a full-time position (e.g., a 12 hour weekly position would be .3 FTE if an ordinary position is 40 hours weekly).

Question	A. POSITIONS REQUIRING SECRETARIAL OR CLERICAL SKILLS	B. POSITIONS WITH SUPPORTIVE TECHNICAL SKILLS, FOLLOWING ESTABLISHED RULES AND PROCEDURES	C. POSITIONS WITH SUPPORTIVE RESPONSIBILITIES AT A HIGH LEVEL, NORMALLY WORKING WITHIN ESTABLISHED PROCEDURES AND TECHNIQUES, AND WITH SOME SUPERVISION BY A PROFESSIONAL, BUT REQUIRING JUDGMENT AND SUBJECT KNOWLEDGE	D. POSITIONS WITH PROFESSIONAL RESPONSIBILITIES, INCLUDING THOSE OF MANAGEMENT, WHICH REQUIRE INDEPENDENT JUDGMENT, INTERPRETATION OF RULES AND PROCEDURES, AND FORMULATION OF ORIGINAL AND CREATIVE SOLUTIONS FOR THEM	E. POSITIONS WITH HIGHLY SPECIALIZED RESPONSIBILITIES, REQUIRING ADVANCED KNOWLEDGE OF SOME ASPECT OF LIBRARIANSHIP OR ANOTHER SUBJECT FIELD	TOTAL
37. How many persons do you now have on your staff, in total and by level?	117.3	32.2	49.8	75.9	85.2	360.4
38. How many budgeted vacancies do you have, in total and by level?	3.5	2.5	1.0	10.	4.	21.
39. What is the minimum education requirement at each level (degree and subject, if applicable)?	17-HS 1-2 yr 1-BA	9-HS 1-BA	6-HS 1-2 yr 1-BA	26-BA 1-MA	21-BA 8-MA	
40. What is the lowest annual salary currently paid, at each level?	All minimum salaries under 5,000					
41. What is the highest annual salary paid, at each level?	15,001-16,000	7,001-8,000	15,001-16,000	15,001-16,000	17,001-18,000	
42. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between now and December 1977 because of retirement or other turnover?	22.	3.	5.	15.	9.5	54.5
43. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between January 1978 and December 1985 because of retirement or other turnover?	70.	9.	21.	34.	30.	164.
44. In your best judgment, how many new positions do you believe you will be able to add to your staff between now and 1977?	14.5	3.	6.4	11.5	12.5	47.9
45. In your best judgment, how many new positions do you believe you will be able to add to your staff between 1978 and 1985?	22.	4.5	8.1	15.4	18.5	68.5

Note for question 39: very few respondents indicated specific subject field in their answers. Responses are summarized by level of education only, thus: HS=high school graduate; 2 yr= 2 years college or technical center; BA=any undergraduate degree; MA=any master's degree.

NON-PUBLIC SCHOOL LIBRARIANS

36. How many hours weekly does a full-time person work in your library? _____

IN ANSWERING QUESTIONS 37 through 45:

Omit from your figures the following groups of staff members:

- building maintenance personnel or janitors
- student assistants or pages
- teaching personnel (e.g., if members of the staff hold regular part-time teaching positions and part-time library positions, answer in terms of the library part of the position only).
- volunteers

If any position involves less than full-time work, convert to full-time equivalent (FTE) by dividing the number of hours worked in that position by the number worked in a full-time position (e.g., a 12 hour weekly position would be .3 FTE if an ordinary position is 40 hours weekly).

A. POSITIONS REQUIRING SECRETARIAL OR CLERICAL SKILLS

B. POSITIONS WITH SUPPORTIVE TECHNICAL SKILLS, INVOLVING ESTABLISHED RULES AND PROCEDURES

C. POSITIONS WITH SUPPORTIVE RESPONSIBILITIES AT A HIGH LEVEL, NORMALLY WORKING WITHIN ESTABLISHED PROCEDURES AND TECHNIQUES, AND WITH SOME SUPERVISION BY A PROFESSIONAL, BUT REQUIRING JUDGMENT AND SUBJECT KNOWLEDGE

D. POSITIONS WITH PROFESSIONAL RESPONSIBILITIES, INCLUDING THOSE OF MANAGEMENT, WHICH REQUIRE INDEPENDENT JUDGMENT, INTERPRETATION OF RULES AND PROCEDURES, AND FORMULATION OF ORIGINAL AND CREATIVE SOLUTIONS FOR THEM

E. POSITIONS WITH HIGHLY SPECIALIZED RESPONSIBILITIES, REQUIRING ADVANCED KNOWLEDGE OF SOME ASPECT OF LIBRARIANSHIP OR ANOTHER SUBJECT FIELD

TOTAL

37. How many persons do you now have on your staff, in total and by level?	6.8	20.8	6.3	18.1	15.3	67.3
38. How many budgeted vacancies do you have, in total and by level?	1.	2.	0.	0.	8.	11.
39. What is the minimum education requirement at each level (degree and subject, if applicable)?	1-HS		1-MA	3-BA 1-MA		
40. What is the lowest annual salary currently paid, at each level?	All minimum salaries reported	under 5,000				
41. What is the highest annual salary paid, at each level?	Under 5,000	Under 5,000-5,001-6,000	5,001-6,000	14,001-15,000	8,001-9,000	
42. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between now and December 1977 because of retirement or other turnover?	1.3	2.	2.	6.	1.	12.3
43. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between January 1978 and December 1985 because of retirement or other turnover?	4.	4.	2.	8.	2.	20.
44. In your best judgment, how many new positions do you believe you will be able to add to your staff between now and 1977?	2.	0.	2.	2.	1.	7.
45. In your best judgment, how many new positions do you believe you will be able to add to your staff between 1978 and 1985?	1.	2.	4.	1.	2.	10.

Note for question 39: very few respondents indicated specific subject field in their answers. Responses are summarized by level of education only, thus: HS=high school graduate; 2 yr= 2 years college or technical center; BA=any undergraduate degree; MA=any master's degree.

PUBLIC LIBRARY DIRECTORS

36. How many hours weekly does a full-time person work in your library? _____

IN ANSWERING QUESTIONS 37 through 45:

Omit from your figures the following groups of staff members:

- building maintenance personnel or janitors
- student assistants or pages
- teaching personnel (e.g., if members of the staff hold regular part-time teaching positions and part-time library positions, answer in terms of the library part of the position only)
- volunteers

If any position involves less than full-time work, convert to full-time equivalent (FTE) by dividing the number of hours worked in that position by the number worked in a full-time position (e.g., a 12 hour weekly position would be .3 FTE if an ordinary position is 40 hours weekly).

37. How many persons do you now have on your staff, in total and by level?
38. How many budgeted vacancies do you have, in total and by level?
39. What is the minimum education requirement at each level (degree and subject, if applicable)?
40. What is the lowest annual salary currently paid, at each level?
41. What is the highest annual salary paid, at each level?
42. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between now and December 1977 because of retirement or other turnover?
43. Based on past replacement needs in your library and your best judgment of future staff turnover, how many positions do you estimate you may need to fill between January 1978 and December 1985 because of retirement or other turnover?
44. In your best judgment, how many new positions do you believe you will be able to add to your staff between now and 1977?
45. In your best judgment, how many new positions do you believe you will be able to add to your staff between 1978 and 1985?

A. POSITIONS REQUIRING SECRETARIAL OR CLERICAL SKILLS

B. POSITIONS WITH SUPPORTIVE TECHNICAL SKILLS, FOLLOWING ESTABLISHED RULES AND PROCEDURES

C. POSITIONS WITH SUPPORTIVE RESPONSIBILITIES INVOLVING PROCEDURES AND TECHNIQUES, AND WITH SOME SUPERVISION BY A PROFESSIONAL, BUT REQUIRING JUDGMENT AND SUBJECT KNOWLEDGE

D. POSITIONS WITH PROFESSIONAL RESPONSIBILITIES, INCLUDING THOSE OF MANAGEMENT, WHICH REQUIRE INDEPENDENT JUDGMENT, INTERPRETATION OF RULES AND PROCEDURES, AND FORMULATION OF ORIGINAL AND CREATIVE SOLUTIONS FOR THEM

E. POSITIONS WITH HIGHLY SPECIALIZED RESPONSIBILITIES, REQUIRING ADVANCED KNOWLEDGE, RESEARCH ASPECT OF LIBRARIANSHIP OR ANOTHER SUBJECT FIELD

73.	71.4	32.7	85.	10.	272.1
.5	5.	1.	2.	0.	8.5
15-HS	10-HS 3-2 yr 1-BA	5-HS 1-2 yr 1-BA	2-HS 2-2 yr 6-BA 8-BA	1-BA 3-MA	
Under 5,000	Under 5,000	Under 5,000	Under 5,000	Under 5,000	
9001-10,000	11,001-12,000	16,001-17,000	Over 20,000	17,001-18,000	
26.5	24.	3.	17.	2.	72.5
60.	57.2	16.6	41.	4.	178.8
4.	14.	6.	4.	1.	29.
10.5	22.	16.5	11.	0.	60.

Note for question 39: very few respondents indicated specific subject field in their answers. Responses are summarized by level of education only, thus: HS-high school graduate; 2 yr= 2 years college or technical center; BA-many undergraduate degree; MA-many master's degree.

TOTAL

46. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE EARNED A MASTER'S DEGREE IN LIBRARY SCIENCE SINCE JANUARY 1, 1972?

Population Group	Number Responding	Yes		No		Not ascertained	Raw number of individuals in this category graduating from institutions in:		
		%	Number	%	Number		Wisconsin	Out-of-state	Not specified
Academic Library Directors	61	37.7%	60.7%	1.6%	46	8	2		
Academic Library Staff	73				N/A				
Special Library Directors	56	5.1	88.1	6.8	5	2	0		
Special Library Staff	79				N/A				
Public School Library Directors	61	1.6	90.2	8.2	1	0	0		
Public School Library Staff	73				N/A				
School District Library Supervisors	16	56.3	43.8	.0	18	1	1		
School District Administrators	62	17.7	79.0	3.2	12	3	0		
Non-Public School Library Directors	62	6.5	82.3	11.3	3	2	0		
Public Library Directors	74	9.5	86.5	4.1	18	1	0		
Public Library Staff	70				N/A				



47. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE EARNED A BACHELOR'S DEGREE WITH AT LEAST A MINOR IN LIBRARY SCIENCE SINCE JANUARY 1, 1972?

Raw number of individuals
in this category graduating
from institutions in:

Not ascertained

Not specified

Yes

No

Population Group	Number Responding	Yes	No	Not ascertained	Wisconsin	Out-of-state	Not specified
Academic Library Directors	61	13.1%	85.2%	1.6%	13	0	0
Academic Library Staff	73				N/A		
Special Library Directors	56	6.8	84.7	8.5	8	0	0
Special Library Staff	79				N/A		
Public School Library Directors	61	6.6	85.2	8.2	3	0	0
Public School Library Staff	73				N/A		
School District Library Supervisors	16	43.8	56.3	.0	11	1	1
School District Administrators	62	37.1	58.1	4.8	28	3	2
Non-Public School Library Directors	62	4.8	82.3	12.9	2	0	0
Public Library Directors	74	13.5	83.8	2.7	10	2	1
Public Library Staff	70				N/A		

48. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE EARNED A BACHELOR'S DEGREE WITH AT LEAST A MINOR IN AUDIOVISUAL TECHNOLOGY SINCE JANUARY 1, 1972?

Raw number of individuals in this category graduating from institutions in:

Not ascertained

Wisconsin
Out-of-state
Not specified

Yes No

Population Group	Number Responding	Yes	No	Not ascertained	Wisconsin	Out-of-state	Not specified
Academic Library Directors	61	6.6%	91.8%	1.6%	5	0	0
Academic Library Staff	73				N/A		
Special Library Directors	56	3.4	91.5	5.1	6	1	0
Special Library Staff	79				N/A		
Public School Library Directors	61	1.6	86.9	11.5	0	0	1
Public School Library Staff	73				N/A		
School District Library Supervisors	16	12.5	87.5	.0	4	0	0
School District Administrators	62	14.5	82.3	3.2	7	1	3
Non-Public School Library Directors	62	.0	88.7	11.3	0	0	0
Public Library Directors	74	.0	94.6	5.4	0	0	0
Public Library Staff	70				N/A		

49. HAVE YOU HIRED (OR HAD UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE EARNED A TWO-YEAR LIBRARY/MEDIA TECHNICAL ASSISTANT DIPLOMA OR CERTIFICATE?

Population Group	Number Responding	Not ascertained		Wisconsin	Out-of-state	Not specified
		Yes	No			
Academic Library Directors	61	11.5%	86.9%	6	0	1
Academic Library Staff	73			N/A		
Special Library Directors	56	1.7	93.2	1	0	0
Special Library Staff	79			N/A		
Public School Library Directors	61	1.6	90.2	1	0	0
Public School Library Staff	73			N/A		
School District Library Supervisors	16	6.3	93.8	1	0	0
School District Administrators	62	3.2	91.9	1	0	1
Non-Public School Library Directors	62	1.6	88.7	1	0	0
Public Library Directors	74	1.4	95.9	1	0	0
Public Library Staff	70			N/A		

Raw number of individuals in this category graduating from institutions in:

50. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE COMPLETED UNIVERSITY OF WISCONSIN-EXTENSION'S A-50 OR A-51 COURSE?

Raw number of individuals
in this category graduating
from institutions in:

Not ascertained
Wisconsin
Out-of-state
Not specified

Population Group	Number Responding	Yes	No	Not ascertained	Wisconsin	Out-of-state	Not specified
Academic Library Directors	61	1.6%	96.7%	1.6%		N/A	
Academic Library Staff	73				N/A		
Special Library Directors	56	15.3	79.7	5.1		N/A	
Special Library Staff	79				N/A		
Public School Library Directors	61	.0	93.4	6.6		N/A	
Public School Library Staff	73				N/A		
School District Library Supervisors	16	.0	93.8	6.3		N/A	
School District Administrators	62	8.1	83.9	8.1		N/A	
Non-Public School Library Directors	62	3.2	85.5	11.3		N/A	
Public Library Directors	74	25.7	67.6	6.8		N/A	
Public Library Staff	70				N/A		

51. WHAT IMPORTANCE DOES YOUR LIBRARY OR THE INSTITUTION TO WHICH IT BELONGS ASSIGN TO CONTINUING EDUCATION?
 a. Participation in appropriate continuing education programs is required as a condition for promotion.

Generally yes
 Occasionally
 Rarely, if at all
 Don't know
 Not ascertained

Population Group	Number Responding	Generally yes	Occasionally	Rarely, if at all	Don't know	Not ascertained
Academic Library Directors	61	25.5%	14.8%	39.3%	9.8%	6.6%
Academic Library Staff	73			N/A		
Special Library Directors	56	27.1	16.9	37.3	11.9	6.8
Special Library Staff	79			N/A		
Public School Library Directors	61	39.3	8.2	41.0	8.2	3.3
Public School Library Staff	73			N/A		
School District Library Supervisors	16	62.5	6.3	18.8	6.3	6.3
School District Administrators	62	48.4	19.4	25.8	3.2	3.2
Non-Public School Library Directors	62	14.5	14.5	27.4	12.9	30.6
Public Library Directors	74	18.9	9.5	39.2	10.8	21.6
Public Library Staff	70			N/A		

51. WHAT IMPORTANCE DOES YOUR LIBRARY OR THE INSTITUTION TO WHICH IT BELONGS ASSIGN TO CONTINUING EDUCATION?
 b. Salary advancement is provided for participation in appropriate continuing education programs.

Generally yes
 Occasionally
 Rarely, if at all
 Don't know
 Not ascertained

Population Group	Number Responding	Generally yes	Occasionally	Rarely, if at all	Don't know	Not ascertained
Academic Library Directors	61	24.6%	18.0%	42.6%	9.8%	4.9%
Academic Library Staff	73			N/A		
Special Library Directors	56	15.3	11.9	47.5	18.6	6.8
Special Library Staff	79			N/A		
Public School Library Directors	61	59.0	35.5	27.9	4.9	4.9
Public School Library Staff	73			N/A		
School District Library Supervisors	16	93.8	6.3	.0	.0	.0
School District Administrators	62	88.7	3.2	3.2	3.2	1.6
Non-Public School Library Directors	62	21.0	3.2	19.4	19.4	37.1
Public Library Directors	74	16.2	5.4	44.6	10.8	23.0
Public Library Staff	70			N/A		

51. WHAT IMPORTANCE DOES YOUR LIBRARY OR THE INSTITUTION TO WHICH IT BELONGS ASSIGN TO CONTINUING EDUCATION?
 c. A program of in-service training designed to meet staff needs is provided.

Generally yes
 Occasionally
 Rarely, if at all
 Don't know
 Not ascertained

Population Group	Number Responding	Generally yes	Occasionally	Rarely, if at all	Don't know	Not ascertained
Academic Library Directors	61	26.2%	26.2%	36.1%	4.9%	6.6%
Academic Library Staff	73			N/A		
Special Library Directors	56	37.3	8.5	37.3	6.8	10.2
Special Library Staff	79			N/A		
Public School Library Directors	61	26.2	24.6	44.3	1.6	3.3
Public School Library Staff	73			N/A		
School District Library Supervisors	16	43.8	31.3	25.0	.0	.0
School District Administrators	62	37.1	48.4	12.9	.0	1.6
Non-Public School Library Directors	62	19.4	21.0	25.8	3.2	30.6
Public Library Directors	74	20.3	14.9	33.8	6.8	24.3
Public Library Staff	70			N/A		

51. WHAT IMPORTANCE DOES YOUR LIBRARY OR THE INSTITUTION TO WHICH IT BELONGS ASSIGN TO CONTINUING EDUCATION?
 d. Time off, with pay, is provided for participation in appropriate conferences, conventions, workshops, institutes or other meetings for staff.

Generally yes
 Occasionally
 Rarely, if at all
 Don't know
 Not ascertained

Population Group	Number Responding	Generally yes	Occasionally	Rarely, if at all	Don't know	Not ascertained
Academic Library Directors	61	68.9%	14.8%	11.5%	1.6%	3.3%
Academic Library Staff	73			N/A		
Special Library Directors	56	64.4	16.9	6.8	3.4	8.5
Special Library Staff	79			N/A		
Public School Library Directors	61	34.4	36.1	24.6	1.6	3.3
Public School Library Staff	73			N/A		
School District Library Supervisors	16	56.3	37.5	6.3	.0	.0
School District Administrators	62	66.1	24.2	6.5	1.6	1.6
Non-Public School Library Directors	62	27.4	14.5	21.0	6.5	30.6
Public Library Directors	74	50.0	14.9	13.5	5.4	16.2
Public Library Staff	70			N/A		

51. WHAT IMPORTANCE DOES YOUR LIBRARY OR THE INSTITUTION TO WHICH IT BELONGS ASSIGN TO CONTINUING EDUCATION?
 e. Reimbursement is provided for expenses incurred in such participation.

Generally Yes Occasionally Rarely, if at all Don't know Not ascertained

Population Group	Number Responding	Generally Yes	Occasionally	Rarely, if at all	Don't know	Not ascertained
Academic Library Directors	61	60.7%	19.7%	9.8%	4.9%	4.9%
Academic Library Staff	73			N/A		
Special Library Directors	56	52.5	25.4	10.2	3.4	8.5
Special Library Staff	79			N/A		
Public School Library Directors	61	27.9	31.1	27.9	8.2	4.9
Public School Library Staff	73			N/A		
School District Library Supervisors	16	62.5	18.8	18.8	.0	.0
School District Administrators	62	71.0	21.0	4.8	1.6	1.6
Non-Public School Library Directors	62	17.7	17.7	17.7	9.7	37.1
Public Library Directors	74	50.0	14.9	16.2	4.1	14.9
Public Library Staff	70			N/A		

51. WHAT IMPORTANCE DOES YOUR LIBRARY OR THE INSTITUTION TO WHICH IT BELONGS ASSIGN TO CONTINUING EDUCATION?
 f. Time off, with pay, is provided for staff members taking work-related courses during the normal work day.

Generally yes
 Occasionally
 Rarely, if at all
 Don't know
 Not ascertained

Population Group	Number Responding	Generally yes	Occasionally	Rarely, if at all	Don't know	Not ascertained
Academic Library Directors	61	24.6%	16.4%	44.3%	11.5%	3.3%
Academic Library Staff	73			N/A		
Special Library Directors	56	33.9	18.6	28.8	8.5	10.2
Special Library Staff	79			N/A		
Public School Library Directors	61	4.9	9.8	62.3	13.1	9.8
Public School Library Staff	73			N/A		
School District Library Supervisors	16	6.3	12.5	62.5	12.5	6.3
School District Administrators	62	6.5	4.8	77.4	8.1	3.2
Non-Public School Library Directors	62	1.6	11.3	35.5	14.5	37.1
Public Library Directors	74	16.2	8.1	37.8	10.8	27.0
Public Library Staff	70			N/A		

51. WHAT IMPORTANCE DOES YOUR LIBRARY OR THE INSTITUTION TO WHICH IT BELONGS ASSIGN TO CONTINUING EDUCATION?
 g. Paid leave for formal study in appropriate courses is provided.

Generally yes
 Occasionally
 Rarely, if at all
 Don't know
 Not ascertained

Population Group	Number Responding	Generally yes	Occasionally	Rarely, if at all	Don't know	Not ascertained
Academic Library Directors	61	4.9%	19.7%	49.2%	21.3%	4.9%
Academic Library Staff	73			N/A		
Special Library Directors	56	11.9	10.2	40.7	28.8	8.5
Special Library Staff	79			N/A		
Public School Library Directors	61	1.6	4.9	63.9	21.3	8.2
Public School Library Staff	73			N/A		
School District Library Supervisors	16	12.5	.0	68.8	12.5	6.3
School District Administrators	62	3.2	3.2	79.0	9.7	4.8
Non-Public School Library Directors	62	3.2	1.6	45.2	12.9	37.1
Public Library Directors	74	1.4	.0	52.7	18.9	27.0
Public Library Staff	70			N/A		

51. WHAT IMPORTANCE DOES YOUR LIBRARY OR THE INSTITUTION TO WHICH IT BELONGS ASSIGN TO CONTINUING EDUCATION?
 h. Reimbursement of tuition and other expenses for such study is provided.

Generally yes
 Occasionally
 Rarely, if at all
 Don't know
 Not ascertained

Population Group	Number Responding	Generally yes	Occasionally	Rarely, if at all	Don't know	Not ascertained
Academic Library Directors	61	3.3%	18.0%	54.1%	18.0%	6.6%
Academic Library Staff	73			N/A		
Special Library Directors	56	20.3	13.6	32.2	25.4	8.5
Special Library Staff	79			N/A		
Public School Library Directors	61	13.1	8.2	60.8	16.4	11.5
Public School Library Staff	73			N/A		
School District Library Supervisors	16	6.3	25.0	43.8	18.8	6.3
School District Administrators	62	16.1	8.1	62.9	6.5	6.5
Non-Public School Library Directors	62	4.8	8.1	37.1	16.1	33.9
Public Librarians	74	20.3	8.1	29.7	16.2	25.7
Public Library Staff	70			N/A		

51. WHAT IMPORTANCE DOES YOUR LIBRARY OR THE INSTITUTION TO WHICH IT BELONGS ASSIGN TO CONTINUING EDUCATION?
 i. Leave without pay is provided for staff members who wish to take appropriate formal course work.

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Generally yes
 Occasionally
 Rarely, if at all
 Don't know
 Not ascertained

Population Group	Number Responding	Generally yes	Occasionally	Rarely, if at all	Don't know	Not ascertained
Academic Library Directors	61	31.1%	19.7%	21.3%	21.3%	6.6%
Academic Library Staff	73			N/A		
Special Library Directors	56	20.3	23.7	23.7	23.7	8.5
Special Library Staff	79			N/A		
Public School Library Directors	61	37.7	4.9	21.3	29.5	6.6
Public School Library Staff	73			N/A		
School District Library Supervisors	16	37.5	31.3	18.8	6.3	6.3
School District Administrators	62	25.8	27.4	33.9	11.3	1.6
Non-Public School Library Directors	62	11.3	3.2	19.4	24.2	41.9
Public Library Directors	74	8.1	6.8	28.4	27.0	29.7
Public Library Staff	70			N/A		

51. WHAT IMPORTANCE DOES YOUR LIBRARY OR THE INSTITUTION TO WHICH IT BELONGS ASSIGN TO CONTINUING EDUCATION?
 j. The library pays the expenses of its board members incurred in attendance at conferences or in participation in programs useful for the continuing education of trustees. (Asked of public library directors only)

Generally yes
 Occasionally
 Rarely, if at all
 Don't know
 Not ascertained

Population Group	Number Responding	Generally yes	Occasionally	Rarely, if at all	Don't know	Not ascertained
Academic Library Directors	61			N/A		
Academic Library Staff	73			N/A		
Special Library Directors	56			N/A		
Special Library Staff	79			N/A		
Public School Library Directors	61			N/A		
Public School Library Staff	73			N/A		
School District Library Supervisors	16			N/A		
School District Administrators	62			N/A		
Non-Public School Library Directors	62			N/A		
Public Library Directors	74	37.8%	6.8%	18.9%	9.5%	12.2%
Public Library Staff	70			N/A		

52. FOR YOUR STAFF AS A WHOLE, WHAT ARE THE MOST PRESSING CONTINUING EDUCATION NEEDS?

A. Important to many.

Population Group	Number Responding	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audiovisual materials	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan
Academic Library Directors	61	11.5%	8.2%	1.6%	3.3%	14.8%	8.2%	4.9%	4.9%	6.6%	11.5%	19.7%	14.8%	4.9%
Academic Library Staff	73						N/A							
Special Library Directors	56	11.9	5.1	3.4	8.5	15.3	10.2	1.7	3.4	11.9	15.3	15.3	10.2	10.2
Special Library Staff	79													
Public School Library Directors	61	9.8	1.6	3.3	11.5	26.2	24.6	21.3	13.1	24.6	26.2	21.2	16.4	4.9
Public School Library Staff	73													
School District Library Supervisors	16	37.5	18.8	6.3	31.3	18.8	43.8	50.0	25.0	37.5	56.3	56.3	18.8	12.5
School District Administrators	62	27.4	4.8	6.5	35.5	38.7	38.7	32.3	27.4	40.3	40.3	43.5	29.0	11.3
Non-Public School Library Directors	62	6.5	.0	1.6	4.8	9.7	19.4	12.9	9.7	17.7	12.9	14.5	11.3	4.8
Public Library Directors	74	12.2	2.7	6.8	9.5	21.6	21.6	2.7	.0	6.8	5.4	13.5	16.2	17.6
Public Library Staff	70													

52. FOR YOUR STAFF AS A WHOLE, WHAT ARE THE MOST PRESSING CONTINUING EDUCATION NEEDS?
 A. Important to many (continued)

Population Group	Number Responding	Inter-type library cooperative activities	Keeping records of personnel or supplies	Local production of media	Maintenance of audiovisual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out training programs for staff	Planning/evaluation of activities/services	Planning/preparing grant applications
Academic Library Directors	61	8.2%	3.3%	3.3%	6.6%	3.3%	6.6%	4.9%	14.8%	6.6%	4.9%	1.6%	9.8%	6.6%
Academic Library Staff	73													
Special Library Directors	56	11.9	5.1	5.1	6.8	5.1	10.2	8.5	5.1	18.6	13.6	6.8	13.6	8.5
Special Library Staff	79													
Public School Library Directors	61	6.6	9.8	19.7	18.0	.0	8.2	11.6	4.9	11.5	8.2	8.2	8.2	6.6
Public School Library Staff	73													
School District Library Supervisors	16	12.5	6.3	50.0	18.8	6.3	6.3	.0	12.5	12.5	6.3	18.8	50.0	12.5
School District Administrators	52	9.7	9.7	29.0	25.8	.0	27.4	6.5	9.7	27.4	29.0	16.1	21.0	19.4
Non-Public School Library Directors	62	3.2	6.5	8.1	11.3	3.2	6.5	4.8	3.2	11.3	3.2	4.8	11.3	6.5
Public Library Directors	74	14.9	6.8	1.4	9.5	4.1	12.2	8.1	2.7	10.8	4.1	4.1	9.5	2.7
Public Library Staff	70													

52. FOR YOUR STAFF AS A WHOLE, WHAT ARE THE MOST PRESTING--CONTINUING EDUCATION NEEDS?
 A. Important to many (continued)

Population Group	Number Responding	Public relations	Reading guidance	Reference/information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other
Academic Library Directors	61	26.2%	8.2%	14.8%	8.2%	6.6%	3.3%	.0%	.0%	6.6%	9.8%	16.4%	1.6%
Academic Library Staff	73						N/A						
Special Library Directors	56	15.3	6.8	20.3	10.2	8.5	15.3	.0	.0	1.7	6.8	15.3	1.7
Special Library Staff	79						N/A						
Public School Library Directors	61	18.0	18.0	18.0	8.2	4.9	.0	1.6	11.5	1.6	13.1	21.3	.0
Public School Library Staff	73						N/A						
School District Library Supervisors	16	56.3	43.8	43.8	12.5	.0	.0	.0	25.0	18.8	43.8	62.5	6.3
School District Administrators	62	46.8	30.6	40.3	19.4	6.5	9.7	16.1	9.7	9.7	25.8	45.2	.0
Non-Public School Library Directors	62	14.5	14.5	11.9	4.8	4.8	4.8	4.8	4.8	3.2	19.4	17.7	1.6
Public Library Directors	74	24.3	16.2	29.7	5.4	6.8	8.1	9.5	8.1	1.4	6.8	21.6	1.4
Public Library Staff	70						N/A						

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52. FOR YOUR STAFF AS A WHOLE, WHAT ARE THE MOST PRESSING CONTINUING EDUCATION NEEDS?

