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ABSTRACT

Reported are the results of a study undertaken to determine the extent to which library technical assistant students at Pasadena City College (California) brought previously learned skills from job experiences into the classroom and to ascertain whether the curriculum could be modified to minimize repetition of earlier experiences. Identification of continuing education needs of library employees was also attempted. Data were gathered by questionnaires and/or task checklists administered to currently enrolled students, former students, librarians and personnel directors in neighboring libraries, and to students enrolled in four other local community colleges. Results of the study indicated: (1) the present pattern of instruction requires some repetitive learning; (2) repetitive learning could be reduced through implementation of instructional modules; (3) continuing education needs of employed library assistants could be met through various existing courses and through additional courses; and (4) additional duties for satisfactory performance of library technical assistants, as identified by employers, should be incorporated into the curriculum. An extensive bibliography and study-related materials are appended.
(Author/JDS)

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IMPLICATIONS OF ON-THE-JOB EXPERIENCE FOR THE CURRICULUM FOR LIBRARY TECHNICAL ASSISTANTS AT PASADENA CITY COLLEGE

SYLVIA N. GREEN

A Major Applied Research Project Presented to Nova University
in Partial Fulfillment of the Requirements for
the Degree of Doctor of Education

NOVA UNIVERSITY

1976

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Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

IMPLICATIONS OF ON-THE-JOB EXPERIENCE FOR THE CURRICULUM FOR LIBRARY TECHNICAL ASSISTANTS AT PASADENA CITY COLLEGE

by
Sylvia N. Green

June 1976

Faculty members at Pasadena City College in the Library Technology Program have found that many of their students are frustrated and annoyed at having to study units of instruction that repeat what they have already learned on the job. The purposes of the study were to determine the extent to which Library Technical Assistant students at Pasadena City College bring previously learned skills from on-the-job experience into the classroom and to ascertain whether the curriculum can be modified to minimize the repetition of earlier experiences.

Further, the study sought to identify which continuing education experiences are needed by former students who work in libraries in the vicinity of Pasadena City College, and to determine what modifications will be necessary to provide continuing education opportunities to them.

Data were gathered by questionnaires and/or checklists administered to students currently enrolled at Pasadena City College, to former students, to librarians and personnel directors in neighboring libraries, and to students currently enrolled at four other community colleges in the San Gabriel Valley and vicinity.

The results of the study showed, first of all, that the present pattern of instruction does require many students to repeat in the classroom the learning of skills they have already mastered on the job.

Twenty to 50 percent of the current students with previous experience, in their opinion, need no further training for 58 (68 percent) of 92 duties. Only 32 (34.8 percent) of the 92 duties on the checklist were marked as ones for which 50 percent or more of the students needed training.

Secondly, it was found that, if individual units of instruction were offered in a different pattern, such repetitious learning could be reduced. A modular approach was suggested.

To meet the continuing education needs of currently employed former students, it was concluded that at least three approaches are necessary. They are (1) offering some individuals whole courses, (2) providing individual units within existing courses for others, and (3) introducing into the curriculum other skills that are not covered at all by existing courses. These skills are largely "write-ins" at the end of the checklist.

Finally, employers and employees identified other duties necessary for satisfactory performance that must therefore be included in the curriculum. Forty-eight of the duties were marked by 50 percent or more of the employers as necessary for satisfactory performance. Only 30 were so marked by 50 percent or more of the employees. Twenty-seven (29.3 percent) were marked by both groups.

Based on the findings and conclusions of the study, it was recommended that the curriculum be redesigned so that students with on-the-job experience can acquire individual skills without having to take complete courses that teach skills they have already acquired, and that the curriculum be so revised as to incorporate the skills not now included and that employers and employees indicated are necessary for satisfactory

performance. Eleven such skills were identified by 50 percent or more of the employers and/or employees.

It was further recommended that course work in the Library Technical Assistant program be redesigned into modules to allow students to work independently of one another. It was felt this approach would help to reduce repetitious learning for Library Technical Assistant students with before-entry experience and for former student employees who need course work for upgrading and updating their skills. In other words, this approach would provide opportunity for continuing education. The modular approach would enable the student to participate in the learning process in such a way as to enhance that commitment to the task and permit full control over the rate of study. It would also enable the student already familiar to him, to lessen failure by mastering each module completely before proceeding to the next, and to develop a sense of responsibility for his own learning. Under this recommendation, each course will be made up of a number of modules. Students will be required to take some or all of the modules. The student with prior experience who satisfactorily passes a diagnostic test may be given the option of not taking a given module. The modules themselves will vary in length and complexity. Modules in which basic skills are learned will be prerequisites to modules that cover advanced skills.

The modular approach was also recommended for continuing education. Modules can be offered on a non-credit basis with a given number of modules being equivalent to a course. Modules then can be taken in any order except that basic modules, prerequisites to advanced modules, would have to be completed first.

Finally, it was recommended that the Library Technology Program

at Pasadena City College be brought into compliance with the American Library Association's Statement of Policy on continuing education in its "Criteria for Programs to Prepare Library Technical Assistants." The Program Director should, for example periodically check with employers about the specific duties performed by support personnel and about other upgrading needs.

These recommendations have been forwarded to appropriate administrators at Pasadena City College for consideration as the first step in implementation. Full implementation will depend upon faculty members having adequate time for further curriculum development.

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IMPLICATIONS OF ON-THE-JOB EXPERIENCE FOR THE CURRICULUM FOR LIBRARY TECHNICAL ASSISTANTS AT PASADENA CITY COLLEGE

Chapter 1

BACKGROUND AND STATEMENT OF THE PROBLEM

Introduction

Historically, anyone seeking library work at a clerical or subprofessional level could receive training only after having obtained a library position. The problem of appropriate training was recognized and discussed as early as 1892 (Bock, 1968). One of the earliest training efforts began at Los Angeles City College in 1937. At that time, the college established a library clerical training program. According to one account, the program was a response "to the needs of city, county and school systems for clerical workers" (Padduck, 1938).

In 1948, Errett McDiarmid presented a paper that criticized the profession for ignoring the problem of the subprofessional level of training and for being concerned only with the professional level (McDiarmid, 1949). His criticism seemed to stimulate a number of colleges to introduce programs for training subprofessionals during the late 1940s and the 1950s. As libraries beccme more complicated, the need for more and better subprofessional training became evident. Palomar Junior College, Citrus College, and Los Angeles Trade Technical College were among the first to offer such training (Allen, 1973).

The Martinson report (1965) called attention to the need for additional training programs. In 1968, the American Library Association reversed its earlier opposition to library technician training programs in the community colleges and supported the training of subprofessionals

(American Library Association, 1968). Guidelines for library technical assistant preparation were approved a year later by the Association (American Library Association, 1969).

Since their rough beginnings, library technical assistant programs have grown significantly. The 1973-74 edition of Occupational Programs in California Public Community Colleges shows forty library technical assistant programs in the State, and the eighth edition of American Junior Colleges lists over one hundred programs in the nation.

The Library Technical assistant program at Pasadena City College (PCC) began in 1963. It has been found that many students who enter the program at PCC have extensive prior experience. The present curriculum is, therefore, not always advanced enough to challenge them. Tables 37 and 38 in Appendix G show the present Library Technology curriculum at PCC. Waivers are sometimes given to students for various classes that are too elementary for them, but this does not adequately deal with the problem. Because a number of libraries send employees to the college for upgrading of skills in preparation for advancement, it may be more effective to offer a more advanced curriculum or to modify the existing one. Students would then not be required to take courses that repeat their on-the-job experiences.

A survey of 60 students in the fall semester 1975 at PCC showed that 58 percent of them had had previous work experience in libraries. Thirty percent of the 58 had up to a year of previous experience; 15.5 percent had 12 to 23 months; 15.5 percent had 24 to 35 months; and 39 percent had three or more years of experience.

The survey also showed that students had already had experience

in 30 out of 92 duties that are normally included in the basic library technical assistant courses. It would seem that continuing education is an important aspect of such a program. A national survey published in Continuing Library and Information Science Education (1974) showed that continuing education was ranked very high by 90 percent of the respondents. Another survey listed various duties needed for review. This publication was a proposal for a national network offering continuing education for library personnel. It seemed clear to participants in the survey that continuing education is definitely needed.

Grainger's unpublished study (1970) of the library technology programs in California junior colleges stated that most library technical assistants used very few of the skills they have been trained for in their community college courses. Lukenbill's study of library technical assistants in Louisiana (1972) found that assistants used different skills in different libraries. It stands to reason that they will have to review their unused skills to progress on the job or to change jobs where other duties are required.

Since no training is needed in those skills that are currently being used, it would be advantageous to form the most needed skills or duties into modular units so that an employee coming back to college for continuing education could select the necessary duties from an array of modular units, thus forming his own course or courses. This would be far more beneficial to the continuing student than having to sit through a course that included duties he routinely performs or has previously covered in preparatory courses. Both Grainger and Lukenbill found differences in duties and tasks needed by library technical assistants. It seems that their duties depend on different factors

existing in particular libraries, such as staffing, type of library, and budget. Thus, to fulfill the particular needs of employees in Pasadena and the vicinity, a modular type of format is thought best for offering the continuing students the training that they particularly need while, at the same time, reducing redundancy of instruction. A preliminary analysis of job descriptions from a telephone survey to neighboring libraries showed that various lengths of formal training are required for entry and advancement.

The intended outcomes of this study are the following:

1. determination of the skills Library Technical Assistant students have acquired before entering the program and how much training is needed.
2. determination of the skills former students feel are needed for satisfactory performance in their present jobs, and the learning experiences that would be helpful for their continued education or advancement.
3. determination of the skills employers feel are needed by subprofessionals for satisfactory performance on the job and of those necessary for advancement.

Statement of Major Issues

The existing curriculum at PCC requires students with previous experience to go through the same educational experiences as those who have had no related experience whatsoever. This study has determined the magnitude of the problem and the need for a change in the educational program. It found that their own work experience was equivalent to many of the learning experiences provided in the instructional program.

Major issues considered in the study have been the following: (1) Should units of instruction be offered in a pattern that differs from the present? (2) Should the curriculum be so designed that students will be exposed only to new experiences--not unnecessarily repeating skills that have been learned on the job? (3) Should the curriculum be revised? (4) How should it be packaged to minimize redundancy in instruction? (5) What course work should be provided to meet the continuing education needs of those who have on-the-job experience?

Delimitations of the Study

1. This study did not determine the level of proficiency at which current students perform on-the-job duties that correspond to classroom instruction. Their own evaluations of whether or not they needed training were accepted.
2. No effort was made to correlate on-the-job training with classroom instruction in the community colleges.
3. This study did not consider the needs of clerical and subprofessional employees who had not been library technical assistant students. It included only current students and former students who had completed all of the required courses and were currently employed.
4. This study was limited to five community colleges whose library technical assistant programs were part of an organized curriculum and who were close to PCC.
5. The study was restricted to employers (Head librarians) in the area served by PCC.
6. Responses from current students were included only if the students

had salaried library working experience before entry into a community college program.

7. The questionnaire for current students was given only to students who were present in class at the time.
8. The checklist of duties was limited to 92 library tasks selected from the American Library Association's Descriptive List of Professional and Nonprofessional Duties in Libraries and from the Chancellor's office curriculum guide, The Library Technical Assistant Program. The checklist omitted duties normally reserved to professional librarians.

Limitations of the Study

1. The findings of the questionnaires may be biased because the responses do not represent 100 percent of the population surveyed.
2. The responses to the checklist were based on the respondents' memory of experiences before entering a library technical assistant program.
3. The names of former students of library technical assistant programs were available from only four of the five institutions.
4. As many of the former student respondents were no currently employed, their responses were not usable.

Definition of Terms

To preclude misunderstanding in reporting this study, the following definitions are provided.

Continuing Education: Continuing education refers to the formal course work by which the individual upgrades his professional competence. It is learning that advances the individual from previously established

bases.

Current Students: Those enrolled in the Fall Semester of 1975-76.

Duty: Includes a large segment of the work performed by an individual and may include any number of tasks, or is a distinct, identifiable work activity that constitutes one of the logical and necessary steps in the performance of a job or task.

Employees: People who were formerly enrolled in one of the community college library technology programs and are now working in libraries.

Former Students: Those who, at the time of this study, had completed some, but not necessarily all, of the courses offered, and were no longer enrolled in library courses. Former students whose questionnaires show that they are currently employed in libraries are referred to as employees.

Library Clerk: One who has the equivalent of at least a high school education and has office skills such as typing, filing, shorthand, etc., and probably has only on-the-job training in library service.

Library Technical Assistant: A semiprofessional library worker, whose duties require knowledge and skills based on at least two college years of general education that includes library instruction above student use and clerical work levels.

Library Technical Assistant Program: This term applies to the organized curriculum that prepares for subprofessional library careers.

Module: A self-contained and independent unit of instruction with a few well-defined objectives.

Student Assistant: A student employed part-time in the library of a university, college, or school to perform nontechnical or non-professional duties under the supervision of the professional staff, usually on an hourly basis.

Chapter 2

REVIEW OF THE LITERATURE

Although there is no literature directly related to this study, there are several items that touch on various phases and others provided background material.

"Library/Media Technical Assistants in Louisiana: An Analysis of Needs, Problems and Prospects for Future Development," a dissertation by Willis Bernard Lukenbill (1972), was a great help to this study. Not only did this dissertation outline the history of library technician programs but it also outlined the particular problems in Louisians. It gave a breakdown of the duties in the various classifications and gave this researcher insight into the problems of another state. Lukenbill concluded that the subprofessional in Louisiana needed more formal training in the general competencies associated with library workers: Work standards between various types of libraries varied and more standardization was needed.

Grainger (1970) in his study "Library Technology Programs in California Junior Colleges: An Appraisal," looked into the characteristics of students and faculty members of library technology programs in 23 California junior colleges, the appropriateness of the training, the attitude of the profession toward these programs, the appropriateness of jobs obtained, and the degree of success of candidates. One of his conclusions was that the duties in the various classifications were not clearly defined and that the classifications varied from one library to

another. Grainger also surveyed both the subprofessionals and the head librarians on the duties performed by the subprofessionals.

Bloom (1975), studying the library technical assistant programs in Illinois, concluded that more formal training programs for library technical assistants were needed, that the American Library Association standards should be more closely adhered to, that a more distinct delineation of job duties was needed, and that library administrators should have a better understanding of the library technical assistant duties and their more formal training.

The Illinois State Board of Vocational Education and Rehabilitation Guide for Library Technical Assistant programs represented many of the materials reviewed. Though this particular guide did not substantially add to the study, it did give some background material for curriculum planning, course structure and continuing education.

Anderson's study (1973) of government libraries in the Washington D.C. area surveyed the various libraries on staff composition, duties, and curriculum models. He concluded that more education was needed, since over half of the employees were often weak in the duties of librarianship.

The module approach to library technology as presented by Christine (1973) was used to gain some ideas about this design for teaching. The Arizona State University outline of courses and the course descriptions were quite helpful. Each was preceded by an objective for the course and included the textbooks and materials used.

Schubert's report (1973) on a New Mexico program of correspondence study presented an interesting and successful concept. This was another example of how a solution to a particular problem can be found.

A report for the Illinois Library Association by Wiese (1971) proposes an organizational model for library staff, gives job descriptions for the various levels and analyzes the manpower by the many factors that bear on library services. The job descriptions were most helpful to the researcher in this study.

"Library Technology in California Junior Colleges" (1968) is a collection of papers presented at a conference on the training of library technical assistants. The topics ranged from job opportunity, the function of the library technical assistants in various types of libraries, and funding for programs--training programs and future programs. The book was of value to this study in that it gave some background material and general information for the researcher.

The report in Continuing Library and Information Science Education, edited by Stone (1974), was valuable for its mention of continuing education for library personnel. The various methods of effective instruction were most helpful in curriculum formation.

The Library Technical Assistant Program by the California Community Colleges, Chancellor's Office (1970) gives guidelines for developing a library technical assistant program. It is hoped that this will help bring uniformity to the programs in the community colleges. The book is divided into six parts. The first is a summary of surveys showing the need for the semiprofessional technician; the second is the library technical assistant curriculum recommended by an advisory committee; the third is a survey of employment opportunities and an analysis of levels within the profession; the fourth is recommendations for curriculum development; the fifth is the coordination of the library technical assistant program, and the sixth is suggested course content.

This guide was used for its background material and curriculum ideas.

Job Description and Certification for Library Technical Assistants is a collection of committee recommendations from a workshop conference sponsored by the Council on Library Technology (1970). The value of this report was to give the various job descriptions of library technicians used in the different libraries in the state of Illinois and the certification of Library Technical Assistants. The report was helpful in the review of classification and job descriptions.