B. Important to some

Population Group	Number Responding	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audiovisual materials	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan
Academic Library Directors	61	27.9%	27.9%	21.3%	29.5%	23.0%	24.6%	16.4%	11.5%	23.0%	24.6%	23.0%	14.8%	13.1%
Academic Library Staff	73							N/A						
Special Library Directors	56	10.2	6.8	10.2	11.9	8.5	8.5	6.8	6.8	6.8	6.8	8.5	8.5	11.9
Special Library Staff	79							N/A						
Public School Library Directors	61	18.0	3.3	4.3	13.1	6.6	6.6	11.5	9.8	13.1	13.1	8.2	8.2	8.2
Public School Library Staff	73							N/A						
School District Library Supervisors	16	6.3	25.0	18.8	18.8	37.5	12.5	25.0	25.0	18.8	12.5	.0	12.5	18.8
School District Administrators	62	21.0	19.4	32.3	17.7	19.4	17.7	38.7	33.9	29.0	32.3	24.2	19.4	21.0
Non-Public School Library Directors	62	8.1	3.2	6.5	9.7	12.9	6.5	4.8	6.5	9.7	9.7	8.1	9.7	9.7
Public Library Directors	74	12.2	6.8	5.4	9.5	13.5	10.8	4.1	4.1	8.1	9.5	14.9	13.5	9.5
Public Library Staff	70							N/A						

52. FOR YOUR STAFF AS A WHOLE, WHAT ARE THE MOST PRESSING CONTINUING EDUCATION NEEDS?

B. Important to some (continued)

Population Group	Number Responding	Inter-type library cooperative activities	Keeping records of personnel or supplies	Local production of media	Maintenance of audiovisual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out training programs for staff	Planning/evaluation of activities/services	Planning/preparing grant applications
Academic Library Directors	61	16.4%	11.5%	16.4%	11.5%	11.5%	14.8%	5.6%	21.3%	16.4%	14.8%	18.0%	19.7%	6.6%
Academic Library Staff	73							N/A						
Special Library Directors	56	6.8	10.2	6.5	5.1	3.4	13.6	1.7	6.8	5.1	6.8	5.1	3.4	3.4
Special Library Staff	79							N/A						
Public School Library Directors	61	9.8	6.6	13.1	9.8	1.6	1.6	8.2	8.2	6.6	6.6	8.2	8.2	1.6
Public School Library Staff	73							N/A						
School District Library Supervisors	16	12.5	12.5	18.8	18.8	6.3	25.0	6.3	31.3	25.0	31.3	31.3	25.0	25.0
School District Administrators	62	21.0	30.6	43.5	37.1	27.4	22.6	22.6	19.4	25.8	21.0	35.5	32.3	25.8
Non-Public School Library Directors	62	11.3	3.2	21.0	16.1	1.6	4.8	3.2	4.8	8.1	6.5	6.5	6.5	11.3
Public Library Directors	74	9.5	5.4	6.8	6.8	4.1	6.8	10.8	8.1	10.8	4.1	2.7	6.8	1.4
Public Library Staff	70							N/A						

52: FOR YOUR STAFF AS A WHOLE, WHAT ARE THE MOST PRESSING CONTINUING EDUCATION NEEDS?
 8. Important to some (continued)

Population Group	Number Responding	Public relations	Reading guidance	Reference/information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other
Academic Library	61	14.8%	13.1%	31.1%	18.0%	16.4%	18.0%	9.8%	3.3%	9.8%	19.7%	31.1%	3.3%
Academic Library	73						N/A						
Special Library	56	5.1	3.4	10.2	10.2	13.6	5.1	.0	.0	6.8	5.1	8.5	.0
Special Library	79						N/A						
Public School Library	61	13.1	14.8	9.8	4.9	8.2	6.6	4.9	8.2	4.9	13.1	16.4	.0
Public School Library	73						N/A						
School District Library	16	12.5	25.0	25.0	25.0	12.5	6.3	18.8	31.3	12.5	31.3	12.5	.0
Supervisors	62	25.8	33.9	19.4	24.2	21.0	27.4	25.8	29.0	12.9	43.5	22.6	3.2
School District Administrators	62	9.7	4.8	8.1	8.1	11.3	1.6	1.6	8.1	1.6	11.3	14.5	.0
Non-Public School Library	74	10.8	12.2	8.1	4.1	8.1	9.5	10.8	9.5	2.7	5.4	10.8	.0
Public Library	70						N/A						
Public Library	70						N/A						



52. FOR YOUR STAFF AS A WHOLE, WHAT ARE THE MOST PRESSING CONTINUING EDUCATION NEEDS?
 C. Important to a few

Population Group	Number Responding	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audiovisual materials	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan
Academic Library Directors	61	29.5%	16.4%	27.9%	31.1%	14.8%	18.0%	13.1%	23.0%	18.0%	14.8%	13.1%	14.8%	27.9%
Academic Library Staff	73													
Special Library Directors	56	28.8	16.9	20.3	23.7	23.7	13.6	10.2	13.6	13.6	15.3	16.9	18.6	18.6
Special Library Staff	79													
Public School Library Directors	61	19.7	16.4	16.4	19.7	14.3	8.2	8.2	18.0	18.0	16.4	16.4	9.8	9.8
Public School Library Staff	73													
School District Library Supervisors	16	37.5	12.5	37.5	31.3	18.8	12.5	.0	25.0	18.8	6.3	12.5	31.3	18.8
School District Administrators	62	17.7	21.0	16.1	17.7	8.1	9.7	1.6	12.9	6.5	1.6	3.2	11.3	22.6
Non-Public School Library Directors	62	16.1	4.8	8.1	11.3	16.1	11.3	4.8	8.1	16.1	14.5	14.5	11.3	9.7
Public Library Directors	74	20.3	2.7	14.9	24.3	18.9	4.1	4.1	8.1	17.6	17.6	13.5	9.5	4.1
Public Library Staff	70													

52. FOR YOUR STAFF AS A WHOLE, WHAT ARE THE MOST PRESSING CONTINUING EDUCATION NEEDS?
 C. Important to a few (continued)

Population Group	Number Responding	Inter-type library cooperative activities	Keeping records of personnel or supplies	Local production of media	Maintenance of audiovisual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out training programs for staff	Planning/evaluation of activities/services	Planning/preparing grant applications
Academic Library Directors	61	31.1%	26.2%	18.0%	26.2%	19.7%	26.2%	16.4%	26.2%	24.6%	21.3%	26.2%	23.0%	37.7%
Academic Library Staff	73													
Special Library Directors	56	15.3	8.5	11.9	15.3	11.9	10.2	8.5	13.6	16.9	16.9	15.3	16.9	13.6
Special Library Staff	79													
Public School Library Directors	61	9.8	11.5	21.3	13.1	16.4	13.1	8.2	18.0	18.0	11.5	11.5	11.5	13.1
Public School Library Staff	73													
School District Library Supervisors	16	25.0	43.8	12.5	31.3	31.3	31.3	37.5	18.8	43.8	31.3	18.8	6.3	37.5
School District Administrators	62	24.2	16.1	11.3	17.7	19.4	11.3	21.0	30.6	11.3	21.0	19.4	12.9	21.0
Non-Public School Library Directors	62	1.6	8.1	6.5	16.1	9.7	12.9	6.5	9.7	9.7	3.2	4.8	9.7	12.9
Public Library Directors	74	8.1	9.5	5.4	10.8	4.1	13.5	12.2	10.8	8.1	6.8	12.2	8.1	3.4
Public Library Staff	70													

52. FOR YOUR STAFF AS A WHOLE, WHAT ARE THE MOST PRESSING CONTINUING EDUCATION NEEDS?
 C. important to a few (continued)

Population Group	Number Responding	Public relations	Reading guidance	Reference/information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other
Academic Library Directors	61	13.1%	11.5%	16.4%	16.4%	16.4%	23.0%	11.5%	13.1%	18.0%	13.1%	14.8%	3.2%
Academic Library Staff	73						N/A						
Special Library Directors	56	8.5	6.8	16.9	13.5	13.6	16.9	10.2	10.2	8.5	15.3	11.9	1.7
Special Library Staff	79						N/A						
Public School Library Directors	61	3.3	8.2	8.2	14.8	11.5	13.1	8.2	8.2	9.8	9.8	3.3	1.6
Public School Library Staff	73						N/A						
School District Library Supervisors	16	.0	.0	6.3	25.0	37.5	43.8	25.0	18.8	25.0	.0	6.3	.0
School District Administrators	62	3.2	8.1	6.5	11.3	29.0	17.7	19.4	16.1	22.6	8.1	4.8	.0
Non-Public School Library Directors	62	8.1	8.1	6.5	11.3	8.1	8.1	8.1	8.1	6.5	8.1	12.9	1.6
Public Library Directors	74	12.2	4.1	4.1	8.1	9.5	12.2	17.6	13.5	9.5	6.8	4.1	2.7
Public Library Staff	70						N/A						

APPENDIX 7

LIBRARIANS' QUESTIONNAIRE RESPONSES:
SUMMARIES BY LIBRARY/MEDIA EDUCATION LEVEL

Responses to the librarians' questionnaire were weighted in order that they might be combined to give responses to certain questions according to level of library/media education. Weights, shown below, are approximately the inverse of the overall rates used to sample each group.

Population group	Weight
Academic library directors	1.0
Academic library staff members	10.8
Special library directors	2.5
Special library staff members	3.6
Public school library directors	14.5
Public school library staff members	35.7
Nonpublic school library directors	2.3
Public library directors	3.4
Public library staff members	17.8
Public school district library supervisors	1.0

With these weights applied, some characteristics of the estimated total population (library/media personnel in Wisconsin) may be derived. The data is arranged according to responses to question 5 ("What is the highest level of education you have had in librarianship, audio-visual instruction, or information science?"). Not included in the percentage figures are an estimated 700.6 persons (weighted) who made no response to that question.

According to level of library/media education, the population is distributed thus:

Level of library/media education	Estimated number	% of whole
University Extension courses (non-credit)	404.7	6.93%
Undergraduate courses (semester hours not given)	141.8	2.43
Undergraduate courses (18 semester hours or fewer)	419.6	7.18
Undergraduate courses (19 semester hours or more)	792.3	13.56
Graduate courses short of graduate degree	1192.8	20.42
Master's or other fifth-year degree	1496.4	25.61
Post-master's courses but no higher degree	292.7	5.01
Degree or certificate beyond master's	20.9	.36
No library/media education	1081.0	18.50
Total respondents	5842.2	100.00

Responses to questions 3, 4, 6, 9-19, 23, 24, and 33-36 are shown on the following pages.

3. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR JOB RESPONSIBILITY?

Highest level of library/media education	A. POSITION REQUIRING SECRETARIAL OR CLERICAL SKILLS	B. POSITION WITH SUPPORTIVE RESPONSIBILITIES INVOLVING TECHNICAL SKILLS, FOLLOWING ESTABLISHED RULES & PROCEDURES	C. POSITION WITH SUPPORTIVE RESPONSIBILITIES AT A HIGH LEVEL, NORMALLY WORKING WITHIN ESTABLISHED PROCEDURES AND TECHNIQUES, AND WITH SOME SUPERVISION BY A PROFESSIONAL, BUT REQUIRING JUDGMENT AND SUBJECT KNOWLEDGE	D. POSITION WITH PROFESSIONAL RESPONSIBILITIES, INCLUDING THOSE OF MANAGEMENT, WHICH REQUIRE INDEPENDENT JUDGMENT, INTERPRETATION OF RULES AND PROCEDURES, ANALYSIS OF PROBLEMS, AND FORMULATION OF ORIGINAL AND CREATIVE SOLUTIONS FOR THEM	E. POSITIONS WITH HIGHLY SPECIALIZED RESPONSIBILITIES, REQUIRING ADVANCED KNOWLEDGE OF ANOTHER SUBJECT FIELD	F. OTHER: IF YOUR RESPONSIBILITIES DO NOT FIT CLEARLY WITHIN ONE OF THESE GROUPS, DESCRIBE THEM IN YOUR OWN WORDS	NOT ASCERTAINED	
	Estimated number at this level							
University Extension courses (non-credit)	404.7	5.86%	17.17%	36.67%	36.25%	2.37%	1.68%	.0%
Undergraduate courses (semester hours not given)	141.8	25.18	8.18	40.20	25.74	.71	.0	.0
Undergraduate courses (18 semester hours or fewer)	419.6	4.24	4.58	23.88	54.96	8.10	.0	4.24
Undergraduate courses (19 semester hours or more)	792.3	.29	1.36	19.22	79.12	.0	.0	.0
Graduate courses short of graduate degree	1192.8	.0	2.99	6.49	81.54	8.98	.0	.0
Master's or other fifth-year degree	1496.4	.0	.24	3.82	85.56	10.38	.0	.0
Post-master's courses but no higher degree	292.7	.0	.0	1.23	76.97	21.80	.0	.0
Degree or certificate beyond master's	20.9	.0	.0	.0	90.43	9.57	.0	.0
No library/media education	1081.0	23.57	24.40	33.17	10.43	1.23	1.86	4.93
Total library/media personnel	5842.2	5.72	7.16	16.34	62.49	6.61	.46	1.22

4. CHECK THE HIGHEST LEVEL OF FORMAL EDUCATION YOU HAVE COMPLETED IN ANY FIELD

Highest level of library/media education	Estimated number at this level	Less than high school	High school	Less than 2 years college or technical center	Two years college or technical center	More than 2 years but less than 4 full years college	Four years college (bachelor's degree)	Graduate work short of a graduate degree	Master's degree	Graduate courses beyond master's degree but no higher degree or certificate	Specialist (post-master's) certificate	Doctoral degree
University Extension	404.7	.0%	31.46%	12.87%	.84%	10.13%	30.42%	8.43%	4.40%	.84%	.0%	.62%
courses (non-credit)												
Undergraduate courses	141.8	.0	.00	45.06	2.40	28.77	17.28	1.62	.0	4.16	.0	.71
(semester hours not given)												
Undergraduate courses	419.6	.0	4.24	17.85	1.41	19.09	31.58	13.66	11.08	1.10	.0	.0
(18 semester hours or fewer)												
Undergraduate courses	792.3	.0	.0	.29	.0	6.59	76.99	9.48	4.51	.32	1.83	.0
(19 semester hours or more)												
Graduate courses short of graduate degree	1192.8	.0	.0	.0	.0	.0	12.18	70.66	5.99	9.68	1.49	.0
Master's or other												
fifth-year degree	1496.4	.0	.0	.0	.0	.0	2.23	3.95	65.11	27.95	.29	.46
Post-master's courses but no higher degree	292.7	.0	.0	.0	.0	.0	.0	.0	3.04	95.83	1.13	.0
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	11.00	.0	11.07	9.57	68.42
No library/media education	1081.0	2.31	45.64	25.82	5.42	3.67	7.28	5.06	2.46	1.67	.0	.67
Total library/media personnel	5842.2	.43	10.93	8.08	1.22	4.34	19.64	19.30	20.22	14.57	.72	.55

6. WHERE AND WHEN DID YOU RECEIVE YOUR EDUCATION IN LIBRARIANSHIP, AUDIO-VISUAL INSTRUCTION, OR INFORMATION SCIENCE?
 (note: responses refer to highest level of education only, and not to total professional education)

Highest level of library/media education	Estimated number at this level	In Wisconsin: public institutions	In Wisconsin: private institutions	In Wisconsin: not specified	Out of state institutions	Not ascertained	Inappropriate (no library/media education)	Date 1972 to present	1969-71	1966-68	1963-65	1962 or earlier	Not ascertained	Inappropriate (no library/media education)
University Extension courses (non-credit)	404.7	88.93%	.0%	5.02%	.57%	5.49%	.0%	45.47%	20.41%	9.22%	1.68%	10.63%	12.60%	.0%
Undergraduate courses (semester hours not given)	141.8	54.72	1.76	41.11	2.40	.0	.0	15.94	.0	25.18	32.58	23.91	2.40	.0
Undergraduate courses (18 semester hours or fewer)	419.6	66.64	11.83	11.08	10.47	.0	.0	21.76	23.00	19.09	13.97	20.85	1.33	.0
Undergraduate courses (19 semester hours or more)	792.3	75.35	6.15	4.51	13.57	.45	.0	40.69	38.09	11.13	.72	4.11	5.25	.0
Graduate courses short of graduate degree	1192.8	94.43	.19	1.49	3.28	.60	.0	56.27	7.74	7.81	2.99	10.75	14.45	.0
Master's or other fifth-year degree	1496.4	73.80	.0	.0	24.76	1.30	.0	46.62	14.30	9.90	9.51	17.64	2.02	.0
Post-master's courses but no higher degree	292.7	48.06	.0	.0	51.93	.0	.0	39.19	8.44	7.89	14.01	30.47	.0	.0
Degree or certificate beyond master's	20.9	15.78	.0	.0	84.21	.0	.0	51.67	26.79	21.53	.0	.0	.0	.0
No library/media education	1081.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
Total library/media personnel	5842.2	63.15	1.73	3.06	12.52	.90	18.50	36.20	13.99	8.73	5.76	11.61	5.21	18.50

9. HOW MANY YEARS EXPERIENCE HAVE YOU HAD IN THE LIBRARY, MEDIA CENTER, OR INFORMATION CENTER FIELD?

Not ascertained

Less than 1

1 to 5

6 to 10

11 to 15

16 to 20

Over 20

Highest level of library/media education	Estimated number at this level	Less than 1	1 to 5	6 to 10	11 to 15	16 to 20	Over 20	Not ascertained
University Extension courses (non-credit)	404.7	1.68%	35.04%	29.92%	17.20%	7.78%	8.38%	.0%
Undergraduate courses (semester hours not given)	141.8	4.94	49.51	5.01	19.89	.71	19.96	.0
Undergraduate courses (18 semester hours or fewer)	419.6	.0	29.27	47.93	12.77	4.00	2.57	3.46
Undergraduate courses (19 semester hours or more)	792.3	11.84	39.49	25.04	1.94	4.51	3.66	13.52
Graduate courses short of graduate degree	1192.8	5.99	23.18	30.39	19.04	9.91	8.50	2.99
Master's or other fifth-year degree	1496.4	6.96	34.34	16.61	20.16	7.02	11.33	3.58
Post-master's courses but no higher degree	292.7	.0	17.49	2.97	29.21	22.89	25.35	2.08
Degree or certificate beyond master's	20.9	.0	.0	67.46	.0	4.78	27.75	.0
No library/media education	1081.0	23.35	37.45	25.79	5.42	1.21	3.52	3.26
Total library/media personnel	5842.2	9.17	32.42	24.66	14.37	6.66	8.41	4.32

10. A. WHAT FORMS OF CONTINUING EDUCATION HAVE YOU TRIED IN THE PAST?

Highest level of library/media education	Estimated number at this level	Independent or directed study	ETN (Educational Telephone Network) lecture or course	Other lecture/discussion	In-service training within the library, system, or organization	Conference, workshop or other format lasting a day to a week	Institute or other format lasting more than a week	Credit course not necessarily leading to a degree	Credit course as part of a planned degree program	Other
University Extension courses (non-credit)	404.7	50.95%	84.80%	13.19%	72.15%	69.21%	.62%	15.69%	10.92%	4.40%
Undergraduate courses (semester hours not given)	141.8	46.51	21.65	26.66	49.22	34.98	1.62	45.91	7.55	.0
Undergraduate courses (18 semester hours or fewer)	419.6	33.32	51.22	21.38	42.68	63.85	31.17	55.84	13.82	.0
Undergraduate courses (19 semester hours or more)	792.3	11.46	34.04	6.10	17.05	45.59	4.95	32.68	14.58	.0
Graduate courses short of graduate degree	1192.8	26.84	50.54	20.62	40.60	72.02	19.04	57.74	58.05	.0
Master's or other fifth-year degree	1496.4	37.94	32.76	20.69	42.22	73.60	7.75	38.39	28.48	2.54
Post-master's courses but no higher degree	292.7	45.92	46.98	63.55	65.36	86.23	30.34	91.42	44.82	12.98
Degree or certificate beyond master's	20.9	16.75	11.00	32.54	21.53	100.00	11.96	43.54	68.42	.0
No library/media education	1081.0	24.11	13.89	13.45	38.19	29.16	3.42	11.26	5.86	8.58
Total library/media personnel	5842.2	30.63	38.37	19.22	41.09	60.04	11.06	39.08	26.63	3.19

10. B. WHICH FORMS OF CONTINUING EDUCATION DO YOU THINK BEST MEET YOUR NEEDS? First preference

Highest level of library/media education	Estimated number at this level	Independent or directed study	ETN (Educational Telephone Network) lecture or course	Other lecture/discussion	In-service training within the library, system or organization	Conference, workshop or other format lasting a day to a week	Institute or other format lasting more than a week	Credit course not necessarily leading to a degree	Credit course as part of a planned degree program	Other
University Extension courses (non-credit)	404.7	2.52%	10.16%	1.46%	29.92%	14.48%	.89%	9.64%	14.73%	.0%
Undergraduate courses (semester hours not given)	141.8	14.95	1.76	1.62	2.40	11.57	.0	4.80	19.39	.0
Undergraduate courses (18 semester hours or fewer)	419.6	7.51	2.31	2.57	20.21	14.47	1.10	32.89	7.82	5.05
Undergraduate courses (19 semester hours or more)	792.3	1.36	4.09	.0	2.37	3.62	.0	16.52	47.34	.0
Graduate courses short of graduate degree	1192.8	6.87	6.55	2.71	9.83	25.97	1.41	10.42	23.90	.0
Master's or other fifth-year degree	1496.4	5.68	1.42	1.02	10.30	28.18	4.67	18.22	14.50	1.19
Post-master's courses but no higher degree	292.7	1.13	.79	14.66	.68	40.90	6.18	6.80	12.88	.0
Degree or certificate beyond master's	20.9	.0	.0	.0	4.78	63.64	.0	11.00	.0	.0
No library/media education	1081.0	12.16	3.61	3.21	16.17	7.82	1.65	4.09	14.86	1.86
Total library/media personnel	5842.2	6.43	3.88	2.47	11.55	19.06	2.24	13.32	20.46	1.01



10. 8. WHICH FORMS OF CONTINUING EDUCATION DO YOU THINK BEST MEET YOUR NEEDS? Second preference

Highest level of library/media education	Estimated number at this level	Independent or directed study	ETN (Educational Telephone Network) lecture or course	Other lecture/discussion	In-service training within the library, system, or organization	Conference, workshop or other format lasting a day to a week	Institute or other format lasting more than a week	Credit course not necessarily leading to a degree	Credit course as part of a planned degree program	Other
University Extension courses (non-credit)	404.7	3.43%	16.36%	6.08%	23.03%	12.73%	.0%	7.02%	1.73%	.0%
Undergraduate courses (semester hours not given)	141.8	5.78	2.40	.71	14.95	1.76	12.69	12.55	.0	.0
Undergraduate courses (18 semester hours or fewer)	419.6	1.72	10.13	.0	8.32	16.78	21.57	10.51	14.39	.0
Undergraduate courses (19 semester hours or more)	792.3	.32	2.55	.43	7.65	18.20	6.00	28.01	6.79	.29
Graduate courses short of graduate degree	1192.8	.01	3.34	1.22	13.94	27.47	7.49	18.78	6.64	.0
Master's or other fifth-year degree	1496.4	7.47	5.65	1.51	14.91	16.91	10.45	14.49	9.93	.32
Post-master's courses but no higher degree	292.7	1.81	.0	7.24	13.12	17.63	17.83	20.50	1.50	.0
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	15.79	11.96	.0	.0	.0
No library/media education	1081.0	10.47	3.64	4.63	12.32	12.41	3.85	9.05	3.52	.31
Total library/media personnel	5842.2	4.50	5.07	2.35	13.20	17.77	8.53	15.59	6.70	.18

10. B. WHICH FORMS OF CONTINUING EDUCATION DO YOU THINK BEST MEET YOUR NEEDS? Third preference

Highest level of library/media education	Estimated number at this level	Independent or directed study	ETN (Educational Telephone Network) lecture or course	Other lecture/discussion	In-service training within the library, system, or organization	Conference, workshop or other format lasting a day to a week	Institute or other format lasting more than a week	Credit course not necessarily leading to a degree	Credit course as part of a planned degree program	Other
University Extension courses (non-credit)	704.7	4.40%	9.44%	1.93%	.89%	19.64%	.0%	8.10	8.80	4.40
Undergraduate courses (semester hours not given)	141.8	5.08	14.95	.0	11.14	2.40	.0	.71	1.62	.0
Undergraduate courses (18 semester hours or fewer)	419.6	5.60	.0	8.56	8.22	31.74	4.29	4.86	.55	.0
Undergraduate courses (19 semester hours or more)	792.3	7.07	8.89	.74	13.25	26.59	.29	.74	1.83	.0
Graduate courses short of graduate degree	1192.8	11.19	13.28	1.22	5.63	10.03	8.42	16.29	3.49	.0
Master's or other fifth-year degree	1496.4	14.30	6.01	12.05	3.39	18.88	3.09	5.51	.42	.0
Post-master's courses but no higher degree	292.7	4.85	25.97	.79	15.68	19.75	1.20	8.06	.0	.0
Degree or certificate beyond master's	20.9	.0	.0	.0	11.96	.0	.0	.0	.0	.0
No library/media education	1088.0	3.45	8.90	4.97	8.50	8.46	2.66	16.11	1.67	.0
Total library/media personnel	5842.2	8.62	9.42	5.14	7.14	16.74	3.41	8.04	22.06	.30

11. IF YOU CHECKED COURSE WORK, RANK IN ORDER AS MANY OF THE FOLLOWING AS ARE APPROPRIATE TO MEET YOUR NEEDS. First preference

Highest level of library/media education	Estimated number at this level	Regularly scheduled classes within the normal academic schedule	Night classes	Late afternoon classes	Saturday classes	Intensive short courses	Other
Universities by Extension courses (non-credit)	404.7	9.66%	18.43%	1.46%	6.08%	17.47%	.62%
Undergraduate courses (semester hours not given)	141.8	9.24	24.19	.0	.0	2.40	2.47
Undergraduate courses (18 semester hours or fewer)	419.6	4.60	17.37	9.37	.0	26.00	5.60
Undergraduate courses (19 semester hours or more)	792.3	18.17	25.60	9.31	1.49	17.62	6.63
Graduate courses short of graduate degree	1192.8	4.04	30.58	13.84	7.20	19.82	3.71
Master's or other fifth-year degree	1496.4	5.37	38.14	7.99	8.56	12.68	4.57
Post-master's courses but no higher degree	292.7	14.04	14.21	27.47	.34	25.08	2.19
Degree or certificate beyond master's	20.9	15.79	.0	.0	.0	4.78	.0
No library/media education	1081.0	10.78	28.02	1.90	2.32	9.13	2.19
Total library/media personnel	5842.2	8.64	28.49	8.64	4.73	15.78	3.83

11. IF YOU CHECKED COURSE WORK, RANK IN ORDER AS MANY OF THE FOLLOWING AS ARE APPROPRIATE TO MEET YOUR NEEDS. Second preference

Highest level of library/media education	Estimated number at this level	Regularly scheduled classes within the normal academic schedule	Night classes	Late afternoon classes	Saturday classes	Intensive short courses	Other
University Extension courses (non-credit)	404.7	1.46%	6.97%	9.49%	3.09%	19.05%	5.24%
Undergraduate courses (semester hours not given)	141.8	14.95	3.39	20.03	2.40	7.62	.0
Undergraduate courses (18 semester hours or fewer)	419.6	2.53	23.86	13.06	11.06	11.56	.86
Undergraduate courses (19 semester hours or more)	792.3	.0	16.75	10.96	25.12	24.17	.0
Graduate courses short of graduate degree	1192.8	1.22	32.85	9.52	16.74	8.05	1.41
Master's or other fifth-year degree	1496.4	4.67	19.33	16.31	14.43	22.75	1.28
Post-master's courses but no higher degree	292.7	.0	35.70	16.67	5.84	11.41	12.20
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	4.78	.0
No library/media education	1081.0	8.60	12.24	6.96	12.80	7.34	1.65
Total library/media personnel	5842.2	3.68	20.26	11.81	14.25	15.03	1.95

11. IF YOU CHECKED COURSE WORK, RANK IN ORDER AS MANY OF THE FOLLOWING AS ARE APPROPRIATE TO MEET YOUR NEEDS. Third preference

Highest level of library/media education	Estimated number at this level	Regularly scheduled classes within the normal academic schedule	Night classes	Late afternoon classes	Saturday classes	Intensive short courses	Other
University Extension courses (non-credit)	404.7	.0%	9.44%	10.25%	4.40%	6.92%	.0%
Undergraduate courses (semester hours not given)	141.8	.0	10.01	.0	2.40	21.02	.0
Undergraduate courses (18 semester hours or fewer)	419.6	5.86	5.05	12.18	10.15	1.45	.0
Undergraduate courses (19 semester hours or more)	792.3	4.51	7.17	6.79	9.53	13.97	4.51
Graduate courses short of graduate degree	1192.8	10.48	3.94	8.13	10.22	21.60	.0
Master's or other fifth-year degree	1496.4	1.59	9.54	16.68	8.94	14.84	1.19
Post-master's courses but no higher degree	292.7	3.28	14.49	13.94	2.70	39.43	.34
Degree or certificate beyond master's	20.9	.0	4.78	.0	.0	.0	.0
No library/media education	1081.0	5.07	2.53	8.94	2.29	5.44	.0
Total library/media personnel	5842.2	4.68	6.69	10.79	7.32	14.18	.93



12. IF YOU CHECKED COURSE WORK, HOW FAR (ONE-WAY MILEAGE) WOULD YOU ORDINARILY BE WILLING TO TRAVEL TO ATTEND PERIODIC CLASSES?

Up to 25 miles
26 to 50 miles
More than 50 miles
Course work not checked or ranked
Not ascertained

Highest level of library/media education	Estimated number at this level	Up to 25 miles	26 to 50 miles	More than 50 miles	Course work not checked or ranked	Not ascertained
University Extension courses (non-credit)	404.7	32.89%	23.33%	1.78%	21.40%	20.61%
Undergraduate courses (semester hours not given)	141.8	53.31	35.90	1.76	3.24	5.78
Undergraduate courses (18 semester hours or fewer)	419.6	54.62	9.46	8.51	12.87	14.54
Undergraduate courses (19 semester hours or more)	792.3	47.38	25.87	11.28	2.08	13.38
Graduate courses short of graduate degree	1192.8	38.34	40.39	6.80	3.31	1.16
Master's or other fifth-year degree	1496.4	38.74	30.99	7.05	14.10	9.12
Post-master's courses but no higher degree	292.7	63.38	21.01	2.05	7.11	6.46
Degree or certificate beyond master's	20.9	4.78	.0	.0	.0	95.22
No library/media education	1081.0	43.42	10.03	5.88	14.26	28.41
Total library/media personnel	5842.2	42.90	25.77	6.32	10.05	14.96

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? A. CHECK AS MANY OF THE RESPONSIBILITIES AS FORM A MAJOR PART OF YOUR PRESENT JOB.

Highest level of library/media education	Estimated number at this level	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audiovisual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan	Inter-type library cooperative activities
University Extension courses (non-credit)	404.7	51.72%	6.10%	42.43%	51.30%	59.85%	85.17%	23.87%	5.02%	15.39%	24.81%	58.69%	81.39%	58.41%	27.06%
Undergraduate courses (semester hours not given)	141.8	16.64	25.18	31.73	7.40	47.39	47.39	10.01	7.62	34.49	34.49	45.20	70.03	42.38	35.19
Undergraduate courses (18 semester hours or fewer)	419.6	64.75	.0	38.63	46.00	82.67	91.75	40.80	15.42	52.81	68.21	78.05	90.87	42.83	32.63
Undergraduate courses (19 semester hours or more)	792.3	72.86	1.65	29.79	50.61	84.32	84.32	51.71	8.62	40.45	69.51	81.80	80.21	25.56	11.88
Graduate courses short of graduate degree	1192.8	82.10	5.19	44.81	65.20	82.19	96.64	47.59	17.77	53.76	75.60	79.75	79.17	33.06	19.82
Master's or other fifth-year degree	1496.4	72.09	10.67	29.48	55.91	60.63	56.89	22.66	9.86	38.55	52.71	75.67	52.02	24.47	20.42
Post-master's courses but no higher degree	292.7	96.82	4.71	24.80	89.14	67.07	73.21	44.76	13.84	44.65	55.86	84.76	60.30	43.56	54.25
Degree or certificate beyond master's	20.9	100.0	21.53	15.79	95.22	26.79	22.01	22.97	15.79	31.58	31.58	31.58	11.00	11.00	4.78
No library/media education	1081.0	18.27	7.30	9.63	9.94	39.76	54.51	3.88	1.78	4.82	4.63	12.95	66.98	16.06	5.95
Total library/media personnel	5842.2	62.33	6.71	30.31	48.18	65.79	73.21	30.40	10.04	35.27	49.58	64.28	69.68	29.83	20.30

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13. A. PRESENT JOB RESPONSIBILITIES. % CHECKED (continued)

Highest level of library/media education	Estimated number at this level	Keeping records of personnel or supplies	Local production of media	Maintenance of audio-visual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out staff training programs	Planning/evaluation of activities/services	Planning/preparing grant applications	Public relations	Reading guidance
University Extension courses (non-credit)	404.7	44.40%	1.72%	17.74%	.86%	65.90%	14.28%	27.58%	52.21%	32.34%	19.57%	39.93%	3.83%	70.74%	41.88%
Undergraduate courses (semester hours not given)	141.8	32.58	27.01	9.38	1.62	42.60	2.40	10.86	57.83	42.74	6.84	10.08	1.76	31.59	4.02
Undergraduate courses (18 semester hours or fewer)	419.6	42.54	8.01	27.50	5.05	90.32	8.63	46.47	77.91	23.45	34.63	40.68	18.02	60.89	45.78
Undergraduate courses (19 semester hours or more)	792.3	36.26	14.34	20.80	4.82	85.27	1.63	33.13	62.27	11.06	23.73	31.39	15.15	33.48	56.10
Graduate courses short of graduate degree	1192.8	66.65	39.57	47.46	1.80	90.43	8.83	54.13	70.49	34.15	47.33	49.64	21.44	61.38	79.61
Master's or other fifth-year degree	1496.4	43.79	14.16	25.69	5.29	71.30	10.17	58.29	44.92	25.55	37.89	50.50	17.11	49.54	53.06
Post-master's courses but no higher degree	292.7	56.44	21.83	24.12	7.96	76.02	14.79	56.03	42.98	41.61	66.59	51.90	47.59	76.32	62.49
Degree or certificate beyond master's	20.9	15.79	4.78	15.79	20.57	22.01	.0	72.25	22.01	.0	4.78	9.57	83.25	32.54	11.00
No library/media education	1081.0	37.12	4.19	7.94	.33	46.27	5.27	22.63	38.22	33.74	6.87	8.82	2.19	27.59	13.02
Total library/media personnel	5842.2	46.42	16.89	25.26	3.37	72.83	8.01	43.24	54.26	28.30	31.22	37.53	15.50	48.85	49.32

13. A. PRESENT JOB RESPONSIBILITIES. % CHECKED (continued)

Highest level of library/media education	Estimated number at this level	Reference/information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other:	Other:	Other:
University Extension courses (non-credit)	404.7	79.05%	58.91%	54.88%	8.25%	35.41%	33.28%	1.78%	18.58%	71.11%	1.98%	.84%	.0%
Undergraduate courses (semester hours not given)	141.8	29.20	42.88	51.90	9.31	2.40	17.35	.0	10.08	42.60	.0	2.47	.0
Undergraduate courses (18 semester hours or fewer)	419.6	74.81	64.51	52.60	33.06	10.01	50.31	.81	35.30	67.64	13.42	3.46	.0
Undergraduate courses (19 semester hours or more)	792.3	84.35	49.12	52.80	22.64	2.99	24.46	2.23	50.99	94.72	5.60	.0	.0
Graduate courses: short of graduate degree	1192.8	87.02	67.66	70.75	20.93	12.27	49.87	6.72	72.48	86.44	3.29	2.43	1.22
Master's or other fifth-year degree	1496.4	76.12	50.20	27.04	20.82	9.06	11.18	2.96	38.46	72.48	9.40	4.40	.17
Post-master's courses but no higher degree	292.7	92.45	60.85	28.56	42.77	13.36	13.36	5.88	48.51	80.73	.68	.68	.0
Degree or certificate beyond master's	20.9	22.01	11.00	22.01	.0	.0	11.00	61.24	11.00	26.79	4.78	4.78	.0
No library/media education	1081.0	42.90	26.72	46.00	8.29	5.25	10.74	2.90	14.40	32.67	13.21	3.96	2.65
Total library/media personnel	5842.2	72.91	51.12	47.39	19.52	10.10	25.40	3.66	40.77	70.06	7.44	2.77	.78

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. First preference.

Highest level of library/media education	Estimated number at this level	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ Videotape programs	Evaluation/selection of audio-visual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan	Inter-type library cooperative activities
University Extension courses (non-credit)	404.7	3.14%	.25%	.0%	5.24%	13.62%	5.24%	.84%	8.82%	.84%	1.46%	6.70%	.0%	.0%	.84%
Undergraduate courses (semester hours not given)	141.8	.0	.0	12.55	5.08	3.10	1.62	2.40	22.57	.0	.0	.0	.0	.0	25.18
Undergraduate courses (18 semester hours or fewer)	419.6	4.22	.86	.0	.0	10.99	.0	.55	3.46	.0	9.15	9.37	.0	.0	.0
Undergraduate courses (19 semester hours or more)	792.3	10.05	.0	.43	4.51	2.12	.0	6.63	2.73	9.01	4.80	4.82	.0	.0	.0
Graduate courses short of graduate degree	1192.8	5.71	2.48	.91	1.10	5.01	.0	5.42	10.69	.0	8.69	.0	.0	.0	.29
Master's or other fifth-year degree	1496.4	13.77	5.97	.72	2.25	4.30	.0	1.04	3.54	.47	7.63	5.49	.0	.0	.96
Post-master's courses but no higher degree	292.7	31.84	1.02	.0	.0	.34	.0	.0	.85	13.36	4.44	.0	.0	.0	.0
Degree or certificate beyond master's	20.9	4.78	4.78	.0	11.96	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
No library/media education	1081.0	5.11	4.21	.23	.65	12.11	6.60	1.00	2.86	.0	.0	7.15	.0	1.00	.0
Total library/media personnel	5842.2	9.13	2.96	.78	2.06	6.48	1.62	2.61	5.44	2.07	5.36	4.52	.0	.18	.97

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE YOUR COMPETENCE OR GAIN NEW COMPETENCE. First preference (continued)

Highest level of library/media education	Estimated number at this level	Keeping records of personnel or supplies	Local production of media hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out staff training programs	Planning/evaluation of activities/services	Planning/preparing grant applications	Public relations	Reading guidance
University Extension courses (non-credit)	404.7	.0%	.0%	.0%	.84%	4.40%	.84%	4.40%	.0%	3.58%	2.62%	.84%	.0%	.0%
Undergraduate courses (semester hours not given)	141.8	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
Undergraduate courses (18 semester hours or fewer)	419.6	.0	9.06	.0	.0	.81	.0	.0	3.46	.0	.0	.55	.81	.0
Undergraduate courses (19 semester hours or more)	792.3	.0	6.63	.0	.45	.0	.0	.0	.0	.0	9.30	4.51	.43	7.70
Graduate courses short of graduate degree	1192.8	.0	7.94	.0	.0	.0	.0	1.49	1.22	4.21	1.22	2.52	3.28	5.14
Master's or other fifth-year degree	1496.4	.0	5.53	3.17	.0	1.50	7.79	.32	.15	.88	3.15	4.72	1.71	2.54
Post-master's courses but no higher degree	292.7	.0	24.80	.0	.0	.0	4.95	.0	3.69	.0	.0	.0	.0	.0
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	.0	.0	.0	4.78	.0	.0	.0
No library/media education	1081.0	.0	1.33	.0	.0	.0	2.33	.0	1.98	.67	.0	.0	3.53	4.94
Total library/media personnel	5842.2	.0	6.07	.81	.12	.75	2.73	.69	1.09	1.45	2.52	2.43	1.88	3.66

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? 8. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. First preference (continued)

Highest level of library/media education	Estimated number at this level	Reference/Information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other:	Other:	Other:	Not ascertained
University Extension courses (non-credit)	404.7	14.60%	.0%	.84%	.0%	.84%	.84%	.0%	.62%	.0%	.0%	.0%	.0%	13.37%
Undergraduate courses (semester hours not given)	141.8	14.32	.0	.0	.0	.0	.0	.0	.0	.0	1.76	.71	.0	10.72
Undergraduate courses (18 semester hours or fewer)	419.6	8.51	.86	.0	.0	.0	.0	.0	.0	17.02	.0	.0	.0	16.90
Undergraduate courses (19 semester hours or more)	792.3	9.18	.0	.0	2.70	.0	1.36	.0	1.36	2.55	.0	.0	.0	5.09
Graduate courses short of graduate degree	1192.8	.91	.0	.0	.0	.0	.0	.0	.0	2.99	.21	.0	.0	19.32
Master's or other fifth-year degree	1496.4	5.43	.0	.0	.0	.01	.0	.0	.0	3.24	.71	.89	.17	11.37
Post-master's courses but no higher degree	292.7	.79	.0	.0	.0	.0	.0	.34	.0	.0	.0	.0	.0	12.78
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	51.67	.0	.0	.0	.0	.0	11.00
No library/media education	1081.0	8.16	.0	.33	.0	1.65	1.65	1.33	1.65	1.34	3.29	.0	.0	24.90
Total library/media personnel	5842.2	6.34	.01	.12	.57	.38	.55	.45	.53	3.26	.88	.24	.01	15.23

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Second preference.

Highest level of library/media education	Estimated number at this level	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audio-visual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan	Inter-type library cooperative activities
University Extension	404.7	4.40%	.0%	4.40%	3.83%	6.08%	.84%	.0%	5.24%	10.28%	.84%	6.08%	5.24%	4.40%	.62%
courses (non-credit)	141.8	.0	.0	.0	12.55	.0	.0	.0	5.08	14.95	.0	1.76	.0	.0	.0
Undergraduate courses (semester hours not given)	419.6	1.10	.0	.60	1.69	1.45	.0	8.51	11.96	12.51	8.51	.0	.0	.0	.81
Undergraduate courses (18 semester hours or fewer)	792.3	7.08	.44	.0	.0	4.68	.45	15.35	.0	12.96	5.41	9.01	.0	.0	6.34
Undergraduate courses (19 semester hours or more)	1192.8	4.21	.0	1.10	1.22	.0	1.22	2.99	7.50	10.47	3.65	4.21	.0	.0	.0
Graduate courses short of graduate degree	1496.4	6.84	.96	.38	7.19	1.27	.01	.44	3.83	6.66	.46	6.13	.0	1.19	1.82
Master's or other fifth-year degree	292.7	.34	1.50	.0	18.65	.0	.0	5.64	6.08	.0	1.50	.34	.0	.0	2.08
Post-master's courses but no higher degree	20.9	.0	.0	.0	51.67	.0	.0	11.96	4.78	.0	.0	.0	.0	.0	.0
Degree or certificate beyond master's	1081.0	1.33	1.90	1.65	.0	12.57	2.44	.67	.0	2.42	3.52	3.27	3.29	.33	1.65
No library/media education	5942.2	4.22	.73	.97	3.90	3.81	.84	3.86	4.18	8.02	2.99	4.74	.97	.67	1.83
Total library/media personnel															

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Second preference (continued)

Highest level of library/media education	Estimated number at this level	Keeping records of personnel or supplies	Local production of media	Maintenance of audio-visual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out training programs for staff	Planning/evaluation of activities/services	Planning/preparing grant applications	Public relations	Reading guidance
University Extension courses (non-credit)	404.7	.0%	.84%	3.14%	.0%	1.68%	2.62%	.0%	.0%	.62%	.0%	.0%	.0%	6.08%	7.49%
Undergraduate courses (semester hours not given)	141.8	.0	7.62	.0	1.62	.0	.0	12.55	.0	25.18	.0	.0	.0	2.40	.0
Undergraduate courses (18 semester hours or fewer)	419.6	.0	9.06	.55	.0	.0	.0	.0	3.46	.86	.55	.0	.0	1.45	5.60
Undergraduate courses (19 semester hours or more)	792.3	.0	5.11	7.81	.0	.0	.0	.0	.0	.0	5.23	.0	2.12	.0	2.68
Graduate courses short of graduate degree	1192.8	.0	10.69	5.81	.01	.0	1.79	.29	.01	.0	3.98	3.65	2.99	.29	3.34
Master's or other fifth-year degree	1496.4	2.39	5.57	.55	3.35	.32	.23	3.53	2.39	.24	4.80	.85	.31	1.94	4.77
Post-master's courses but no higher degree	292.7	.0	12.54	13.32	.0	.0	.34	5.94	.0	.79	.34	1.16	.85	.79	.0
Degree or certificate beyond master's	20.9	.0	11.00	4.78	4.78	.0	.0	.0	.0	.00	.0	.0	.0	.0	.0
No library/media education	1081.0	1.98	1.00	.0	.0	.0	1.88	2.44	.98	1.65	1.00	1.23	.0	1.00	1.65
Total library/media personnel	5842.2	.98	6.05	3.33	.93	.20	.97	2.02	1.06	1.12	2.99	1.25	1.02	1.36	3.49

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Second preference (continued)

Highest level of library/media education	Estimated number at this level	Reference/Information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other:	Other:	Other:	Not ascertained
University Extension courses (non-credit)	404.7	2.30%	.0%	.0%	4.40%	.0%	4.40%	.0%	.0%	.0%	.0%	.0%	.0%	14.21%
Undergraduate courses (semester hours not given)	141.8	.71	.0	.0	1.76	.0	.0	.0	.0	.0	.0	.0	.0	13.82
Undergraduate courses (18 semester hours or fewer)	419.6	4.31	.0	.0	.0	.81	.81	.0	8.51	.0	.0	.0	.0	16.90
Undergraduate courses (19 semester hours or more)	792.3	3.19	.0	.0	.29	1.36	.43	.45	.0	4.51	.0	.0	.0	5.09
Graduate courses short of graduate degree	1192.8	.0	.0	.0	1.51	.0	4.21	1.49	1.22	.0	1.49	1.22	.0	19.32
Master's or other fifth-year degree	1496.4	9.86	.0	.0	4.30	.0	.0	1.78	.97	1.75	.0	.0	.0	12.88
Post-master's courses but no higher-degree	292.7	.0	.0	.0	.0	.0	.0	.0	.79	2.02	.0	.0	.0	24.97
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	11.00
No library/media education	1081.0	6.95	.0	.0	4.19	.0	1.65	3.00	.0	3.85	.31	.0	.0	30.21
Total library/media personnel	5842.2	4.73	.0	.0	2.57	.24	1.59	1.38	1.15	1.87	.36	.25	.0	17.35

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Third preference.

Highest level of library/media education	Estimated number at this level	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audio-visual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan	Integrative library cooperative activities
University Extension courses (non-credit)	404.7	4.40%	.0%	.0%	7.54%	10.48%	3.58%	.0%	5.24%	.0%	.84%	.84%	.0%	.0%	4.40%
Undergraduate courses (semester hours not given)	141.8	.0	12.55	.0	.0	1.76	2.40	.0	.0	7.62	.0	.0	.0	.0	.0
Undergraduate courses (18 semester hours or fewer)	419.6	.86	.0	.0	.0	.86	.0	.55	.86	9.87	.81	.55	.60	.0	.0
Undergraduate courses (19 semester hours or more)	792.3	4.51	.0	.0	11.13	2.28	.0	.32	1.83	2.12	12.96	.0	.0	4.82	.0
Graduate courses short of graduate degree	1192.8	.0	.21	1.22	.0	1.30	.0	4.40	4.29	.0	5.70	1.22	.0	.19	.0
Master's or other fifth-year degree	1496.4	8.08	4.91	3.25	3.68	1.44	.01	3.51	2.63	2.23	2.61	3.96	.15	.0	.92
Post-master's courses but no higher degree	292.7	4.95	4.03	.0	2.43	1.16	.0	.0	.0	1.13	13.32	.0	.0	.0	1.84
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
No library/media education	1081.0	1.21	4.97	1.23	4.30	5.49	1.65	.0	.23	1.23	1.65	1.34	3.63	1.00	.23
Total library/media personnel	5842.2	3.52	2.73	1.31	3.89	2.85	.63	1.88	2.26	2.04	4.68	1.61	.75	.88	.68

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? 8. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Third preference (continued)

Highest level of library/media education	Estimated number at this level	Keeping records of personnel or supplies	Local production of media	Maintenance of audio-visual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out staff training programs	Planning/evaluation of activities/services	Planning/preparing grant applications	Public relations	Reading guidance
University Extension courses (non-credit)	404.7	.0%	9.66%	.0%	.86%	4.97%	.84%	.0%	2.62%	4.40%	.0%	2.52%	.0%	6.70%	.0%
Undergraduate courses (semester hours not given)	141.8	.0	.0	14.95	.0	.0	.0	5.08	.0	.0	.0	.0	.0	39.35	.0
Undergraduate courses (18 semester hours or fewer)	419.6	.0	13.82	5.10	.0	.0	.0	.60	.0	.0	.24	.0	.86	1.95	9.96
Undergraduate courses (19 semester hours or more)	792.3	.0	.13	13.52	.0	.0	.0	.0	3.62	.29	.0	.32	1.80	.0	8.87
Graduate courses short of graduate degree	1192.8	.0	2.43	.91	.0	.0	.29	.0	.0	1.30	4.21	4.27	4.21	.0	14.60
Master's or other fifth-year degree	1496.4	.0	1.26	6.45	.46	.0	1.42	3.17	.0	.0	.35	3.89	.79	1.98	4.99
Post-master's courses but no higher degree	292.7	.0	2.02	4.95	.0	.0	.34	.0	.0	.0	1.50	.34	6.08	.68	13.43
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	56.46	.0	.0	.0	.0	.0	.0	.0
No library/media education	1031.0	.21	.0	3.51	.0	1.31	1.00	1.00	.0	.0	1.86	3.88	.0	6.25	3.20
Total library/media personnel	5842.2	.01	2.60	5.30	.18	.59	.68	1.36	.67	.61	1.39	2.82	1.67	3.26	7.46

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Third preference (continued)

Highest level of library/media education	Estimated number at this level	Reference/information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other:	Other:	Other:	Not ascertained
University Extension courses (non-credit)	404.7	.62%	.0%	.0%	5.24%	5.24%	.84%	.0%	.0%	.84%	.0%	.0%	.0%	17.35%
Undergraduate courses (semester hours not given)	141.8	.0	.0	.0	.71	.0	.0	.0	.0	.0	.0	1.76	.0	13.82
Undergraduate courses (18 semester hours or fewer)	419.6	9.56	.55	.0	5.05	.0	8.51	.0	3.46	.0	.0	.0	.0	25.41
Undergraduate courses (19 semester hours or more)	792.3	9.47	.0	.0	.0	.43	3.61	.0	.72	1.36	.0	.0	.0	15.89
Graduate courses short of graduate degree	1192.8	1.82	.0	.0	.0	.0	4.21	.91	1.79	7.20	3.29	.0	1.22	28.83
Master's or other fifth-year degree	1496.4	5.71	.0	.0	4.77	.0	4.77	.61	.97	3.11	.0	.0	.0	17.86
Post-master's courses but no higher degree	292.7	1.23	.0	.0	.0	.0	.79	.0	1.57	12.20	.0	.0	.0	26.00
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	.0	.0	.0	4.78	.0	.0	38.76
No library/media education	1081.0	1.23	.0	.33	2.00	.0	.0	1.00	1.00	.0	.0	.0	.0	43.97
Total library/media personnel	5842.2	4.14	.01	2.33	.42	3.28	.53	1.22	.69	.01	.25	.25	.25	25.56

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Fourth preference.

Highest level of education/library/media	Estimated number at this level	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audio-visual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan	Inter-type library cooperative activities
University Extension courses (non-credit)	404.7	.84%	.62%	.0%	.84%	3.46%	4.40%	3.58%	.0%	4.40%	.0%	4.40%	.0%	.0%	.0%
Undergraduate courses (semester hours not given)	141.8	4.16	.0	.0	.00	.0	.0	.0	.0	.0	7.62	.0	.0	.0	.0
Undergraduate courses (18 semester hours or fewer)	419.6	.55	.0	.0	.81	5.10	.0	1.45	8.51	.81	4.27	1.41	.0	.0	.0
Undergraduate courses (19 semester hours or more)	792.3	.0	.45	4.51	4.51	9.01	2.12	1.83	1.36	.0	2.73	.0	2.25	.0	.0
Graduate courses short of graduate degree	1192.8	4.21	.29	.0	1.43	2.12	.0	2.43	2.12	4.70	3.19	1.22	.01	.0	.0
Master's or other fifth-year degree	1496.4	2.59	2.70	.41	8.26	4.00	.15	.01	2.39	1.50	4.61	.72	.0	.01	4.03
Post-master's courses but no higher degree	292.7	.34	2.08	.0	.0	.0	.0	6.08	.79	4.95	.68	.0	.0	.0	.0
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
No library/media education	1081.0	1.88	2.00	.67	2.11	3.64	1.65	.0	.33	.0	.0	2.88	.88	.0	4.61
Total library/media personnel	5842.2	2.09	1.33	.84	3.52	3.96	.94	1.42	1.94	1.96	2.73	1.37	.48	.01	1.88

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Fourth preference (continued)

Highest level of library/media education	Estimated number at this level	Keeping records of personnel or supplies	Local production of media	Maintenance of audio-visual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out staff training programs	Planning/evaluation of activities/services	Planning/preparing grant applications	Public relations	Reading guidance
University Extension courses (non-credit)	404.7	.0%	.0%	8.82%	.0%	.0%	1.68%	.0%	.0%	5.24%	.0%	.0%	.0%	.84	.62
Undergraduate courses (semester hours not given)	141.8	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.71	26.80
Undergraduate courses (18 semester hours or fewer)	419.6	.60	.0	.0	.0	.60	.0	1.10	1.10	.0	3.46	8.51	.55	.0	3.46
Undergraduate courses (19 semester hours or more)	792.3	.0	2.28	4.80	.13	.0	.0	.0	.0	.45	4.51	4.51	4.80	2.51	3.66
Graduate courses short of graduate degree	1192.8	.0	4.29	1.22	.30	.0	.0	1.22	.60	.0	4.21	2.99	.01	.29	1.22
Master's or other fifth-year degree	1496.4	.0	2.91	4.91	1.32	.0	.72	3.37	.24	.0	7.69	1.97	.13	6.45	.72
Post-master's courses but no higher degree	292.7	.0	.0	2.02	.0	.0	13.77	.0	.0	.0	12.20	1.50	12.54	6.18	.0
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	.0	.0	.0	4.78	.0	51.67	.0	.0
No library/media education	1081.0	.0	.0	2.65	.0	.0	.0	.0	.0	.44	.0	1.96	1.00	1.67	2.31
Total library/media personnel	5842.2	.01	1.93	3.36	.42	.01	.99	1.19	.26	.51	4.32	2.78	1.74	2.74	2.30

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? 8. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Fourth preference (continued)

Highest level of library/media education	Estimated number at this level	Reference/information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other:	Other:	Other:	Not ascertained
University Extension courses (non-credit)	404.7	5.02%	1.41%	.0%	4.40%	1.68	.84%	.0%	1.68%	.84	4.40%	.0%	.0%	40.00%
Undergraduate courses (semester hours not given)	141.8	.0	.0	.0	.0	12.55	.0	.0	.0	6.84	.0	.0	.0	41.33
Undergraduate courses (18 semester hours or fewer)	419.6	.0	.0	.36	8.51	5.86	.0	.0	.0	3.69	.0	.0	.0	38.32
Undergraduate courses (19 semester hours or more)	792.3	2.25	.0	.0	1.20	.0	4.51	.0	1.36	.0	.0	.0	.0	34.28
Graduate courses short of graduate degree	1192.8	.0	.0	.0	4.49	.0	4.21	.99	.0	2.99	.0	.0	.0	49.13
Master's or other fifth-year degree	1496.4	.17	.0	.0	.62	.23	.15	3.41	2.39	.17	.0	.41	.0	30.52
Post-master's courses but no higher degree	292.7	.0	.0	.0	1.13	.0	.0	1.16	.0	.0	.0	.34	.0	34.23
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	4.78	.0	.0	.0	.0	.0	38.76
No library/media education	1081.0	3.52	.0	.33	.0	3.29	.0	.23	4.86	1.33	.31	.0	.0	55.46
Total library/media personnel	5842.2	1.35	.01	.12	2.21	1.51	1.57	1.19	1.81	1.39	.36	.12	.0	41.17

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Fifth preference.

Highest level of library/media education	Estimated number at this level	Administrative skills	Automation/data processing	Bookkeeping/accounting	Budget preparation	Cataloging and classification	Circulation work	Curriculum development	Development of television/ videotape programs	Evaluation/selection of audio-visual equipment	Evaluation/selection of non-print materials	Evaluation/selection of print materials	Filing	Interlibrary loan	inter-type library cooperative activities
University Extension courses (non-credit)	404.7	.0%	.0	.84%	.0%	1.46%	.62%	.57%	.0%	.0%	7.98%	5.24%	.0%	.0%	5.24%
Undergraduate courses (semester hours not given)	141.8	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	1.62	.0	.0	.0
Undergraduate courses (18 semester hours or fewer)	419.6	.0	9.32	.81	.86	.55	.0	.55	.0	.0	.55	.0	.0	.0	.0
Undergraduate courses (19 semester hours or more)	792.3	.58	.0	.0	1.01	5.87	.0	1.83	9.01	.0	.72	1.83	.0	4.51	.32
Graduate courses short of graduate degree	1192.8	5.42	.0	.0	.0	2.99	.0	5.20	.0	2.12	2.64	.28	.0	.0	1.22
Master's or other fifth-year degree	1496.4	1.24	1.68	.45	3.17	2.45	.0	2.69	.13	.01	.31	2.16	.0	2.79	.79
Post-master's courses but no higher degree	292.7	.0	.0	.0	.68	1.23	.0	.0	.0	1.16	5.81	.34	.0	.0	4.95
Degree or certificate beyond master's	20.9	51.67	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
No library/media education	1081.0	.0	.0	1.65	.0	1.21	.0	.0	.0	.33	1.57	7.59	1.65	.21	1.65
Total library/media personnel	5842.2	1.69	1.10	.54	1.05	2.46	.01	2.08	1.26	.57	1.89	2.68	.30	1.37	1.41



13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Fifth preference (continued)

Highest level of library/media education	Estimated number at this level	Keeping records of personnel or supplies	Local production of media	Maintenance of audio-visual hardware	Network planning/operation	Ordering/checking in materials	Outreach programs	Personnel coordination/supervision	Physical processing of materials	Photocopying, microfilming, or other duplication	Planning/carrying out training programs for staff	Planning/evaluation of activities/services	Planning/preparing grant applications	Public relations	Reading guidance
University Extension courses (non-credit)	404.7	.0%	5.24%	.84%	.0%	1.68%	.0%	.0%	.0%	.84%	.0%	.84%	.0%	.0%	.0%
Undergraduate courses (Semester hours not given)	141.8	.0	.0	7.62	5.08	2.40	.0	.0	.0	.0	.0	.0	.0	.0	.0
Undergraduate courses (18 semester hours or fewer)	419.6	.0	8.51	.0	.0	.0	.86	.0	.60	3.46	4.00	.81	.0	4.00	.0
Undergraduate courses (19 semester hours or more)	792.3	.0	4.51	3.66	.0	.0	.0	.13	1.83	.0	.0	1.82	4.80	.0	.0
Graduate courses: short of graduate degree	1192.8	.19	2.99	1.52	.0	3.60	.0	.0	.0	1.22	2.99	.0	.0	.0	.99
Master's or other fifth-year degree	1496.4	1.10	1.19	.22	1.26	.0	.0	1.63	.0	.0	1.45	1.24	4.09	3.09	.72
Post-master's courses but no higher degree	292.7	.0	.0	.0	2.08	.0	1.16	.0	.34	.0	1.23	.0	.79	12.20	.0
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
No library/media education	1081.0	.0	.0	.33	.0	.78	.0	1.00	.0	1.00	.0	1.00	.0	2.54	1.31
Total library/media personnel	5842.2	.32	2.50	1.17	.55	1.05	.12	.62	.31	.74	1.33	.86	1.74	2.16	.63

13. HOW DO YOUR JOB RESPONSIBILITIES RELATE TO YOUR CONTINUING EDUCATION NEEDS? B. INDICATE AREAS IN WHICH YOU WOULD LIKE FURTHER EDUCATION TO IMPROVE COMPETENCE OR GAIN NEW COMPETENCE. Fifth preference (continued)

Highest level of library/media education	Estimated number at this level	Reference/Information service	Searching of catalogs or order files	Secretarial/office tasks	Selection/organization/use of government documents	Service to handicapped or homebound	Story-telling	Systems analysis	Teaching clients how to use audio-visual hardware	Teaching clients how to use library materials	Other:	Other:	Other:	Not ascertained
University Extension courses (non-credit)	404.7	.84%	.0%	4.40%	.84%	1.68%	.0%	.0%	10.60%	.84%	.0%	.0%	.0%	49.42%
Undergraduate courses (semester hours not given)	141.8	25.18	.0	.0	.0	.0	.0	.0	12.55	.0	.0	.0	.0	45.56
Undergraduate courses (18 semester hours or fewer)	419.6	.0	.0	.0	5.10	.0	.0	.0	.24	.0	.0	.0	.0	59.80
Undergraduate courses (19 semester hours or more)	792.3	.0	4.51	.0	.0	.0	.45	.32	.0	4.06	.0	.0	.0	48.25
Graduate courses short of graduate degree	1192.8	1.22	.0	.0	4.21	.0	.0	.29	1.52	1.22	.0	.0	.0	58.19
Master's or other fifth-year degree	1496.4	7.89	.0	.0	1.13	.23	.0	1.25	2.39	1.01	.0	.0	.0	52.17
Post-master's courses but no higher degree	292.7	.0	.0	.0	1.50	.0	.0	.34	13.32	.0	.34	.0	.0	52.51
Degree or certificate beyond master's	20.9	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	4.78	.0	43.54
No library/media education	1081.0	4.52	.0	.0	1.00	.67	1.96	.0	1.65	2.09	.0	.31	.0	63.97
Total library/media personnel	5842.2	3.78	.61	.30	1.83	.30	.42	.44	2.95	1.50	.01	.01	.0	55.23