Borkowski's book, Library Technical Assistant's Handbook (1975); is an excellent handbook for the library technical assistant program. It presents a broad basis for any library technical assistant program, from both the instructor's and the student's point of view. The manual gives an overview of the library. The purpose of libraries, history, types and duties of personnel are included in the first section. The other sections deal with the duties in the library. Though broad in the nature of its information it does give the instructor a good foundation on which to build a curriculum and it gives the student a base understanding of the duties and responsibilities of the paraprofessional.

A curriculum for the library technical assistant program is discussed thoroughly in Library Technical Assistant developed by the U.S. Offfice of Education and the University of Toledo. This manual outlines a complete library technical assistant curriculum. Not only are the technical courses suggested, but also the general education courses. The courses are broken down into the skills needed in library technology. One of the unique features of this book is the suggested floor plans for the various laboratories that can be included in the library technical assistant instructional program. A large bibliography of technical

books, technical journals and periodicals, and general books is most helpful to the instructor.

In 1975, the U. S. Bureau of Labor Statistics produced a bulletin, Library Manpower: A Study of Demand and Supply, analyzing the factors which influence library manpower needs and projections of the demand for library personnel. It included information on the present and future job outlook for library technical assistants nation-wide. The findings were fourfold: the number of and demand for library technical assistants in the job market is increasing at a higher rate than for librarians. However, some problems in the training of library technical assistants were noted in the study and seemed to center around the fact that there is no clear-cut definition of the occupation in terms of skill content, therefore no uniform curriculum can be developed for use in training library technical assistants nationwide. The result of this lack of uniform instruction in the placing of library technical assistants is that employers consider on-the-job training, for most, an absolutely vital element in the occupational entry process (with formal training of secondary import). However, expansion of local programs as supplementary training for library technical assistants already employed is highly recommended.

Alice Wright's book, Library Clerical Workers and Pages (1973), is designed for use by small and medium-sized libraries to aid in the selection, training, and supervision of clerical assistants and pages. It lists basic, step-by-step suggestions regarding procedures to be followed and the results to be expected in employment situations. While not of direct consequence to this researcher's study, the manual did provide some valuable guidelines in defining the role of the library technical assistant.

An interesting evaluation of the library technical assistant position in the subprofessional field today was published in 1975 by Pratt Institute in Brooklyn, New York. Looking at the field from an historical point of view and tracing its value and controversial nature to the present, Rhoda Garoogian's The Library Technical Assistant isolated four factors for study: the present status of formal training programs; the present and potential job market; the duties which library technical assistants perform; and the attitude of the professional librarian. It was found that librarians strongly prefer having employees who hold a two-year associate degree with special library training. An emphasis by the potential library technical assistant on business and communication courses is also of great value in the employers' eyes. Regarding the present library technical assistant curriculum, librarians stress a need for more A-V training for their library technical assistants. This study was helpful to the researcher for its emphasis on employers' needs (as they see them) for adequate, supportive staffing.

Louis Shores in his book, Library Education (1972), adamantly upholds the need for a two-year paraprofessional course of study in library science. His work was very helpful in setting up a sample curriculum on a junior college level, having been one of the authors of Tex-Tec, a course of study for the education of library technical assistants in Texas community colleges. He included many innovative approaches to library education and library practice. He also discussed at great length the advantages of establishing individual state plans for library education at the paraprofessional level to assist uniform accreditation of various schools' programs within each state.

In summary, no previous publications have dealt directly with the subject of this study. However, a number of reports, unpublished papers, and other documents have contributed information that has been valuable for comparison and contrast with the local situation.

Chapter 3

PROCEDURES AND METHODOLOGY

Determining the Value of the Study

Faculty members in the Library Technology Program at PCC have found that many of their students are frustrated and annoyed at having to repeat units of instruction they have already learned on the job. At its conception, the idea of research study on the problem was presented to the Library Technology Advisory Board and to directors of Library Technology programs of the colleges in the San Gabriel Valley area. These groups heartily endorsed the idea and agreed on a need for it. In pursuing the concept of the study, acceptance and advice were asked of Mary E. Denure, Specialist, Public Service Occupations, Chancellor's Office, California Community Colleges; John R. Toothaker, Director of Occupational Education at PCC; William Grainger, Chairman of the Department of Library Service at PCC and Chief Executive Officer of the San Gabriel Community College Library Cooperative; and Mary Gentry, President of the California Library Employees Association. All of these professionals felt that it would be a valuable study.

Selection of the Group Questioned

Current students have mentioned this problem in their evaluations of the Library Technology Program at PCC. It was thought that the study should not be restricted to PCC because: (1) the sample might be too small to be conclusive, (2) the problem was probably not restricted to

PCC, amd (3) the problem was quite probably the same at other colleges in the area.

Since the records of the program directors were not definitive enough to identify the Library Technology graduates year by year it was decided to use the data on all the graduates for which records were available and to select only those with paid experience as shown on the graduate information sheet and currently employed.

Gathering and Reviewing the Literature

Computer searches from the Educational Resources Information Center Clearinghouse in Career Education (ERIC) and the Los Angeles County Evaluation Research Services (LANCERS) provided many references. Standard bibliographical indexes to literature supplied many of the materials used for the study.

Questionnaire and Checklist

Questionnaires were developed through ascertaining the responses needed for study and for the solution of the problem. A checklist of clerical and subprofessional duties was compiled from the American Library Association's Descriptive List of Professional and Non professional Duties in Libraries and from the Office of the Chancellor Library Technical Assistant Programs in California.

Procedures Used in Gathering the Data

Data were obtained by questionnaires and checklists distributed to program directors, former students, and employers. The following were procedured used:

1. A questionnaire was given to first-year Library Technical Assistant majors at PCC in order to assess the need for the study and to provide information for refinement of the questionnaire.
2. The questionnaire was revised to remove ambiguities, to clarify instruction, and to facilitate tabulation of the responses.
3. The revised questionnaire was administered to all currently enrolled students in the Library Technical Assistant program at PCC to ascertain their previous library experience, length and type of experience, and whether they are seeking instruction for specific curricular needs (See Appendix C).
4. The revised questionnaire was also administered to all students enrolled in Library Technical Assistant programs at Chaffey, Citrus, Fullerton, and Mt. San Antonio Colleges to ascertain their previous work experience, length and type of experience, and whether they are seeking instruction for specific curricular needs (See Appendix C).
5. Directors of participating library technology programs were asked to submit names of former students who had been enrolled in their programs. A questionnaire was mailed to these students to find out, in their opinion, the skills that are needed for satisfactory performance on their present jobs and those learning experiences that would be helpful for their continuing education

(See Appendix D). Questionnaires returned by former students who were currently employed as library technical assistants and clerks were used for the study.

6. The checklist of duties was mailed to a sample of head librarians in the area served by PCC to ascertain what skills librarians think library technical assistants need for satisfactory performance on their job and what kind of learning experiences would be helpful for their continuing education (See Appendix E).

7. Job descriptions from libraries that use PCC graduates were analyzed to determine the educational requirements for job entry and for advancement as library paraprofessionals. Information obtained from job descriptions was supplemented by a telephone survey of library personnel officers.

8. Information from the questionnaire administered to students enrolled in Library Technical Assistant programs was analyzed in the following ways:

   a. The responses were summarized in chart form by length of experience, by number and percentage, by each college and total.

   b. Charts summarizing the responses (number and percentage), by each duty for each participating college were prepared. These data, though not necessary for this study, are felt to be interesting to the participating colleges, since a copy of the study was given to each one, and the data have local

significance (See Appendix G, Tables 27-31).

c. The responses for each of the categories of experience, (no experience, over 12 months' experience, over 24 months' experience and over 36 months' experience) were tallied by college. These were then summarized (by duty, by number, and by percentage) in a chart form.

d. The total percentage of responses of the participating colleges were ranked under response rating: 1. "no training needed" 2. "need additional training" 3. "need training" 4. "no experience, no training needed" 5. "none of the above". These showed by comparison what skills are needed in the Library Technical Assistant program.

9. The questionnaires for former students (employees) and employers were analyzed as follows:

a. The general characteristics of the former students (major, semesters enrolled, degree attained, number of semester units completed, curriculum followed, position, types of library employment, length of time employed, occupational goal, desire to continue education, and what degree or certificate they hope to attain were summarized on narrative form.

b. Responses by length of experience were tabulated.

c. Responses to duties by number and percentage from both former students and employers were tabulated.

This table showed the number and percentage of responses for each duty according to how each person felt about the duty (whether it was needed for satisfactory performance on the present job and whether the duty would be helpful for continuing education).

10. All charts were summarized in narrative form.

11. Conclusions were drawn about the need for curriculum revision.

12. The conclusions and recommendations of the study were evaluated by asking a group of experts to review them. The panel was composed of employers and/or prospective employers of library technical assistants (See Appendix F).

Chapter 4

CHARACTERISTICS OF THE RESPONDENTS

Three surveys were conducted for this study. The first questionnaire (Appendix C) was distributed to all students enrolled in the Fall 1975-76 semester in Library Technical Assistant programs at five California Community colleges: Chaffey College, Citrus College, Fullerton College, Mt. San Antonio College, and Pasadena City College. Responses were received from 168 students. The distribution of those responding is shown in Table 1.

The 76 student respondents had various amounts of experience before entering the program and some were currently employed. Their experience was as student assistant, library clerk, and library technical assistant. The amount of experience ranged from under 12 months to over 35 months. Twenty-seven had under 12 months', 18 had from 12 to 23 months' experience, 9 had from 24 to 35 months' experience, 22 had over 35 months' experience and 92 had no experience. The responses from those with only volunteer experience or with no experience were not used.

The second questionnaire (Appendix D) was sent to 939 former students who were currently employed in libraries. Four of the five colleges were able to supply lists of former students. Of the total former student responses, 171 were usable, 224 returns received were not usable because the former student was not currently employed, and 232 questionnaires were returned undelivered because of no forwarding address (Table 2).

TABLE 1

RESPONDENTS TO LIBRARY TECHNICAL ASSISTANT STUDENT QUESTIONNAIRE FOR CURRENTLY ENROLLED STUDENTS BY LENGTH AND TYPE OF EXPERIENCE

Length of Experience	Type of Experience: Student Assistant						Library Clerk						Library Technical Assistant						Total						
	Chaffey	Citrus	Fullerton	Mt. SAC	Pasadena	Total	Chaffey	Citrus	Fullerton	Mt. SAC	Pasadena	Total	Chaffey	Citrus	Fullerton	Mt. SAC	Pasadena	Total	Chaffey	Citrus	Fullerton	Mt. SAC	Pasadena	Total	Percentage
Under 12 months	6	1	2	3	2	14	0	2	3	0	3	8	1	0	2	1	1	5	7	3	7	4	6	27	16.1
12 - 23 months	1	2	3	4	2	12	0	0	2	0	2	4	0	0	0	0	2	2	1	2	5	4	6	18	10.7
24 - 35 months	0	0	0	0	0	0	2	0	1	0	4	7	0	0	2	0	0	2	2	0	3	0	4	9	5.4
Over 35 months	0	0	1	0	0	1	5	2	4	2	3	16	0	1	1	2	1	5	5	3	6	4	4	22	13.1
Total Responses	7	3	6	7	4	27	7	4	10	2	12	35	1	1	5	3	4	14	15	8	21	12	20	76	45.3
No Experience																			14	14	19	11	34	92	54.7
Total																			29	22	40	23	54	168	100.0

TABLE 2

DISTRIBUTION OF FORMER LIBRARY TECHNICAL ASSISTANT STUDENT QUESTIONNAIRE RESPONSES

	N	%
Usable responses	171	18
Unusable responses	224	24
Undeliverable responses	232	25
Responses not returned	312	33
Total	939	100

An identical questionnaire was sent to 243 head librarians and personnel directors in the various types of libraries in the area, including academic, school, public, and special libraries. Ninety-two usable responses were returned; eleven responses were returned but not usable because the respondent was not employed in a library. One hundred forty were not returned (Table 3).

TABLE 3

DISTRIBUTION OF HEAD LIBRARIANS AND PERSONNEL DIRECTORS QUESTIONNAIRE RESPONSES

	N	%
Usable responses	92	38
Unusable responses	11	4
Not returned	140	58
Total	243	100

Former students were asked about the number of semesters enrolled in the Library Technical Assistant program, their majors, whether or not they had an Associate in Arts Degree or equivalent, whether or not they had a Library Certificate of Proficiency or equivalent, semester units completed, whether they followed the recommended Library Technical

curriculum, and whether they completed the full program of library courses offered. They were also asked if they attended another college or colleges and the type of library or libraries in which they had been employed. They were asked about their occupational goals, their plans for continuing education, their educational goals, the opportunities for advancement on their present job, and length of time employed (Appendix D).

Since many former students who were employed had not been Library Technical Assistant majors and since the number of units completed varied because of the differences in college programs and because of the various waiver policies for previous experience given by the different programs, this researcher (with the consent of the major advisor) deviated slightly from the original proposal by including all the currently employed former students in the study. It was felt that these employees would be motivated into continuing education through their employment and would know the classes helpful to them in their work.

The following tables will show the distribution of the usable responses as described in the preceding paragraphs. Twenty-six students completed one to three semester units, 38 completed four to six semester units, 7 completed seven to nine semester units, 26 completed 10 to 12 semester units, 46 completed 13 or more semester units, and 28 did not respond to the question (Table 4).

TABLE 4

DISTRIBUTION OF USABLE RESPONSES
BY SEMESTER UNITS COMPLETED

Semester Units	N	%
1 - 3	26	15.2
4 - 6	38	22.2
7 - 9	7	4.1
10 - 12	26	15.2
13 plus	46	27.0
No response	28	16.3
Total	171	100.0

Classifying the former students by semesters enrolled in college, 40 former students had attended 1-2 semesters, 61 attended 3-4 semesters, 29 attended 5-6 semesters, nine had attended 7-8 semesters, six attended 9-10 semesters, four attended 11-12 semesters, and 22 did not respond to the question (Table 5).

TABLE 5

DISTRIBUTION OF USABLE RESPONSES BY SEMESTERS
ENROLLED IN COLLEGE LIBRARY COURSES

Semesters	N	%	Semesters	N	%
1 - 2	40	23	9 - 10	6	4
3 - 4	61	36	11 - 12	4	2
5 - 6	29	17	No response	22	13
7 - 8	9	5	Total	171	100

In considering the respondents according to the attainment of a degree or certificate of proficiency, it was found that 88 had received an Associate in Arts Degree, 58 had received a Certificate of Proficiency, and eleven did not respond to the question (Table 6).

TABLE 6

DISTRIBUTION OF USABLE RESPONSES BY DEGREE OR CERTIFICATE ATTAINMENT

	Yes	%	No	%
AA Degree*	88	51	66	39
Certificate of Proficiency*	58	34	97	57
No Response	11	6		

* At some colleges, those who receive AA Degrees also receive Certificates of Proficiency, but a student who receives a Certificate of Proficiency need not have received an AA Degree. Ther percentages are calculated on the basis of 171 responses.

Interestingly enough, seventy-six of the employed former students completed the full program, 81 had not completed the full program, and 14 gave no response (Table 7). It must be remembered, however, that all of the colleges give waivers for various courses because of previous experience (Table 7).

TABLE 7

DISTRIBUTION OF USABLE RESPONSES BY WHETHER OR NOT THE FULL LIBRARY TECHNICAL ASSISTANT PROGRAM WAS COMPLETED

	N	%
Full Program Completed	76	44.4
Full Program Not Completed	81	47.4
No Response	14	8.2
	171	100.0

The length of experience of the respondents ranged from under one year to over ten years (Table 8).

TABLE 8

DISTRIBUTION OF USABLE RESPONSES
BY LENGTH OF EXPERIENCE

Length of Experience	N	%
Under 1 year	24	14
12-35 months (1-3 yrs)	31	21
36-71 months (3+-6 yrs)	39	23
72-120 months (6+-10 yrs)	28	16
Over 10 years	14	8
Total Responses	140	
No Responses	31	18
Total	171	100

Not all of the employed former students had majored in Library Science of Library Technology. Most majors, however, lend themselves to library work and would certainly be complementary to the many facets of library technology. Most of the former students had been Library Science or Library Technology majors, but others were scattered over seven other disciplines. Thirteen did not respond (Table 9).

TABLE 9

DISTRIBUTION OF USABLE RESPONSES
BY MAJOR IN COLLEGE

Major	N	%
Business	3	2
Education	2	1
English	3	2
General Education	1	1
History	1	1
Humanities	1	1
Library Science	52	30
Library Technical Assistant	92	53
Social Science	3	2
No Response	13	7
Total	171	100

The respondents occupied a variety of positions in libraries. Positions ranged from clerk to librarian with 81 not responding (Table 10).

TABLE 10

DISTRIBUTION OF USABLE RESPONSES BY JOB TITLE

	N	%
Clerk	24	14
Library Assistant	39	23
Library Media Technical Assistant	12	7
Librarian		
No Response	81	47
	171	100

Four types of libraries were represented by the respondents. This tended to show the wide variety of employment possibilities in the field and also added a greater dimension to the study (Table 11).

TABLE 11

DISTRIBUTION OF USABLE RESPONSES BY TYPES OF LIBRARIES WHERE RESPONDENTS WERE EMPLOYED

Type	N	%
College	43	25
Public	54	32
School	64	37
Special	6	4
No Response	4	2
Total	171	100

An interesting group of responses described the former students by occupational goals. The responses ranged from homemaker to branch supervisor and a miscellaneous category that included those who quite obviously did not understand the question (Table 12).

TABLE 12

DISTRIBUTION OF USABLE RESPONSES BY OCCUPATIONAL GOAL

Goal	N	%
Branch Supervisor	2	1
Catalogue Librarian	1	1
Children's Librarian	3	2
Counselor	1	1
Homemaker	1	1
Lawyer	1	1
Librarian (Audiovisual)	1	1
Librarian (Head	2	1
Librarian (Reference)	2	1
Library Aide	4	2
Library Clerk	9	5
Library Media Technical Assistant	9	5
Library Technician	19	11
Library Technical Assistant	42	24
Miscellaneous	33	19
No Response	41	24
Total	171	100

Since one objective of this study was based on those former students who planned to continue their education, this question was most interesting. Ninety-seven former students stated that they planned to continue their education, 58 stated that they did not plan to do so, and 16 did not respond to the question (Table 13).

TABLE 13

DISTRIBUTION OF USABLE RESPONSES SHOWING INTENT TO CONTINUE EDUCATION

Item	N	%
Plan to continue education	97	57
Do not plan to continue education	58	34
No Response	16	9
Total	171	100

The question on the former students' proposed level of attainment was answered sparsely. Ninety-three did not respond and 78 did respond. The range of replies was from Certificate of Proficiency to Doctorate (Table 14).

TABLE 14

DISTRIBUTION OF USABLE RESPONSES INDICATING PROPOSED LEVEL OF ATTAINMENT

	N	%
Certificate of Proficiency	6	3
Associate of Arts Degree	20	12
Bachelor of Arts	18	11
Master's Degree	33	19
Doctorate	1	1
No Response	93	54
Total	171	100

This chapter describes the wide variety of former Library Technical Assistant students employed in the library profession. The variety can only help in giving this study more validity.

Chapter 5

ANALYSIS OF THE DATA

The student data were collected from current Library Technical Assistant students and from former students, currently employed, from five community colleges in the San Gabriel Community Colleges Library Cooperative. The data from employers were collected from head librarians and personnel managers of libraries in the area served by PCC.

One hundred sixty-eight current students responded to the questionnaire. Nine hundred thirty-nine former students were sent questionnaires; 171 usable responses were received. Two hundred forty-three questionnaires were sent to head librarians and personnel managers; 92 usable responses were received.

As reported earlier, the questionnaire/checklist included 92 library tasks selected from the American Library Association's Descriptive List of Professional and Nonprofessional Duties in Libraries and from the Chancellor's Office Library Technical Assistant Programs in California. The checklist omitted duties normally reserved to professional librarians.

In analyzing the data, the responses from the current students will be described first. These responses will then be compared, in narrative and tabular form, with the responses of the former students, head librarians, and personnel directors.

One hundred sixty-eight currently enrolled students returned the questionnaire. Seventy-six of these (45.3 percent) had library experience before entering the training programs. Their responses are

summarized in Table 26.

Table 1 shows the number of respondents from each college, their job categories and their length of experience before entering a community college program. The differences in the total number of respondents from each college do not necessarily show the sizes of the various programs. Such factors as negligence on the part of the program directors to distribute the survey to students and absences of students no doubt contributed to the differences. The largest group, as might be expected, was the group of 27 (16.1 percent) with less than twelve months' experience.

It is interesting to note that 22 respondents, the second largest group, had more than 35 months' experience. It is assumed that these were primarily older people who had obtained employment in libraries, become interested in the field, and come back for further training to become Library Technical Assistants. A few hoped to increase their advancement opportunities into the professional level by progressing toward the bachelor's degree. The other two ranges of experience, 12-23 months and 24-35 months, need no particular comment.

Students' previous experience ranged from work as student assistants to experience at the technical level. Twenty-seven (35.5 percent) were student assistants, 35 (46 percent) worked in clerical positions, and 14 (18.4 percent) had experience as library technical assistants, or the equivalent.

For each of the 92 duties, Table 26 (See Appendix G) summarizes the responses from all five colleges according to the number of respondents for each possible response. Five responses were possible, as follows: 1. I already had experience. No training was needed; 2. I

had some experience, but I needed additional training; 3. I had no experience and I needed training; 4. I had no experience, yet I did not need training; 5. None of the above. Responses from the individual colleges are also in Appendix G (Tables 27 to 31).

Responses of the current students on the need for training are presented in Table 15. The table lists the 32 duties in which 50 percent or more of the current students felt they needed training before entering the Library Assistant program. Their responses were either, "I had some experience, but I need additional training" or "I had no experience and I needed training." (These were marked by a number 2 or 3, respectively, on the questionnaire.)

The three duties for which students showed the highest need were "classify pamphlets, operate audiovisual equipment, make shelf list cards" (67.1, 64,5, and 63.2 percent, respectively). Several respondents noted the need for more instruction in the use of audiovisual equipment. The use of such media is becoming more important in many special libraries as well as in public libraries. More sophisticated types of equipment are being produced and more information is being reduced to film for easy storage and access.

The group of duties marked by 59.2 - 55.3 percent of the students included such everyday library duties as "Answer simple reference questions," "Check out library materials to patrons," "Type catalog cards from main entry card," and "Explain the resources and services of the library to patrons." As noted previously, most of the current students had less than twelve months' experience. However, 49 students (51.3 percent) had over twelve months' and 22 (28.9 percent) had more than thirty-five months' experience. One would, therefore, not have expected so many to indicate a need for training in the basic skills.

TABLE 15

DUTIES FOR WHICH 50 PERCENT OR MORE OF THE CURRENT STUDENTS NEED TRAINING REGARDLESS OF EXPERIENCE
(N=76)

	DUTIES	Individuals	
		Number	Percentage
1	Classify pamphlets	51	67.1
78	Operate audio-visual equipment	49	64.5
54	Make shelf list cards	48	63.2
15	Check catalogs and shelf lists for headings	45	59.2
7	Organize and maintain information files	44	57.9
13	Determine supplies and equipment to be purchased	44	57.9
62	Use indexes and catalogs for locating detailed bibliographical information for verifying book orders	44	57.9
77	Search for simple trade bibliographical data	44	57.9
12	Check trade bibliographies for order information	43	56.6
50	Type book cards and pockets	43	56.6
72	Answer simple reference questions	43	56.6
75	Type catalog cards from main entry cards	43	56.6
8	Check out library to patrons	42	55.3
9	Plan and supervise book inventories	42	55.3
28	Explain the resources and services of the library to patrons	42	55.3
58	Schedule and record loans of audio-visual materials	42	55.3
23	File catalog cards	41	53.9
27	Catalog fiction with minimum supervision	41	53.9
19	Inspect films or records for wear or damage	40	52.6
26	Select titles for inclusion in book lists	40	52.6
36	Supervise pamphlet and clipping files	40	52.6
53	Process added copies and new editions	40	52.6
14	Plan book displays	39	51.3
18	Plan and conduct story hours	39	51.3
20	Prepare material for binding	39	51.3

*See end of table

TABLE 15 (continued

	DUTIES	Number	Percentage
25	Check order cards with holdings and/or outstanding	39	51.3
61	Letter and label books	39	51.3
83	Process book reserves	39	51.3
4	Maintain inter-library loan records	38	50.0
31	Discharge books returned from circulation	38	50.0
57	Assist in taking book inventory	38	50.0
79	Open and collate new books	38	50.0

*The following numbers indicate the training needed before entry into the Library Technical Assistant program:

2 - some experience, but needed additional training

3 - no experience, needed training

TABLE 16

DUTIES FOR WHICH THE CURRENT STUDENTS
DID NOT NEED TRAINING* REGARDLESS OF EXPERIENCE
(N=76)

	DUTIES	Individuals	
		Number	Percentage
47	Select publicity materials	46	65.2
24	Explain the arrangement of the library	38	50
63	Give patrons directional information	37	48.7
74	Paste book plates, pockets, date slips in books	37	48.7
3	Explain lending rules	36	47.4
38	Shelve books for file pamphlets or other similar materials	36	47.4
11	Sort, open or distribute incoming mail and packages	35	46.1
22	Supervise order and appearance of shelves	35	46.1
48	Read shelves or files	34	44.7
31	Discharge books returned from circulation	32	42.1
80	Issue overdue notices	30	39.4
30	Remove cards from catalog and shelf list when withdrawing lost or worn out materials	29	38.2
67	Make posters	29	38.2
8	Check out library materials to patrons	28	36.8
64	Find specific books on the shelves for patrons	28	36.8
66	Repair worn out books or other worn library materials	27	35.5
88	Type and verify filled book cards	27	35.5
23	File catalog cards	26	34.2
87	Count and record circulation statistics	26	34.2
2	Schedule shelf reading	25	32.9
50	Type book cards and pockets	25	32.9
52	Register new borrowers	25	32.9
72	Answer simple reference questions	25	32.9
75	Type catalog cards from main entry card	25	32.9
10	Arrange bulletin boards and displays	24	31.6

*See end of table

TABLE 16 (continued)

	DUTIES	Number	Percentage
70	Be in charge of a library without supervision by a librarian	24	31.6
28	Explain the resources and services of the library to patrons	23	30.3
41	Ready the circulation desk for day's work	23	30.3
51	Sort and file book charge records	23	30.3
60	Schedule classes in the library	23	30.3
65	Supervise shelving procedures	23	30.3
57	Assist in taking book inventory	22	28.9
76	File order cards	22	28.9
21	Revise filing done by others	21	27.6
34	Help readers use the card catalog	21	27.6
85	Receive and record fine money	21	27.6
5	Maintain checklists of magazines and serials	20	26.3
59	Take inventories of supplies and equipment	20	26.3
61	Letter and label books	20	26.3
90	Prepare work and time schedules	20	26.3
14	Plan book displays	19	25.0
17	Train and instruct new clerical employees	19	25.0
42	Supervise student employees and pages	19	25.0
6	Inspect books returned from bindery	18	23.7
44	Be in charge of a department, such as circulation	18	23.7
53	Process added copies and new editions	18	23.7
69	Plan shelving arrangements	18	23.7
4	Maintain inter-library loan records	17	22.4
19	Inspect films or records for wear or damage	17	22.4
1	Classify pamphlets	16	21.1
16	Supervise sub-professional employees	16	21.1
27	Catalog fiction with minimum supervision	16	21.1
56	Make preliminary selection of materials for binding	16	21.1
79	Open and collate new books	16	21.1

TABLE 16 (continued)

	DUTIES	Number	Percentage
86	Type orders to dealers	16	21.1
26	Select titles for inclusion in book lists and bibliographies	15	19.7
46	Coordinate work of parent-volunteers	15	19.7
55	Maintain cash records	15	19.7
18	Plan and conduct story hours	15	19.7

*The following numbers indicate the training not needed before entry into the Library Technical Assistant program:

1 - had experience, no training needed

4 - no experience, no training needed

The need for training in basic skills may indicate that (1) the training received on the job was not adequate, (2) libraries are understaffed and have little time for training, (3) librarians may not believe in the Library Technical Assistant or student assistant concept, or (4) students were restricted in their work experience to a single facet of library service, and were, therefore, not exposed to a variety of library tasks.

In the next group of percentages, 53.9 - 50.0 percent, such routine duties as "File catalog cards," "Process added copies and new editions," "Plan book displays," and "Discharge books returned from circulation" were included. These simple, basic tasks should be in the repertoire of each library employee.

The duties that students marked as not needing training (Table 16) ranged from the highest percentage (50 percent) for relatively simple, entry-level, clerical tasks to 19.7 percent for the more difficult tasks,

which are subprofessional or Library Technical Assistant duties. Only 50 percent of the respondents said they did not need training in how to "Explain the arrangement of the library." It seems that closer to 80 percent would have learned this duty. The same might be said for the succeeding eight duties in Table 16. However, 27 students (slightly over one third) had less than 12 months' of experience (See Table 1).

The group of duties that fell in the range of 38.2 - 30.3 percent in Table 16 were largely basic skills. Therefore, one might have expected a high percentage of respondents to say that training was not needed, but only a low percentage said so. Possibly many of these skills go unused in different classifications. Although employees may have had initial training, they may not have been assigned to the duties or used the skills. Refresher training was then needed. This was especially unexpected in response to task 17, "Train and instruct new clerical employees."

Thirty-eight point two percent said that they did not need training. However, at the level at which students are employed in libraries, respondents may have felt they would not have the opportunity to perform this function. Others, already employed and knowing that they did not perform this task, may have misunderstood and said that they did not need training, or they may have felt that they already knew enough to train new clerical employees.

The last range of percentages (28.9 - 19.7 percent) was largely for subprofessional or Library Technical Assistant duties. Logically, these duties would be those in which more training was needed.

The ranked responses made by former students (employees) and by employers to the checklist of duties are shown in the Appendix G (Tables

32 and 33 respectively). These responses, however, have been regrouped into nine library-activity categories and compared with the responses made by current students. The nine categories are shown in Tables 17 through 25. Each table presents the number and percentage of the respondents who needed additional training, who needed the skill for satisfactory performance on the present job and who needed the knowledge as a continuing education opportunity.

The terms "duties" and "skills" are used interchangeably on the various tables. Following each table, the more significant findings are discussed.

The first job group for duties is "Organization of Materials," as shown in Table 17. These duties pertain to the classification and cataloging of materials in libraries.

Out of ten items in this category, current students responded that they needed training in seven (See Table 15). The largest percentage needed training in classifying pamphlets. Employees and employers indicated that this is not as necessary for satisfactory performance as some of the others. Thirteen percent of the employees felt that they would take it as a learning experience in continuing education. This may be because this task is often relegated to professional personnel rather than to subprofessionals. There were three duties for which fewer than 50 percent of the current students felt training was needed. However, one of these "Remove cards from catalog . . .") was felt to be needed for satisfactory performance by 64 percent of the employees and by 72 percent of the employers. This category included an important list of duties as interpreted from responses of the three groups. Indications might be that most of these duties should be emphasized in the basic

TABLE 17

ORGANIZATION OF MATERIALS: A COMPARISON OF RESPONSES BY CURRENT STUDENTS, BY EMPLOYEES, AND BY EMPLOYERS

	DUTIES	CURRENT STUDENTS (N=76) Needed Training		Needed for Present Job		Continuing Education		Needed for Present Job		Continuing Education	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Classify pamphlets	51	67	53	31	22	13	27	29	16	17
15	Check catalogs and shelf lists for headings	45	59	82	48	17	10	27	29	14	15
23	File catalog cards	36	51	108	63	6	4	64	70	10	11
27	Catalog fiction with a manimum supervision	41	54	50	29	27	46	24	26	18	20
29	Order Library of Congress or other printed cards	32	42	38	22	22	13	50	54	6	7
30	Remove cards from catalog and shelf list when withdrawing lost or worn-out materials	27	36	110	64	7	4	66	72	2	2
39	Assign Cutter numbers	32	42	28	16	20	12	17	18	13	14
53	Process added copies and new editions	40	53	112	66	11	6	50	54	7	8
54	Make shelf list cards	48	63	117	68	9	5	58	63	3	3
75	Type catalog cards from main entry card	43	57	93	54	6	4	61	66	6	7

Library Technical Assistant courses since they are considered necessary for satisfactory performance on the job.

"Clerical routines" is the second category of duties as shown in Table 18. This area contained a number of logically expected, general clerical duties. It excludes such skills as typing and filing where common business practices are the primary duties, even though in-service training may relate those practices to library situations.

Table 15 indicated that current students needed training in two duties out of seven in the work activity of the library. The largest percentage needed training in "Determining supplies and equipment to be purchased." Employeed needed only one skill for satisfactory performance on their jobs, namely, "Assist in taking book inventory." Employers responded that only three of the duties were needed for satisfactory performance on the job. They were "Sort, open, or distribute incoming mail and packages," "Assist in taking book inventory," and "Take inventories of supplies and equipment." Employees and employers did not see any need for continuing education in this category. The low response by all three categories may be because so many clerical skills can be learned on the job.