14. WHO DO YOU THINK SHOULD PROVIDE CONTINUING EDUCATION PROGRAMS? First choice

Highest level of library/media education	Estimated number at this level	The local library, library system, school system, CESA, institution, or organization of which the library is a part	Graduate educational institutions or programs	Undergraduate educational institutions or programs	University Extension	The Wisconsin Division for Library Services	Local, district, or regional associations or organizations	Statewide associations or organizations	National associations or organizations	Other
University Extension courses (non-credit)	404.7	44.68%	10.01%	.57%	12.45%	21.37	1.46%	.0%	.25%	.0%
Undergraduate courses (semester hours not given)	141.8	14.17	.71	25.18	27.36	.0	7.62	.0	2.47	1.76
Undergraduate courses (18 semester hours or fewer)	419.6	29.46	21.66	2.74	21.85	10.94	1.95	1.67	1.41	.0
Undergraduate courses (19 semester hours or more)	792.3	10.39	46.88	6.75	12.17	15.36	4.51	.29	.0	.0
Graduate courses short of graduate degree	1192.8	11.06	31.69	14.31	15.95	13.30	.0	.0	.0	.0
Master's or other fifth-year degree	1496.4	16.79	42.93	2.40	16.90	6.10	3.27	1.02	3.34	.57
Post-master's courses but no higher degree	292.7	6.63	52.20	.0	24.77	2.73	.0	12.98	.0	.0
Degree or certificate beyond master's	20.9	4.78	61.24	11.00	11.96	.0	.0	.0	.0	.0
No library/media education	1081.0	48.42	7.18	6.73	6.22	8.33	.86	.0	.0	2.09
Total library/media personnel	5842.2	22.83	30.25	6.58	14.76	10.30	2.04	1.07	1.03	.58

14. WHO DO YOU THINK SHOULD PROVIDE CONTINUING EDUCATION PROGRAMS? Second choice

Highest level of library/media education	Estimated number at this level	The local library, library system, school system, CESA, institution, or organization of which the library is a part	Graduate educational institutions or programs	Undergraduate educational institutions or programs	University Extension	The Wisconsin Division for Library Services	Local, district, or regional associations or organizations	Statewide associations or organizations	National associations or organizations	Other
University Extension courses (non-credit)	404.7	7.93%	.0%	4.97%	38.15%	29.33%	3.71%	1.68%	.0%	.0%
Undergraduate courses (semester hours not given)	141.8	2.40	1.76	20.87	25.88	11.64	14.95	.0	.0	.0
Undergraduate courses (18 semester hours or fewer)	419.6	6.03	8.91	22.69	28.67	9.82	4.79	2.26	.0	.0
Undergraduate courses (19 semester hours or more)	792.3	11.42	11.38	22.25	23.01	15.94	2.12	4.96	.0	.0
Graduate courses short of graduate degree	1192.8	7.59	25.97	13.25	18.19	10.00	4.86	2.31	.0	.0
Master's or other fifth-year degree	1496.4	15.36	24.23	5.80	19.87	15.30	3.88	6.05	.33	1.19
Post-master's courses but no higher degree	292.7	12.20	15.99	14.01	35.87	12.16	5.16	1.50	.34	.0
Degree or certificate beyond master's	20.9	.0	22.97	4.78	4.78	51.67	4.78	.0	.0	.0
No library/media education	1081.0	7.36	5.49	12.03	20.12	10.57	6.60	1.65	.23	.0
Total library/media personnel	5842.2	10.05	15.64	12.63	22.79	13.89	4.74	3.35	.15	.30

14. WHO DO YOU THINK SHOULD PROVIDE CONTINUING EDUCATION PROGRAMS? Third choice

Highest level of library/media education	Estimated number at this level	The local library, library system, or organization of which the library is a part	Graduate educational institutions or programs	Undergraduate educational institutions or programs	University Extension	The Wisconsin Division for Library Services	Local, district, or regional associations or organizations	Statewide associations or organizations	National associations or organizations	Other
University Extension courses (non-credit)	404.7	7.76%	2.08%	13.62%	11.93%	11.69	17.17	2.55%	.0%	.84%
Undergraduate courses (semester hours not given)	141.8	15.09	.0	.0	1.62	17.42	.0	.0	.0	.0
Undergraduate courses (18 semester hours or fewer)	419.6	6.51	.81	9.10	21.95	21.66	2.55	2.45	1.45	.0
Undergraduate courses (19 semester hours or more)	792.3	12.50	7.46	2.08	10.39	24.14	13.52	.0	.0	.45
Graduate courses short of graduate degree	1192.8	22.21	4.21	7.20	20.14	9.34	8.72	5.37	1.10	.0
Master's or other fifth-year degree	1496.4	6.66	5.73	10.54	23.86	14.07	7.34	8.60	5.01	.0
Post-master's courses but no higher degree	292.7	1.13	.0	2.15	11.00	21.69	47.97	11.82	.34	.0
Degree or certificate beyond master's	20.9	4.78	.0	.0	62.68	.0	4.78	4.78	.0	.0
No library/media education	1081.0	3.84	2.19	1.56	17.05	10.18	11.91	2.23	.0	.0
Total library/media personnel	5842.2	10.23	3.95	6.45	18.00	14.54	11.49	4.67	1.63	.12

15. SHOULD THERE BE AN OFFICE WITH STATE-WIDE RESPONSIBILITY FOR IDENTIFYING AND ASSESSING CONTINUING EDUCATION NEEDS FOR LIBRARY, MEDIA CENTER, AND INFORMATION CENTER PERSONNEL?

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Division for Library Services
University Extension
Colleges or universities
Wisconsin Library Association
Other
Not ascertained

Highest level of library/media education	Estimated number at this level	Yes	Undecided	No	Not ascertained	If yes, which office?	University Extension	Colleges or universities	Wisconsin Library Association	Other	Not ascertained
University Extension courses (non-credit)	404.7	35.98%	45.47	17.99	57%	32.44%	2.30%	.0%	.0%	1.24%	.57%
Undergraduate courses (semester hours not given)	141.8	4.09	50.00	37.73	8.18	.71	.0	1.76	.0	1.62	8.18
Undergraduate courses (18 semester hours or fewer)	419.6	33.70	52.72	9.32	4.27	13.78	.0	.0	.0	.0	24.19
Undergraduate courses (19 semester hours or more)	792.3	49.01	49.31	1.68	.0	31.78	.45	.0	.0	.0	16.77
Graduate courses short of graduate degree	1192.8	38.19	46.61	12.01	3.19	23.19	2.67	1.50	.0	3.20	10.81
Master's or other fifth-year degree	1496.4	42.48	37.62	16.72	3.17	26.38	2.63	.0	4.77	1.26	10.61
Post-master's courses but no higher degree	292.7	39.15	40.69	20.16	.0	36.66	.68	.0	.34	1.13	.34
Degree or certificate beyond master's	20.9	73.68	11.96	14.35	.0	62.68	.0	.0	.0	.0	11.00
No library/media education	1081.0	14.85	53.66	22.61	8.78	10.73	.90	.0	.0	.21	11.89
Total library/media personnel	5842.2	35.33	46.00	15.04	3.63	23.10	1.64	.35	1.24	1.20	11.43

16. SHOULD THERE BE AN OFFICE WITH STATE-WIDE RESPONSIBILITY FOR WORKING WITH APPROPRIATE AGENCIES TO DEVELOP CONTINUING EDUCATION PROGRAMS FOR LIBRARY, MEDIA CENTER, AND INFORMATION CENTER PERSONNEL?

Highest level of library/media education	Estimated number at this level	Yes	Undecided	No	Not ascertained	if yes, which office?	University Extension	Colleges or universities	Wisconsin Library Association	Other	Not ascertained
University Extension courses (non-credit)	404.7	47.20%	37.76%	13.59	1.46%	35.78%	7.66%	.0%	.0%	2.08%	3.14%
Undergraduate courses (semester hours not given)	141.8	29.27	50.00	12.55	8.18	.71	.0	1.76	.0	26.80	8.18
Undergraduate courses (18 semester hours or fewer)	419.6	54.67	28.05	9.32	7.96	30.74	.0	.0	.0	.0	31.89
Undergraduate courses (19 semester hours or more)	792.3	54.90	43.27	1.83	.0	35.16	.77	.0	.0	.32	18.65
Graduate courses short of graduate degree	1192.8	48.18	39.92	8.71	3.19	27.76	2.96	2.43	.0	3.20	15.02
Master's of other fifth-year degree	1496.4	52.53	31.09	9.56	6.82	34.47	1.63	.23	5.25	1.48	16.28
Post-master's courses but no higher degree	292.7	78.65	16.98	4.37	.0	62.42	1.98	6.42	.0	.0	7.82
Degree or certificate beyond master's	20.9	85.65	4.78	9.57	.0	62.68	.0	.0	.0	.0	22.97
No library/media education	1031.0	20.37	51.54	19.10	8.99	10.94	.90	.33	.0	.0	17.19
Total library/media personnel	5842.2	46.56	38.23	10.18	4.93	29.35	1.92	.98	1.35	1.87	16.13

17. SHOULD THERE BE AN OFFICE WITH STATE-WIDE RESPONSIBILITY FOR PUBLICIZING CONTINUING EDUCATION PROGRAMS FOR THOSE WHO WANT TO GAIN OR STRENGTHEN COMPETENCIES?

Highest level of library/media education	Estimated number at this level	Yes	Undecided	No	Not ascertained	If yes, which office?	Division for Library Services	University Extension	Colleges or universities	Wisconsin Library Association	Other	Not ascertained
University Extension courses (non-credit)	404.7	52.48%	30.42%	16.53%	.57%		25.30%	17.91%	.0%	4.40%	2.30%	3.14%
Undergraduate courses (semester hours not given)	141.8	5.85	85.97	.0	8.18		.71	.0	1.76	.0	1.62	9.94
Undergraduate courses (18 semester hours or fewer)	419.6	61.15	24.38	6.51	7.96		27.07	9.32	.24	.0	.0	32.48
Undergraduate courses (19 semester hours or more)	792.3	63.79	29.45	6.77	.0		40.28	2.13	.0	.0	.0	21.38
Graduate courses short of graduate degree	1192.8	58.35	25.84	11.41	4.40		35.85	1.18	.0	.0	3.50	22.22
Master's or other fifth-year degree	1496.4	67.36	19.35	7.66	5.63		35.05	8.65	.01	4.78	1.26	23.18
Post-master's courses but no higher degree	292.7	98.29	1.02	.68	.0		80.25	3.11	6.08	.0	.34	8.51
Degree or certificate beyond master's	20.9	79.43	11.00	9.57	.0		62.68	11.96	.0	4.78	.0	.0
No library/media education	1081.0	34.31	42.98	17.02	5.69		16.37	3.54	1.00	.56	3.64	14.88
Total library/media personnel	5842.2	57.55	28.21	10.04	4.20		32.75	5.51	.57	1.65	1.93	19.35

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 a. Participation in appropriate continuing education programs should be required for promotion to a higher level.

1. Agree fully
 2. Disagree completely
 3. Not ascertained

Highest level of library/media education	Estimated number at this level	1. Agree fully	2. Disagree completely	3. Not ascertained			
University Extension courses (non-credit)	404.7	31.95%	13.24%	41.07%	2.52%	6.70%	3.93%
Undergraduate courses (semester hours not given)	141.8	55.43	12.55	22.43	.0	1.41	8.18
Undergraduate courses (18 semester hours or fewer)	419.6	30.31	6.36	30.17	14.97	10.15	8.03
Undergraduate courses (19 semester hours or more)	792.3	16.24	15.98	36.94	14.86	7.99	7.99
Graduate courses short of graduate degree	1192.8	28.50	22.41	22.83	8.95	9.63	7.67
Master's or other fifth-year degree	1496.4	29.16	23.25	26.39	11.73	6.08	3.38
Post-master's courses but no higher degree	292.7	38.40	24.94	12.85	1.13	16.57	6.12
Degree or certificate beyond master's	20.9	51.67	4.78	21.75	.0	4.78	11.00
No library/media education	1081.0	26.44	5.78	30.22	6.20	20.10	11.09
Total library/media personnel	5842.2	28.23	16.75	28.35	9.30	10.40	6.96

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 b. Salary advancement should depend on participation in appropriate continuing education programs.

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1. Agree fully
 2
 3
 4
 5. Disagree completely
 Not ascertained

Highest level of library/media education	Estimated number at this level	1	2	3	4	5	Not ascertained
University Extension courses (non-credit)	404.7	14.48%	15.74%	24.98%	11.93%	23.65%	9.22%
Undergraduate courses (semester hours not given)	141.8	26.73	16.08	.0	7.48	41.54	8.18
Undergraduate courses (18 semester hours or fewer)	419.6	12.58	13.44	30.60	18.42	21.23	3.72
Undergraduate courses (19 semester hours or more)	792.3	8.13	4.11	30.39	30.29	14.58	12.50
Graduate courses short of graduate degree	1192.8	14.68	27.34	24.23	12.83	13.25	7.67
Master's or other fifth-year degree	1496.4	20.14	19.79	26.04	15.90	14.99	3.14
Post-master's courses but no higher degree	292.7	30.41	33.48	5.36	21.08	4.71	4.95
Degree or certificate beyond master's	20.9	62.68	4.78	27.75	.0	4.78	.0
No library/media education	1081.0	17.34	4.10	22.42	10.06	35.99	10.09
Total library/media personnel	5842.2	16.77	16.11	24.18	16.05	19.61	7.28

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 c. The library, media center, or institution of which it is a part should provide or participate in a regular program of in-service training designed to meet staff needs.

1. Agree fully
 2. Agree somewhat
 3. Disagree somewhat
 4. Disagree completely
 5. Not ascertained

Highest level of library/media education	Estimated number at this level	1. Agree fully	2. Agree somewhat	3. Disagree somewhat	4. Disagree completely	5. Not ascertained
University Extension courses (non-credit)	404.7	66.17%	20.53%	.62%	1.68%	6.60%
Undergraduate courses (semester hours not given)	141.8	76.87	2.40	12.55	.0	8.18
Undergraduate courses (18 semester hours or fewer)	419.6	36.06	33.67	11.89	8.75	4.58
Undergraduate courses (19 semester hours or more)	792.3	25.13	23.56	32.56	9.44	9.30
Graduate courses short of Graduate degree	1192.8	43.41	27.12	11.32	11.97	6.18
Master's or other fifth-year degree	1496.4	52.43	18.36	21.40	3.97	2.49
Post-master's courses but no higher degree	292.7	42.43	34.23	7.07	10.11	4.95
Degree or certificate beyond master's	20.9	83.25	11.96	4.78	.0	.0
No library/media education	1081.0	49.24	14.33	17.15	8.95	8.99
Total library/media personnel	5842.2	46.27	21.75	16.95	7.65	6.06

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 d. Staff members should be given time off, with pay, for participation in appropriate workshops or institutes.

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1. Agree fully
 2. Disagree completely
 3. Not ascertained

Highest level of library/media education	Estimated number at this level	1	2	3	4	5	
University Extension courses (non-credit)	404.7	84.98%	6.08%	5.81%	.0%	.0%	3.14%
Undergraduate courses (semester hours not given)	141.8	77.64	.0	14.17	.0	.0	8.18
Undergraduate courses (18 semester hours or fewer)	419.6	58.29	17.61	13.87	5.05	.60	4.58
Undergraduate courses (19 semester hours or more)	792.3	74.02	13.95	11.42	.32	.0	.29
Graduate courses short of graduate degree	1192.8	74.36	14.33	5.70	1.82	.0	3.79
Master's or other fifth-year degree	1496.4	78.07	10.17	7.20	.29	1.04	3.23
Post-master's courses but no higher degree	292.7	71.40	7.99	1.57	12.54	1.20	5.30
Degree or certificate beyond master's	20.9	84.21	15.79	.0	.0	.0	.0
No library/media education	1081.0	54.18	14.34	13.47	2.65	6.27	9.09
Tota. library/media Personnel	5842.2	71.08	12.24	8.87	1.97	1.53	4.33

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 e. Reimbursement should be provided for expenses incurred in such participation.

1. Agree fully
 2
 3
 4
 5. Disagree completely
 Not ascertained

Highest level of library/media education	Estimated number at this level	1. Agree fully	2	3	4	5. Disagree completely	Not ascertained
University Extension courses (non-credit)	404.7	78.50%	11.09%	.57%	4.40%	.84%	4.60%
Undergraduate courses (semester hours not given)	141.8	76.16	.0	13.26	2.40	.0	8.18
Undergraduate courses (18 semester hours or fewer)	419.6	54.69	18.30	21.83	.0	.60	4.58
Undergraduate courses (19 semester hours or more)	792.3	56.08	14.62	14.58	.32	9.62	4.80
Graduate courses short of graduate degree	1192.8	49.46	21.34	15.23	5.99	1.22	6.77
Master's or other fifth-year degree	1496.4	61.60	13.55	12.17	3.16	4.84	4.67
Post-master's courses but no higher degree	292.7	43.25	27.33	10.39	.34	1.20	17.49
Degree or certificate beyond master's	20.9	62.68	27.75	9.57	.0	.0	.0
No library/media education	1081.0	44.97	15.49	16.31	8.83	3.31	11.09
Total library/media personnel	5842.2	55.41	16.23	13.71	4.09	3.57	7.00

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 f. Staff members should be given time off with pay for the purpose of taking work-related courses during the normal work day.

Agree fully 1 2 3 4 5 Disagree completely

Not ascertained

Highest level of library/media education	Estimated number at this level	1	2	3	4	5	Not ascertained
University Extension courses (non-credit)	404.7	59.77%	10.28%	7.51%	6.42%	11.42%	4.60%
Undergraduate courses (semester hours not given)	141.8	35.97	14.32	39.14	.0	.0	10.58
Undergraduate courses (18 semester hours or fewer)	419.6	25.31	10.51	29.86	22.69	7.05	4.58
Undergraduate courses (19 semester hours or more)	792.3	32.85	16.36	13.34	13.28	14.44	9.73
Graduate courses short of graduate degree	1192.8	42.94	7.41	7.59	9.72	24.66	7.69
Master's or other fifth-year degree	1496.4	39.39	14.93	12.94	13.98	15.52	3.23
Post-master's courses but no higher degree	292.7	35.94	19.37	4.34	19.75	3.45	17.15
Degree or certificate beyond master's	20.9	22.97	.0	61.24	11.00	4.78	.0
No library/media education	1081.0	42.37	15.46	11.25	12.13	9.47	9.32
Total library/media personnel	5842.2	39.87	13.20	12.81	12.71	14.21	7.20

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?
 9. Leaves of absence should be granted for appropriate formal study.

Highest level of library/media education	Estimated number at this level	1. Agree fully	2	3	4	5. Disagree completely	Not ascertained
University Extension courses (non-credit)	404.7	53.37%	8.99	8.38%	20.68%	5.49%	3.09%
Undergraduate courses (semester hours not given)	141.8	39.56	27.50	8.18	1.62	12.55	10.58
Undergraduate courses (18 semester hours or fewer)	419.6	33.51	20.52	32.03	.0	8.51	5.43
Undergraduate courses (19 semester hours or more)	792.3	55.40	23.15	.99	6.32	4.51	9.73
Graduate courses short of graduate degree	1192.8	67.54	14.26	5.09	.0	5.42	7.69
Master's or other fifth-year degree	1496.4	56.72	14.41	18.50	.29	5.97	4.10
Post-master's courses but no higher degree	292.7	45.95	27.91	7.52	.34	1.13	17.15
Degree or certificate beyond master's	20.9	84.21	.0	11.00	4.78	.0	.0
No library/media education	1081.0	30.80	13.90	23.44	12.38	5.85	13.63
Total library/media personnel	5842.2	51.20	16.48	13.73	4.73	5.68	8.18

18. HOW MUCH IMPORTANCE DO YOU THINK THE LIBRARY SHOULD GIVE TO CONTINUING EDUCATION FOR ALL LEVELS OF PERSONNEL?

h. Tuition should be paid in such instances.

1. Agree fully
2
3
4
5. Disagree completely
Not ascertained

Highest level of library/media education	Estimated number at this level	1. Agree fully	2	3	4	5. Disagree completely	Not ascertained
		23.28%	9.22%	22.76%	13.34%	28.32%	3.09%
University Extension courses (non-credit)	406.7	11.92	19.11	30.18	1.62	26.59	10.58
Undergraduate courses (semester hours not given)	141.8	23.81	22.88	6.79	16.83	24.26	5.43
Undergraduate courses (18 semester hours or fewer)	419.6	29.20	16.05	20.43	12.02	12.33	9.88
Undergraduate courses (19 semester hours or more)	792.3	18.45	16.62	21.20	11.62	25.02	7.08
Graduate courses short of graduate degree	1192.8	31.17	16.01	28.51	4.06	15.84	4.42
Master's or other fifth-year degree	1496.4	24.77	21.39	14.08	19.68	2.60	17.49
Post-master's courses but no higher degree	292.7	.0	11.96	56.46	15.79	15.79	.0
Degree or certificate beyond master's	20.9	28.36	10.99	15.51	13.77	22.04	9.32
No library/media education	1081.0	25.82	15.56	20.98	10.80	19.45	7.38
Total library/media personnel	5842.2						

19. IF YOU HAVE NOT PARTICIPATED IN CONTINUING EDUCATION PROGRAMS, CHECK AS MANY OF THE FOLLOWING REASONS AS ARE APPLICABLE.

Highest level of library/media education	Estimated number at this level	I have not felt the need	I have not found the right programs	Programs have not been offered at the right time	Time required has been too great for benefit perceived	Programs have not been offered at the right places	Desirable programs have been too expensive	No credit or advancement given for participation	I have not been able to get time off from work	I have not found programs important enough to take my personal time away from family or home	Other	Have participated in continuing education programs	Not ascertained
University Extension courses (non-credit)	404.7	.0%	15.30%	32.07%	9.64%	14.70%	3.14%	10.87%	33.14%	8.60%	6.70%	46.80%	1.41%
Undergraduate courses (semester hours not given)	141.8	.0	12.34	41.82	40.83	36.18	25.88	47.74	7.62	.71	2.54	19.82	5.78
Undergraduate courses (18 semester hours or fewer)	419.6	.60	9.13	13.92	13.42	8.25	.55	23.83	6.86	5.46	12.44	50.26	2.57
Undergraduate courses (19 semester hours or more)	792.3	5.48	18.98	32.37	1.36	31.94	14.38	9.97	22.62	14.93	9.50	36.40	.0
Graduate courses short of graduate degree	1192.8	2.40	10.54	13.27	7.86	12.06	2.71	11.12	10.30	9.00	5.91	67.25	2.99
Master's or other fifth-year degree	1496.4	8.97	17.88	20.65	10.00	15.95	8.47	3.54	8.03	5.29	8.49	55.09	1.03
Post-master's courses but no higher degree	292.7	13.32	1.37	3.04	19.30	9.81	2.36	26.65	1.47	12.54	.68	58.69	5.30
Degree or certificate beyond master's	20.9	.0	15.79	11.00	56.46	9.57	15.79	.0	15.79	.0	11.00	16.75	.0
No library/media education	1081.0	27.83	15.44	18.82	28.63	16.17	7.58	14.33	18.53	14.81	19.30	13.84	6.00
Total library/media personnel	5842.2	9.36	14.30	20.30	13.44	16.89	7.13	12.14	13.76	9.59	9.73	45.67	2.67

23. FOR WHAT LEVELS OF POSITIONS DO YOU FAVOR CERTIFICATION? CHECK ALL THAT APPLY.

Highest level of library/media education	Estimated number at this level	Positions require secretarial or clerical skills	Positions with supportive responsibilities involving technical skills	Positions with supportive responsibilities at a high level	Positions with professional responsibilities	Positions with highly specialized responsibility	All of the above	Inappropriate	Not ascertained
University Extension courses (non-credit)	404.7	4.82%	26.86%	38.74%	56.14%	64.96	.0%	30.44%	1.41%
Undergraduate courses (semester hours not given)	141.6	18.34	40.90	50.14	65.23	62.83	.0	28.98	5.78
Undergraduate courses (18 semester hours or fewer)	419.6	6.58	16.06	31.77	55.43	49.19	.0	39.73	2.57
Undergraduate courses (18-semester hours or more)	792.3	12.14	21.58	57.19	73.14	64.56	.0	25.39	.0
Graduate courses short of graduate degree	1192.8	11.47	36.07	64.85	83.33	81.28	.0	14.55	.0
Master's or other fifth-year degree	1496.4	3.82	41.25	32.00	57.91	56.86	.0	34.25	2.35
Post-master's courses but no higher degree	292.7	14.36	17.36	29.11	69.46	57.26	.0	29.86	.34
Degree or certificate beyond master's	20.9	67.46	84.71	90.43	38.76	26.79	.0	.0	.0
No library/media education	1081.0	3.61	10.53	21.88	29.50	25.12	1.00	61.13	7.14
Total library/media personnel	5842.2	7.85	20.30	41.20	60.30	57.08	.18	33.66	2.36

24. SHOULD SUCH CERTIFICATION BE APPLICABLE TO PERSONNEL IN: INDICATE AS MANY AS ARE APPLICABLE.



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Highest level of library/media education	Estimated number at this level	Academic libraries	Public libraries	School libraries	Special libraries	All of the above	Other	Inappropriate	None
University Extension courses (non-credit)	404.7	18.24%	15.52%	19.92%	10.25%	41.54%	.0%	30.44%	1.41%
Undergraduate courses (semester hours not given)	141.8	27.64	19.25	17.63	23.55	34.20	1.76	28.98	5.78
Undergraduate courses (18 semester hours or fewer)	419.6	15.20	8.58	21.14	14.39	32.27	.0	39.73	3.43
Undergraduate courses (19 semester hours or more)	792.3	24.03	28.23	29.12	15.18	44.60	.0	25.39	.0
Graduate courses short of graduate degree	1192.8	19.90	18.69	24.11	15.90	61.26	.0	14.55	.0
Master's or other fifth-year degree	1496.4	22.24	27.53	32.46	8.66	27.91	.41	34.25	2.51
Post-master's courses but no higher degree	292.7	22.45	23.23	35.77	19.78	34.03	.0	25.86	.34
Degree or certificate beyond master's	20.9	74.64	56.46	72.25	11.00	15.79	11.96	.0	.0
No library/media education	1081.0	9.84	11.16	11.37	5.56	16.57	.31	61.13	8.04
Total library/media personnel	5842.2	19.26	20.29	24.67	11.90	36.56	.25	33.66	2.63

PERSONAL CHARACTERISTICS

33. WHAT IS YOUR AGE?

34. WHAT IS YOUR SEX?

35. WHAT IS YOUR ETHNIC GROUP?

Highest level of library/media education	33. WHAT IS YOUR AGE?					34. WHAT IS YOUR SEX?			35. WHAT IS YOUR ETHNIC GROUP?				
	Under 25	25-34	35-44	45-54	55-64	60 and over	Not ascertained	Female	Male	Not ascertained	White	Non-white	Not ascertained
Estimated number at this level													
University Extension courses (non-credit)	404.7	.84%	20.73%	26.04%	40.18%	8.28%	3.93%	89.75%	10.25%	.0%	100.0%	.0%	.0%
Undergraduate courses (semester hours not given)	141.8	.0	28.63	2.40	45.5	16.36	5.78	90.06	8.32	1.62	90.76	7.62	1.62
Undergraduate courses (18 semester hours or fewer)	419.6	.0	19.66	20.61	34.08	21.62	.0	91.13	4.84	4.03	95.97	.0	4.03
Undergraduate courses (19 semester hours or more)	792.3	36.91	33.39	14.38	12.63	14.11	.29	94.91	4.51	.58	99.71	.0	.29
Graduate courses short of graduate degree	1192.8	3.90	26.75	23.35	20.61	23.30	2.10	92.41	7.59	.0	100.0	.0	.0
Master's or other fifth-year degree	1496.4	5.01	36.17	23.71	20.81	13.35	.15	76.84	21.65	1.51	26.97	1.39	1.64
Post-master's courses but no higher degree	292.7	2.80	3.62	17.32	50.97	4.75	8.34	45.06	42.74	12.20	87.80	.0	12.20
Degree or certificate beyond master's	20.9	.0	.0	61.24	11.96	15.79	11.00	26.79	73.21	.0	37.33	62.67	.0
No library/media education	1081.0	14.81	23.96	19.85	23.98	10.67	3.30	84.07	12.40	3.53	94.49	1.98	3.53
Total library/media personnel	5842.2	10.02	27.14	19.54	24.59	14.88	1.99	84.28	13.66	2.06	96.81	1.14	2.05

APPENDIX 8

GRADUATES' AND EMPLOYERS' COMMENTS ON CURRENT LIBRARY/MEDIA EDUCATION PROGRAMS

The questionnaire survey sought to determine from personnel whose professional education has recently been completed (in question 7), and from directors and administrators who have employed recently-educated persons (in questions 46-50), how well current library/media education programs are preparing personnel for the positions which they hold. "Recently completed" library/media education was defined as education completed after January 1, 1972.

Respondents were asked to comment on appropriateness of their education (or their staff members' education) in the broad fields of administration, selection of materials, selection/handling of hardware, technical services, and user services, with an optional space to comment on preparation in other areas.

Responses to these questions are summarized on the attached sheets. The responses are not intended to reflect on any one program (they generally include data from graduates of several institutions, both in and out of Wisconsin), nor are conclusions drawn to suggest that programs at one level are necessarily more successful than those at another. Persons responsible for library/media education may want to use this material as a kind of check against their own program content and the kinds of counseling or advice available to their students.

No attempt has been made to evaluate or edit the responses except in the instance of responses from persons who have graduate library science degrees and are working in paraprofessional positions (typical comment: "my education has over-prepared me for my job"), and in the instance of persons who completed their pre-service education prior to 1972 but answered the question nonetheless (typical comment: "there was no A.V. course when I got my library science degree in 1941"). Answers of this sort are not reported here.

7. DID THE EDUCATION YOU DESCRIBED IN QUESTION 6 (EDUCATION IN LIBRARIANSHIP, AUDIO-VISUAL INSTRUCTION, OR INFORMATION SCIENCE, COMPLETED JANUARY 1, 1972, OR LATER) GIVE YOU THE SKILLS, ABILITIES, AND KNOWLEDGES NECESSARY FOR THE POSITION(S) YOU HAVE HELD?