The third job group is "Audiovisual equipment operation and selection," as shown in Table 19. Out of four items in this category, current students said that they needed training in three of the duties. None of the skills was thought necessary for satisfactory performance by 50 percent of the employees. This may be because only 37 percent of the respondents worked in school libraries where there is more emphasis on audiovisual media skills. Employers responded to two skills as needed for satisfactory job performance. They were "Inspect films or

TABLE 18

CLERICAL ROUTINES: A COMPARISON OF RESPONSES
BY CURRENT STUDENTS, BY EMPLOYEES, AND BY EMPLOYERS

	DUTIES	CURRENT STUDENTS (N=76) Needed Training		EMPLOYEES (N=171) Needed for Present Job		EMPLOYEES (N=171) Continuing Education		EMPLOYERS (N=92) Needed for Present Job		EMPLOYERS (N=92) Continuing Education	
		No.	%	No.	%	No.	%	No.	%	No.	%
11	Sort, open or distribute incoming mail and packages	22	29	82	48	6	4	65	71	1	1
13	Determine supplies and equipment to be purchased	44	58	82	48	21	12	36	39	12	13
32	Prepare payrolls	26	34	9	5	20	12	10	11	10	11
35	Prepare statistical reports, other than circulation statistics	35	46	60	35	21	12	27	29	24	26
55	Maintain cash records	28	37	56	33	14	8	42	46	4	4
57	Assist in taking book inventory	38	50	106	62	11	6	70	76	1	1
59	Take inventories of supplies and equipment	33	43	77	45	9	5	54	59	1	1

TABLE 19

AUDIOVISUAL EQUIPMENT, OPERATION AND SELECTION: A COMPARISON OF RESPONSES BY CURRENT STUDENTS, BY EMPLOYEES, AND BY EMPLOYERS

	DUTIES	CURRENT STUDENTS (N=76) Needed Training		EMPLOYEES (N=171) Needed for Present Job		EMPLOYEES (N=171) Continuing Education		EMPLOYERS (N=92) Needed for Present Job		EMPLOYERS (N=92) Continuing Education	
		No.	%	No.	%	No.	%	No.	%	No.	%
19	Inspect films or records for wear or damage	40	53	44	26	10	6	52	57	1	1
33	Splice film	34	45	30	18	18	11	31	34	6	7
58	Schedule and record loans of audio-visual materials	42	55	71	42	6	4	48	52	3	3
78	Operate audiovisual equipment	49	64	63	37	23	13	45	49	8	9

records for wear or damage" and "Schedule and record loans of audio-visual materials." The two latter groups of respondents again said that none of the skills in these subprofessional activities were needed for continuing education. It can be deduced from the findings that skills in the operation of various audiovisual media were not needed in all types of libraries.

"Personnel management" is the fourth category into which duties have been grouped, as shown in Table 20. These duties dealt with the supervision and management of various activities. Current students showed that they needed training in one item out of eighteen in this category. This duty was "Plan and supervise book inventories." Employees responded that they needed three skills for satisfactory performance on their jobs. These were, "Schedule shelf reading," "Supervise order and appearance of shelves," and "Supervise student employees and pages." Employers also said that three different skills were needed in the supervision and management of subordinate personnel. Both employees and and employers noted a need for a subprofessional to be able to supervise order and appearance of shelves. The skills a subprofessional would need for continuing education were not shown by respondents in this category. About a fourth of both the employees and employers, however, agreed that to "Supervise clerical workers" would be a helpful learning experience. The data reveal that all three respondent groups were reluctant to indicate a need for skill in this area. This may be because supervision of subordinate personnel involves value judgment and, in conventional libraries, borders on a professional activity.

The fifth group of duties is "Acquisition of materials" (Table 21). The duties in this library activity related to general acquisition

TABLE 20

PERSONNEL MANAGEMENT AND SUPERVISION: A COMPARISON OF RESPONSES BY CURRENT STUDENTS, BY EMPLOYEES, AND BY EMPLOYERS

	CURRENT STUDENTS (N=76)		EMPLOYEES (N=171)				EMPLOYERS (N=92)			
	Needed Training		Needed for Present Job		Continuing Education		Needed for Present Job		Continuing Education	
DUTIES	No.	%	No.	%	No.	%	No.	%	No.	%
Schedule shelf reading	34	31	89	52	9	5	46	50	4	4
Plan and supervise book inventories	42	55	75	44	21	12	23	25	21	23
Supervise sub-professional employees	36	47	61	36	26	15	28	30	24	26
Train and instruct new clerical employees	31	41	74	43	24	14	30	33	29	32
Revise filing done by others	37	49	83	49	13	8	40	43	11	12
Supervise order and appearance of shelves	27	36	93	54	8	5	65	71	4	4
Supervise pamphlet and clipping files	40	43	51	30	14	8	29	32	13	14
Revise catalog cards typed by others	28	31	57	33	14	8	32	35	16	17
Supervise student employees and pages	34	45	87	51	22	13	44	48	13	14
Participate in selecting clerical staff	26	34	15	9	30	18	9	10	22	24
Be in charge of a department, such as circulation	30	39	46	27	29	17	24	26	18	20

TABLE 20 (continued)

	DUTIES	CURRENT STUDENTS (N=76) Needed Training		EMPLOYEES (N=171) Needed for Present Job		EMPLOYEES (N=171) Continuing Education		EMPLOYERS (N=92) Needed for Present Job		EMPLOYERS (N=92) Continuing Education	
		No.	%	No.	%	No.	%	No.	%	No.	%
45	Supervise clerical workers	27	36	38	22	40	23	20	22	25	27
65	Supervise shelving procedures	31	41	78	46	10	6	48	52	9	10
68	Establish and supervise order information files	32	42	41	24	18	11	25	27	13	14
69	Plan shelving arrangements	29	38	62	36	14	8	21	23	14	15
70	Be in charge of a library without supervision by a librarian	29	38	71	42	20	22	15	16	18	20
81	Supervise interlibrary loans	34	45	31	18	21	12	27	29	14	15
90	Prepare work and time schedules	27	36	42	45	19	11	24	26	17	18

TABLE 21

ACQUISITION OF MATERIALS: A COMPARISON OF RESPONSES BY CURRENT STUDENTS, BY EMPLOYEES, AND BY EMPLOYERS

	DUTIES	CURRENT STUDENTS (N=76) Needed Training		EMPLOYEES (N=171) Needed for Present Job		EMPLOYEES (N=171) Continuing Education		EMPLOYERS (N=92) Needed for Present Job		EMPLOYERS (N=92) Continuing Education	
		No.	%	No.	%	No.	%	No.	%	No.	%
5	Maintain checklists of magazines and serials	33	43	73	43	14	8	69	75	4	4
12	Check trade bibliographies for order information	43	57	71	42	20	12	38	41	10	11
25	Check order cards with holdings and/or outstanding orders	39	51	74	43	11	6	47	51	5	5
62	Use indexes and catalogs for locating detailed bibliographical information for verifying book orders	44	58	66	39	21	12	35	38	22	24
71	Participate in book selection meetings	36	47	50	29	27	12	8	9	17	18
76	File order cards	37	49	80	47	2	1	59	64	1	1
77	Search for simple trade bibliographical data	44	58	62	36	10	6	46	50	6	7
82	Follow up on outstanding orders that have not been properly filed	35	46	48	28	22	13	43	47	11	12
86	Type orders for dealers	33	44	63	37	11	6	59	64	3	3

TABLE 21 (continued)

DUTIES	CURRENT STUDENTS (N=76) Needed Training		EMPLOYEES (N=171) Needed for Present Job		EMPLOYEES (N=171) Continuing Education		EMPLOYERS (N=92) Needed for Present Job		EMPLOYERS (N=92) Continuing Education	
	No.	%	No.	%	No.	%	No.	%	No.	%
89 Check lists of materials for purchase with card catalog	35	46	66	39	8	5	44	48	6	7
91 Claim missing issues of magazines	34	45	47	27	5	3	50	54	9	10
92 Verify and approve invoices	29	38	42	25	21	12	30	33	13	14

processes common to most libraries. Out of twelve items in this section, four duties received a 50 percent response by current students. They were: "Check trade bibliographies for order information, check order cards with holdings and/or outstanding orders," "Use indexes and catalogs for finding detailed bibliographical information." The latter two duties received a 58 percent response, the largest in this group. No skill listed received a 50 percent response from employees in this area. Employers, however. saw the need for five skills for satisfactory performance on the job for subprofessionals in this category. These were: "Maintain checklists of magazines and serials," "Check order cards with holdings and/or outstanding orders," "File order cards," "Search for simple trade bibliographical data," "Type orders for dealers and claim missing issues of magazines." Interestingly, current students and employers agreed on the need for two of the same duties. These were, "Check order cards with holdings and/or outstanding orders received" and "Search for simple trade bibliographical data." The first item received a 51 percent response from both groups. No skills received a 50 percent response, indicating a significant need for continuing education experience. The low percentage of response from employees in this library activity to both skills needed for satisfactory performance on the job and continuing education experiences as supported by the data may be because this repondent group was not working in libraries when these skills would be used by an entry level subprofessional. They are skills that require either a higher level of judgment or they were duties that require technician-type training. In general, employers stated that subprofessionals needed skills in the more routine processes of acquisitions, exclusive of participation in

book selection meetings, and how to verify and approve invoices (See Table 22).

"Information and client services" is the sixth category of duties, as shown in Table 22. Duties in this section dealt with supplying information and facilitating its use. Table 22 shows that of the twelve duties in this category current students marked five in which they needed training and represented abilities required of paraprofessionals working in libraries. This tabulation was based on duties that received a 50 percent response, which signified the need for training. Employees and employers agreed on eight of the duties and differed slightly on another skill, "(Explaining the resources and services of the library to patrons"). The employees and employers both showed a 50 percent-and-above response that subprofessionals needed to possess only eight of the basic skills in information and client services (e.g., "Explain lending rules" and "Organize and maintain information files"). Duties seven and 72 received a 50 percent response from all three groups. All three groups agreed that two abilities were needed, "Organize and maintain information files," and "Answer simple reference question." For no skills did employees and employers indicate a need for continuing education by a 50 percent response. However, 46 percent of the employees would take "Selection of titles for inclusion in book lists and bibliographies" as a continuing education experience. Twenty percent of the employers said it was needed for continuing education. This low response may be because this type of skill requires extensive value judgment and tends toward a professional activity.

The seventh job group is "Circulation and Interlibrary Loan"

TABLE 22

INFORMATION AND CLIENT SERVICES: A COMPARISON OF RESPONSES BY CURRENT STUDENTS, BY EMPLOYEES, AND BY EMPLOYERS

	DUTIES	CURRENT STUDENTS (N=76) Needed Training		EMPLOYEES (N=171) Needed for Present Job		EMPLOYEES (N=171) Continuing Education		EMPLOYERS (N=93) Needed for Present Job		EMPLOYERS (N=93) Continuing Education	
		No.	%	No.	%	No.	%	No.	%	No.	%
3	Explain lending rules	31	41	112	66	6	4	67	73	1	1
7	Organize and maintain information files	44	58	86	50	11	6	32	95	15	16
18	Plan and conduct story hours	39	51	44	26	18	11	12	13	9	10
24	Explain the arrangement of the library	37	49	112	66	5	3	54	59	4	4
26	Select titles for inclusion in book lists and bibliographies	40	53	50	29	27	46	13	14	18	20
28	Explain the resources and services of the library to patrons	42	55	112	66	12	7	43	47	8	9
34	Help readers use the card catalog	36	47	125	73	11	6	47	51	15	16
60	Schedule classes in the library	31	41	64	37	16	9	26	28	8	9
63	Give patrons directional information	30	40	99	58	3	2	59	64	6	7
64	Find specific books on the shelves for patrons	30	40	99	58	5	3	62	67	4	4
72	Answer simple reference questions	43	57	123	72	12	7	51	55	15	16
73	Make indexes of special materials	37	49	54	32	13	8	33	36	11	12

(Table 23). Duties in this group related to general procedures in total circulation control including interlibrary loan procedures. Table 23 lists 14 duties in this library activity. Four of the duties were responded to by 50 percent or more of the current students. They were: "Maintain interlibrary loan records," "Check out library materials to patrons," "Discharge books returned from circulation," and "Process book reserves." Employees said they needed nine of the skills for satisfactory performance on their present jobs. These are shown on Table 23 as numbers 8, 31, 38, 41, 48, 51, 52, 85, and 87. The employers responded to all but one of the skills as needed for satisfactory performance on the job. This skill was "Verify bibliographical data for interlibrary loans." All the respondent groups agreed that two duties were needed in this category. They were "Check out library materials to patrons" and "Discharge books returned from circulation." Employees and current students indicated a need for two of the same skills. They were "Check out library materials to patrons" and "Discharge books returned from circulation." However, employees and employers were in agreement on eight of the skills listed. These skills are shown on Table 23 as numbers 8, 31, 38, 41, 48, 51, 80, 85. There was no indication of a need for continuing education in this area.

"Mechanical processing and repair of materials" is in the eighth category, as shown in Table 24. The nine duties in this work activity of the library relate to some aspects of book processing and repair. Out of this number, four items received a 50 percent-and-above response from current students. They were "Prepare material for binding," "Type book cards and pockets," "Letter and label books," and "Open and collate new books." Employees also replied that they needed

TABLE 23

CIRCULATION AND INTERLIBRARY LOAN: A COMPARISON OF RESPONSES BY CURRENT STUDENTS, BY EMPLOYEES, AND BY EMPLOYERS

	DUTIES	CURRENT STUDENTS (N=76) Needed Training		EMPLOYEES (N=171) Needed for Present Job		EMPLOYEES (N=171) Continuing Education		EMPLOYERS (N=92) Needed for Present Job		EMPLOYERS (N=92) Continuing Education	
		No.	%	No.	%	No.	%	No.	%	No.	%
4	Maintain interlibrary loans records	38	50	53	31	21	12	48	52	5	5
8	Checkout library materials to patrons	42	55	124	73	3	2	76	83	0	0
31	Discharge books returned from circulation	38	50	109	64	2	1	69	75	0	0
38	Shelve books or file pamphlets or other similar materials	28	37	97	57	2	1	66	72	1	1
41	Ready the circulation desk for day's work	28	37	105	61	3	2	66	72	3	3
48	Read shelves or files	35	46	107	63	3	1	64	70	1	1
51	Sort and file book charge records	37	49	94	55	5	3	71	77	0	0
52	Register new borrowers	33	43	71	42	8	5	56	61	0	0
80	Issue overdue noticws	32	42	106	62	6	4	72	78	2	2
83	Process book reserves	39	51	73	43	8	5	46	50	5	5
84	Verify bibliographical data for inter-library loans	31	41	41	24	18	11	29	32	11	12

TABLE 23 (continued)

	DUTIES	CURRENT STUDENTS (N=76) Needed Training		Needed for Present Job		Continuing Education		Needed for Present Job		Continuing Education	
		No.	%	No.	%	No.	%	No.	%	No.	%
87	Count and record circulation statistics	24	32	97	57	5	5	58	63	4	4
88	Type and verify filled book cards	32	42	63	37	6	4	50	54	2	2

TABLE 24

MECHANICAL PROCESSING AND REPAIR OF MATERIALS: A COMPARISON OF RESPONSES BY CURRENT STUDENTS, BY EMPLOYEES, AND BY EMPLOYERS

		CURRENT SUTDENTS (N=76)		EMPLOYEES (N=171)				EMPLOYERS (N=92)			
		Needed Training		Needed for Present Job		Continuing Education		Needed for Present Job		Continuing Education	
	DUTIES	No.	%	No.	%	No.	%	No.	%	No.	%
6	Inspect books returned from bindery	32	42	62	36	5	3	55	60	2	2
20	Prepare material for binding	39	51	59	35	10	6	52	57	4	4
49	Prepare pamphlets and clippings for filing	34	45	63	37	7	4	55	60	6	7
50	Type book cards and pockets	43	57	103	60	3	2	74	80	3	3
56	Make preliminary selection of materials for binding	34	45	57	33	10	6	39	42	11	12
61	Letter and label books	39	51	89	52	7	4	61	66	1	1
66	Repair work out books or other worn library materials	33	43	85	50	7	4	62	67	4	4
74	Paste book plates, pockets, date slips in books	33	43	93	54	1	1	62	67	2	2
79	Open and collate new books	38	50	73	43	7	4	46	50	2	2

four of the listed skills for satisfactory performance on their job. These skills were: "Type book cards and pockets," "Letter and label books," "Repair worn out books or other worn library materials," and "Paste book plates, pockets, date slips in books." Current students and employees agreed on the need for subprofessionals to type book cards and pockets and to letter and label books, both entry-level non-professional tasks. Employers responded that all of the skills except one were needed for satisfactory performance on the job. The one skill not needed was "Make preliminary selection of material for binding." No skills received a 50 percent response in this category. This may be due to the possibility that all the skills excluding number 56 are basic entry-level tasks and subprofessionals would receive on-the-job training in these duties.

The ninth job group is "Public relations." Duties contained in this area related to both general and specific abilities in maintaining good relations with users. Table 25 lists five duties in this activity of the library. Of the five duties, current students responded to only one at a 51 percent level. This was "Plan book displays." Employees and employers did not agree that this skill was needed. Both groups of respondents did, however, agree that arranging bulletin boards and displays was needed by subprofessionals for satisfactory performance on the job. This was the one skill that received an above-50-percent response by both. For no skill did a significant number of the respondents need learning experience in continuing education. Surprisingly, a little less than a fourth of the former students expressed an interest in planning publicity programs as a continuing education learning experience.

TABLE 25

PUBLIC RELATIONS: A COMPARISON OF RESPONSES
BY CURRENT STUDENTS, BY EMPLOYEES, AND BY EMPLOYERS

	DUTIES	CURRENT STUDENTS (N=76) Needed Training		EMPLOYEES (N=171) Needed for Present Job		Continuing Education		EMPLOYERS (N=92) Needed for Present Job		Continuing Education	
		No.	%	No.	%	No.	%	No.	%	No.	%
10	Arrange bulletin boards and displays	35	46	91	53	13	8	51	55	6	7
14	Plan book displays	39	51	78	46	14	8	31	34	9	10
40	Plan publicity programs	32	42	29	17	27	46	9	10	10	11
47	Select publicity materials	32	42	28	16	15	9	16	17	8	9
67	Make posters	25	33	64	37	12	7	36	39	3	3

Because the checklist was limited to 92 duties, each group of respondents was asked to list other duties that they performed or skills needed by subprofessionals for satisfactory performance on the job. The responses totaled 245. The most responses were in the "Information and client services" category of library activities. These included teaching library skills to students, lecturing to an English class, reader advisory services to children and instructing classes in graphic equipment use. The ones mentioned are generally considered to be professional level duties as were many others. Other skills were extensions of the duties mentioned.

The fewest written responses were in the category of "Material design, selection, and evaluation" and "Office equipment operation." The duty of "Developing, maintaining, and selecting a reference collection for elementary and high schools" is generally considered to be a professional duty, whereas "Taking care of the copy machine" is an added subprofessional duty.

It can be assumed that the delegation of so many professional-level duties to subprofessionals is because of (1) a shortage of help in the library, (2) the lack of a recognized standardization of duties within the library professio, or (3) a need for reclassification of duties. This points up the need for standardization of duty levels and also for adequate professional personnel to perform these important duties.

Respondents were not asked to delineate the educational qualifications of employers, but job descriptions were obtained from 40 employers. An examination of these job descriptions shows that all levels of subprofessionals need a sound general knowledge of library procedures.

All of the levels required at least an average competence in clerical skills and mathematics. Many positions required some specialized knowledge in science, foreign language, audiovisual equipment, business, economics, or social work, depending on the type of library. Several subprofessional positions asked for supervisory skills for overseeing pages and other subprofessionals.

In most cases, the job descriptions indicated that a strong liberal arts background would be an advantage. The job descriptions showed that qualifications for the library assistant category ranged from just an experience requirement, usually 2-3 years, to a four-year college degree; one required a master's degree for a library assistant position. Most required an AA degree or two years of college with some library courses plus experience. The clerk job descriptions ranged from a ninth-grade education plus experience to one year of college, library technician major, plus a typing-speed requirement. Several wanted applicants to be working toward a bachelor's degree. Library aides were required to have one semester of library training courses with several semester hours in cataloging, circulation processes, or library research.

It appears that library courses are important to anyone who might plan to work in a library, no matter what subprofessional level he or she is applying for and that certain specialties could be an advantage. A liberal arts background together with some clerical skills was almost a necessity.

For advancement, clerks and Library Technical Assistants generally were required to have various levels of degrees, library courses, and/or experience. Experience was usually a requirement in any case.

It is important that working subprofessionals have access to the education they need for advancement. Since library subprofessionals are necessarily required to have an extremely high degree of education as compared with subprofessionals in business and industry, this educational opportunity must be available to them in many meaningful forms that affect the curriculum.

Chapter 6

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study attempted to form some conclusions about a curriculum where little research has been done. The purpose was to determine the extent to which Library Technical Assistant students at PCC bring previously learned skills from on-the-job experience into the classroom and whether the curriculum could be so modified as to minimize the repetition of previous experiences.

Further, the study identified the continuing education experiences needed by former students who work in libraries in the vicinity of PCC and determined what modifications would be necessary in the Library Technology Program to provide continuing education opportunities to such employees.

Data were gathered by means of questionnaires and checklists administered to students currently enrolled at PCC, to former students, to librarians and personnel directors in neighboring libraries, and to student currently enrolled at four other community colleges in the San Gabriel Valley and vicinity.

For this study, 1107 current students and employed former students from five community colleges of the San Gabriel Cooperative and 243 employers (head librarians and managers). Three hundred thirty-nine usable current student and former student responses and 92 employer responses were returned.

The mailings included a questionnaire and a checklist. The questionnaire asked the former students for information pertaining to their employment, while the checklist asked all three groups to respond to 92 duties. Both former students and employers responded on the need of each duty for the position and whether it was needed for advancement. The current students replied whether they needed or did not need training in the various duties. (There was five degrees of response)

The current and former student respondents ranged in experience from under twelve months to over ten years. The positions ranged from clerk to librarian, in public to special libraries. This diversity gives the study a wide range of viewpoints.

The first duty category was "Organization of materials," which included ten duties. Of the ten, over 50 percent of the current students felt they needed training in seven. Five of the duties were felt by over 50 percent of the former students (employees) to be needed for their present jobs, while six duties were felt by employers to be needed for subprofessional positions. Both employees and employers were in close agreement on the skills needed. Neither employees nor employers felt any of the ten were needed for continuing education.

"Clerical routines" was the second category of seven duties. Current students felt training was needed in only two duties, employees felt the need for only one for satisfactory performance, and employers felt three duties were needed for satisfactory performance. Neither employees nor employers showed a need for continuing education. This low response was probably due to the availability of on-the-job training in these areas.

The third group was "Audiovisual equipment operation and selec-

tion." Four duties were included in this category. Current students said training was needed in three duties. Employees responded that none of these duties was needed for satisfactory performance, while employers felt that two were needed. Only about on third of the respondents worked in school libraries, where there is more emphasis on audiovisual materials, which may account for the need in these skills being small.

"Personnel management" was the fourth category, comprising eighteen duties. Only one duty was seen to be needed by current students and three each by employees and employers. This small number shows that supervision duties are at a more professional level because of the value judgment involved. Subprofessionals, however, do have supervisory responsibilities concerning clerks and pages. The need for continuing education in this area was not stated.

The fifth job group was "Acquisition of materials." There were twelve items in this category. Four of the duties received a 50 percent response from current students as being needed. None were marked by employees as being needed for satisfactory job performance, while employers felt five were needed. No skill received enough responses to show need for continuing education. The low response was probably because this respondent group was not working in libraries when these skills would be used by an entry-level subprofessional. They are skills that require either a higher level of judgment or require technician training. Employers said that subprofessionals needed skills in only the more routine processes of acquistions.

In the sixth category, "Information and client services," consisted of twelve duties. The current students showed five duties in

which they needed training. Employees and employers agreed that eight of the duties were of a subprofessional nature. Again this might be an area that is more professional in nature.

"Circulation and interlibrary loans" was the seventh duty group. It comprised 14 duties. Current students felt they needed training in four duties. Nine of the skills were shown to be needed for their present jobs by employees and thirteen by employers. There was no indication of a need for continuing education.

The eighth category was "Mechanical processing and repair of materials." It consisted of nine duties. Four of the duties received a 50 percent response from current students. Four duties were also listed by employees as being needed for satisfactory performance on the job, while employers found eight skills were needed. No response received a 50 percent response in this category. This is probably because these are entry-level skills and on-the-job training would most likely be received.

The ninth category is "Public relations." It consisted of five duties. Current students responded over 51 percent to only one duty, and employees and employers agreed on one duty as needed for satisfactory job performance. No skills were shown for continuing education.

Since only 92 duties were listed on the checklist, the respondents were asked to list other duties that a subprofessional was expected to perform. Many of these skills fell at the professional level, such as teaching various duties to classes. Other duties were extensions of those mentioned. The large number of duties that are generally classified as professional duties might show a shortage in staffing, a lack of standardization of duties in the library field, or the need for

reclassification of duties.

The duties were divided into nine library activity areas and the three groups of respondents were compared with each other. The categories were: Organization of materials; audiovisual equipment, operation and selection; Clerical routines; Personnel management and supervision; Acquisition of materials; Information and client services; Circulation and interlibrary loan; Mechanical processing; and Repair of materials and Public relations. The duties were also ranked in order of the percentage of need.

Conclusions

The findings show, first of all, that the present pattern of instruction requires many students to repeat in the classroom what they have already mastered on the job. For example, as shown on Table 16, 20 to 50 percent of the current students with previous experience, in their opinion, needed no training for 58 (sixty-eight percent) of the 92 duties were marked as ones for which 50 percent or more of the students needed training.

Secondly, if individual units of instruction were offered in a different pattern, such repetitious learning could be reduced. A modular approach, as presented under "Recommendations," will show how this can be done.

Thirdly, to meet the continuing education needs of currently employed former students, at least three approaches are necessary:

a. Some individuals need whole courses as presently offered. For example, in the Los Angeles County Public

Library System to advance from Library Aide to Library Technical Assistant, one needs to complete two courses (six units) of Library Service.

b. Others need skills that are currently covered only as individual units within existing courses. (Table 36 of Appendix G identifies the skills that are covered in the curriculum at PCC.)

c. Still others need skills not covered at all by existing curricula. These are largely "write-ins," at the end of the checklist.

Finally, those duties identified by employers and employees as being necessary for satisfactory performance must be included in the curriculum. As shown on Tables 32 and 33, 48 of the duties were marked by 50 percent or more of the employers as necessary for satisfactory performance. Only 30 were so marked by 50 percent or more of the employees (Table 32). Twenty-seven (29.3%) were marked by both groups.

Recommendations

Based on the summary and conclusions of the study, the following recommendations are made:

1. The curriculum should be redesigned so that students with on-the-job experience can acquire individual skills without having to take complete courses in each skill they have already acquired.

2. The curriculum should be revised to incorporate the skills that are not now included and that employers and employees have shown are necessary for satisfactory performance. At PCC, the following skills were listed by 50 percent or more of the employers and employees, yet were found to be absent from the curriculum:

24 explain the arrangement of the library.

34 help readers use the card catalog.

53 process added copies and new editions.

These should be considered for inclusion in the curriculum. Another three were listed only by 50 percent or more of the employees, as follows:

7 organize and maintain information files.

28 explain the resources and services of the library to patrons.

42 supervise student employees and pages.

Five others were listed by 50 percent or more of the employers as follows:

19 inspect films or records for wear or damage.

59 take inventories of supplies and equipment.

79 open and collate new books.

83 process book reserves.

88 type and verify filled book cards.

Each duty in the latter two groups should also be carefully considered for incorporation into the curriculum. Of lesser importance, but still worth consideration, are 24 other duties that less than 50 percent of the employers and employees felt were necessary for satisfactory performance:

1 classify pamphlets.

9 plan and supervise book inventories.

13 determine supplies and equipment to be purchased.

17 train and instruct new clerical employees.

18 plan and conduct story hours.

21 revise filing done by others.

26 select titles for inclusion in book lists and bibliographies.

32 prepare payrolls.

33 splice film.
35 prepare statistical reports, other than circulation statistics.
36 supervise pamphlet and clipping files.
43 participate in selecting clerical staff.
44 be in charge of a department, such as circulation.
45 supervise clerical workers.
46 coordinate work of parent-volunteers.
55 maintain cash records.
60 schedule classes in the library.
68 establish and supervise order information files.
70 be in charge of a library without supervision by a librarian.
71 participate in book selection meetings.
73 make indexes of special materials.
81 supervise interlibrary loans.
84 verify bibliographical data for interlibrary loans.
90 prepare work and time schedules.

Finally, the duties employers and employees added to the checklist should be considered for inclusion in the curriculum. A followup study should be made to determine which are truly subprofessional duties and which are performed by enough personnel to warrant their inclusion in the curriculum.

3. The course work in the Library Technical Assistant program needs to be designed to allow students to work independently of one another. One way to implement this recommendation is through modular instruction. This approach should help to reduce repetitious learning for Library Technical Assistant students with previous experience and former student employees who need Library Science course work for upgrading and updating their skills; in other words, to provide opportunity for continuing education. The purpose of such continuing education is

to acquire new knowledge and basic skills, to update basic knowledge, to make a transition from one area of library service to another, and to acquire greater depth of knowledge and skill in one specific area of library service. The module, a pedagogical development in its early stages, offers a distinct opportunity to effectively achieve individualization of learning. It is a self-contained and independent unit of instruction with its primary focus on a few well-defined objectives. A major advantage is that it can be used to effect changes in curriculum structure. In Creager's The Use of Modules in College (1971), he states that modules range from one or a few modules inserted into a traditional course, through complete courses that consist of a prescribed sequence of modules, to courses that offer the student the choice of a certain number of modules among a large set of modules. Regardless of the curriculum structure, modules can be used to enable a student to master skills, to comprehend concepts, or to change attitudes. Using this approach, the student will be able to:

1. participate in the learning process so that his commitment to the task is likely to be enhanced.
2. have full control of the rate of study and progress at his own pace.
3. not cover materials already familiar to him.
4. lessen failure by mastering each module completely before proceeding to the next.
5. develop a sense of responsibility for his own learning.

Modules standing on their own do not fit into the present state of curriculum development. The college is built around courses, therefore within this structure of courses a varying arrangement of modules can

be placed. Each course will be made up of a number of modules. Students can be required to take all or some of the modules. The student should have the option of not taking a module if he has previous experience and passes a test. A diagnostic pretest can be useful in determining the student preparation. Outstanding performance on the pretest may indicate that the student need not take the module. The modules themselves will vary in length and complexity. Although the sample of a module in Appendix H does not show any prerequisites for the module, others would; an example is more technical courses such as cataloging. Modules in which basic skills are learned would be prerequisites to modules that cover advanced skills. Students will be allowed to complete a module by testing to demonstrate mastery of the objectives. A module can contain the following listed components:

1. Instructional objectives
2. Instructions
3. Information sheet
4. Source and resources
5. Pretest
6. Assignment
7. Posttest.

An example of a module on the Card Catalog will be found in Appendix H.

4. For continuing education, the module approach may also be used. Modules can be offered on a non-credit basis with a given number of modules being equivalent to a course. Modules then can be taken in any order except that basic modules would have to precede advanced modules. (In other words, a student could take, at his own time and place, a certain number of modules that would be equivalent to a course, complete the course, and then report it for upgrading.)

5. To comply with the American Library Association LED statement

of policy regarding continuing education in the "Criteria for Programs to Prepare Library Technical Assistant," program directors should periodically check with employers on the specific duties performed by support personnel and on other upgrading needs. Even though advisory committees exist on community college campuses, they do not necessarily check with employers on the on-the-job training.

Evaluation and Implementation

The above conclusions and recommendations were examined by the Lay Advisory Committee for the Library Technology Program at Pasadena City College. There was general agreement that the conclusions and recommendations were sound. This review panel felt that it would be desirable to standardize the duties which library technical assistants are expected to perform and to delineate two or three levels of work within the library technical assistant classification. This is a matter which is beyond the scope of this study but is one to which the library profession at large should address itself.

These recommendations have been forwarded to appropriate administrators at Pasadena City College as the first step in implementation. Full implementation will depend upon faculty members finding sufficient time to develop and refine the modules. Because of the large amount of time required, it may be necessary for the college to provide release time for further development of the curriculum. The findings of the study will also be given to Mr. William Grainger, Chairman of the Department of Library Services at Pasadena City College and to the other four directors of library technology programs at the colleges served by the San Gabriel Community Colleges Library Cooperative.

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APPENDIX A

LETTER TO PROGRAM DIRECTOR

PASADENA CITY COLLEGE LIBRARY
1570 East Colorado Boulevard
Pasadena, California 91106

Dear Program Director:

William Grainger said that you would help me with this study. At Pasadena City College we have found that many of our students are frustrated and annoyed at having to study units of instruction which repeat what they have already learned on the job. This study will determine the extent to which students at Pasadena City College and surrounding community colleges bring relevant on-the-job experience to the classroom. The study will also ascertain whether the curriculum can be modified in such a way as to minimize the repetition of prior experiences.

Further, the study will identify those continuing education experiences which are needed by employees who work in neighboring libraries at the subprofessional or intermediate level as distinguished from the clerical and professional levels, and will determine what modifications will be necessary in the Library Technology Program in order to provide continuing education opportunities for such employees.

The purpose of this letter is to secure your participation in this study as a director of a Library Technology Program. Would you please give the enclosed questionnaires to your faculty members so that they may be filled out in class by your currently enrolled students during the week of January 12-16, 1976. The questionnaire may appear to be rather lengthy. However, it can be completed in just about fifteen minutes.