Level of Education: UW Extension A-50/A-51

Total respondents 29

Respondents answering yes or offering no comment 25

Responses specifying deficiencies in area of Administration

1. Not included in course

Responses specifying deficiencies in area of Selection/Handling of Hardware

1. Need more time spent on A-V materials

Responses specifying deficiencies in other areas

1. Need stronger background in cataloging and classification the mechanics rather than the ideals of librarianship
2. More general, as it was very specific to our needs

7. DID THE EDUCATION YOU DESCRIBED IN QUESTION 6 (EDUCATION IN LIBRARIANSHIP, AUDIO-VISUAL INSTRUCTION, OR INFORMATION SCIENCE, COMPLETED JANUARY 1, 1972, OR LATER) GIVE YOU THE SKILLS, ABILITIES, AND KNOWLEDGES NECESSARY FOR THE POSITION(S) YOU HAVE HELD?

Level of Education: Undergraduate
(Course hours vary)

Total respondents 32

Respondents answering yes or offering no comment 23

Responses specifying deficiencies in area of Administration

1. Only touched the surface
2. Have not yet taken Library Administration
3. Could have had more practical experience
4. Not broad enough view of administration, as needed for elementary library, i.e., budget, etc.
5. Have had no courses in library administration
6. Little time spent discussing budget, short or long range planning, major objectives, or personnel supervision
7. Not taught writing grant proposals or 5-year plans

Responses specifying deficiencies in area of Selection of Materials

1. Too general - not specialized enough
2. More instruction in non-print materials selection

Responses specifying deficiencies in area of Selection/Handling of Hardware

1. Outdated and not relevant to this position
2. How to make minor repairs and replacements

Responses specifying deficiencies in area of Technical Services

1. Need help with book-mending

Responses specifying deficiencies in area of User Services

1. All technical knowledge was gained from experience as an aide

7. DID THE EDUCATION YOU DESCRIBED IN QUESTION 6 (EDUCATION IN LIBRARIANSHIP, AUDIO-VISUAL INSTRUCTION, OR INFORMATION SCIENCE, COMPLETED JANUARY 1, 1972, OR LATER) GIVE YOU THE SKILLS, ABILITIES, AND KNOWLEDGES NECESSARY FOR THE POSITION(S) YOU HAVE HELD?

Level of Education: Graduate Courses Short of Degree
(Course hours vary)

Total respondents 43

Respondents answering yes or offering no comment 27

Responses specifying deficiencies in area of Administration

1. Unrealistic
2. Need to know working with paraprofessionals, knowledge of federal programs, handling personnel
3. Lacks A.V. emphasis
4. No course in administration of school libraries - topic inadequately covered in L.S. course
5. Lacks depth
6. Lots of theory, but little practical advice or ideas
7. Program aimed at people in elementary or secondary education. Nothing aimed at any specialized fields or non-educational facilities
8. Short-term and full-term course in personnel policies, procedures and management would be helpful
9. Not enough psychology, education in interpersonal relations

Responses specifying deficiencies in area of Selection of Materials

1. Experience is the best teacher
2. Again - program aimed at people in elementary or secondary education. Nothing aimed at any specialized fields

Responses specifying deficiencies in area of Selection/Handling of Hardware

1. More maintenance
2. Need more instruction in mechanical and electrical repair of A.V. equipment
3. More time for hands-on experience and basis for what can go wrong
4. Not enough practice in makes and kinds of hardware
5. Little emphasis placed on acquisition and handling

Responses specifying deficiencies in area of Technical Services

1. Again - program aimed at school level, no specialization
2. Insufficient time devoted
3. Cataloging, ordering catalog cards, supplies, knowledge of searching tools

Responses specifying deficiencies in area of User Services

1. Courses not practical enough

Responses specifying deficiencies in other areas

1. Communication, written and verbal. More emphasis on theories of communication
2. Public relations - separate course should be offered in public library
Wisconsin Library Laws - course information would be helpful
3. Depth of personnel course poor

7. DID THE EDUCATION YOU DESCRIBED IN QUESTION 6 (EDUCATION IN LIBRARIANSHIP, AUDIO-VISUAL INSTRUCTION, OR INFORMATION SCIENCE, COMPLETED JANUARY 1, 1972, OR LATER) GIVE YOU THE SKILLS, ABILITIES, AND KNOWLEDGES NECESSARY FOR THE POSITION(S) YOU HAVE HELD?

Level of Education: Master's Degree

Total respondents 54

Respondents answering yes or offering no comment 30

Responses specifying deficiencies in area of Administration

1. Administration courses were not required for a graduate degree
2. Field study would improve this area. Course needed in budget and finance
3. Could have used practical experience and business course
4. Too general - never applied to school libraries
5. Too theoretical - not enough practical work
6. Too little emphasis on public relations, administration, etc., in present course
7. Emphasis on current administrative problems, methods and priorities rather than from a historical point of view as currently offered
8. Classes dealt with high school media centers
9. Personnel, relating to governing bodies
10. More attention needs to be given to certain administrative problems especially personnel administration and public relations

Responses specifying deficiencies in area of Selection of Materials

1. Need more subject expertise in biochemistry, organic chemistry and bacteriology
2. Need more familiarity with tools and discussion of judgments involved in selection

Responses specifying deficiencies in area of Selection/Handling of Hardware

1. Have no interest - leave to A.V. man
2. Need A.V. - didn't take a course
3. Needed more coursework in this area. It wasn't required for a degree
4. Not discussed in-class
5. Did not deal with this area
6. Had no courses in A.V.
7. Lack of video equipment and hands-on experience
8. Not enough acquaintance with equipment and maintenance
9. Poor A.V. course
10. Should have had more A.V. courses, such as photography, film-making
11. No emphasis on A.V.

Responses specifying deficiencies in area of Technical Services

1. I didn't take the course
2. No mention ever made of production, repair
3. Insufficient practice of actual typing of cards, orders and labeling of books and folders

4. Unrealistic in terms of the average school system
5. Serials, acquisition, cataloging, searching
6. Gained needed knowledge through work experience prior to degree
7. Too theoretical to be practical
8. Knowing limits of equipment and how to compensate by techniques or different approach
9. Should have had adv. cat. class (LC) instead of Dewey
10. Would have preferred more philosophy of why and how
11. This is clerical work - not in my area of responsibility

Responses specifying deficiencies in area of User Services

1. Need more emphasis on the image, attitude and idea of a public servant
2. Too theoretical - not prepared to meet patron face-to-face

Responses specifying deficiencies in other areas

1. Cooperative systems - no emphasis
2. Practical information sources for immediate problems
3. Curriculum - school neither offered this course, but didn't recommend it either
4. Computer technology - a mini-course would begin to fill the void
5. Working with children - LS. courses didn't help in this area
6. Architecture - other aspects of handling books and materials. No coursework devoted to storage problems and how to plan ahead. No course discussion of types of bindings available; how to mend books, prepare them for binding or criteria for evaluating binding job.

7. DID THE EDUCATION YOU DESCRIBED IN QUESTION 6 (EDUCATION IN LIBRARIANSHIP, AUDIO-VISUAL INSTRUCTION, OR INFORMATION SCIENCE, COMPLETED JANUARY 1, 1972, OR LATER) GIVE YOU THE SKILLS, ABILITIES, AND KNOWLEDGES NECESSARY FOR THE POSITION(S) YOU HAVE HELD?

Level of Education: Post-Master's Short of Degree

Total respondents 14

Respondents answering yes or offering no comment. 11

Responses specifying deficiencies in area of Administration

1. One learns by doing
2. Too much theory

Responses specifying deficiencies in area of Selection of Materials

1. Need more emphasis on non-print

Responses specifying deficiencies in other areas

1. Personnel management - Need more work in this area

46. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE EARNED A MASTER'S DEGREE IN LIBRARY SCIENCE SINCE JANUARY 1, 1972?

Total "yes" responses 58

DO YOU FEEL THAT PRESENT MASTER'S DEGREE PROGRAMS ARE PROVIDING APPROPRIATE PREPARATION FOR JOB RESPONSIBILITIES WHICH LIE IN THE BROAD AREAS LISTED BELOW AND AT THE LEVEL FOR WHICH THE MASTER'S DEGREE IS CONSIDERED THE BASIC CREDENTIAL?

Respondents answering yes or offering no comment 25

Responses specifying areas in which more emphasis is needed in Administration (Academic library directors)

1. Courses in psychology and public relations; A.V. and automation
2. All areas of administration
3. Lack of experience
4. Management principles
5. Training under supervision
6. Library administration, budget planning, personnel administration
7. Personnel, budget
8. Management and business courses needed for MLS
9. Neither I nor my associate can really answer this one. The general feeling is that the library school from which all 3 new librarians received their degree is very slanted toward the public and school library. Thus they appear to bring to their jobs very little directly transferable education or skills. It is equally obvious, however, that they have an adequate grounding (terminology, good perspective of total library operations, etc.) that permits rapid skills building in this particular library. I think that the word "stodgy" sums up my general impression of library education.

(Special library directors)

10. All areas
11. Ability to learn on the job
12. Budgeting, personnel supervision, dealing with management, other organizations and sales representatives.

(School library directors)

13. Working with paraprofessionals, knowledge of federal programs, handling personnel

(Public library directors)

14. More practical knowledge of budget preparation, and working with local municipal authorities
15. Need a strong dose of practical administration, but this is difficult to do in a school setting
16. More emphasis on how to be the interviewer and hirer, rather than how to find a job yourself.

(District library supervisors)

17. More administration courses
18. Management by objectives, general administrative knowledges
19. More practical instruction to meet needs of local schools

(School administrators)

20. Library records, bookkeeping, budgeting

Responses specifying areas in which more emphasis is needed in Selection of Materials

(Academic library directors)

1. Lack of experience
2. A-V software
3. Training on the job
4. Workings of used book market

(Special library directors)

5. Lack practical experience

(Public library directors)

6. Instruction on the mechanics of book ordering and budgeting

(District library supervisors)

7. More emphasis on all materials, not only books; also on controversial and materials of little real value to curriculum

Responses specifying areas in which more emphasis is needed in Selection/ Handling of Hardware

(Academic library directors)

1. More emphasis on non-print hardware and its maintenance
2. A.V.
3. Practically no coverage of this area is evident
4. On the job training
5. A.V. equipment and materials
6. None - learn on job

(Special library directors)

7. Hands-on experience
8. No management experience or knowledge of how to fix, etc.
9. More information needed re: microfilm, film and equipment

(Public library directors)

10. More new librarians just not comfortable with hardware, although some are crackerjacks
11. More practical advice re: selection. Emphasis on how to operate and repair hardware needed.

(District library supervisors)

12. More work needed in utilization of A.V. equipment and materials
13. More work needed in utilization of A.V. equipment.
14. Library schools deficient
15. More A.V. and TV production courses needed
16. Only one course now available in supervision of media equipment. A lot of theory not much training in selection and use except for 3 major items of A.V. equipment.
17. Additional hands-on experience
18. A.V. preparation
19. Not well enough acquainted

(School administrators)

20. A.V.
21. Selection, cataloging and storage method

Responses specifying areas in which more emphasis is needed in Technical Services.

(Academic library directors)

1. Micrographics
2. Training under supervision
3. Use of L.S. classification
4. Typing
5. Cataloging - particularly L.C. classification

(Special library directors)

6. Person is timid about "doing it" - needs confidence in procedures
7. No management experience or knowledge of how to fix, etc.

(School library directors)

8. More in depth

(Public library directors)

9. It would not be beneath our dignity to learn how to process and repair a book

(School administrators)

10. A.V. preparation
11. Not enough course work
12. A.V. support

Responses specifying areas in which more emphasis is needed in User Services

(Academic library directors)

1. Government documents
2. Training under supervision
3. Public relations
4. Better knowledge of reference sources

(Special library directors)

5. Not flexible in how to do it in a way they never were taught to use

(School library directors)

6. No experience at all

(District library supervisors)

7. More training in how to work with people

Responses specifying areas in which more emphasis is needed in Other

(Academic library directors)

1. Classroom training too limited
2. Business - budgeting procedures, purchasing

(Special library directors)

3. More specialized training in reference tools

(District library supervisors)

4. Curriculum - theories of learning
5. We need courses in these areas: curriculum development, community relations, urban affairs, information science, automation, computers

47. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE EARNED BACHELOR'S DEGREES WITH AT LEAST A MINOR IN LIBRARY SCIENCE SINCE JANUARY 1, 1972?

Total "yes" responses 59

DO YOU FEEL THAT PRESENT BACHELOR'S DEGREE PROGRAMS IN LIBRARY SCIENCE ARE PROVIDING APPROPRIATE PREPARATION FOR JOB RESPONSIBILITIES WHICH LIE IN THE BROAD AREAS LISTED BELOW AND AT THE LEVEL FOR WHICH THIS DEGREE IS CONSIDERED THE BASIC CREDENTIAL?

Respondents answering yes or offering no comment 37

Responses specifying areas in which more emphasis is needed in Administration

(Academic library directors)

1. Decision making, planning, knowledge of basic disciplines
2. Decision making, knowledge regarding library policies, interlibrary relationships and personnel.

(School library directors)

3. Knowledge of entire public school enterprise
4. Management and direction of clerical personnel to perform tasks

(Public library directors)

5. Business knowledge, public relations background
6. Bookkeeping, finance, on the job training
7. Public relations skills, knowledge of other big libraries, travel credit, communications skills

(District library supervisors)

8. More knowledge of typical problems and more practicum
9. Management by objectives, general administrative knowledge
10. Budgeting, organizing personnel, management

(School administrators)

11. Purchasing, working with administration
12. Inadequate preparation for scheduling, budgeting, records, etc.
More field work needed
13. None
14. More emphasis on budgeting and writing grants

Responses specifying areas in which more emphasis is needed in Selection of Materials

(Academic library directors)

1. A.V. software
2. Selection ability for specific library

(School library directors)

3. Concepts and fundamentals of elementary curriculum needs and planning

(Public library directors)

4. Broader academic backgrounds

(District library administrators)

5. Greater practical training in non-print materials

Responses specifying areas in which more emphasis is needed in Selection/
Handling of Hardware

(Academic library directors)

1. Understanding of user difficulty
2. Evaluation and handling of materials - needed course

(District library supervisors)

3. More education on simple equipment and handling of simple problems
4. More A.V. and TV production courses needed
5. Better knowledge of equipment operation and application

(School administrators)

6. Basic knowledge of electricity, circuits, etc: Also better housekeeping
7. Not enough work in selection
8. Greater emphasis on operation, selection and maintenance
9. More specialization in hardware repair

Responses specifying areas in which more emphasis is needed in Technical
Services

(Academic library directors)

1. Experience cataloging
2. Cataloging A.V. software
3. Needed something beyond use of ownership stamp.

(School administrators)

4. None given
5. Limited primarily to books
6. Equipment repair, minor

Responses specifying areas in which more emphasis is needed in User Services

(Academic library directors)

1. Needed course in human relations
2. On the job training

(District library supervisors)

3. Need more public relations and human relations

Responses specifying areas in which more emphasis is needed in Other

(School administrators)

1. Public relations - introduction to the problems of working with school staffs, the public, etc. Field work very important
2. Should have greater preparation in the use of IMC as the hub of a school rather than a library.

48. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE EARNED BACHELOR'S DEGREES WITH AT LEAST A MINOR IN AUDIO-VISUAL TECHNOLOGY SINCE JANUARY 1, 1972?

Total "yes" responses 18

DO YOU FEEL THAT PRESENT BACHELOR'S DEGREE PROGRAMS IN AUDIO-VISUAL TECHNOLOGY ARE PROVIDING APPROPRIATE PREPARATION FOR JOB RESPONSIBILITIES WHICH LIE IN THE BROAD AREAS LISTED BELOW AND AT THE LEVEL FOR WHICH THIS DEGREE IS CONSIDERED A BASIC CREDENTIAL?

Respondents answering yes or offering no comment 10

Directors' responses following are not separated by type of library.

Responses specifying areas in which more emphasis is needed in Administration

1. The field
2. Working with paraprofessionals, knowledge of federal programs, personnel management

Responses specifying areas in which more emphasis is needed in Selection of Materials

1. More emphasis on periodical selection
2. No knowledge, let alone experience
3. Practically no training with print media

Responses specifying areas in which more emphasis is needed in Selection/ Handling of Hardware

1. Needed more practical experience
2. Not able to buy equipment checked out for proper working

Responses specifying areas in which more emphasis is needed in Technical Services

1. Not able to fix equipment
2. More in depth
3. Cataloging and processing was on alphabetical numbering scheme
4. Repair of equipment

Responses specifying areas in which more emphasis is needed in User Services

1. No experience
2. No experience at all

Responses specifying areas in which more emphasis is needed in Other

1. Not aware of total program and A.V. communication
2. Instructional development - the field
3. Production

49. HAVE YOU HIRED (OR HAD WORKING UNDER YOUR SUPERVISION) ANY PERSONS WHO HAVE COMPLETED TWO-YEAR LIBRARY OR LIBRARY/MEDIA TECHNICAL ASSISTANT PROGRAMS SINCE JANUARY 1, 1972?

Total "yes" responses 14

DO YOU FEEL THAT PRESENT TWO-YEAR PROGRAMS, IN GENERAL, ARE PROVIDING APPROPRIATE PREPARATION FOR JOB RESPONSIBILITIES WHICH LIE IN THE BROAD AREAS LISTED BELOW AND AT THE LEVEL FOR WHICH SUCH PROGRAMS ARE DESIGNED?

Respondents answering yes or offering no comment 8

Directors' responses following are not separated by type of library.

Responses specifying areas in which more emphasis is needed in Support in Administration

1. Better training in formal business correspondence and record keeping
2. No experience at all
3. Lacked basic understanding of library philosophy
4. Person hired knew little of "acquisitions handling"
5. Need more information generally in this area

Responses specifying areas in which more emphasis is needed in Support in Selection/Handling of Materials

1. Need more information on selection

Responses specifying areas in which more emphasis is needed in Support in Other

1. Individualized work on speech habits, dress and conduct
2. Public relations - need more information on public relations and how to deal with public generally

50. SINCE JANUARY 1, 1972, HAVE ANY OF YOUR STAFF COMPLETED UNIVERSITY EXTENSION COURSES A50 (BASIC LIBRARY MANAGEMENT FOR PUBLIC LIBRARIANS) OR COURSE A51 (BASIC LIBRARY MANAGEMENT FOR HEALTH SCIENCE LIBRARIANS)?

Total "yes" responses 36

DO YOU FEEL THESE COURSES, IN GENERAL, ARE PROVIDING APPROPRIATE PREPARATION (SKILLS, ATTITUDES, KNOWLEDGES) FOR JOB RESPONSIBILITIES WHICH LIE IN THE BROAD AREAS LISTED BELOW, AND AT THE LEVEL FOR WHICH THESE COURSES ARE CONSIDERED BASIC PREPARATION?

Respondents answering yes or offering no comment 14

Responses specifying areas in which more emphasis is needed in Administration

(Special library directors)

1. Administrative skills
2. Course too short and basic to provide this
3. Experience is best

(Public library directors)

3. Lacked basic understanding of library philosophy
4. Not sufficient emphasis in this area
5. Libraries too small

Responses specifying areas in which more emphasis is needed in Selection of Materials

(Special library directors)

1. Too technical unless an engineer

(Public library directors)

2. Greater depth and scope of types and supplies
3. Greater emphasis is needed on individual assessment of materials in response to what small-town patrons need and wish rather than what they should read

Responses specifying areas in which more emphasis is needed in Selection/ Handling of Hardware

(Public library directors)

1. Need more emphasis on A.V. equipment and handling
2. Subject wasn't covered
3. Does not remember this area
4. All areas

Responses specifying areas in which more emphasis is needed in Technical Services

(Special library directors)

1. Cataloging not sufficiently emphasized

Responses specifying areas in which more emphasis is needed in User Services

(Public library directors)

1. Too oriented to building and not user-oriented

(School administrators)

2. Cooperation with a school librarian and high school students

Responses specifying areas in which more emphasis is needed in Other

(Special library directors)

1. How to advertise, build, instigate user and administrative (institutional) awareness of library services, need for cooperation and support
2. Need depth in all areas - need follow up course

(Public library directors)

3. More emphasis on what to do if all alone without a system. How to convince board and village of need for better facilities. Want course follow-up
4. Course could have been tightened and made more difficult

APPENDIX 9

LIBRARY BOARD MEMBERS' QUESTIONNAIRE RESPONSES

The following pages summarize responses to questionnaires mailed in March 1975 by the Library Manpower Study to sample groups of library board presidents and library board members, drawn at random from lists of library board members maintained by the Division for Library Services.

One hundred names were drawn for each group. Forty usable responses were received from library board members, a response rate of 40%. Fifty-seven usable responses were received from library board presidents, a response rate of 57%.

March 1975

All figures are percentages
of total response

WISCONSIN LIBRARY MANPOWER STUDY

LIBRARY TRUSTEE QUESTIONNAIRE

1. OF WHICH TYPE OF LIBRARY ARE YOU A TRUSTEE? If you are on more than one library board, check as many as are applicable.

96.5 Municipal (County, city, village, or town)

15.8 System established under the 1971 law

3.5 Other form of library cooperative, including systems established before 1971

.0 N/R

2. WHICH RESPONSIBILITIES DO YOU CONSIDER MOST IMPORTANT IN YOUR POSITION AS A LIBRARY TRUSTEE?

See separate sheet

3. HOW LONG HAVE YOU SERVED ON A LIBRARY BOARD?

24.6 1-3 years 29.8 4-6 years 10.5 7-9 years 35.1 10 or more years
0 N/R

4. WAS ANY ORIENTATION PROVIDED YOU UPON YOUR INITIAL APPOINTMENT TO THE LIBRARY BOARD?

80.7 NO

19.3 YES

0 N/R

If "yes", indicate nature of orientation, and by whom it was provided _____

12.5 Reading laws, trustee manual, history and make-up of system or individual library, local ordinances, rules and procedures or other material suggested by librarian. _____

1.7 Discussion with trustee who proceeded me on board _____

1.7 Discussion with librarian

1.7 3 2-hour sessions on: role of library in city government, budget, finance, legislation, policy, by director

1.7 Not specified

BOARD PRESIDENTS

5. HOW HAVE YOU PARTICIPATED IN TRUSTEE ORGANIZATIONS?

	AMERICAN LIBRARY TRUSTEE ASSOCIATION	WISCONSIN LIBRARY TRUSTEE ASSOCIATION	DISTRICT LIBRARY MEETING
ARE YOU A CURRENT MEMBER?	14.0 Yes 49.1 No 36.8 N/R	49.1 Yes 35.1 No 15.8 N/R	
HOW FREQUENTLY DO YOU ATTEND ASSOCIATION MEETINGS	1.7 Annually 1.7 Every 2-3 years 3.5 Occasionaly 5.3 Only once 28.1 Never attended 59.6 N/R	7.0 Annually 1.7 Every 2-3 years 8.8 Occasionaly 12.3 Only once 29.4 Never attended 40.4 N/R	14.0 Annually 3.5 Every 2-3 years 5.3 Occasionaly 15.8 Only once 19.3 Never attended 42.1 N/R
HOW HELPFUL HAS THE ASSOCIATION BEEN IN MEETING YOUR NEEDS AS A TRUSTEE?	1.7 Very helpful 3.5 Of some help 12.3 Don't know 3.5 Of little help 5.3 Of no help 73.7 N/R	5.3 Very helpful 21.1 Of some help 12.3 Don't know 3.5 Of little help 3.5 Of no help 54.4 N/R	3.5 Very helpful 24.6 Of some help 8.8 Don't know 5.3 Of little help 3.5 Of no help 54.4 N/R
IF YOU ARE NOT NOW A MEMBER BUT HAVE BEEN A MEMBER BEFORE, WHAT WAS YOUR LAST YEAR OF MEMBERSHIP?	100 No response	100 no response	
IF YOU ARE NOT A MEMBER, WHAT ARE YOUR REASONS FOR NOT JOINING?	See separate sheets	See separate sheets	
HAVE YOU EVER BEEN ASKED TO JOIN?	1.7 yes 29.8 no 68.4 N/R	1.7 yes 21.1 no 77.2 N/R	

BOARD PRESIDENTS

6. IN CARRYING OUT YOUR RESPONSIBILITIES AS A TRUSTEE, DO YOU NEED MORE INFORMATION OR CONTINUING EDUCATION ON ANY OF THE FOLLOWING SUBJECTS?

Check as many as are applicable, on a scale of 1 to 5, using 1 for subjects in which your need for additional knowledge is most important, and 5 for those in which you feel your knowledge is sufficient.

	1	2	3	4	5	Total
Goals of public library service	12.2	3.5	14.	14.	24.6	68.3
Purpose of library boards	22.8	7.	12.3	10.5	24.6	77.2
Library legislation: federal and state	31.6	12.3	22.8	10.5	5.2	82.4
State government service to local libraries	26.3	8.8	14.	15.8	5.3	70.2
Library as a unit of local government	17.5	7.	10.5	10.5	15.8	61.3
Budgets: preparing/understanding/defending	21.	8.8	14.	10.5	15.8	70.1
Library systems: purposes and benefits	15.8	7.	15.8	12.3	17.5	68.4
Setting objectives for the library	12.3	7.	15.8	15.8	12.3	63.2
Setting policies for the library	21.1	14.	15.8	10.5	12.3	73.7
National and state standards for libraries	12.3	17.5	12.3	15.8	8.8	66.7
Planning/evaluation of services	19.3	15.8	14.	5.3	8.8	63.2
Selection of library director	12.3	8.8	12.3	12.3	15.8	61.5
Trustee/librarian relationships	12.3	5.3	14.	7.	24.6	63.2
Personnel policies	8.8	7.	15.8	5.3	22.8	59.7
Library unions/staff organizations	8.8	12.3	7.	1.7	15.8	45.6
"Friends of libraries" groups	17.5	5.3	17.5	10.5	12.3	63.1
Understanding community needs/expectations	21.1	10.5	12.3	19.3	12.3	75.5
Public relations	10.5	7.	19.3	14.	15.8	66.6
Outreach programs/service to special groups	14.	10.5	21.1	10.5	7.	63.1
Purpose and services of library associations	5.3	12.3	15.8	8.8	14.	56.2
Automation and libraries	15.8	12.3	12.3	1.7	5.3	47.1
Non-print media and libraries	14.	7.	17.5	5.3	17.5	61.3
Cable television	12.3	8.8	3.5	.0	8.8	33.4
Freedom to read/intellectual freedom	14.	8.8	10.5	5.3	19.3	57.9
Interlibrary cooperation/library networks	14.	5.3	21.1	7.	15.8	63.2
Interpersonal communications	8.8	8.8	8.8	8.8	12.3	47.1
Trustee role in materials selection	22.8	10.5	12.3	7.	15.8	68.4
Other (Specify) Planning for future plant expansion/coping in a crowded library	1.7	.0	.0	.0	.0	1.

7. IN MEETING THE NEEDS YOU SPECIFIED IN QUESTION 6, WHICH AGENCY(IES) DO YOU THINK WOULD MOST APPROPRIATELY PROVIDE THE INFORMATION/CONTINUING EDUCATION YOU FEEL YOU NEED?

- 19.3 Local government (city or county) of which the library is a unit
- 38.6 Wisconsin Library Trustee Association
- 1.7 American Library Trustee Association
- 26.3 District Library Association
- 22.8 Local library or library system
- 8.8 Library education programs in universities and colleges
- 29.8 University of Wisconsin-Extension
- 36.8 Division for Library Services
- 1.7 Other (Specify) Combination of local and extension
- 15.8 N/R

8. HOW MUCH TIME PER YEAR (APART FROM BOARD MEETINGS) WOULD YOU BE WILLING TO DEVOTE TO PROGRAMS DESIGNED TO MEET THE INFORMATION/CONTINUING EDUCATION NEEDS YOU SPECIFIED IN QUESTION 6?

<u>14.0</u> Unable to spend any time	<u>22.8</u> Three days
<u>15.8</u> Up to one day	<u>3.5</u> Four days
<u>21.1</u> Two days	<u>10.5</u> Five days or more
	12.3 N/R

9. WHAT IS YOUR OCCUPATION? 24.6% Teaching or educational admin; 10.5% housewife; 7.0% Managerial; 26.3% misc. responses - varied
 IF RETIRED, STATE FORMER OCCUPATION 10.5% teacher; 14.0% misc. - varied
7.0% no response to question

10. CIRCLE THE HIGHEST GRADE LEVEL OF FORMAL EDUCATION YOU HAVE ATTAINED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17 or more years	N/R	
(elementary)								(secondary)				(college)				(graduate study)		
.0								21.1				42.1				31.6		5.3

11. WHAT IS YOUR SEX?

57.9 Female
36.8 Male

12. WHAT IS YOUR AGE?

.0 under 30
7.0 30-39
29.8 40-49
28.1 50-59
17.5 60-69
10.5 70 years or older
7.0 N/R

13. WHAT IS YOUR ETHNIC GROUP?

.0 Black
.0 Native American/Indian
.0 Oriental
.0 Spanish-surnamed American
96.5 White
3.5 N/R

WHICH RESPONSIBILITIES DO YOU CONSIDER MOST IMPORTANT IN YOUR POSITION AS A LIBRARY TRUSTEE?

Public library board presidents were asked that question in a survey. The following responses were given:

1. Using money to the best advantage to provide the most service to the most people.
2. Orderly conduct of a limited service operating on a limited budget.
3. Serving as library board president, particularly in keeping informed as to library services available to our library. such as grants of money and/or books from governmental sources, advisory services available from the state and regional library system, and imparting this info to other board members.

Keeping the public informed through news releases, and maintaining good public relations.

4. Fiscal management.
5. Hiring an administrator - Policy making.
6. Policy-making - Public relations - Financing.
7. To see that the Library serves the community. That the community is aware of the services offered.
8. Setting library policy and objectives.

Hiring the best possible director, then supporting him/her through thoughtful consideration and/or criticism of his/her recommendations.

9. Setting policies - setting goals - Developing means to institute new programs - Maintaining quality of program now in existence - Developing budget so above can be possible.
10. We just remodeled a room in the basement making it into a delightful children's library and are completing re-arrangement of the section in the main library which formerly housed the children's section. For the past five years our goals have been to update our library physically as well as equipment.
11. Hiring head librarian.

Liaison with local elected officials--establishing areas of responsibility--ie what are board responsibilities and what are village responsibilities as they relate to library.
12. Evaluating needs of community and directing staff in direction of serving those needs.

Review budget accounts to accomplish the goals of board.