I am not sure of the exact number of students and faculty members in your program, but I am enclosing several letters of instruction for faculty members and a quantity of student questionnaires. If you need more copies of either, please make additional copies as necessary.

Please return the questionnaires and checklist during the week of January 19-23, 1976, in the enclosed postpaid envelope to Mr. William Grainger, Chairman, Department of Library Service, Pasadena City College, 1570 East Colorado Boulevard, Pasadena, California 91106.

Cordially yours,

Sylvia N. Green
Director of the Study

Encs.

APPENDIX B

LETTER TO FACULTY MEMBERS

PASADENA CITY COLLEGE LIBRARY
1570 East Colorado Boulevard
Pasadena, California 91106

Dear Faculty Member

The director of your Library Technology Program indicated that you would help me with this study. At Pasadena City College we have found that many of our students are frustrated and annoyed at having to study units of instruction which repeat what they have already learned on the job. This study will determine the extent to which students at Pasadena City College and surrounding community colleges bring relevant on-the-job experience to the classroom. The study will also ascertain whether the curriculum can be modified in such a way as to minimize the repetition of prior experiences.

The purpose of this letter is to secure your help. Would you please disseminate the questionnaires to your students during the week of January 12-16, 1976. Please have them filled out in class and returned to you. Return all questionnaires to your program director so that they can be returned to me during the week of January 19-23, 1976.

Thank you for your cooperation. It is very important to get this information during this time period.

Cordially yours,

Sylvia N. Green

Sylvia N. Green
Director of the Study

SNG:cm

APPENDIX C

QUESTIONNAIRE AND CHECKLIST FOR LIBRARY TECHNICAL ASSISTANT STUDENTS

LIBRARY TECHNICAL ASSISTANT STUDENT QUESTIONNAIRE

NOTE: Answer this questionnaire only once. If you have already responded, do not mark this one. Return it to your instructor. Your responses will be helpful to faculty members who want to improve the curriculum.

Please check the following:

1. Are you now working in a library? Yes___ No___

2. If not now working in a library, have you done so in the past? Yes___ No___

   If you answer "No" to both questions above, please stop! Hand in the questionnaire. If you answer "Yes" to either question, please continue.

3. List the libraries where you have worked. Begin with your present or most recent library job, and go back in time. Use a separate line for each job held.

Name of Library	Job Title	Dates From (Mo/Yr)	Dates To (Mo/Yr)

4. Respond to the attached checklist. After you have marked the questionnaire and the checklist, please return them to your instructor.

5. So that we may follow up, if necessary, please give your name and other information requested below:

   Name: _____

   Street Address: _____

   City: _____ Zip: _____

   Telephone No.: _____

Checklist of Clerical and Sub-Professional Duties in Libraries (Random Order)

To the Student: Place a 1, 2, 3, 4, or 5 in front of each of the following duties to indicate your work experience prior to entry into the Library Technology Program. Please respond to all items. Leave no blanks.

1 - I already had experience. No training was needed.

2 - I had some experience, but I needed additional training.

3 - I had no experience, and I needed training.

4 - I had no experience, yet I did not need training.

5 - None of the above.

___ Classify pamphlets
___ Schedule shelf reading
___ Explain lending rules
___ Maintain interlibrary loan records
___ Maintain checklists of magazines and serials
___ Inspect books returned from bindery
___ Organize and maintain information files
___ Check out library materials to patrons
___ Plan and supervise book inventories
___ Arrange bulletin boards and displays
___ Sort, open or distribute incoming mail and packages
___ Check trade bibliographies for order information
___ Determine supplies and equipment to be purchased
___ Plan book displays
___ Check catalogs and shelf lists for headings
___ Supervise sub-professional employees
___ Train and instruct new clerical employees
___ Plan and conduct story hours
___ Inspect films or records for wear or damage
___ Prepare material for binding
___ Revise filing done by others
___ Supervise order and appearance of shelves
___ File catalog cards
___ Explain the arrangement of the library
___ Check order cards with holdings and/or outstanding orders
___ Select titles for inclusion in book lists and bibliographies
___ Catalog fiction with minimum supervision
___ Explain the resources and services of the library to patrons
___ Order Library of Congress or other printed cards
___ Remove cards from catalog and shelf list when withdrawing lost or worn out materials
___ Discharge books returned from circulation
___ Prepare payrolls
___ Splice film
___ Help readers use the card catalog
___ Prepare statistical reports, other than circulation statistics
___ Supervise pamphlet and clipping files
___ Revise catalog cards typed by others
___ Shelve books or file pamphlets or other similar materials
___ Assign Cutter numbers
___ Plan publicity programs
___ Ready the circulation desk for day's work
___ Supervise student employees and pages
___ Participate in selecting clerical staff
___ Be in charge of a department, such as circulation
___ Supervise clerical workers
___ Coordinate work of parent-volunteers
___ Select publicity materials
___ Read shelves or files
___ Prepare pamphlets and clippings for filing
___ Type book cards and pockets
___ Sort and file book charge records
___ Register new borrowers
___ Process added copies and new editions
___ Make shelf list cards
___ Maintain cash records
___ Make preliminary selection of materials for binding
___ Assist in taking book inventory
___ Schedule and record loans of audio-visual materials
___ Take inventories of supplies and equipment
___ Schedule classes in the library
___ Letter and label books
___ Use indexes and catalogs for locating detailed bibliographical information for verifying book orders
___ Give patrons directional information
___ Find specific books on the shelves for patrons
___ Supervise shelving procedures
___ Repair worn out books or other worn library materials
___ Make posters
___ Establish and supervise order information files
___ Plan shelving arrangements
___ Be in charge of a library without supervision by a librarian
___ Participate in book selection meetings
___ Answer simple reference questions
___ Make indexes of special materials
___ Paste book plates, pockets, date slips in books
___ Type catalog cards from main entry card
___ File order cards
___ Search for simple trade bibliographical data
___ Operate audio-visual equipment
___ Open and collate new books
___ Issue overdue notices
___ Supervise interlibrary loans
___ Follow up on outstanding orders that have not been properly filled
___ Process book reserves
___ Verify bibliographical data for interlibrary loans
___ Receive and record fine money
___ Type orders to dealers
___ Count and record circulation statistics
___ Type and verify filled book cards
___ Check lists of materials for purchase with the card catalog
___ Prepare work and time schedules
___ Claim missing issues of magazines
___ Verify and approve invoices

List other duties and mark them 1 to 5:

___ _____
___ _____
___ _____
___ _____
___ _____

(Continue on reverse side, if necessary.)

APPENDIX D

QUESTIONNAIRE AND CHECKLIST FOR FORMER LIBRARY TECHNICAL ASSISTANT STUDENTS

Note: If you are not now working in a library, please check here (__) and return the unmarked questionnaire and checklist in the enclosed post-paid envelope to Mrs. Sylvia Green, Pasadena City College Library, 1570 East Colorado Boulevard, Pasadena, California 91106.

Dear Former Student:

Your name has been given to me by one of several California junior colleges as a person who was formerly enrolled in a Library Technology program. You may have taken a whole curriculum, or studied only one or two courses. In any case, your responses to this questionnaire will be especially helpful for evaluating and improving the Library Technology programs. Most of the questions may be answered by a check mark, a circle, or a word or two. The few minutes which you spend in completing the questionnaire will be beneficial to the college which you attended as well as to future students. Note that you may remain anonymous, if you wish, by not signing the questionnaire. Please return it within five days in the enclosed envelope to Mrs. Sylvia Green, Pasadena City College Library, 1570 East Colorado Boulevard, Pasadena, California 91106.

Sincerely yours,

Return by _____. Sylvia Green, Director of the Study

1. Name of junior college attended for library training: _____

2. Dates of enrollment in junior college library courses: From _____ to _____

   a. How many semesters were you enrolled? ___ What was your major?: _____
   b. Do you have an A.A. degree (or its equivalent)? (Circle) Yes No Date of degree: ___
   c. Did you receive a Library Certificate of Proficiency (or its equivalent)? Yes No
   d. Approximately how many semester units of library courses did you complete? _____
   e. Did you follow a recommended curriculum in library technology, including "non-library" courses such as math, English, data processing, typing, etc.? Yes No
   f. Did you complete the full program of library courses offered? Yes No

3. Have you attended other colleges? Yes No If yes, please list them below:

Name of Institution	Dates of Attendance	Major	Degrees Rec'd

4. List the libraries where you have worked. Begin with your present or most recent job, and go back in time. Use a separate line for each job held.

Name of Library	Job Title	Dates From (Mo/Yr)	Dates To (Mo/Yr)

5. What is the highest occupational goal or position you hope to attain? _____

6. Do you plan to continue your education? Yes No What degree or certificate do you hope to obtain? _____

7. Is there opportunity for advancement on your present job? Yes No If yes, what is the job title of the position next above yours? _____

Respond to the attached checklist. After you have marked the questionnaire and the checklist, please return to Mrs. Green at the above address.

So that we may follow up, if necessary, please give your name and other information requested below:

Name: _____

Street Address: _____

City: _____ Zip: _____

Telephone No.: _____

Checklist of Clerical and Sub-Professional Duties in Libraries (Random Order)

To the Employee: Place a check mark (✓) in front of those skills which, in your opinion, are needed for satisfactory performance on your present job. Double-check (✓✓) those learning experiences which would be helpful for your continuing education either for advancement to a higher position in your library or library system or for obtaining a higher-level sub-professional position elsewhere.

___ Classify pamphlets
___ Schedule shelf reading
___ Explain lending rules
___ Maintain interlibrary loan records
___ Maintain checklists of magazines and serials
___ Inspect books returned from bindery
___ Organize and maintain information files
___ Check out library materials to patrons
___ Plan and supervise book inventories
___ Arrange bulletin boards and displays
___ Sort, open or distribute incoming mail and packages
___ Check trade bibliographies for order information
___ Determine supplies and equipment to be purchased
___ Plan book displays
___ Check catalogs and shelf lists for headings
___ Supervise sub-professional employees
___ Train and instruct new clerical employees
___ Plan and conduct story hours
___ Inspect films or records for wear or damage
___ Prepare material for binding
___ Revise filing done by others
___ Supervise order and appearance of shelves
___ File catalog cards
___ Explain the arrangement of the library
___ Check order cards with holdings and/or outstanding orders
___ Select titles for inclusion in book lists and bibliographies
___ Catalog fiction with minimum supervision
___ Explain the resources and services of the library to patrons
___ Order Library of Congress or other printed cards
___ Remove cards from catalog and shelf list when withdrawing lost or worn out materials
___ Discharge books returned from circulation
___ Prepare payrolls
___ Splice film
___ Help readers use the card catalog
___ Prepare statistical reports, other than circulation statistics
___ Supervise pamphlet and clipping files
___ Revise catalog cards typed by others
___ Shelve books or file pamphlets or other similar materials
___ Assign Cutter numbers
___ Plan publicity programs
___ Ready the circulation desk for day's work
___ Supervise student employees and pages
___ Participate in selecting clerical staff
___ Be in charge of a department, such as circulation
___ Supervise clerical workers
___ Coordinate work of parent-volunteers
___ Select publicity materials
___ Read shelves or files
___ Prepare pamphlets and clippings for filing
___ Type book cards and pockets
___ Sort and file book charge records
___ Register new borrowers
___ Process added copies and new editions
___ Make shelf list cards
___ Maintain cash records
___ Make preliminary selection of materials for binding
___ Assist in taking book inventory
___ Schedule and record loans of audio-visual materials
___ Take inventories of supplies and equipment
___ Schedule classes in the library
___ Letter and label books
___ Use indexes and catalogs for locating detailed bibliographical information for verifying book orders
___ Give patrons directional information
___ Find specific books on the shelves for patrons
___ Supervise shelving procedures
___ Repair worn out books or other worn library materials
___ Make posters
___ Establish and supervise order information files
___ Plan shelving arrangements
___ Be in charge of a library without supervision by a librarian
___ Participate in book selection meetings
___ Answer simple reference questions
___ Make indexes of special materials
___ Paste book plates, pockets, date slips in books
___ Type catalog cards from main entry card
___ File order cards
___ Search for simple trade bibliographical data
___ Operate audio-visual equipment
___ Open and collate new books
___ Issue overdue notices
___ Supervise interlibrary loans
___ Follow up on outstanding orders that have not been properly filled
___ Process book reserves
___ Verify bibliographical data for interlibrary loan
___ Receive and record fine money
___ Type orders to dealers
___ Count and record circulation statistics
___ Type and verify filled book cards
___ Check lists of materials for purchase with the card catalog
___ Prepare work and time schedules
___ Claim missing issues of magazines
___ Verify and approve invoices

List other duties and check them as above:

___ _____
___ _____
___ _____
___ _____
___ _____

(Continue on reverse side, if necessary.)

APPENDIX E

COVER LETTER AND CHECKLIST TO
LIBRARIANS IN THE SAN GABRIEL VALLEY

PASADENA CITY COLLEGE LIBRARY
1570 East Colorado Boulevard
Pasadena, California 91106

Dear Colleague:

Faculty members at Pasadena City College in the Library Technical Assistant Program have found that many of their students are frustrated and annoyed at having to study units of instruction which repeat what they have already learned on the job. A study is currently underway to determine the extent to which students at Pasadena City College and surrounding community colleges bring relevant on-the-job experience to the classroom. The study will also ascertain whether the curriculum can be modified in such a way as to minimize the repetition of prior experiences.

Further, the study will identify those continuing education experiences which are needed by currently employed graduates of a Library Technical Assistant Program who work in neighboring libraries at the subprofessional or intermediate level as distinguished from the clerical and professional levels, and will determine what modifications will be necessary in the Library Technology Program in order to provide continuing education opportunities for such employees.

The purpose of this letter is to secure your participation in this study as an employer or prospective employer of library paraprofessionals. Although at first glance the checklist may appear to be rather lengthy, it can be completed in just about fifteen minutes. When you return the checklist, will you also please send job descriptions for your library's subprofessional positions. The job descriptions will be useful in determining the educational requirements for job entry and for advancement as library paraprofessionals.

If it would be more appropriate for someone other than yourself to respond on behalf of your library, please forward the checklist to the proper person.

Please return the checklist and other requested material within ten days in the enclosed postpaid envelope to Mrs. Sylvia N. Green, Pasadena City College Library, 1570 East Colorado Boulevard, Pasadena, CA 91106.

Cordially yours,

Sylvia N. Green
Director of the Study

Checklist of Clerical and Sub-Professional Duties in Libraries (Random Order)

To the Employer: Place a check mark (✓) in front of those skills which, in your opinion, are needed by sub-professionals (e.g., Library Technicians, Library Technical Assistants, or similar titles) for satisfactory performance on the job. Double-check (✓✓) those learning experiences which would be helpful for their continuing education either for advancement to a higher position in your library or library system or for obtaining a higher-level sub-professional position elsewhere.

___ Classify pamphlets
___ Schedule shelf reading
___ Explain lending rules
___ Maintain interlibrary loan records
___ Maintain checklists of magazines and serials
___ Inspect books returned from bindery
___ Organize and maintain information files
___ Check out library materials to patrons
___ Plan and supervise book inventories
___ Arrange bulletin boards and displays
___ Sort, open or distribute incoming mail and packages
___ Check trade bibliographies for order information
___ Determine supplies and equipment to be purchased
___ Plan book displays
___ Check catalogs and shelf lists for headings
___ Supervise sub-professional employees
___ Train and instruct new clerical employees
___ Plan and conduct story hours
___ Inspect films or records for wear or damage
___ Prepare material for binding
___ Revise filing done by others
___ Supervise order and appearance of shelves
___ File catalog cards
___ Explain the arrangement of the library
___ Check order cards with holdings and/or outstanding orders
___ Select titles for inclusion in book lists and bibliographies
___ Catalog fiction with minimum supervision
___ Explain the resources and services of the library to patrons
___ Order Library of Congress or other printed cards
___ Remove cards from catalog and shelf list when withdrawing lost or worn out materials
___ Discharge books returned from circulation
___ Prepare payrolls
___ Splice film
___ Help readers use the card catalog
___ Prepare statistical reports, other than circulation statistics
___ Supervise pamphlet and clipping files
___ Revise catalog cards typed by others
___ Shelve books or file pamphlets or other similar materials
___ Assign Cutter numbers
___ Plan publicity programs
___ Ready the circulation desk for day's work
___ Supervise student employees and pages
___ Participate in selecting clerical staff
___ Be in charge of a department, such as circulation
___ Supervise clerical workers
___ Coordinate work of parent-volunteers
___ Select publicity materials
___ Read shelves or files
___ Prepare pamphlets and clippings for filing
___ Type book cards and pockets
___ Sort and file book charge records
___ Register new borrowers
___ Process added copies and new editions
___ Make shelf list cards
___ Maintain cash records
___ Make preliminary selection of materials for binding
___ Assist in taking book inventory
___ Schedule and record loans of audio-visual materials
___ Take inventories of supplies and equipment
___ Schedule classes in the library
___ Letter and label books
___ Use indexes and catalogs for locating detailed bibliographical information for verifying book orders
___ Give patrons directional information
___ Find specific books on the shelves for patrons
___ Supervise shelving procedures
___ Repair worn out books or other worn library materials
___ Make posters
___ Establish and supervise order information files
___ Plan shelving arrangements
___ Be in charge of a library without supervision by a librarian
___ Participate in book selection meetings
___ Answer simple reference questions
___ Make indexes of special materials
___ Paste book plates, pockets, date slips in books
___ Type catalog cards from main entry card
___ File order cards
___ Search for simple trade bibliographical data
___ Operate audio-visual equipment
___ Open and collate new books
___ Issue overdue notices
___ Supervise interlibrary loans
___ Follow up on outstanding orders that have not been properly filled
___ Process book reserves
___ Verify bibliographical data for interlibrary loa
___ Receive and record fine money
___ Type orders to dealers
___ Count and record circulation statistics
___ Type and verify filled book cards
___ Check lists of materials for purchase with the card catalog
___ Prepare work and time schedules
___ Claim missing issues of magazines
___ Verify and approve invoices

List other duties and check them as above

___ _____
___ _____
___ _____
___ _____
___ _____

(Continue on reverse side, if necessary.)