LIBRARY BOARD PRESIDENTS

13. Understanding of library policy, library goals and the place of the public library in the city governmental structure.
Willingness to serve as an officer of the library board and on its committees.
Study of the community served by the library and develop an understanding of its needs.
Study of current materials and attendance at regular meetings of the library board, committee meetings and professional meetings.
14. Re-inforce the position of the Librarian in her role as a small city Librarian.
15. Policy making
County decisions affecting service - expenditures.
Budgeting - Personnel - Purchasing.
16. To do my best to serve the needs of the people the library serves.
17. To see that good books are available.
18. The fulfillment of the library's purposes and responsibilities to its clientele.
Personnel policies and procedures.
Efficiency of operation and governance.
19. To keep communication open between the public and the librarian to improve and further, present and future, library development.
20. Policy making.
Acquisition of materials - equipment.
21. Attend meeting of committee regularly.
Acquaint myself with information relative to the committee responsibilities.
22. Picking a good director and helping the director execute without stepping all over his functions.
Policy on personnel guidance.
23.Library Board of Trustees, I consider serving our community with good reading material most important.
Every moment I have spent as a trustee has been worthwhile. I consider it an honor and civic duty, that I am proud to be part of.
24. Business, personnel (in practice)

LIBRARY BOARD PRESIDENTS

25. Library Board of Trustees, I have felt it most important to maintain interest among Board members in every phase of the business of our library--giving support and guidance to our director--keeping informed on community needs and progress--publicizing the many educational services and aids offered. As president, I have felt it important to present any suggested changes or business in a manner to keep harmony between Board members, one with another; harmony between staff members, and good relations between staff and Board. We weigh each proposal carefully from all angles. Our attendance at monthly meetings is excellent.
26. Budgeting - Personnel (selection of)
Planning/evaluation of services - long range plans
(Ours is a library in a small town)
27. Management.
28. Selection of library personnel - Library policy - Budget decisions -
Public relations - Deciding on types of service.
29. Good public relations.
Availability for help to librarian
Book selection
30. Be able to talk and work with Village Board concerning library.

Assume fiscal responsibility knowing the financial limitations in a small community we do maintain good books and other reference and reading material especially for our children and young adults. Adult readers are limited to current best sellers (Fiction and Non-fiction) and magazines.

Public relations.
31. To try to keep on the shelves reading material of interest to every type of reader.
32. Budget.

Policy-decisions in operation of library and recent relocation of library in the village.
33. Policy - budget.
34. Helping our library to reach its fullest goal of helping our communities.

Know policies.
35. Budget
Long range planning
Staff support.
36. See so we have proper books to serve our community and not overspend our budget.

LIBRARY BOARD PRESIDENTS

37. Efficient management of library both financially and in service.
Create more use of library by patrons in community.
Cooperation of staff members.
Cooperation with civic organizations
38. Maintenance and improvement of high standards of service to our readers and users.
39. Keeping the library filled with the books to meet the educational and cultural needs of the users - children as well as adults.
Providing a place as attractive and economical as possible.
40. The needs of the library as to new books - helping to fill in when librarian is absent.
41. Payment of bills. Advise on conduct of library. Suggestions on matters of dispute.
42. To have a great interest and concern in our library, so that we meet the needs of the people in our community. To see that our library fund is put to good use and to try to carry on some type of an educational program for those who show an interest.
43. Plans to find new facilities are being discussed. In the future, we will need new facilities and the board is trying to keep active and look for a building.
44. To work for methods to improve service.
To gain funds for purchasing items to continue present service.
To "sell" the facilities and service opportunities to the populace in surrounding areas through a public relations program.
45. Encourage more people in our community to make more and better use of our library. Public relations.
46. Meeting with the board and librarian for the good of our library.
47. I have been on the board only a year, so I haven't been too active.

17.5% of questionnaire respondents did not answer this question

IF YOU ARE NOT A MEMBER (OF THE AMERICAN LIBRARY TRUSTEE ASSOCIATION), WHAT ARE YOUR REASONS FOR NOT JOINING?

Public library board presidents were asked that question in a survey. The following were responses given:

1. Ours is a real small library
2. Our library is primarily fiction and so many things just don't pertain to ours
3. Never been asked
4. Cost of membership
5. No information
6. Feel librarian has a responsibility to represent us
7. Working hours usually conflict with meetings
8. We have agreed to join and are waiting for applications
9. Librarian feels the expense is not justified
10. Too small
11. Don't feel the need for it
12. Don't know

78.9% of questionnaire respondents did not answer this question
14.0% of questionnaire respondents are members of ALTA

IF YOU ARE NOT A MEMBER (OF THE WISCONSIN LIBRARY TRUSTEE ASSOCIATION), WHAT ARE YOUR REASONS FOR NOT JOINING?

Public library board presidents were asked that question in a survey. The following were responses given:

1. Ours is a real small library
2. Never been asked
3. No information
4. Feel librarian has a responsibility to represent us.
5. Working hours usually conflict with meetings
6. We have agreed to join and are waiting for applications
7. Librarian feels the expense is not justified
8. Feel no need for it
9. Don't know

84.2% of questionnaire respondents did not answer this question

49.1% of questionnaire respondents are members of WLTA

All figures are percentages
of total response

WISCONSIN LIBRARY MANPOWER STUDY

LIBRARY TRUSTEE QUESTIONNAIRE

1. OF WHICH TYPE OF LIBRARY ARE YOU A TRUSTEE? If you are on more than one library board, check as many as are applicable.

92.5 Municipal (County, city, village, or town)

5.0 System established under the 1971 law

10.0 Other form of library cooperative, including systems established before 1971

2.5 N/R

2. WHICH RESPONSIBILITIES DO YOU CONSIDER MOST IMPORTANT IN YOUR POSITION AS A LIBRARY TRUSTEE?

See separate sheets

3. HOW LONG HAVE YOU SERVED ON A LIBRARY BOARD?

30.0 1-3 years 17.5 4-6 years 25.0 7-9 years 27.5 10 or more years

4. WAS ANY ORIENTATION PROVIDED YOU UPON YOUR INITIAL APPOINTMENT TO THE LIBRARY BOARD?

72.5 NO

27.5 YES

If "yes", indicate nature of orientation, and by whom it was provided _____

1.5 Reading material, including trustee manual or handbook, bylaws, and related documents - furnished by librarian

2.5 Information from librarian - not an organized program

2.5 Brief review of responsibilities by outgoing member

2.5 State Library Commission (content, form not specified)

5. Not specified

5. HOW HAVE YOU PARTICIPATED IN TRUSTEE ORGANIZATIONS?

	AMERICAN LIBRARY TRUSTEE ASSOCIATION	WISCONSIN LIBRARY TRUSTEE ASSOCIATION	DISTRICT LIBRARY MEETING
ARE YOU A CURRENT MEMBER?	2.5 Yes 42.5 No .55 N/R	4.5 Yes 27.5 No 27.5 N/R	
HOW FREQUENTLY DO YOU ATTEND ASSOCIATION MEETINGS	.0 Annually .0 Every 2-3 years .0 Occasionaly .0 Only once 25. Never attended 75. N/R	2.5 Annually 2.5 Every 2-3 years 12.5 Occasionaly 7.5 Only once 37.5 Never attended 35. N/R	12.5 Annually 2.5 Every 2-3 years 7.5 Occasionaly 5.0 Only once 15.0 Never attended 57.5 N/R
HOW HELPFUL HAS THE ASSOCIATION BEEN IN MEETING YOUR NEEDS AS A TRUSTEE?	.0 Very helpful .0 Of some help 2.5 Don't know 2.5 Of little help .0 Of no help 95. N/R	.0 Very helpful 17.5 Of some help 7.5 Don't know 7.5 Of little help .0 Of no help 67.5 N/R	12.5 Very helpful 22.5 Of some help .0 Don't know 2.5 Of little help .0 Of no help 62.5 N/R
IF YOU ARE NOT NOW A MEMBER BUT HAVE BEEN A MEMBER BEFORE, WHAT WAS YOUR LAST YEAR OF MEMBERSHIP?	100.% no response	100.% no response	
IF YOU ARE NOT A MEMBER, WHAT ARE YOUR REASONS FOR NOT JOINING?	See attached sheets	See attached sheets	
HAVE YOU EVER BEEN ASKED TO JOIN?	5. yes 27.5 no 67.5 N/R	2.5 yes 20. no 77.5 N/R	

BOARD MEMBERS

6. IN CARRYING OUT YOUR RESPONSIBILITIES AS A TRUSTEE, DO YOU NEED MORE INFORMATION OR CONTINUING EDUCATION ON ANY OF THE FOLLOWING SUBJECTS?

Check as many as are applicable, on a scale of 1 to 5, using 1 for subjects in which your need for additional knowledge is most important, and 5 for those in which you feel your knowledge is sufficient.

	1	2	3	4	5	Total
Goals of public library service	20.	5.	17.5	7.5	22.5	72.5
Purpose of library boards	10.	7.5	17.5	12.5	32.5	60.
Library legislation: federal and state	25.	12.5	17.5	2.5	7.5	65.0
State government service to local libraries	30.	7.5	17.5	10.	10.	75.0
Library as a unit of local government	12.5	10.	15.	10.	30.	77.5
Budgets: preparing/understanding/defending	12.5	20.	17.5	2.5	25.	77.5
Library systems: purposes and benefits	12.5	10.	12.5	10.	22.5	67.5
Setting objectives for the library	17.5	12.5	22.5	5.	15.	72.5
Setting policies for the library	22.5	5.	30.	5.	12.5	75.0
National and state standards for libraries	12.5	17.5	17.5	7.5	7.5	62.5
Planning/evaluation of services	15.	17.5	20.	2.5	15.	70.0
Selection of library director	5.	2.5	17.5	7.5	25.	57.5
Trustee/librarian relationships	10.	7.5	17.5	12.5	30.	77.5
Personnel policies	7.5	15.	15.	2.5	25.	65.0
Library unions/staff organizations	2.5	10.	10.	5.	27.5	55.0
"Friends of libraries" groups	27.5	2.5	15.	12.5	17.5	77.5
Understanding community needs/expectations	35.	15.	7.5	10.	5.	72.5
Public relations	25.	17.5	15.	5.	12.5	75.0
Outreach programs/service to special groups	17.5	15.	15.	7.5	15.	70.0
Purpose and services of library associations	20.	15.	25.	.0	10.	70.0
Automation and libraries	12.5	7.5	15.	5.	20.	60.0
Non-print media and libraries	7.5	17.5	20.	2.5	15.	62.5
Cable television	17.5	15.	5.	5.	20.	62.5
Freedom to read/intellectual freedom	10.	7.5	12.5	5.	30.	65.0
Interlibrary cooperation/library networks	10.	7.5	12.5	5.	30.	65.0
Interpersonal communications	2.5	12.5	15.	7.5	25.	62.5
Trustee role in materials selection	20.	7.5	20.	7.5	15.	70.0
Other (Specify)	.0	.0	.0	.0	.0	.0

7. IN MEETING THE NEEDS YOU SPECIFIED IN QUESTION 6, WHICH AGENCY(IES) DO YOU THINK WOULD MOST APPROPRIATELY PROVIDE THE INFORMATION/CONTINUING EDUCATION YOU FEEL YOU NEED?

- 10. Local government (city or county) of which the library is a unit
- 42.5 Wisconsin Library Trustee Association
- 10. American Library Trustee Association
- 27.5 District Library Association
- 12.5 Local library or library system
- 12.5 Library education programs in universities and colleges
- 30. University of Wisconsin-Extension
- 40. Division for Library Services
- 0 Other (Specify) _____
- 17.5 N/R

BOARD MEMBERS

8. HOW MUCH TIME PER YEAR (APART FROM BOARD MEETINGS) WOULD YOU BE WILLING TO DEVOTE TO PROGRAMS DESIGNED TO MEET THE INFORMATION/CONTINUING EDUCATION NEEDS YOU SPECIFIED IN QUESTION 6?

<u>10.</u> Unable to spend any time	<u>10.</u> Three days
<u>20.</u> Up to one day	<u>5.</u> Four days
<u>32.5</u> Two days	<u>15.0</u> Five days or more
	<u>7.5</u> N/R

9. WHAT IS YOUR OCCUPATION? 30.0% housewife/homemaker; 20.0% teaching or educ. admin; 25.0% miscellaneous responses, varied
 IF RETIRED, STATE FORMER OCCUPATION 12.5% retired teachers; 12.5% retired from miscellaneous other fields

10. CIRCLE THE HIGHEST GRADE LEVEL OF FORMAL EDUCATION YOU HAVE ATTAINED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17 or more years	N/P	
(elementary)								(secondary)				(college)				(graduate study)		
.0								7.5				55.				35.		2.5

11. WHAT IS YOUR SEX?

62.5 Female
37.5 Male

12. WHAT IS YOUR AGE?

2.5 under 30
22.5 30-39
12.5 40-49
25. 50-59
20. 60-69
17.5 70 years or older

13. WHAT IS YOUR ETHNIC GROUP?

.0 Black
.0 Native American/Indian
.0 Oriental
.0 Spanish-surnamed American
100. White

WHICH RESPONSIBILITIES DO YOU CONSIDER MOST IMPORTANT IN YOUR POSITION AS A LIBRARY TRUSTEE?

Public library board members were asked that question in a survey. The following responses given:

1. Perhaps because of my occupation and its concomitant responsibility of obtaining the best of possible programs from public coffers I feel that I have a responsibility to aid the librarians in developing their programs.

The public doesn't need much protection from irresponsibility in this area, but I feel that the library needs support, assistance, and articulation in the community.

The fact that we have a superior librarian may influence my thinking.

2. To help establish enlightened policies for the library which accurately reflect community attitudes toward library services.

To interpret accurately library efforts to the public.

3. Policy...staff...new building planning...budget.

4. Using money to the best advantage to provide the most service to the most people.

5. Public relations.

Updating the system to meet the changing needs of the community.

6. Getting new building for severely needed space for work and books.

7. Being knowledgeable about our library--what it has to offer and deficiencies which board should try to rectify.

Planning for best use of available funds to meet the needs of as many people as possible thru adequate staff, collection on hand and open hours. Also projecting future needs so that we can attempt to maintain adequate funding to meet those needs.

8. Upgrading the service.

9. Making available to the public the very best in literature; in an adequate structure.

10. Periodic meeting with librarian to review building maintenance or improvements.

LIBRARY BOARD MEMBERS

11. Meeting the needs of our patrons.
Always offering new areas of service--keeping up-to-date.
Working within our budget--seeing that the budget is ample.
12. Good public relations with the city council and the public.
13. Making certain that the library meets the needs of the community.
14. Cooperation with the librarian.
15. Providing proper library services to the public and meeting needs of individuals.
Proper administration of library in the community.
16. Budget - Personnel.
17. Developing the library as a vital force in our community.
18. Policy forming - Budget drawing.
19. Establishing policy - budgeting.
20. Attendance at meetings.
21. Regular attendance at meetings and a continuing active interest in promoting new ways to improve our library service to our community.
22. To give aid and support to the librarian in the establishment of library policies and programs.
23. Formulating policy for the library.
Trying to meet the needs of the community in library services.
24. I don't feel that I make any very important contributions. I'm a reader and interested in the continued operation of the library. Nothing much is required of me except an occasional meeting.
25. Promotion of library to community members and hiring local or systems librarians and directors.
26. To help bring the services of the library to more families in the area and to maintain the high standard of which our library is known for under somewhat limited funds.
27. Public relations - Budget and policies - Maintenance and improvement of building and equipment
28. Publicity - public relations - our committees finance etc. try to emphasize individual ability.

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I feel my greatest responsibility lies in the area of keeping abreast of changes in libraries to meet needs today and try inculcate in local community. (Frankly my area of least success).

LIBRARY BOARD MEMBERS

29. Setting policies for use of library.

Backing up our librarian when necessary. (When she is unjustly criticized)

Maintaining good public relations.

30. Local library business.

Planning for future expansion of library.

31. Policy - Public relations - Solving financial problems - Time, if needed by librarian.

32. Procuring and establishing those services which will enable the greatest number of people to benefit from the offerings of the public library.

33. Attending all meetings.

See that current business is taken care of - Being aware of library business.

34. Planning and evaluating of services.

Goal setting.

Budget review.

Policy decisions.

35. Long range planning is an important consideration currently.

Developing more interest in library and its needs among city aldermen.
Library is always last on priority list.

17.5% of questionnaire respondents did not answer this question

IF YOU ARE NOT A MEMBER (OF THE AMERICAN LIBRARY TRUSTEE ASSOCIATION), WHAT ARE YOUR REASONS FOR NOT JOINING?

Public library board members were asked that question in a survey. The following were responses given:

1. Not familiar with the association to know what it offers
2. Am a new member of the district
3. Lack of knowledge about the organization
4. Have not been asked
5. Never asked
6. I would join if other members of the board did; I do not care to travel to meetings alone
7. Difficulty in attending meetings; rising cost of membership

82.5% of questionnaire respondents did not answer this question

2.5% of questionnaire respondents are members of ALTA

IF YOU ARE NOT A MEMBER (OF THE WISCONSIN LIBRARY TRUSTEES ASSOCIATION), WHAT ARE YOUR REASONS FOR NOT JOINING?

Public library board members were asked that question in a survey. The following were responses given:

1. Not familiar with the association to know what it offers
2. Am a new member of the district
3. Have not been asked
4. It is compulsory as school superintendent to belong to library board. I have enough professional dues to pay now and it is against school policy for the board to pay any of my dues
5. Never asked
6. I would join if other members of the board did; I do not care to travel to meetings alone

85.0% of questionnaire respondents did not answer this question
45.0% of questionnaire respondents are members of WLTA

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APPENDIX 10

LISTS OF COURSES OFFERED
IN CAMPUS-BASED LIBRARY/MEDIA EDUCATION PROGRAMS:

INFORMATION GATHERED APRIL 1975

Courses offered by Department of Library Science

Alverno College
Milwaukee, Wisconsin

- Ls 110 Cataloging and Classification 2 cr.
- Ls 115 Literature for Children 2 cr.
- Ls 116 Literature for Youth 2 cr.
- Ls 119 Selection of Library Materials 2 cr.
- Ls 120 Basic Audio-Visual Production 2 cr.
- Ls 121 Instructional Systems 2 cr.
- Ls 122 The Social Effect of Libraries 2 cr.
- Ls 130 Introduction to Reference and Bibliographic Research 2 cr.
- Ls 135 Administration and Management of the Library/Media Center 2 cr.
- Ls 160 Library Practicum 4 cr.

Audio-Visual and Library Procedures Courses
offered in Program for Audiovisual Assistants

District One Technical Institute,
Eau Claire, Wisconsin

521-313 School Library Procedure 2 cr.
522-311 Audio Visual Techniques 3 cr.
522-315 Instructional Materials Production 5 cr.
522-316 Instructional Materials Production 5 cr.
522-321 Introduction to Television Production 3 cr.
522-325 Audio Tape Techniques. 2 cr.
522-332 Audio Visual Equipment Repair 2 cr.
522-336 Basic Photography 2 cr.

Technical Core Courses for Library/Media Technical Assistants

Gateway Technical Institute
Kenosha, Wisconsin

- 521-101 Libraries - Introduction to 3 cr.
- 521-111 Library Procedures I 3 cr.
- 521-112 Library Procedures II 3 cr.
- 521-121 Library Resources I 3 cr.
- 521-122 Library Resources II 3 cr.
- 521-109 Library Services for Children and Young Adults 3 cr.
- 521-105 Library Work Experience 3 cr.

- 521-131 Communications Media I 3 cr.
- 521-132 Communications Media II 3 cr.
- 521-133 Communications Media III 3 cr.

Courses offered in Visual Communications

Madison Area Technical College
Madison, Wisconsin

- 206-100 Orientation - Visual Communications 0 cr.
- 206-105 Communications Problems I 3 cr.
- 206-106 Communications Problems II 3 cr.
- 206-110 Display, Design & Production 3 cr.
- 206-115 Theory & Servicing of A.V. Equipment 2 cr.
- 206-117 Audio-Visual Techniques I 3 cr.
- 206-118 Audio-Visual Techniques II 3 cr.
- 206-120 Production, Planning & Control 2 cr.
- 206-125 Instructional Media Systems 3 cr.
- 206-130 Introduction to Television Production 4 cr.
- 206-140 Portfolio Preparation - ViCom 1 cr.

Courses offered by Library Science Program

Marian College
Fond du Lac, Wisconsin

- LS 201 Cataloging and Classifying 3 cr.
- LS 202 Selection of Instructional Materials 3 cr.
- LS 211 Reference Sources for Schools 3 cr.
- LS 301 Administration of the School Media Center 3 cr.
- LS 310 Children's Literature 3 cr.
- LS 312 Adolescent Literature 3 cr.
- LS 401 Basic Audio-Visual Considerations, Methods and Production 3 cr.
- LS 300 Student Teaching in Librarianship 3 cr.
- LS 300 (ED 300) Developmental Reading 3 cr.
- LS 411 Curriculum Instruction in Elementary School 3 cr.
- LS 431 Curriculum Instruction in Secondary School 3 cr.

Courses offered in Visual Communications

Milwaukee Area Technical College
Milwaukee, Wisconsin

- 2-06 100 Orientation to Visual Communications 1 cr.
- 2-06 103 Visual Displays 3 cr.
- 2-06 104 Audio-Visual Presentations 3 cr.
- 2-06 122 Theory and Servicing of Audio-Visual Equipment 3 cr.
- 2-06 133 Video Systems 3 cr.
- 2-06 134 Audio Workshop 3 cr.
- 2-06 137 Instructional Media 2 cr.
- 2-06 140 Visual Communications Practices 3 cr.

Courses offered by Department of Library Science

Northland College
Ashland, Wisconsin

- 226 Audiovisual Education and the Instructional Media Center Unit 1 cr.
- 230 Introduction to the Library 1 cr.
- 231 Introduction to Reference 1 cr.
- 232 Children's Literature and Storytelling 1 cr.
- 233 Adolescent Literature 1 cr.
- 234 Introduction to Cataloging and Classification 1 cr.
- 236 Book Selection 1 cr.
- 246 School Library Administration - The Instructional Media Center 1 cr.
- 250 Selected Studies in Library Science (Preparation of Audio-Visual Materials) 1 cr.

Library Science

Courses offered by Department of Professional Studies

Silver Lake College
Manitowoc, Wisconsin

- 301 Literature for Children (grades K-6) . 3 cr.
- 302 Instructional Materials Center and the Curriculum 3 cr.
- 311 Basic Reference Sources and Services
- 322 Classification and Cataloging 3 cr.
- 401 Literature for Adolescents 3 cr.
- 422 Administration of Instructional Materials Center 3 cr.
- 432 Library Practice 3 cr.
- 471 Selection and Evaluation 3 cr.

Courses offered by Library Science and Media Education Department

UW-Fau Claire
Eau Claire, Wisconsin

- LMED 100 How To Use The Library 2 cr.
- LMED 152 Introduction To Libraries/Instructional Media Centers 3 cr
- LMED 205 Children's Literature 3 cr.
- LMED 206 Literature for Adolescents And Adults 3 cr.
- LMED 281 Selection of Library/Audiovisual Materials 3 cr.
- LMED 312 Reference And Bibliography 3 cr.
- LMED 316 Cataloging And Classification 3 cr.
- LMED 325 Production Of Instructional Media 3 cr.
- LMED 332 Administration Of Instructional Media Centers 3 cr.
- LMED 350 Public Library Administration 3 cr.
- LMED 460 Library Field Work 3 cr.
- LMED 495 Problem: (Specify Area) 1-3 cr.
- LMED 499 Independent Study 1-3 cr.
- LMED 710 Seminar in Children's Literature 3 cr.
- LMED 796 Directed Study 1-3 cr.
- LMED 797 Independent Study 1-3 cr.

Courses offered by Educational Media Department

UW-La Crosse
La Crosse, Wisconsin

ED M 202	Introduction to Photographic Principles 4 cr.
ED M 203	Production of Audio-Visual Materials 4 cr.
ED M 204	Audio Systems Technique 1 cr.
ED M 206	Reference Materials and Services 3 cr.
ED M 251	Television Production Techniques 2 cr.
ED M 301	Selection and Evaluation of Instructional Materials 3 cr.
ED M 302/502	Still Photography 2 cr.
ED M 310	Childrens Literature 3 cr.
ED M 315	Adolescent Literature 3 cr.
ED M 317	Audio-Visual Education 1-2 cr.
ED M 321/521	Preparation of Visual Materials 2 cr.
ED M 322	Techniques of Photojournalism 2 cr.
ED M 323/523	Fundamentals of Motion Picture Production 3 cr.
ED M 325/525	Operations and Management of Libraries 2 cr.
ED M 332/532	Multi-Media Slide Presentation 2 cr.
ED M 395	Independent Study 1-3 cr.
ED M 399	Media Internship 3-15 cr.
ED M 402/602	Intermediate Photography 2 cr.
ED M 403	Library Practice 2-5 cr.
ED M 404/604	Principles of Audio Systems 2 cr.
ED M 410/610	Technological Equipment Maintenance 2 cr.
ED M 421/621	Advanced Photographic Principles 2 cr.
ED M 433/633	Administration and Supervision of Media Programs 3 cr.
ED M 435/635	History of the Cinema 3 cr.
ED M 460/660	Trends in Literature for Children 3 cr.
ED M 461/661	Advanced Reference Sources & Services 3 cr.
ED M 499/699	Instructional Technology 3 cr.
ED M 701	Curriculum and Audio-Visual Utilization 3 cr.
ED M 711	Communications Media Design 2 cr.
ED M 723	Cinematography 2 cr.
ED M 731	Television Production I 3 cr.
ED M 732	Television Production II 3 cr.
ED M 733	Television Utilization and Facility Planning 2 cr.
ED M 734	Television Internship 2-3 cr.
ED M 741	Programmed Instruction 3 cr.
ED M 745	Computer Assisted Instruction 3 cr.
ED M 751	Seminar in Audio & Visual Perception 3 cr.
ED M 761	Research and Seminar in Media 2 cr.
ED M 770	Selection and Cataloging 3 cr.
ED M 771	Special Libraries 3 cr.
ED M 772	School Media Supervision 3 cr.
ED M 795	Directed Studies 1-3 cr.
ED M 799	Terminal Projects max 6 cr.

Courses in Educational Technology and Instructional Materials

Department of Curriculum and Instruction
UW-Madison
Madison, Wisconsin

- 600 Methods of Media Instruction 3 cr.
- 603 Local Production of Instructional Materials 3 cr.
- 604 Introduction to Motion-Picture Production 3 cr.
- 606 Educational Use of Television and Audio Recordings 3 cr.
- 607 Using the Teaching Film in the Classroom 3 cr.
- 700 Organization of Instructional Technology 3 cr.
- 900 Seminar in Educational Technology 2-3 cr.

Courses offered by Library School

UW-Madison
Madison, Wisconsin

- 500 The Library in Society 3 cr.
- 501 Introduction to Cataloging and Classification 3 cr.
- 502 Introduction to Reference Services 3 cr.
- 503 Introduction to Library Collection Building 3 cr.
- 510 Introduction to Library Operations 3 cr.
- 622 Children's Literature 3 cr.
- 624 Story Telling and Oral Literature 3 cr.
- 631 Reading Interests of Adolescents 3 cr.
- 633 Instructional Materials 3 cr.
- 641 The School Library/Media Center 3 cr.
- 712 The Public Library 3 cr.
- 722 College and University Libraries 3 cr.
- 732 The Special Library 3 cr.
- 734 Modern Archives Administration 3 cr.
- 741 Supervision of School Library/Media Centers and Systems 3 cr.
- 751 Technical Services 3 cr.
- 761 Cooperation Among Libraries 3 cr.
- 762 Organizational Behavior for Librarians 3 cr.
- 772 Library Services to Children and Young Adults 3 cr.
- 815 Cataloging and Classification 3 cr.
- 817 Survey of Indexing and Retrieval Methods 3 cr.
- 825 Reference and Information Service 3 cr.
- 831 Government Publications 3 cr.
- 832 Literature of the Social Sciences 3 cr.
- 833 Literature of the Humanities 3 cr.
- 835 National and International Bibliography 3 cr.
- 836 Bibliographic Structure for Science and Technology 3 cr.
- 837 Trends in Information and Document Processing 3 cr.
- 841 Reading Interests of Adults 3 cr.
- 843 Audio-Visual Services in Libraries 3 cr.
- 847 Topics in Reader Services 1-3 cr.
- 848 Topics in Literature for Children and Young Adults 3 cr.
- 851 Planning Reader Services in the Context of Public Library Systems 3 cr.
- 852 Seminar in Public Library Reader Services 3 cr.
- 865 Comparative Librarianship 3 cr.
- 867 Library Architecture 3 cr.
- 871 History of Books and Printing 3 cr.
- 905 Problems in Library Education 1-3 cr.
- 910 Research Methods in Librarianship 3 cr.
- 921 Problems in Academic Library Administration 3 cr.
- 922 Seminar in School Library/Media Center Administration 3 cr.
- 925 Evaluation of Libraries 3 cr.
- 931 Problems in Library Resources 3 cr.
- 938 Theoretical Development of Information and Document Processing 3 cr.
- 976 Special Problems in Archives-Manuscripts Administration 3 cr.
- 977 The Practice of Archives-Manuscripts Administration 3 cr.
- 990 Research and Thesis 1-9 cr.
- 999 Independent Reading and Research 1-4 cr.

Courses offered in Media

Department of Curriculum and Instruction
UW-Milwaukee
Milwaukee, Wisconsin

- 668 Introduction to Instructional Technology 1-4 cr.
- 669 Production and Utilization of Still Media 1-4 cr.
- 670 Production and Utilization of Motion Media 1-4 cr.
- 671 Supervision of Instructional Media Programs 1-4 cr.

Courses offered by School of Library Science

UW-Milwaukee
Milwaukee, Wisconsin

- 511 Introduction To Cataloging And Classification 3 cr.
521 Introduction To Reference 3 cr.
531 Building Library Collections 3 cr.
541 Library In Society 3 cr.
609 Supervision Of Instructional Media Programs 3 cr.
624 Storytelling And Oral Literature 3 cr.
641 The School Library 3 cr.
643 Instructional Materials 3 cr.
645 Organization of Special Materials 3 cr.
649(632) Children's Literature 3 cr.
650(631) Reading Interests Of Adolescents 3 cr.
668(600) Introduction To Instructional Technology 3 cr.
669(603) Production And Utilization of Still Media 3 cr.
697 Reference Sources And Services In The Social Sciences In Latin
America 3 cr.
699 Independent Reading 1-3 cr.
712 The Public Library 3 cr.
722 College And University Libraries 3 cr.
732 The Special Library 3 cr.
766 Organization And Evaluation Of Information Systems 3 cr.
790 Special Bibliography: (Subtitle) 3 cr.
815 Cataloging And Classification 3 cr.
821 Reference 3 cr.
829 Research Methods In Librarianship 3 cr.
831 Government Publications 3 cr.
832 Reference Sources And Services In The Social Sciences 3 cr.
833 Reference Sources And Services In The Humanities 3 cr.
834 Reference Sources And Services In The Natural Sciences And
Technology 3 cr.
835 National And Regional Bibliography 3 cr.
838 Introduction To Information Science 3 cr.
839 Data Processing And Library Systems 3 cr.
841 Reading Interests Of Adults 3 cr.
850 Current Problems In Library Technology 3 cr.
865 Comparative Librarianship 3 cr.
871 History Of Books And Printing 3 cr.
999 Independent Reading And Research 1-3 cr.