APPENDIX F

COVER LETTER AND RESPONSE SHEET
TO LIBRARY TECHNOLOGY COMMITTEE MEMBERS

PASADENA CITY COLLEGE, LIBRARY
1570 East Colorado Boulevard
Pasadena, California 91106

Dear Library Technology Advisory Committee Member:

During the past few months I have been conducting a study to determine the extent to which students at Pasadena City College and surrounding community colleges bring relevant on-the-job experience to the classroom. The study has also sought to ascertain whether the curriculum can be modified in such a way as to minimize the repetitions of prior experience.

Further, the study has tried to identify those continuing education experiences which are needed by employees who work in neighboring libraries at the subprofessional or intermediate level as distinguished from the clerical and professional levels, and has tried to determine what modifications will be necessary in the Library Technology Program in order to provide continuing education opportunities for such employees.

The purpose of this letter is to secure your evaluation of the conclusions and the recommendations of the study (still in the draft stage) as found in chapter six.

I think you can get the substance of the study by scanning the fifth chapter and the summary in chapter six. It should not be necessary to read the whole document. After looking it over, please respond to the questions and make comments on the enclosed sheet.

In order to meet a deadline date for submission to faculty advisors, I would appreciate having your comments by Friday of this week, (April 30), if at all possible.

Please be assured that your efforts will be greatly appreciated.

Cordially yours,

Sylvia Green

RESPONSE SHEET

Please scan the study sufficiently to become familiar with the findings, conclusions and recommendations, and then respond to the following questions:

1. Do you agree with the four conclusions on page 61? Yes___ No___

   If not, please comment:

2. Are there other conclusions which you feel are appropriate? Please state them.

3. Do you agree with the five recommendations on pages 62 to 65?

   Yes___ No___

   If not, please comment:

4. Are there other recommendations which you would make? Please state them.

5. Additional comments regarding the study:

Please return this sheet by April 30, to Mrs. Sylvia Green, Associate Professor, Department of Library Service, Pasadena City College, 1570 East Colorado Boulevard, Pasadena, California 91106.

APPENDIX G

TABLES

TABLE 26

SUMMARY OF RESPONSES TO LIBRARY TECHNICAL ASSISTANT STUDENT QUESTIONNAIRE FOR EACH DUTY, BY NUMBER AND PERCENT

Duty	Work Experience Prior to Entry Into the Library Technology Program*											
	1		2		3		4		5		No Resp.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Classify pamphlets	2	2.6	15	19.7	36	47.4	4	5.2	17	22.4	2	2.6
2. Schedule shelf reading	18	23.7	12	15.8	22	28.9	7	9.2	17	22.4	0	0
3. Explain lending rules	30	39.5	12	15.8	19	25.0	6	7.9	8	10.5	1	1.3
4. Maintain interlibrary loan records	8	10.5	8	10.5	30	39.5	9	11.8	21	27.6	0	0
5. Maintain checklists of magazines and serials	13	17.1	8	10.5	25	32.9	7	9.2	21	27.6	2	2.6
6. Inspect books returned from bindery	10	13.2	12	15.8	20	26.3	8	10.5	25	32.9	1	1.3
7. Organize and maintain information files	6	7.9	23	30.3	21	27.6	5	6.6	19	25.0	2	2.6
8. Check out library materials to patrons	21	27.6	23	30.3	19	25.0	7	9.2	5	6.6	1	1.3
9. Plan and supervise book inventories	10	13.2	15	19.7	27	35.5	3	3.9	20	26.3	1	1.3
10. Arrange bulletin boards and displays	13	17.1	21	27.6	14	18.4	11	14.5	15	19.7	2	2.6
11. Sort, open or distribute incoming mail and packages	26	34.2	9	11.8	13	17.1	9	11.8	16	21.1	3	3.9
12. Check trade bibliographies for order information	2	2.6	13	17.1	30	39.5	4	5.3	27	35.5	0	0
13. Determine supplies and equipment to be purchased	8	10.5	10	13.2	34	44.7	5	6.6	19	25.0	0	0

*See end of table for explanation of numbers

TABLE 26 (continued)

	Work Experience Prior to Entry Into the Library Technology Program*											
	1		2		3		4		5		No Resp.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
14. Plan book displays	11	14.5	16	21.1	23	30.3	8	10.5	17	22.4	1	1.3
15. Check catalogs and shelf lists for headings	8	10.5	21	27.6	24	31.6	5	6.6	16	21.1	2	2.6
16. Supervise sub-professional employees	10	13.2	15	19.7	21	27.6	6	7.9	23	30.3	1	1.3
17. Train and instruct new clerical employees	12	15.8	13	17.1	18	23.7	7	9.2	25	32.9	1	1.3
. Plan and conduct story hours	8	10.5	14	18.4	25	32.9	7	9.2	20	26.3	2	2.6
. Inspect films or records for wear or damage	9	11.8	11	14.5	29	38.2	8	10.5	18	23.7	1	1.3
20. Prepare material for binding	7	9.2	13	17.1	26	34.2	6	7.9	23	30.3	1	1.3
21. Revise filing done by others	15	19.7	17	22.4	20	26.3	6	7.9	17	22.4	1	1.3
22. Supervise order and appearance of Shelves	25	32.9	11	14.5	16	21.1	10	13.1	10	13.1	4	5.3
23. File catalog cards	22	28.9	24	31.6	17	22.4	4	5.3	7	9.2	2	2.6
24. Explain the arrangement of the library	26	34.2	13	17.1	19	25.0	6	7.9	11	14.4	1	1.3
25. Check order cards with holdings and/or outstanding orders	3	3.9	13	17.1	26	34.2	5	6.6	24	31.6	5	6.6
26. Select titles for inclusion in book lists and bibliographies	4	5.2	10	13.2	28	36.8	5	6.6	29	38.2	0	0
27. Catalog fiction with minimum supervision	8	10.5	15	19.7	26	34.2	8	10.5	19	25.0	0	0

*See first page

TABLE 26 (continued)

Duty	Work Experience Prior to Entry Into the Library Technology Program* 1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	No Resp. No.	No Resp. %
28. Explain the resources and services of the library to patrons	19	25.0	21	27.6	18	23.7	4	5.3	13	17.1	1	1.3
29. Order Library of Congress or other printed cards	2	2.6	2	2.6	30	39.5	7	9.2	34	44.7	1	1.3
30. Remove cards from catalog and shelf list when withdrawing lost or worn out materials	20	26.3	17	22.4	19	25.0	8	10.5	12	15.8	0	0
31. Discharge books returned from circulation	24	31.6	18	23.7	20	26.3	8	10.5	5	5.3	2	2.6
32. Prepare payrolls	1	1.3	4	5.3	22	28.9	12	15.8	29	38.2	8	10.5
33. Splice film	4	5.3	8	10.5	26	34.2	6	7.9	32	40.8	1	1.3
34. Help readers use the card catalog	15	19.7	22	28.9	14	18.4	6	7.9	5	6.6	14	18.4
35. Prepare statistical reports, other than circulation statistics	5	6.6	13	17.1	22	28.9	4	5.3	28	36.8	4	5.3
36. Supervise pamphlet and clipping films	5	6.6	12	15.8	28	36.8	4	5.3	20	26.3	7	9.2
37. Revise catalog cards typed by others	9	11.8	7	9.2	21	27.6	4	5.3	22	28.9	13	17.1
38. Shelve books or file pamphlets or other similar materials	28	36.8	16	21.1	12	15.8	8	10.5	9	11.8	3	3.9
39. Assign Cutter numbers	2	2.6	3	3.9	29	38.2	7	9.2	34	44.7	1	1.3

*See first page

TABLE 26 (continued)

Duty	Work Experience Prior to Entry Into the Library Technology Program* 1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	No Resp. No.	No Resp. %
40. Plan publicity programs	2	5.3	10	13.2	22	28.9	6	7.9	32	42.1	2	2.6
41. Ready the circulation desk for day's work	17	22.4	15	19.7	13	17.1	6	7.9	16	21.1	9	11.8
42. Supervise student employees and pages	14	18.4	19	25.0	15	19.7	5	6.6	22	28.9	1	1.3
43. Participate in selecting clerical staff	8	10.5	7	9.2	19	25.0	6	7.9	35	46.1	1	1.3
44. Be in charge of a department, such as circulation	14	18.4	9	11.8	21	27.6	4	5.3	26	34.2	2	2.6
45. Supervise clerical workers	6	7.9	12	15.8	15	19.7	5	6.6	32	42.1	6	7.9
46. Coordinate work of parent-volunteers	10	13.2	11	14.5	15	19.7	5	6.6	23	30.3	12	15.8
47. Select publicity materials	4	5.3	12	15.8	20	26.3	6	7.9	28	36.8	6	7.9
48. Read shelves or files	30	39.5	21	27.6	14	18.4	4	5.3	4	5.3	3	3.9
49. Prepare pamphlets and clippings for filing	9	11.8	17	22.4	17	22.4	4	5.3	27	35.5	2	2.6
50. Type book cards and pockets	20	26.3	23	30.3	20	26.3	5	6.6	8	10.5	0	0
51. Sort and file book charge records	19	25.0	20	26.3	17	22.4	4	5.3	13	17.1	3	3.9
52. Register new borrowers	18	23.7	15	19.7	18	23.7	7	9.2	18	23.7	0	0
53. Process added copies and new editions	15	19.7	16	21.1	24	31.6	3	3.9	18	23.7	0	0
54. Make shelf list cards	9	11.8	25	32.9	23	30.3	3	3.9	15	19.7	1	1.3
55. Maintain cash records	11	14.5	11	14.5	17	22.4	4	5.3	32	42.1	1	1.3

*See first page

TABLE 26 (continued)

Duty	Work Experience Prior to Entry Into the Library Technology Program*											
	1		2		3		4		5		No Resp.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
56. Make preliminary selection of materials for binding	9	11.8	6	7.9	28	36.8	7	9.2	25	32.9	1	1.3
57. Assist in taking book inventory	17	22.4	15	19.7	23	30.3	5	6.6	15	19.7	1	1.3
58. Schedule and record loans of audio-visual materials	5	6.6	21	27.6	21	27.6	4	5.3	24	31.6	1	1.3
59. Take inventories of supplies and equipment	13	17.1	19	25.0	14	18.4	7	9.2	23	30.3	0	0
60. Schedule classes in the library	15	19.7	12	15.8	19	25.0	5	6.6	25	32.9	0	0
61. Letter and label books	16	21.1	22	28.9	15	19.7	4	5.3	18	23.7	1	1.3
62. Use indexes and catalogs for locating detailed bibliographical information for verifying book orders	4	5.3	20	26.3	24	31.6	1	1.3	26	34.2	1	1.3
63. Give patrons directional information	27	35.5	19	25.0	11	14.5	10	13.2	8	10.5	1	1.3
64. Find specific books on the shelves for patrons	29	38.2	19	25.0	10	13.2	9	11.8	8	10.5	1	1.3
65. Supervise shelving procedures	16	21.1	17	22.4	14	18.4	7	9.2	20	26.3	2	2.6
66. Repair worn out books or other worn library materials	15	19.7	11	14.5	22	28.9	10	13.2	16	21.1	2	2.6
67. Make posters	18	23.7	10	13.2	15	19.7	11	14.5	19	25.0	3	3.9
68. Establish and supervise order information files	5	6.6	13	17.1	19	25.0	4	5.3	34	44.7	1	1.3

*See first page

TABLE 26 (continued)

	Duty	Work Experience Prior to Entry Into the Library Technology Program*											
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
69.	Plan shelving arrangements	10	13.2	13	17.1	16	21.1	8	10.5	27	35.5	2	2.6
70.	Be in charge of a library without supervision by a librarian	18	23.7	11	14.5	18	23.7	6	7.9	22	28.9	1	1.3
71.	Participate in book selection meetings	4	5.3	12	15.8	24	31.6	5	6.6	30	39.4	1	1.3
72.	Answer simple reference questions	21	27.6	23	30.3	20	26.3	4	5.3	7	9.2	1	1.3
73.	Make indexes of special materials	3	3.9	15	19.7	22	28.9	6	7.9	29	38.2	1	1.3
74.	Paste book plates, pockets, date slips in books	28	36.8	16	21.1	13	17.1	9	11.8	7	9.2	3	3.9
75.	Type catalog cards from main entry card	14	18.4	22	28.9	21	27.6	6	7.9	12	15.8	1	1.3
76.	File order cards	17	22.4	16	21.1	21	27.6	5	6.6	16	21.1	1	1.3
77.	Search for simple trade bibliographical data	7	9.2	20	26.3	24	31.6	3	3.9	22	28.9	0	0
78.	Operate audio-visual equipment	7	9.2	22	28.9	27	35.6	3	3.9	15	19.7	2	2.6
79.	Open and collate new books	11	14.5	14	18.4	24	31.6	5	6.6	21	27.6	1	1.3
80.	Issue overdue notices	25	32.9	12	15.8	20	26.3	5	6.6	13	17.1	1	1.3
81.	Supervise interlibrary loans	3	3.9	10	13.2	24	31.6	4	5.3	34	44.7	1	1.3
82.	Follow up on outstanding orders that have not been properly filled	6	7.9	13	17.1	22	28.9	5	6.6	27	35.5	3	3.9
83.	Process book reserves	7	9.2	15	19.7	24	31.6	4	5.3	25	32.9	1	1.3

*See first page

TABLE 26 (continued)

Duty	Work Experience Prior to Entry Into the Library Technology Program* 1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	No Resp. No.	No Resp. %
84. Verify bibliographical data for interlibrary loans	4	5.3	9	11.8	22	28.9	6	7.9	34	44.7	1	1.3
85. Receive and record fine money	15	19.7	15	19.7	17	22.4	6	7.9	20	26.3	3	3.9
86. Type orders to dealers	12	15.8	10	13.2	23	30.3	4	5.3	26	34.2	1	1.3
87. Count and record circulation statistics	24	31.6	7	9.2	17	22.4	2	2.6	23	30.3	3	3.9
88. Type and verify filled book cards	21	27.6	9	11.8	23	30.3	6	7.9	14	18.4	3	3.9
89. Check lists of materials for purchase with the card catalog	8	10.5	12	15.8	23	30.3	4	5.3	28	36.8	1	1.3
90. Prepare work and time schedules	13	17.1	11	14.5	16	21.1	7	9.2	28	36.8	1	1.3
91. Claim missing issues of magazines	7	9.2	5	6.6	29	38.2	6	7.9	28	36.8	1	1.3
92. Verify and approve invoices	8	10.5	7	9.2	22	28.9	5	6.6	31	40.8	3	3.9

*The following numbers indicate the work experience prior to entry into the Library Technology Program:

1. I already had experience. No training was needed.
2. I had some experience, but I needed additional training.
3. I had no experience, and I needed training.
4. I had no experience, yet I did not need training.
5. None of the above

ERIC

TABLE 27

RESPONSES TO LIBRARY TECHNICAL ASSISTANT STUDENT QUESTIONNAIRE FOR EACH DUTY, NUMBER AND PERCENT FOR CHAFFEY COLLEGE (N=15)