Courses offered by Department of Library Science

UW-Oshkosh
Oshkosh, Wisconsin

- 110 Introduction to Media Centers and Library Materials 3 cr.
125 Learning Resources and The Student 1 cr.
211 Introduction to Cataloging and Classification 3 cr.
301 Teaching the Use of Books and Libraries 3 cr.
302/502 Literature for Children 3 cr.
303/503 Literature for Young Adults 3 cr.
317/517 Classification and Cataloging 3 cr.
321/521 Building Materials Collections 3 cr.
329/529 General Reference 3 cr.
334/534 Administration Of The School Media Center 3 cr.
336/536 Public Library Administration 3 cr.
351/551 Administration Of Hospital and Medical Libraries 3 cr.
404/604 Reading Interests of Adults 3 cr.
407 Library Practice 2 cr.
450/650 Supervision Of School Media Centers and Systems 3 cr.
486/686 Library Story Hour 3 cr.
705 Recent Trends in Literature For Children And Young Adults 3 cr.
713 Library And Society 3 cr.
718 Advanced Cataloging 3 cr.
720 Bibliography Of Science 3 cr.
723 Bibliography Of The Social Sciences 3 cr.
726 Bibliography Of The Humanities 3 cr.
735 Government Publications 3 cr.
742 Administration Of The University And College Library 2 cr.
744 Advanced Library Administration (Automation) 3 cr.
747 History Of Books And Printing 3 cr.
751 Special Materials 3 cr.
755 Special Libraries 3 cr.
760 Serial Publications 3 cr.
765 Library Of Congress Classification 3 cr.
770W Problems In School Library Media Center Management 3 cr.
791 Seminar in Library Research 3 cr.
794 Practicum in Librarianship 2-3 cr.
796 Independent Study 1-3 cr.

Courses offered by Department of Library Education

UW-Platteville
Platteville, Wisconsin

- 111 Use of Books and Libraries 1 cr.
- 283 Literature for Children 3 cr.
- 292 Literature for Young People 3 cr.
- 303 Introduction to Educational Media 3 cr.
- 312 Basic Reference Materials 2 cr.
- 322 Selection of Library Materials 3 cr.
- 413 Administration of the School Library Media Center 3 cr.
- 422 Cataloging and Classification 4 cr.
- 433 Library Practice 3 cr.
- 499 Individual Study in Librarianship 1-3 cr.

Department of Educational Foundations
Library Science Courses

UW-River Falls
River Falls, Wisconsin

- 145 Use of the Library 2 cr.
- 215 Books and Libraries 3 cr.
- 255 Reading Guidance for Children 3 cr.
- 270 Introduction to Reference Work 3 cr.
- 275 The Library and the Mass Media 3 cr.
- 360 Cataloging and Classification 3 cr.
- 365 Selection of Library Materials 3 cr.
- 375 Reading Guidance for Young Adults 3 cr.
- 385 Instructional Resource Materials 3 cr.
- 405 Library Administration 3 cr.
- 410 Reference and Bibliography 3 cr.
- 485 Laboratory 1-3 cr.

Audio-Visual Courses

- 256 Instructional Materials and Equipment 3 cr.
- 357 Planning and Construction of Projected and Non-Projected Teaching Aids 3 cr.
- 458 Administration of Audio-Visual Programs 3 cr.
- 459 Educational Radio and TV 3 cr.
- 460 Directing and Producing Television for Education 3 cr.

Courses offered in Instructional Resources

UW-Stevens Point
Stevens Point, Wisconsin

Learning Resources

- 101 Effective Use of the Learning Resource Center 1 cr.
- 211 The Learning Resources Approach in Education 1 cr.
- 222 Introduction to Reference 2-3 cr.
- 223 Building Learning Resources Collections 2-3 cr.
- 231 Basic Photography 2 cr.
- 321 General Cataloging and Classification 4 cr.
- 322 Workshop in Learning Resources 1-3 cr.
- 325 Organization and Supervision of the Learning Resources Center 3 cr.
- 331/531 Audio-Visual Media 3 cr.
- 332 Local Production of Media 2 cr.
- 352 Introduction to Library Resources 2 cr.
- 395 Practicum 2-5 cr.
- 399 Special Work 2 cr.
- 711 Preparation and Utilization of Programmed Instruction 3 cr.
- 713 Instructional Design 3 cr.
- 721 Utilization of Television in the School 2 cr.

Courses offered by Media Technology Department

UW-Stout
Menomonie, Wisconsin

107-504	Elementary Photography	2 cr.
107-605	Advanced Photography	2 cr.
107-645	Color Photography	2 cr.
407-535	Film: History & Appreciation	3 cr.
407-630	Film/Tape Production Fundamentals	3 cr.
407-636	Fundamentals of Motion Picture Production	3 cr.
407-560	Audio-Visual Communications	2 cr.
407-561	Preparation of Audio-Visual Materials	2 cr.
407-593	Television Production Techniques	3 cr.
407-694	Instructional Communications Systems	2 cr.
407-710	Media Reference Fundamentals	2 cr.
407-715	Media Selection	2 cr.
407-720	Media Cataloging & Organization	2 cr.
407-722	Problems in A-V Communications (Plan B)	2 cr.
407-730	Media Retrieval Systems	2 cr.
407-732	Planning Media Facilities	2 cr.
407-740	Instructional Development	2 cr.
407-760	Educational Media Administration	2 cr.
407-770	Thesis - A-V Communications (Plan A)	6 cr.
407-788	Media Technology Internship	1-3 cr.
407-799	Independent Study	1-2 cr.

Courses offered by Department of Library Science

UW-Superior
Superior, Wisconsin

- 202 Reference 3 cr.
- 203 Selection and Use of Printed Materials 2 cr.
- 204 Selection and Use of Audio-Visual Materials 2 cr.
- 302 Cataloging and Classification 3 cr.
- 303 Administration of School Media Programs 3 cr.
- 304 Library Practice 1-3 cr.
- 355 Adolescent Literature 3 cr.

Curriculum and Instruction Courses required of
Library Science Minors

- 274 Children's Literature 3 cr.
- 435 Educational Communication and Technology 3 cr.

Courses offered by Department of Library Science

UW-Whitewater
Whitewater, Wisconsin

- 67101 Introduction to Library Resources 1 cr.
67343 Adolescent Literature and Related Media 3 cr.
67344 Children's Literature and Related Media 3 cr.
67350 Reference and Bibliography 3 cr.
67351 Building Media Collections 3 cr.
67411 Library Practice 2 cr.
67451/67651 Classification and Cataloging 3 cr.
67452/67652 School Media Center Administration 3 cr.
67453/67653 Library Operations and Management 3 cr.
67490/67690 Library Workshop 1-6 cr.
67492 Field Study 1-6 cr.
67494 Seminar 2 cr.
67498 Independent Study 1-3 cr.
67696 Special Studies Variable cr.
67700 Individual Studies 1-3 cr.
67720 Library Orientation for Graduate Students Non-credit.
67798 Workshop Variable cr.
- 33435/33635 Design and Production of Instructional Materials 3 cr.
33358/33558 Introduction to Utilization of Instructional Media 3 cr.
34413/35413 Directed Teaching for Special Minors 2 cr.

Courses offered by Library Science Program

Viterbo College
LaCrosse, Wisconsin

- LSc 308 Trends in Children's Literature 3 cr.
- LSc 310 Cataloging and Classification 3 cr.
- LSc 312 Introduction to Reference 3 cr.
- LSc 320 Administration of the Instructional Materials Center 3 cr.
- LSc 325 Adolescent Literature 3 cr.
- LSc 334 Educational Media 3 cr.
- LSc 340 Selection and Acquisition of Instructional Materials 3 cr.
- LSc 370 Library Practice 2-4 cr.

Courses offered in Visual Communications

Western Wisconsin Technical Institute
La Crosse, Wisconsin

- 2-06 131 Audio-Visual Graphics 3 cr.
- 2-06 144 AV Equipment Operation and Maintenance 4 cr.
- 2-06 152 Cinematography 3 cr.
- 2-06 154 AV Equipment Operation and Maintenance 3 cr.
- 2-06 163 Display Design and Production 3 cr.
- 2-06 167 AV Material Management 4 cr.
- 2-06 169 AV Research Project 3 cr.

APPENDIX II

CERTIFICATION REQUIREMENTS FOR PUBLIC SCHOOL LIBRARIANS AND AUDIO-VISUAL PERSONNEL

Chapter PI 3

LICENSES

PI 3.01	Permits	PI 3.04	Certificates
PI 3.02	Special licenses	PI 3.10	Special rules
PI 3.03	Licenses	PI 3.20	Specialized areas

PI 3.10 Special rules. (1) LIBRARIAN. (a) *School librarian*. Candidates must hold a valid Wisconsin teaching license, or be eligible for such license, or, in the case of degree-holding candidates, must successfully complete an approved program of 18 semester hours of professional education including field experience in public school library service.

1. Minimum credits for certification (covering both elementary and secondary schools) will be 22 semester hours in library science and related fields, including all of the following:

- a. Administration of the school library/instructional materials center
- b. Selection and use of audio-visual materials
- c. Selection and use of printed materials
- d. Adolescent literature
- e. Children's literature
- f. Cataloging and classifying
- g. Reference sources for schools

EXCEPTIONS: Certification as an elementary school librarian requires a course in children's literature, but not adolescent literature.

Certification as a secondary school librarian requires a course in adolescent literature, but not children's literature.

2. Additional courses may be selected from:

- a. Principles of elementary and secondary curriculum development
 - b. Developmental reading
 - c. Remedial reading
 - d. Audio-visual materials and instruction
 - e. Student teaching in school librarianship
3. The school librarian license is valid for 3 years.

(b) *Unlimited school librarian*. Issued to applicants meeting requirements for school librarian who have completed 3 years of successful experience as a Wisconsin public school librarian, and who have completed a master's degree in library science or instructional materials. Thirty-two semester hours in library science and related subjects may be substituted for the master's degree, if a minimum of 10 semester hours in such subjects as library science, audio-visual materials and instruction, instructional materials, and social foundations of librarianship is obtained after the granting of the bachelor's degree.

(c) *School librarian supervisor*. Qualifications are completion of a master's degree in library science or related area, 5 years of successful experience as a public school librarian, and completion of courses beyond the master's degree in principles of school administration, supervision (or personnel management), and school librarianship and/or information science. This certification is not required.

(d) *Effective date*. The standards in section PI 3.10 (1) are effective July 1, 1970. Persons holding a valid Wisconsin school librarian certificate prior to July 1, 1970 may continue such certification under standards in force prior to July 1, 1970. Initial certification under the standards in this section is for 3 years.

(9) **AUDIOVISUAL DIRECTOR.** Media specialist. This classification shall apply to those who direct, administer, and/or provide those advisory, production and distribution services which implement teaching-learning situations with media in an organized fashion within an entire school system. The term "Media" includes all technological aids to the instructional program such as films, recorded materials, radio, television, and other modern communications devices and materials such as pictures and graphics, three dimensional materials, etc. Persons will qualify as audiovisual directors (media specialists) who offer credits in the courses listed under par. (b) below. Qualifications for a director's certificate:

(a) *General requirements.*

1. Must possess a valid teaching certificate based on a 4-year degree.
2. Should have at least 3 years of successful teaching experience.

(b) *Educational requirements.* Minimum of 15 semester hours.

1. A course or courses in curriculum. Minimum of 2 semester hours. (A person qualifying with elementary school teaching experience will meet this requirement by acquiring credit in a high school curriculum course. A person with high school teaching experience will qualify with an elementary school curriculum course.)

2. Courses in audiovisual instruction (educational media). Minimum of 12 semester hours including starred courses:

- *Methods: Basic audiovisual course
- *Production of audiovisual materials
- *Administration (audiovisual)

Electives

(Such courses as ETV, programmed learning, motion picture production, radio, photography, etc.)

(c) A 3-year provisional certificate may be granted to an individual without meeting the course requirements providing:

1. The applicant has served as an audiovisual director for a period of 3 years prior to July 1, 1967, with one-fourth or more released time devoted to such duties. Percentage of time is determined by actual released time from classroom or study hall duties for organized audiovisual activities. For example: If the audiovisual assignment is for 2 periods in a 7-period day, percentage of time is $2/7$ or 28%.

2. He is presently designated as an audiovisual director with one-fourth or more released time for such duties.

(d) Such provisional certificate may be renewed in 3-year periods by completing satisfactorily 2 or more courses from par. (b) 2. (above) within each 3-year period.

(10) **AUDIOVISUAL BUILDING COORDINATOR.** Media specialist. This classification shall apply to those who provide those advisory, production, and distribution services which implement teaching-learning situations with media in an organized fashion within a single building housing a typically organized grade unit of a school system, such as an elementary school, a junior high school, or a senior high school. The term "Media" includes all technological aids to the instructional program such as films, recorded materials, radio, television and other modern communications devices and materials such as pictures and graphics, 3 dimensional materials, etc. Qualifications for a coordinator's certificate:

(a) *General requirements.* Must possess a valid teaching certificate based on a 4-year degree.

(b) *Educational requirements.* Minimum of 4 semester hours. Two courses in audiovisual instruction, one of which shall be a basic audiovisual methods course.

(c) Beginning with the school year 1967-68, all persons designated by their school officials as audiovisual directors or audiovisual coordinators must meet the requirements as listed above.

APPENDIX 12

CERTIFICATION REQUIREMENTS FOR LIBRARIANS, INSTRUCTIONAL MEDIA SPECIALISTS, AND AUDIO-VISUAL SPECIALISTS IN THE WISCONSIN SYSTEM OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Chapter A-V 3

REQUIREMENTS FOR CERTIFICATION

A-V 3.01	General	A-V 3.05	Counselors
A-V 3.02	Instructional staff	A-V 3.06	Librarians
A-V 3.03	Supervisors—coordi- nators	A-V 3.07	Instructional media spe- cialists and audio-visual specialists
A-V 3.04	Administrators		

History: Chapter A-V 1, requirements for certification, as it was in effect on March 31, 1973, was repealed, and a new chapter A-V 3 was created, Register, March 31, 1973, No. 207, eff. 4-1-73

A-V 3.01 General. (1) Application authorized by section 38.04 (4), Wis. Stats., Wis. Adm. Code chapter A-V 3, applies to:

(a) All administrators, supervisors and coordinators, instructional staff, and other professional education specialists as identified in this chapter employed by district boards.

(b) State institutions and delegate agencies which offer vocational instruction may request certification.

(c) Certification is not required of persons not specifically described herein.

(d) Requirements herein apply to all educational personnel certified after April 1, 1973.

(e) Persons certified prior to April 1, 1973 may comply with regulations as set forth herein or to regulations which were in effect at the time of their initial certification.

(2) Procedure:

(a) All requests for certification must be submitted by employing institutions.

(b) The applicant for certification shall submit to his district director or appointed representative proof of his qualifications and all necessary documents required for certification. This documentation shall be submitted as early as possible during the first year of employment. This documentation will include an approved application form for certification and employment, official transcripts of all undergraduate and graduate credits, and/or official copies of any significant professional or occupational licenses, and written verification from the employer of all appropriate and required occupational experience.

(c) The district director, or appointed representative, shall submit to the board all required certification documents.

(d) The board shall evaluate all materials submitted and issue appropriate certificates to eligible applicants through the employing agency.

(3) Approval status:

(a) Approval status is granted on a yearly basis to all qualified applicants who are employed on a part-time basis (less than 50% employment as determined by each district) or on a limited term basis for special education projects such as the manpower development and training act, adult basic education, or unique programs for the disadvantaged, handicapped, or driver education.

(b) Approval status will also be granted to qualified full-time teachers for second and third instructional areas.

(4) Certification status:

(a) Provisional certificates are granted to all qualified applicants who are employed full-time (50% or more) in the regular program activities of a district and have not met the requirements for the standard 5-year certificate.

(b) Standard 5-year certificates are granted to all qualified applicants who are employed full-time (50% or more) in the regular program activities of a district.

(c) Standard life certificates are granted to all qualified applicants employed full-time (50% or more) in the regular program activities of a district.

(5) General provisions:

(a) Equivalency for the occupational experience requirements may be established through evaluation by a representative of, or a committee appointed by the director. Where an evaluation of work experience and/or education is made, substitution may include special study through armed forces service schools, manufacturers schools, correspondence courses, special tutoring and institutes, approved in-service teaching-training programs, work experience in clearly related occupations, and other such experience as may be appropriate.

(b) Approved graduate education directly in a subject matter discipline may be substituted for required work experience. Two semester hours of graduate credit may be evaluated as equivalent to no more than one month of occupational experience for certification purposes.

(c) Equivalencies identified under sections (a) and (b) may be used for up to one half of the required work experience.

(d) All education and work experience should reflect current practices and standards in the business and industrial world.

(e) In fields where another legal certification agency has authority the teacher must comply with both certification codes.

(f) The board may delegate certification evaluation responsibilities to the districts subject to state audit.

(g) A verifiable apprenticeship in the skilled trades and successful experience as a journeyman for a combined total of 7 years shall be equivalent to a baccalaureate degree for certification purposes.

(h) If a formalized apprenticeship has not been completed, extensive occupational experience for a total of 7 years and related education equivalent to an apprenticeship program will be equivalent to a baccalaureate degree for certification purposes.

(i) If a baccalaureate degree equivalence is obtained, an earned baccalaureate degree in addition to the baccalaureate equivalency will be equivalent to a masters degree for certification purposes.

(j) The master's degree and/or equivalency required for certification in supervisory and administrative positions may be waived or modified if the applicant has an exceptionally strong educational and occupational experience background.

(k) Requirements for approval may be modified at the discretion of the director in situations which require a unique cultural or ethnic background.

(l) Districts may establish requirements which exceed the minimum qualifications described herein.

(6) Appeal:

(a) Should any applicant feel that the certification status granted is not commensurate with the record submitted, appeal may be made to the director for a review of the case by the state advisory committee on certification, which will include one district director, a representative of the state board of vocational, technical and adult education and peer group representatives from the districts, one of which is a staff member holding similar certification status. Final determination will be made by the director.

(b) Meetings of the committee will be called by the director.

(c) Personal expenses of the applicant incurred for travel, lodging or legal services are to be the responsibility of the applicant.

(d) Appeals must be initiated in writing by the applicant and sent by the district office to the board within 90 days after the applicant is notified of certification status.

A-V 3.06 Librarians. (1) **GROUP IDENTIFICATION.** Librarians are those specialists who are responsible for the care and management of a library.

(2) **APPROVAL REQUIREMENTS.** The requirements for provisional certification will be used.

(3) **PROVISIONAL CERTIFICATION REQUIREMENTS.** (a) *Education.* A graduate or undergraduate degree with a minor in library science is required.

(b) *Occupational experience.* Six months of non-described occupational experience in a field other than education, or library management.

(c) *Teaching experience.* None required.

(d) *Renewal.* The provisional certificate shall be valid for a period of 2 years. The provisional certificate may be renewed if, during the provisional certification period, the applicant makes satisfactory progress in earning a 5-year renewable certificate. Satisfactory progress shall be 6 approved semester credits or 2 months of approved occupational experience.

(4) **STANDARD FIVE-YEAR CERTIFICATION REQUIREMENTS.** In addition to the requirements for provisional certification, the following must be completed. (a) *Education.* 1. Philosophy of vocational, technical and adult education in Wisconsin—2 semester credits.

2. Masters degree in library science or 30 credit hours in appropriate areas.

(b) *Occupational experience.* Six additional months for a total of 12 months of occupational experience is required outside the field of education or library management.

(c) *Professional experience.* Three years as a certified librarian.

(d) *Renewal.* The certificate will be renewed if the applicant for renewal has documented evidence of continued professional growth. Minimum evidence shall be 6 approved semester credits or other professional activity as defined by the district.

(5) **STANDARD LIFE CERTIFICATION REQUIREMENTS.** The life certificate will be issued to those librarians who hold or are eligible for a standard 5-year certificate and have attained age 55.

History: Cr. Register, March, 1973, No. 207, eff. 4-1-73.

A-V 3.07 Instructional media specialists and audio-visual specialists.

(1) **GROUP IDENTIFICATION.** Instructional media specialist certification is required of those individuals in each district who are assigned to advise and assist the instructional staff in the use of various instructional devices and audio-visual techniques.

(2) **APPROVAL REQUIREMENTS.** The requirements for provisional certification will be used.

(3) **PROVISIONAL CERTIFICATION REQUIREMENTS.** (a) *Education.* A graduate or undergraduate degree with major emphasis in audio-visual education or instructional media.

(b) *Occupational experience.* Six months of occupational experience outside the field of education.

(c) *Teaching experience.* Three years of teaching experience as a certified teacher. Such certification may be obtained in any recognized educational system.

(d) *Renewal.* The provisional certificates shall be valid for 2 years. The provisional certificate may be renewed if during the provisional certification period the applicant makes satisfactory progress toward earning a standard 5-year certificate. Satisfactory progress shall be 6 approved semester credits or 2 months of approved appropriate occupational experience.

(4) **STANDARD FIVE-YEAR CERTIFICATION REQUIREMENTS.** In addition to the requirements for provisional certification, the following must be completed. (a) *Education.* 1. Philosophy of vocational, technical and adult education in Wisconsin—2 semester credits.

2. Teaching methods—2 semester credits.

3. Curriculum or course construction—2 semester credits.

4. Education psychology—2 semester credits.

5. Educational evaluation—2 semester credits.

6. Guidance and counseling—2 semester credits.

7. Masters degree or 30 credits in appropriate course hours.

(b) *Occupational experience.* Six additional months of occupational experience outside the field of education for a total amount of 12 months of experience.

(c) *Professional experience.* Three years of professional experience as a certified instructional media specialist or an audio-visual specialist. Such certification may be obtained in any recognized educational system.

(d) *Renewal.* The certificate will be renewed if the applicant for renewal has documented evidence of continued professional growth. Minimum evidence shall be 6 approved semester credits or 2 months of appropriate occupational experience or other professional activity as defined by the district.

(5) **STANDARD LIFE CERTIFICATION REQUIREMENTS.** The standard life certificate will be issued to those instructional media specialists who hold or are eligible for a standard 5-year certificate and have attained age 55.

WISCONSIN'S ORIGINAL PUBLIC LIBRARIAN CERTIFICATION LAW

C. PUBLIC LIBRARY CERTIFICATION BOARD

(Wisc. Stats., 1927, p. 527-528, s. 43.165)

Sec. 43.165. Membership—Library certificates—License—Employment of uncertified librarians. (1) A board known as the "Public Library Certification Board" and hereafter referred to as the "board" is created consisting of five members as follows: Two members to be appointed by the governor and who shall be librarians or full time assistants in public libraries in second, third or fourth class cities of not less than four thousand population; one member who is a trustee of a public library, to be appointed by the governor; one member who is a member of the free library commission staff to be selected by the free library commission; and one member who is a member of the faculty of the University of Wisconsin, not connected with library work, to be elected by the president of the university. Of the members first appointed, one shall serve for one year, one for two years, one for three years, one for four years and one for five years, to be determined by lot, and thereafter each member appointed shall serve for a term of five years, and until his successor is appointed and qualifies. The member selected by the free library commission shall act as secretary of the board. No member shall receive compensation or expenses incurred in the performance of his duties. The board shall issue library certificates as provided in this section.

(2) After January 1, 1923, the board of directors or other governing body of any public library, except in a city of the first class, supported in whole or in part by public funds, shall not employ to fill a vacancy or in any new position created, any librarian or full time assistant who does not hold a library certificate provided for in subsection (4). But any person employed as librarian or full time assistant in a public library on January 1, 1923, may continue in such position without a library certificate.

(3) Application for library certificates under the provisions of this section shall be made in writing to the board and with each application shall be paid to the board a fee of one dollar.

(4) Certificates issued to librarians and assistants in public libraries shall be of the following grades:

- (a) Grade one: Requiring three years' college work, a one-year course in an accredited library school, and two years' successful library experience.
- (b) Grade two: Requiring one years' college work, a one-year course in an accredited library school, and two years' successful library experience.
- (c) Grade three: Requiring high school graduation, a six weeks' course in an accredited library school, and one year's successful library experience.
- (d) Grade four: Requiring high school graduation; and including such additional requirements as shall satisfy the board that the applicant is able to do successful library work in the position to which such library certificate makes such applicant eligible.

(5) Whenever any applicant for a library certificate does not have the academic and library school training prescribed in subsection (4), the board may issue to said applicant a certificate of any grade if it satisfy itself by examination or otherwise that the applicant has attainments substantially the equivalent of such prescribed education and training and that all other conditions are met.

(6) Any person who has served as librarian or full time assistant in any public library in Wisconsin for at least one year at any time prior to January 1, 1923, may be granted a library certificate of any grade without examination, if the board is of the opinion that such person has demonstrated his ability to do successful library work in a library position in which the desired certificate would authorize his employment, but application for such certificate shall be made prior to January 1, 1925.

(7) The board may issue to any person who has the required academic and library training qualifications but lacks the required library experience, a license to engage in certain library work for not to exceed one year. If at the end of the year for which such license is issued, the board is satisfied that said person has done successful library work during said year, it may renew such license for one year in cases where two years' experience is required to qualify for the library certificate desired.

(8) After January 1, 1923, the board of directors or other governing body of any public library in a city of eight thousand population or over, except in a city of the first class, shall not employ to fill a vacancy or in a new position created as librarian in charge of such library any person who does not hold a first grade certificate; and when such public library is located in a city of not less than four thousand and not more than eight thousand population, the board of directors or other governing body shall not employ as such librarian to fill a vacancy or in a new position any person who does not hold at least a second grade certificate. When such public library is located in a city of not less than two thousand and not more than four thousand population, the board of directors or other governing body shall not employ as such librarian to fill a vacancy or in a new position any person who does not hold at least a third grade certificate.

(9) If the board is of the opinion that the board of directors or other governing body of any library in a city of two thousand population or over is unable to secure to be in charge of such library a librarian who holds the requisite certificate, the board may grant to such library board a permit to employ a person without the required certificate for a period of not to exceed six months and such permit, in case of emergency, may be once renewed for a period of six months.

(10) The provisions of subsections (2) and (8) of this section do not apply to any public library maintained wholly or in part at state expense.

APPENDIX 14

CERTIFICATION REQUIREMENTS FOR PUBLIC LIBRARIANS

Chapter PI 6

PUBLIC LIBRARIES

PI 6.03	Public librarian certification	PI 6.06	Further provisional certification requirements for public library systems
PI 6.05	Organizational requirements for provisional certification of public library systems		

PI 6.03 Public librarian certification, (1) Any librarian employed in a public library system or any municipal public library, except in a city of the first class, supported in whole or in part by public funds, shall hold certification, as provided in subsections (3) to (7) below. Certificates already granted shall remain in effect.

(2) Applications for librarian certificates under this section shall be made in writing to the division, and with each application for a grade 1 certificate, as provided in subsection (3) (a) below, shall be paid a fee of \$5, and with each application for a grade 2 and a grade 3 certificate, as provided in subsections (3) (b) and (3) (c) below, shall be paid a fee of \$8.

(3) The following minimum standards are established:

(a) *Grade 1.* Requiring a bachelor's degree from a college or university approved by an accrediting association of more than statewide standing, and in addition a fifth-year degree from a library school program accredited by the American Library Association, followed by not less than 4 years of successful experience in a library of recognized standing. At least one of these years shall have been in a public library.

(b) *Grade 2.* Requiring a bachelor's degree from a college or university approved by an accrediting association of more than statewide standing, appropriate course work in librarianship, and not less than 2 years of successful experience in a library of recognized standing (one year of which shall have been in a public library). Either of the following will meet the requirements for appropriate course work in librarianship:

1. The directed home-study course, A-50, Basic Library Management for Public Librarians, offered by University of Wisconsin Extension; or

2. At least 8 college or university credits in the subject areas of library administration, selection of materials, reference and cataloging and classification.

(c) *Grade 3.* Requiring high school graduation, appropriate course work in librarianship, and one year's successful experience in a public library. The course work requirement may be fulfilled by either the directed home-study course, A-50, Basic Library Management for Public Librarians, offered by University of Wisconsin Extension, or by graduation from an approved 2-year library technical-assistant training program.

(4) Whenever any applicant for a librarian certificate does not have the academic and library school training prescribed in subsection (3), the division may issue to said applicant a certificate of any grade if satisfied by examination or otherwise that the applicant has attained

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ments substantially the equivalent of such prescribed education and training and that all other conditions are met.

(5) The division may issue to any person who has the required academic and library training qualifications, but lacks the required experience, a license to engage in library work for not to exceed one year. If, at the end of the year for which the license is issued, the division is satisfied that the person has done successful library work during the year, it may renew the license from year to year for such additional time as is required to qualify for the library certificate required.

(6) The library board governing any public library system established under sections 43.17-43.21, Wis. Stats., shall not employ as head librarian any person who is not qualified to hold a first grade certificate. The library board or other governing body of any municipal public library in a county or a city of 8,000 population or over, except in a city of the first class, shall not employ to fill a vacancy or in a new position created as librarian in charge of such library any person not eligible for or holding a first grade certificate; and when such municipal public library is located in a county or a city of not less than 4,000 and not more than 8,000 population, the library board or other governing body shall not employ as such librarian to fill a vacancy or in a new position any person not eligible for or holding a second grade certificate. When such municipal public library is located in a county or a city of not less than 2,000 and not more than 4,000 population, the library board or other governing body shall not employ as such librarian to fill a vacancy or in a new position any person not eligible for or holding a third grade certificate.

(7) If the division is of the opinion that any such library board or other governing body is unable to secure a librarian who holds the requisite certificate, the division may grant to the library board a permit to employ a person without the required certificate for a period not exceeding one year and such permit, in case of emergency, may be once renewed for a period of one year.

History: Emerg. cr. eff. 1-26-72; r. emerg. rule and cr. Register, April, 1972, No. 196, eff. 5-1-72; am. (3), Register, August, 1972, No. 212, eff. 8-1-72.

CERTIFICATION REQUIREMENTS FOR LAW LIBRARIANS

Certification of Law Librarians—AALL*

A. Certification defined

1. Certification is a formal recognition that a person has attained a standard of competence in law librarianship recognized by the American Association of Law Libraries, and a person so certified shall be known as a Certified Law Librarian.
2. Certification is voluntary and not necessary either for membership or participation in the activities of the association.
3. Any member of the American Association of Law Libraries may apply for certification.

B. Certification board

1. **Composition:** The certification board shall be appointed by the executive board of the association. It shall consist of five members, one of whom shall be designated as chairman, each of whom shall serve a term of three years, no more than two of whom shall serve concurrent terms.
2. **Powers and duties:** The certification board shall
 - a. Evaluate the qualifications of applicants for certification.
 - b. Recommend the issuance of certificates to those applicants it finds to be qualified.
 - c. Recommend to the executive board of the association those applicants who, because of their outstanding service and contributions to the profession of law librarianship, shall be eligible for certification under category "C" below.
 - d. Deny certification to those applicants who fail to meet the qualifications established for certification.
 - e. Report any action of denial of certification with reasons for denial to the applicant and to the executive board of the association.

C. Certification may be issued by the association to applicants who qualify under any of the following categories:

* Applicants for certification may obtain forms and instructions from American Association of Law Libraries, 53 West Jackson Blvd., Chicago, Illinois, 60604.

1. A graduate degree (either Bachelor's or Master's) in library science from a school approved by the American Library Association and a degree in law from a law school approved by the American Bar Association or members of the Association of American Law Schools, and two years of professional library experience.
2. A degree in law from a law school approved by the American Bar Association or members of the Association of American Law Schools and four years of professional library experience.
3. A graduate degree (either Bachelor's or Master's) in library science from a school approved by the American Library Association and six years of professional library experience.
4. Long-term responsible professional library experience and outstanding contribution to the profession (no degree requirement).

D. In evaluation of qualifications, the following standards shall be applied:

1. Experience

- a. At least one half of the professional experience presented for certification must have been acquired in a law library.
- b. Professional experience shall be acceptable whether acquired before, after, between or during formal education in law or library science.
- c. The certification board shall determine whether experience is "professional" and may use the American Library Association standards as guides in making this determination.
- d. Any combination of degrees and experience offered must include a minimum of two years of professional experience.

2. Education

- a. Formal course work of passing grade insufficient for a degree shall be acceptable for credit to be deducted from the necessary years of experience subject to the limitation of "D. 1. a." above with a ratio of three semester hours of course work equal-

ling one month of experience.
(For the purpose of certification, a graduate degree in library science [Bachelor's or Master's] shall be presumed to require 33 semester hours of course work; for the purpose of certification, a degree in law shall be presumed to require 82 semester hours of course work.)

- b. Law degrees from foreign institutions may be substituted for degrees from American institutions when they are recognized in the foreign country as evidence of the successful completion of the study of law. Library science degrees from foreign institutions may be substituted for a degree from American institutions when they are recognized in the foreign country as evidence of the successful completion of the study of professional librarianship.
- c. Advanced degrees in subject areas related to law may be substituted in whole or in part for the law degree at the discretion of the certification board.
- d. Law library courses approved by the AALL may carry additional credit to be deducted from the necessary years of experience subject to the limitation in "D. 1. a." above. The amount of credit to be allowed for this work shall be determined by the certification board with the advice of the Education Committee.
- e. Satisfactory work done at institutes, programs for continuing education,

etc., approved by the American Association of Law Libraries, shall carry credit toward certification as determined by the certification board with the advice of the Education Committee and within the policies established by the association. In no event shall a single institute or program carry more credit than one semester hour of course work done at a law school or library school. The total number of institute or program hours acceptable for certification shall be limited to the equivalent of twelve hours of course work toward a degree.

E. Appeals in certain cases

1. A candidate whose application for certification has been denied by the certification board may make application in writing to the executive board for a review by the executive board of the decision of the certification board.
2. Upon receiving such application, the secretary of the association shall schedule a hearing on the application to be held during a regularly scheduled meeting of the executive board, at which hearing the executive board shall hear the candidate and one representative of the certification board.
3. The executive board may, at its discretion, remand the application to the certification board for further investigation. After such further investigation and written report to the candidate and to the executive board, the decision of the certification board shall be final.

APPENDIX 16

CERTIFICATION REQUIREMENTS FOR MEDICAL LIBRARIANS

Medical Library Association, Inc.
Code for the Training and Certification
of Medical Librarians
Revised June 2, 1964
5. Grade I.A. Revised May 28, 1973

1. For the purpose of improving the standards of medical librarianship, the Medical Library Association hereby establishes a Code for the Training and Certification of Medical Librarians.
2. In accordance with the provisions of Article VIII of the Bylaws of the Association, the Committee on Certification will grant Certificates of Medical Librarianship to duly qualified persons under the conditions stated below.
3. Certification is understood to give evidence of special training or recognition of special knowledge and experience in the field of medical librarianship.
4. Certificates granted or issued by the Association shall not confer or purport to confer upon any person any degree, legal qualification, privilege, or license, nor purport to be issued by or in pursuance to or by virtue of any statutory or governmental sanction or authority. Recipients of certificates shall not by virtue thereof become members of the Association nor shall they be entitled by virtue thereof to vote on any matters whatsoever.
5. The following types of certificates will be granted under the following conditions.
 - a) Certification at Grades I, II, and III, corresponding to approved levels of medical library training, may be conferred by the Committee on Certification on those presenting proper credentials of completion of prescribed training. Grades of training as approved by the Medical Library Association are:
 - Grade I:* The minimum requirements for certification at Grade I are a bachelor's degree and graduation from an American Library Association-accredited fifth-year library school, plus one of the following:
 - A. Successful completion of a course of instruction in medical librarianship in an ALA accredited library school program; or
 - B. A passing grade on an examination covering the materials usually included in such a course; this examination to be administered each year by the committee on Curriculum; or
 - C. Successful completion of an MLA-approved medical library internship.
 - Grade II:* The minimum requirements for certification at Grade II are a bachelor's degree; graduation from an American Library Association-accredited fifth-year library school; successful completion of an MLA-approved course of instruction in medical librarianship (or passing grade on an examination as outlined for Grade I) plus one of the following:
 - A. Successful completion of an MLA-approved medical library internship; or
 - B. An earned master's degree from a university of recognized standing in one of the disciplines applicable to life sciences librarianship, to librarianship, or to documentation, and one year of professional experience in a library of recognized standing.
 - Grade III:* The minimum requirements for certification at Grade III are a bachelor's degree and graduation from an American Library Association-accredited fifth-year library school, plus both of the following:
 - A. An earned doctoral degree from a university of recognized standing in one of the

- disciplines applicable to life sciences librarianship, to librarianship, or to documentation; and
- B. Five years of professional experience in a medical library of recognized standing.
- b) Individuals holding foreign degrees or with unusual backgrounds may apply to the Committee on Certification for consideration of their credentials in terms of equivalencies.
6. Applications for certification will be received by the Committee on Certification, which will evaluate the credentials of the applicants and make recommendations to the Committee on Certification.
 7. Each applicant for certification shall be required to sign the following pledge:
"I agree to hold said Medical Library Association, Inc., and its members, examiners, officers, and agents free from any damage or claim for damage or complaint by reason of any action they, or any of them, may take in connection with this application, any examination, the grade or grades given with respect to any examination, and/or the failure of said Association to issue to me a Certificate of Medical Librarianship."
 8. Any certificate may be revoked at any time, for cause, by order of the Committee on Certification. A hearing shall be granted on request of the person whose certificate is in question.
 9. A nominal fee shall be paid to the Medical Library Association for each certification issued by the Committee on Certification.

DEFINITIONS

1. "One year" of professional experience in a medical library shall mean professional work totaling 11 months of full-time work.
2. "Professional experience" shall mean actual participating professional experience in library duties described as professional in the *Descriptive List of Professional and Non-Professional Duties in Libraries* of the American Library Association, compiled in cooperation with the MLA Committee on Task Analysis (see *BULLETIN of the Medical Library Association* 36: 257, 1948; and 38: 339, 1950).
3. "Approved course of instruction in medical librarianship" shall mean a formal course of training given in an ALA-accredited school of library science and approved by the MLA Committee on Curriculum.
4. "An examination covering the materials usually included in such a course" shall mean an examination prepared and kept up to date by the Committee on Curriculum. Whereas the selection of applicants eligible to take the examination shall be at the discretion of the Committee on Certification, the selection of time, place, monitor, grading, etc., shall be made by the Committee on Curriculum.
5. "Approved medical library internship" shall mean training of at least six months duration in a medical library whose training program has been approved by the MLA Committee on Curriculum as meeting the following minimum requirements:
 - a) The program must be designed as an educational experience for the participants; under no circumstances may lessening of the staff load of the sponsoring library be an objective.
 - b) The program must provide for participation and instruction in all phases of the library's activities, with emphasis on professional tasks and with only so much

attention to nonprofessional work as may be required to familiarize the intern with work routines which he may sometime be called upon to organize and supervise.

c) The program should include a series of seminars wherein library problems, both specific and theoretical, may be discussed in the context of the sponsoring library's practices, the practices of other libraries, and the library literature. The program should provide opportunities to pursue formal courses in the life sciences, language study, or documentation. The program should provide for guided visits to nearby scientific installations and subject-related libraries and bookstores and for attendance at professional meetings.

6. "Foreign degrees" shall mean those granted outside the United States and Canada.
7. "Medical library of recognized standing" shall mean a library which has met or is capable of meeting requirements for institutional membership in the Medical Library Association.

APPLICATION FOR CERTIFICATION

1. The application form shall be sent only on request.
2. The completed application form, when returned, must be accompanied by the registration fee of \$5.00, which shall be forfeited if, for any reason, the qualifications of the applicant are unacceptable to the Committee on Certification and certification is not granted. An additional fee of \$10.00 shall be charged for the certificate. All checks and money orders should be made payable to the Medical Library Association, Inc.
3. The signature of one authoritative voucher will be required to indorse the statements contained in the application form (see Item 13 on the application form).
4. Applicants for certification in Grades I, II, or III shall attach a transcript of academic records for both library school and the special course in medical librarianship.
5. Applicants holding foreign degrees must attach a transcript or its equivalent for each degree obtained abroad. A detailed summary of all professional library experience of applicants holding foreign degrees must accompany the transcripts. Other credentials may be required at the discretion of the Committee on Certification.
6. Each applicant for certification shall be required to sign the pledge which forms Section 7 of the CODE and which is incorporated into the application form (Item 14).
7. Each applicant for certification will be expected to agree to abide by Section 4 and Section 8 of the CODE as printed above and as incorporated into the preamble of the application form.

APPLICATION APPROVED

When an application has been approved by the Committee on Certification, the Committee shall then notify the applicant that the additional fee of \$10.00 payable to the Medical Library Association, Inc., must be sent to the Chairman of the Committee on Certification before the certificate will be distributed.

APPLICATION DISAPPROVED

If an application does not meet the requirements for the type of certification designated, a letter of explanation stating the reason for its nonacceptance shall be sent to the applicant by the Chairman of the Committee on Certification. Appeals may be addressed to the Board of Directors, through the Director of Education, M.L.A. Headquarters.

**CODE FOR THE CERTIFICATION OF HEALTH SCIENCES
LIBRARIANS AND LIBRARY TECHNICIANS**
Medical Library Association, Inc.
REVISED CODE
(TO BE IMPLEMENTED IN 1976)

To ensure minimum levels of competence through the establishment of requirements for education and experience, the Medical Library Association hereby presents a Code for the Certification of Health Sciences Librarians and Library Technicians.

1. In accordance with the provisions of Article VIII of the Bylaws of the Association, the Association will grant certification to duly qualified persons under the conditions stated below.
 2. The following types of certification will be granted under the following conditions:
 - a. Certification as Health Sciences Librarian
 - (1) Graduation from an American Library Association-accredited library school program.
 - (2) A passing grade on an examination covering the materials included in courses on health sciences bibliography and health sciences libraries; this examination to be administered by the Association.
 - (3) Two years of post-library degree experience in a health sciences library at the professional level within the previous ten years or the equivalent.
 - b. Certification as Health Sciences Library Technician
 - (1) An AA degree (with or without library technician training), or the equivalent of two full years of college level work.
 - (2) A passing grade on an examination covering health sciences library technology; this examination to be administered by the Association.
 - (3) Two years of experience in a health sciences library within the previous ten years.
- Provisional certification valid for a maximum period of five years may be obtained by meeting the requirements in [2a (1)-(2)] or [2b (1)-(2)]. This period will begin with the most recent date of completion for either requirement and will become effective upon application and payment of the appropriate fee.
3. Recertification of Health Sciences Librarians and Library Technicians will be required every five years to ensure continuing competence. Recertification will require satisfactory completion of:
 - (a) Continuing education courses and/or formal education courses
 - OR
 - (b) An examination

4. There shall be an appeals Committee appointed by the M L A Board of Directors to decide on questions of certification and recertification which are not clearly covered by the CODE for the Certification of Health Sciences Librarians and Library Technicians or where candidates for certification question interpretations made by the certifying committees.
5. Individuals holding foreign degrees or with unusual backgrounds may apply to the Association for consideration of their credentials in terms of equivalencies.
6. Certification granted by the Association shall not confer or purport to confer upon any person any degree, legal qualification, privilege, or license, nor purport to be issued by or in pursuance to or by virtue of any statutory or governmental sanction or authority. Recipients of certification shall not by virtue thereof become members of the Association nor shall they be entitled by virtue thereof to vote on any matters whatsoever.
7. Each applicant for certification shall be required to sign a pledge absolving the Association, and its members, examiners, officers and agents from any damage or claim for damage or complaint by reason of any action they, or any of them, may take in connection with this application, any examination, the grade or grades given with respect to any examination, and/or the failure of said Association to issue a certificate.
8. Any certificate may be revoked at any time, for cause, by order of the Association. A hearing shall be granted on request of the person whose certificate is in question.
9. A fee shall be paid to the Medical Library Association for each certificate issued by the Association.

DEFINITIONS

1. "Examination": a written test administered by the Association to assess competence in work-related areas.
2. "Two years of post-library degree experience in a health sciences library": professional level work totaling 22 months of full-time work.
3. "Experience in a health sciences library at the professional level": actual participating professional experience in library duties of the type described as professional in the *Descriptive List of Professional and Non-Professional Duties in Libraries* of the American Library Association, compiled in cooperation with the MLA Committee on Task Analysis (see Bull. Med. Lib. Ass. 36:257, 1948 and 38:339, 1950).
4. "Health sciences library technology": see Report of the *Ad Hoc* Committee on Standards for Medical Library Technician Training. Bull. Med. Lib. Ass. 58:266-268, 1970.
5. "Continuing education courses": Association sponsored and other short courses, work shops, seminars, institutes, etc. in work-related areas.

6. "Formal education courses": university or college level courses in work-related areas taken for credit.
7. "Foreign degrees": those granted outside the United States and Canada.

IMPLEMENTATION

1. Application forms are available on request from the Office of the Association's Director of Education.
2. Examinations for Health Sciences Librarian and Health Sciences Library Technician will be administered at least once a year. Candidates for both certification and recertification will take the same examination.
3. The examination requirement may be fulfilled before or after the education requirement. There is no limitation on the number of times the examination may be taken.
4. The requirements for recertification may be met (1) by the Health Sciences Librarian by satisfactory completion of applicable continuing education courses or applicable formal education courses or a combination of these or by passing the current certification examination for Health Sciences Librarian; (2) by the Health Sciences Library Technician by satisfactory completion of applicable continuing education courses or applicable formal education courses or by passing the current certification examination for Health Sciences Library Technician. The number of hours of course work will be determined by guidelines set up and administered by a committee to be appointed by the Board of Directors. Applicants for recertification must produce satisfactory documentation of courses taken.
5. Individuals certified prior to the adoption of the revised CODE (1974) will automatically be certified under the CODE (1974) and subject to the recertification requirements of the revised CODE (1974).

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This CODE was adopted by the membership September 20, 1974, to become effective in the latter part of 1976. Until that time, the existing CODE will continue to be used.

LIBRARY EDUCATION AND MANPOWER
A Statement of Policy Adopted by the Council of
the American Library Association, June 30, 1970

LIBRARY EDUCATION AND MANPOWER

*A Statement of Policy Adopted by the Council of
the American Library Association, June 30, 1970**

1 The purpose of the policy statement is to recommend categories of library manpower, and levels of training and education appropriate to the preparation of personnel for these categories, which will support the highest standards of library service for all kinds of libraries and the most effective use of the variety of manpower skills and qualifications needed to provide it.

2 Library service as here understood is concerned with knowledge and information in their several forms—their identification, selection, acquisition, preservation, organization, communication and interpretation, and with assistance in their use.

3 To meet the goals of library service, both professional and supportive staff are needed in libraries. Thus the library occupation is much broader than that segment of it which is the library profession, but the library profession has responsibility for defining the training and education required for the preparation of personnel who work in libraries at any level, supportive or professional.

4 Skills other than those of librarianship may also have an important contribution to make to the achievement of superior library service. There should be equal recognition in both the professional and supportive ranks for those individuals whose expertise contributes to the effective performance of the library.

5 A constant effort must be made to promote the most effective utilization of manpower at all levels, both professional and supportive. The tables on page 2 (Figure 1.) suggest a set of categories which illustrate a means for achieving this end.

* Throughout this statement, wherever the term "librarianship" is used, it is meant to be read in its broadest sense as encompassing the relevant concepts of information science and documentation; wherever the term "libraries" is used, the current models of media centers, learning centers, educational resources centers, information, documentation, and referral centers are also assumed. To avoid the necessity of repeating the entire gamut of variations and expansions, the traditional library terminology is employed in its most inclusive meaning.

Figure 1

CATEGORIES OF LIBRARY PERSONNEL—PROFESSIONAL

TITLE For positions requiring:		BASIC REQUIREMENTS	NATURE OF RESPONSIBILITY
library-related qualifications	nonlibrary- related qualifications		
Senior Librarian	Senior Specialist	In addition to relevant experience, education beyond the M.A. [i.e., a master's degree in any of its variant designations: M.A., M.L.S., M.S.L.S., M.Ed., etc.] as post-master's degree; Ph.D.; relevant continuing education in many forms	Top-level responsibilities, including but not limited to administration; superior knowledge of some aspect of librarianship, or of other subject fields of value to the library
Librarian	Specialist	Master's degree	Professional responsibilities including those of management, which require independent judgment, interpretation of rules and procedures, analysis of library problems, and formulation of original and creative solutions for them (normally utilizing knowledge of the subject field represented by the academic degree)

CATEGORIES OF LIBRARY PERSONNEL—SUPPORTIVE

TITLE		BASIC REQUIREMENTS	NATURE OF RESPONSIBILITY
Library Associate	Associate Specialist	Bachelor's degree (with or without course work in library science); OR bachelor's degree, plus additional academic work short of the master's degree (in librarianship for the Library Associate; in other relevant subject fields for the Associate Specialist)	Supportive responsibilities at a high level, normally working within the established procedures and techniques, and with some supervision by a professional, but requiring judgment, and subject knowledge such as is represented by a full, four-year college education culminating in the bachelor's degree
Library Technical Assistant	Technical Assistant	At least two years of college-level study; OR A.A. degree, with or without Library Technical Assistant training; OR post-secondary school training in relevant skills	Tasks performed as supportive staff to Associates and higher ranks, following established rules and procedures, and including, at the top level, supervision of such tasks
Clerk		Business school or commercial courses, supplemented by in-service training or on-the-job experience	Clerical assignments as required by the individual library

6 The titles recommended here represent categories or broad classifications, within which it is assumed that there will be several levels of promotional steps. Specific job titles may be used within any category: for example, catalogers, reference librarians, children's librarians would be included in either the "Librarian" or (depending upon the level of their responsibilities and qualifications) "Senior Librarian" categories; department heads, the director of the library, and certain specialists would presumably have the additional qualifications and responsibilities which place them in the "Senior Librarian" category.

7 Where specific job titles dictated by local usage and tradition do not make clear the level of the staff member's qualification and responsibility, it is recommended that reference to the ALA category title be used parenthetically to provide the clarification desirable for communication and reciprocity. For example:

REFERENCE ASSISTANT (Librarian) HEAD CATALOGER (Senior Librarian)
LIBRARY AIDE (Library Technical Assistant)

8 The title "Librarian" carries with it the connotation of "professional" in the sense that professional tasks are those which require a special background and education on the basis of which library needs are identified, problems are analyzed, goals are set, and original and creative solutions are formulated for them, integrating theory into practice, and planning, organizing, communicating, and administering successful programs of service to users of the library's materials and services. In defining services to users, the professional person recognizes potential users as well as current ones, and designs services which will reach all who could benefit from them.

9 The title "Librarian" therefore should be used only to designate positions in libraries which utilize the qualifications and impose the responsibilities suggested above. Positions which are primarily devoted to the routine application of established rules and techniques, however useful and essential to the effective operation of a library's ongoing services, should not carry the word "Librarian" in the job title.

10 It is recognized that every type and size of library may not need staff appointments in each of these categories. It is urged, however, that this basic scheme be introduced wherever possible to permit where needed the necessary flexibility in staffing.

11 The salaries for each category should offer a range of promotional steps sufficient to permit a career-in-rank. The top salary in any category should overlap the beginning salary in the next higher category, in order to give recognition to the value of experience and knowledge gained on the job.

12 Inadequately supported libraries or libraries too small to be able to afford professional staff should nevertheless have access to the services and supervision of a librarian. To obtain the professional guidance that they themselves cannot supply, such libraries should promote cooperative arrangements or join larger systems of cooperating libraries through which supervisory personnel can be supported. Smaller libraries which are part of such a system can often maintain the local service with building staff at the Associate level.

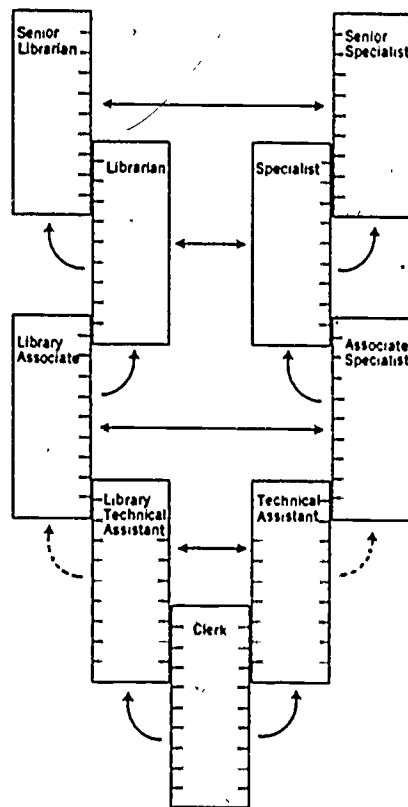


Figure 2

If one thinks of Career Lattices rather than Career Ladders, the flexibility intended by the Policy Statement may be better visualized. The movement among staff responsibilities, for example, is not necessarily directly up, but often may be lateral to increased responsibilities of equal importance. Each category embodies a number of promotional steps within it, as indicated by the gradation markings on each bar. The top of any category overlaps in responsibility and salary the next higher category.

Comments on the Categories

13 The *Clerk* classifications do not require formal academic training in library subjects. The assignments in these categories are based upon general clerical and secretarial proficiencies. Familiarity with basic library terminology and routines necessary to adapt clerical skills to the library's needs is best learned on the job.

14 The *Technical Assistant* categories assume certain kinds of specific "technical" skills; they are not meant simply to accommodate advanced clerks. While clerical skills might well be part of a Technical Assistant's equipment, the emphasis in his assignment should be on the special technical skill. For example, someone who is skilled in handling audiovisual equipment, or at introductory data processing, or in making posters and other displays might well be hired in the Technical Assistant category for these skills, related to librarianship only to the extent that they are employed in a library. A *Library*

Technical Assistant is a person with certain specifically library-related skills—in preliminary bibliographic searching for example, or utilization of certain mechanical equipment—the performance of whose duties seldom requires him to call upon a background in general education.

15 The *Associate* categories assume a need for an educational background like that represented by a bachelor's degree from a good four-year institution of higher education in the United States. Assignments may be such that library knowledge is less important than general education, and whether the title is *Library Associate* or *Associate Specialist* depends upon the nature of the tasks and responsibilities assigned. Persons holding the B.A. degree, with or without a library science minor or practical experience in libraries, are eligible for employment in this category. The title within the Associate category that is assigned to the individual will depend upon the relevance of his training and background to the specific assignment.

16 The Associate category also provides the opportunity for persons of promise and exceptional talent to begin library employment below the level of professional (as defined in this statement) and thus to combine employment in a library with course work at the graduate-level. Where this kind of work/study arrangement is made, the combination of work and formal study should provide 1) increasing responsibility within the Associate ranks as the individual moves through the academic program, and 2) eligibility for promotion, upon completion of the master's degree, to positions of professional responsibility and attendant reclassification to the professional category.

17 The first professional category—*Librarian*, or *Specialist*—assumes responsibilities that are professional in the sense described in paragraph #8 above. A good liberal education plus graduate-level study in the field of specialization (either in librarianship or in a relevant field) are seen as the minimum preparation for the kinds of assignments implied. The title, however, is given for a position entailing professional responsibilities and not automatically upon achievement of the academic degree.

18 The *Senior* categories assume relevant professional experience as well as qualifications beyond those required for admission to the first professional ranks. Normally it is assumed that such advanced qualifications shall be held in some specialty, either in a particular aspect of librarianship or some relevant subject field. Subject specializations are as applicable in the *Senior Librarian* category as they are in the *Senior Specialist* category.

19 Administrative responsibilities entail advanced knowledge and skills comparable to those represented by any other high-level specialty, and appointment to positions in top administration should normally require the qualifications of a *Senior Librarian* with a specialization in administration. This category, however, is not limited to administrators, whose specialty is

only one of several specializations of value to the library service. There are many areas of special knowledge within librarianship which are equally important and to which equal recognition in prestige and salary should be given. A highly qualified person with a specialist responsibility in some aspect of librarianship—archives, bibliography, reference, for example—should be eligible for advanced status and financial rewards without being forced to abandon for administrative responsibilities his area of major competence.

Implications for Formal Education

20 Until examinations are identified that are valid and reliable tests of equivalent qualifications, the academic degree (or evidence of years of academic work completed) is recommended as the single best means for determining that an applicant has the background recommended for each category.

21 In the selection of applicants for positions at any level, and for admission to library schools, attention should be paid to personal aptitudes and qualifications in addition to academic ones. The nature of the position or specialty, and particularly the degree to which it entails working with others, with the public, or with special audiences or materials should be taken into account in the evaluation of a prospective student or employee.

22 As library services change and expand, as new audiences are reached, as new media take on greater importance in the communication process, and as new approaches to the handling of materials are introduced, the kinds of preparation required of those who will be employed in libraries will become more varied. Degrees in fields other than librarianship will be needed in the Specialist categories. For many Senior Librarian positions, an advanced degree in another subject field rather than an additional degree in librarianship, may be desirable. Previous experience need not always have been in libraries to have pertinence for appointment in a library.

23 Because the principles of librarianship are applied to the materials of information and knowledge broader than any single field, and because they are related to subject matter outside of librarianship itself, responsible education in these principles should be built upon a broad rather than a narrowly specialized background education. To the extent that courses in library science are introduced in the four-year, undergraduate program, they should be concentrated in the last two years and should not constitute a major inroad into course work in the basic disciplines: the humanities, the sciences, and the social sciences.

24 Training courses for Library Technical Assistants at the junior or community college level should be recognized as essentially terminal in intent (or as service courses rather than a formal program of education), designed for the preparation of supportive rather than professional staff. Students interested in librarianship as a career should be counselled to take the general four-year college course rather than the specific two-year program, with its inevitable loss of time and transferable content. Graduates of the two-year programs are not prohibited from taking the additional work leading to the bachelor's and master's degrees, provided they demonstrate the necessary qualifications for admission to the senior college program, but it is an indirect and less desirable way to prepare for a professional career, and the student should be so informed.

25 Emphasis in the two-year Technical Assistant programs should be more on skills training than on general library concepts and procedures. In many cases it would be better from the standpoint of the student to pursue more broadly-based vocational courses which will teach technical skills applicable in a variety of job situations rather than those limited solely to the library setting.

26 Undergraduate instruction in library science other than training courses for Library Technical Assistants should be primarily a contribution to liberal education rather than an opportunity to provide technological and methodological training. This does not preclude the inclusion of course work related to the basic skills of library practice, but it does affect teaching method and approach, and implies an emphasis on the principles that underlie practice rather than how-to-do-it, vocational training.

27 Certain practical skills and procedures at all levels are best learned on the job rather than in the academic classroom. These relate typically to details of operation which may vary from institution to institution, or to routines which require repetition and practice for their mastery. The responsibility for such in-service parts of the total preparation of both librarians and supportive staff rests with libraries and library systems rather than with the library schools.

28 The objective of the master's programs in librarianship should be to prepare librarians capable of anticipating and engineering the change and improvement required to move the profession constantly forward. The curriculum and teaching methods should be designed to serve this kind of education for the future rather than to train for the practice of the present.

29 Certain interdisciplinary concepts (information science is an example) are so intimately related to the basic concepts underlying library service that they properly become a part of the library school curriculum rather than simply an outside specialty. Where such content is introduced into the

library school it should be incorporated into the entire curriculum, enriching every course where it is pertinent. The stop-gap addition of individual courses in such a specialty, not integrated into the program as a whole, is an inadequate assimilation of the intellectual contribution of the new concept to library education and thinking.

30 In recognition of the many areas of related subject matter of importance to library service, library schools should make knowledge in other fields readily available to students, either through the appointment of staff members from other disciplines or through permitting students to cross departmental, divisional, and institutional lines in reasoned programs in related fields. Intensive specializations at the graduate level, building upon strengths in the parent institution or the community, are a logical development in professional library education.

31 Library schools should be encouraged to experiment with new teaching methods, new learning devices, different patterns of scheduling and sequence, and other means, both traditional and nontraditional, that may increase the effectiveness of the students' educational experience.

32 Research has an important role to play in the educational process as a source of new knowledge both for the field of librarianship in general and for library education in particular. In its planning, budgeting, and organizational design, the library school should recognize research, both theoretical and applied, as an imperative responsibility.

Continuing Education

33 Continuing Education is essential for all library personnel, professional and supportive, whether they remain within a position category or are preparing to move into a higher one. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of library schools.

34 The "continuing education" which leads to eligibility for Senior Librarian or Specialist positions may take any of the forms suggested directly above so long as the additional education and experience are relevant to the responsibilities of the assignment.

35 Library administrators must accept responsibility for providing support and opportunities (in the form of leaves, sabbaticals, and released time) for the continuing education of their staffs.

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