Work Experience Prior to Entry Into the Library Technology Program*

	1		2		3		4		5		No Resp.	
Duty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	0	0	3	20.0	10	66.7	0	0	2	13.3	0	0
2	2	13.3	3	20.0	6	40.0	0	0	4	26.7	0	0
3	6	40.0	2	13.3	5	33.3	0	0	2	13.3	0	0
4	0	0	3	20.0	9	60.0	1	6.7	2	13.3	0	0
5	1	6.7	5	33.3	5	33.3	1	6.7	2	13.3	1	6.7
6	1	6.7	5	33.3	5	33.3	1	6.7	3	20.0	0	0
7	1	6.7	4	26.7	7	46.6	0	0	3	20.0	0	0
8	1	6.7	7	46.6	4	26.7	0	0	3	20.0	0	0
9	1	6.7	3	20.0	7	46.7	0	0	4	26.7	0	0
10	2	13.3	4	26.7	4	26.7	1	6.7	4	26.7	0	0
11	5	33.3	3	20.0	6	40.0	0	0	1	6.7	0	0
12	0	0	3	20.0	8	53.3	0	0	4	26.7	0	0
13	2	13.3	2	13.3	7	46.7	0	0	4	26.7	0	0
14	1	6.7	2	13.3	8	53.3	1	6.7	3	20.0	0	0
15	1	6.7	4	26.7	6	40.0	0	0	3	20.0	1	6.7
16	2	13.3	4	26.7	5	33.3	0	0	4	26.7	0	0
17	2	13.3	2	13.3	5	33.3	1	6.7	5	33.3	0	0
18	1	6.7	3	20.0	6	40.0	1	6.7	3	20.0	1	6.7
19	1	6.7	2	13.3	6	40.0	2	13.3	4	26.7	0	0
20	1	6.7	3	20.0	6	40.0	1	6.7	4	26.7	0	0
21	2	13.3	4	26.7	6	40.0	0	0	3	20.0	0	0
22	4	26.7	2	13.3	4	26.7	0	0	3	20.0	2	13.3
23	3	20.0	5	33.3	4	26.7	0	0	2	13.3	1	6.7
24	4	26.7	3	20.0	5	33.3	0	0	3	20.0	0	0
25	0	0	3	20.0	7	46.7	1	6.7	4	26.7	0	0
26	1	6.7	1	6.7	7	46.7	1	6.7	5	33.3	0	0

*See end of tabl for explanation of numbers

TABLE 27 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

	1		2		3		4		5		No Resp.	
Duty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
27	1	6.7	3	20.0	6	40.0	0	0	5	33.3	0	0
28	4	26.7	5	33.3	4	26.7	0	0	2	13.3	0	0
29	0	0	1	6.7	8	53.3	1	6.7	5	33.3	0	0
30	4	26.7	5	33.3	4	26.7	0	0	2	13.3	0	0
31	3	20.0	5	33.3	4	26.7	1	6.7	2	13.3	0	0
32	1	6.7	0	0	7	46.7	2	13.3	5	33.3	0	0
33	4	26.7	2	13.3	5	33.3	1	6.7	3	20.0	0	0
34	4	26.7	6	40.0	2	13.3	1	6.7	2	13.3	0	0
35	0	0	2	13.3	6	40.0	1	6.7	4	26.7	2	13.3
36	2	13.3	1	6.7	7	46.7	1	6.7	3	20.0	1	6.7
37	3	20.0	1	6.7	7	46.7	1	6.7	3	20.0	0	0
38	6	40.0	2	13.3	4	26.7	0	0	3	20.0	0	0
39	0	0	0	0	7	46.7	1	6.7	7	46.7	0	0
40	0	0	3	20.0	5	33.3	1	6.7	6	40.0	0	0
41	0	0	2	13.3	3	20.0	0	0	4	26.7	6	40.0
42	1	6.7	6	40.0	4	26.7	0	0	4	26.7	0	0
43	0	0	1	6.7	7	46.7	1	6.7	6	40.0	0	0
44	1	6.7	2	13.3	7	46.7	0	0	5	33.3	0	0
45	0	0	2	13.3	5	33.3	0	0	8	53.3	0	0
46	1	6.7	2	13.3	5	33.3	1	6.7	6	40.0	0	0
47	0	0	4	26.7	5	33.3	1	6.7	5	33.3	0	0
48	6	40.0	5	33.3	3	20.0	0	0	1	6.7	0	0
49	1	6.7	3	20.0	7	46.7	1	6.7	3	20.0	0	0
50	3	20.0	4	26.7	5	33.3	2	13.3	1	6.7	0	0
51	3	20.0	5	33.3	4	26.7	0	0	3	20.0	0	0
52	3	20.0	5	33.3	3	20.0	4	26.7	0	0	0	0
53	3	20.0	2	13.3	5	33.3	0	0	5	33.3	0	0
54	2	13.3	5	33.3	5	33.3	0	0	3	20.0	0	0
55	1	6.7	4	26.7	4	26.7	0	0	6	40.0	0	0
56	2	13.3	0	0	8	53.3	0	0	5	33.3	0	0

TABLE 27 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

	1		2		3		4		5		No Resp.	
Duty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
57	1	6.7	4	26.7	6	40.0	1	6.7	3	20.0	0	0
58	0	0	6	40.0	4	26.7	1	6.7	4	26.7	0	0
59	3	20.0	5	33.3	3	20.0	0	0	4	26.7	0	0
60	3	20.0	3	20.0	4	26.7	0	0	5	33.3	0	0
61	2	13.3	5	33.3	2	13.3	1	6.7	5	33.3	0	0
62	1	6.7	4	26.7	8	53.3	0	0	2	13.3	0	0
63	5	33.3	4	26.7	3	20.0	1	6.7	2	13.3	0	0
64	7	46.7	2	13.3	3	20.0	0	0	3	20.0	0	0
65	3	20.0	3	20.0	4	26.7	0	0	5	33.3	0	0
66	2	13.3	3	20.0	7	46.7	0	0	3	20.0	0	0
67	2	13.3	1	6.7	5	33.3	3	20.0	4	26.7	0	0
68	0	0	1	6.7	7	46.7	1	6.7	6	40.0	0	0
69	2	13.3	1	6.7	6	40.0	1	6.7	5	33.3	0	0
70	2	13.3	3	20.0	4	26.7	1	6.7	5	33.3	0	0
71	0	0	1	6.7	7	46.7	2	13.3	5	33.3	0	0
72	3	20.0	5	33.3	5	33.3	0	0	2	13.3	0	0
73	0	0	1	6.7	7	46.7	1	6.7	6	40.0	0	0
74	3	20.0	5	33.3	4	26.7	2	13.3	0	0	1	6.7
75	2	13.3	6	40.0	5	33.3	1	6.7	1	6.7	0	0
76	4	26.7	3	20.0	7	46.7	0	0	1	6.7	0	0
77	2	13.3	5	33.3	7	46.7	0	0	1	6.7	0	0
78	1	6.7	6	40.0	5	33.3	1	6.7	2	13.3	0	0
79	0	0	5	33.3	5	33.3	1	6.7	4	26.7	0	0
80	4	26.7	3	20.0	4	26.7	0	0	4	26.7	0	0
81	0	0	3	20.0	7	46.7	1	6.7	4	26.7	0	0
82	0	0	2	13.3	7	46.7	1	6.7	5	33.3	0	0
83	1	6.7	3	20.0	6	40.0	1	6.7	4	26.7	0	0
84	1	6.7	1	6.7	7	46.7	1	6.7	5	33.3	0	0
85	4	26.7	4	26.7	3	20.0	0	0	3	20.0	1	6.7
86	2	13.3	1	6.7	7	46.7	1	6.7	4	26.7	0	0

TABLE 27 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

	1		2		3		4		5		No Resp.	
Duty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
87	3	20.0	2	13.3	5	33.3	0	0	5	33.3	0	0
88	2	13.3	1	6.7	7	46.7	2	13.3	3	20.0	0	0
89	0	0	5	33.3	6	40.0	1	6.7	3	20.0	0	0
90	2	13.3	2	13.3	5	33.3	1	6.7	5	33.3	0	0
91	1	6.7	0	0	8	53.3	1	6.7	5	33.3	0	0
92	1	6.7	2	13.3	6	40.0	1	6.7	5	33.3	0	0

*The following numbers indicate the work experience prior to entry into the Library Technology Program:

1 - I already had experience. No training was needed.

2 - I had some experience, but I needed additional training.

3 - I had no experience, and I needed training.

4 - I had no experience, yet I did not need training.

5 - None of the above.

TABLE 28

RESPONSES TO LIBRARY TECHNICAL ASSISTANT STUDENT QUESTIONNAIRE FOR EACH DUTY, NUMBER AND PERCENT FOR CITRUS COLLEGE (N=8)

Work Experience Prior to Entry Into the Library Technology Program*

	1		2		3		4		5		No Resp.	
Duty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	0	0	1	12.5	4	50.0	0	0	3	37.5	0	0
2	0	0	1	12.5	3	37.5	1	12.5	3	37.5	0	0
3	0	0	2	25.0	4	50.0	2	25.0	0	0	0	0
4	0	0	1	12.5	2	25.0	0	0	5	62.5	0	0
5	0	0	0	0	4	50.0	1	12.5	3	37.5	0	0
6	0	0	1	12.5	3	37.5	0	0	4	50.0	0	0
7	0	0	1	12.5	3	37.5	0	0	4	50.0	0	0
8	0	0	1	12.5	4	50.0	2	25.0	1	12.5	0	0
9	0	0	1	12.5	3	37.5	0	0	4	50.0	0	0
10	0	0	1	12.5	2	25.0	1	12.5	4	50.0	0	0
11	0	0	0	0	3	37.5	1	12.5	3	37.5	1	12.5
12	0	0	0	0	4	50.0	0	0	4	50.0	0	0
13	0	0	0	0	6	75.0	1	12.5	1	12.5	0	0
14	0	0	1	12.5	4	50.0	0	0	3	37.5	0	0
15	0	0	1	12.5	5	62.5	0	0	2	25.0	0	0
16	0	0	0	0	4	50.0	1	12.5	3	37.5	0	0
17	0	0	0	0	3	37.5	2	25.0	3	37.5	0	0
18	0	0	1	12.5	3	37.5	1	12.5	3	37.5	0	0
19	1	12.5	0	0	3	37.5	1	12.5	3	37.5	0	0
20	0	0	0	0	5	62.5	1	12.5	2	25.0	0	0
21	0	0	0	0	4	50.0	2	25.0	2	25.0	0	0
22	0	0	1	12.5	4	50.0	2	25.0	1	12.5	0	0
23	0	0	3	37.5	5	62.5	0	0	0	0	0	0
24	1	12.5	2	25.0	3	37.5	1	12.5	1	12.5	0	0
25	0	0	1	12.5	3	37.5	0	0	4	50.0	0	0
26	0	0	0	0	2	25.0	0	0	6	75.0	0	0

*See end of table for explanation of numbers

TABLE 28 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

	1		2		3		4		5		No Resp.	
Duty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
27	1	12.5	0	0	4	50.0	1	12.5	2	25.0	0	0
28	1	12.5	1	12.5	3	37.5	1	12.5	2	25.0	0	0
29	0	0	0	0	3	37.5	0	0	5	62.5	0	0
30	0	0	2	25.0	5	62.5	0	0	1	12.5	0	0
31	1	12.5	2	25.0	3	37.5	1	12.5	1	12.5	0	0
32	0	0	0	0	2	25.0	0	0	6	75.0	0	0
33	0	0	2	25.0	2	25.0	0	0	4	50.0	0	0
34	0	0	4	50.0	3	37.5	1	12.5	0	0	0	0
35	0	0	2	25.0	2	25.0	0	0	4	50.0	0	0
36	0	0	1	12.5	4	50.0	0	0	3	37.5	0	0
37	0	0	1	12.5	5	62.5	0	0	2	25.0	0	0
38	0	0	2	25.0	2	25.0	1	12.5	2	25.0	1	12.5
39	0	0	0	0	4	50.0	0	0	4	50.0	0	0
40	0	0	1	12.5	2	25.0	0	0	5	62.5	0	0
41	1	12.5	1	12.5	3	37.5	1	12.5	2	25.0	0	0
42	0	0	2	25.0	2	25.0	0	0	4	50.0	0	0
43	0	0	0	0	2	25.0	0	0	6	75.0	0	0
44	0	0	2	25.0	2	25.0	0	0	4	50.0	0	0
45	0	0	1	12.5	1	12.5	0	0	5	62.5	1	12.5
46	0	0	2	25.0	1	12.5	1	12.5	3	37.5	1	12.5
47	0	0	1	12.5	1	12.5	0	0	5	62.5	1	12.5
48	0	0	3	37.5	3	37.5	1	12.5	0	0	1	12.5
49	0	0	2	25.0	2	25.0	0	0	4	50.0	0	0
50	0	0	2	25.0	5	62.5	0	0	1	12.5	0	0
51	0	0	1	12.5	0	0	2	25.0	2	25.0	3	37.5
52	0	0	1	12.5	3	37.5	1	12.5	3	37.5	0	0
53	0	0	1	12.5	5	62.5	0	0	2	25.0	0	0
54	0	0	1	12.5	5	62.5	0	0	2	25.0	0	0
55	0	0	1	12.5	2	25.0	0	0	5	62.5	0	0
56	0	0	1	12.5	3	37.5	1	12.5	3	37.5	0	0

TABLE 28 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

Duty	1		2		3		4		5		No Resp.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
57	0	0	0	0	4	50.0	2	25.0	2	25.0	0	0
58	0	0	1	12.5	3	37.5	0	0	4	50.0	0	0
59	0	0	1	12.5	2	25.0	2	25.0	3	37.5	0	0
60	0	0	1	12.5	3	37.5	0	0	4	50.0	0	0
61	0	0	1	12.5	4	50.0	1	12.5	2	25.0	0	0
62	0	0	0	0	4	50.0	0	0	4	50.0	0	0
63	0	0	3	37.5	3	37.5	2	25.0	0	0	0	0
64	0	0	1	12.5	4	50.0	1	12.5	2	25.0	0	0
65	0	0	1	12.5	3	37.5	2	25.0	2	25.0	0	0
66	0	0	0	0	3	37.5	3	37.5	2	25.0	0	0
67	0	0	0	0	2	25.0	1	12.5	5	62.5	0	0
68	0	0	0	0	2	25.0	0	0	6	75.0	0	0
69	0	0	2	25.0	2	25.0	1	12.5	3	37.5	0	0
70	0	0	1	12.5	3	37.5	1	12.5	3	37.5	0	0
71	0	0	1	12.5	3	37.5	0	0	4	50.0	0	0
72	0	0	1	12.5	3	37.5	1	12.5	3	37.5	0	0
73	0	0	0	0	2	25.0	0	0	6	75.0	0	0
74	0	0	2	25.0	1	12.5	3	37.5	2	25.0	0	0
75	0	0	1	12.5	4	50.0	1	12.5	2	25.0	0	0
76	0	0	1	12.5	3	37.5	0	0	4	50.0	0	0
77	0	0	1	12.5	3	37.5	0	0	4	50.0	0	0
78	0	0	2	25.0	3	37.5	0	0	3	37.5	0	0
79	0	0	1	12.5	5	62.5	0	0	2	25.0	0	0
80	0	0	1	12.5	4	50.0	2	25.0	1	12.5	0	0
81	0	0	0	0	2	25.0	0	0	6	75.0	0	0
82	0	0	0	0	0	0	0	0	6	75.0	2	25.0
83	0	0	0	0	3	37.5	1	12.5	4	50.0	0	0
84	0	0	2	25.0	0	0	2	25.0	4	50.0	0	0
85	0	0	1	12.5	3	37.5	2	25.0	2	25.0	0	0
86	0	0	1	12.5	3	37.5	0	0	4	50.0	0	0

TABLE 28 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

Duty	1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	No Resp. No.	No Resp. %
87	0	0	1	12.5	3	37.5	0	0	4	50.0	0	0
88	0	0	1	12.5	4	50.0	1	12.5	2	25.0	0	0
89	0	0	0	0	3	37.5	0	0	5	62.5	0	0
90	1	12.5	0	0	2	25.0	1	12.5	4	50.0	0	0
91	0	0	0	0	4	50.0	1	12.5	3	37.5	0	0
92	0	0	0	0	3	37.5	1	12.5	4	50.0	0	0

*The following numbers indicate the work experience prior to entry into the Library Technology Program:

1- I already had experience. No training was needed.

2- I had some experience, but I needed additional training.

3- I had no experience, and I needed training.

4- I had no experience, yet I did not need training.

5- None of the above.

TABLE 29

RESPONSES TO LIBRARY TECHNICAL ASSISTANT STUDENT QUESTIONNAIRE FOR EACH DUTY, NUMBER AND PERCENT FOR FULLERTON COLLEGE (N=21)

Work Experience Prior to Entry Into the Library Technology Program*

	1		2		3		4		5		No Resp.	
Duty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	1	4.8	4	19.0	6	28.6	2	9.5	6	28.6	2	9.5
2	9	42.9	3	14.3	3	14.3	1	4.8	4	19.0	1	4.8
3	12	57.1	3	14.3	4	19.0	0	0	1	4.8	1	4.8
4	2	9.5	2	9.5	9	42.9	1	4.8	6	28.6	1	4.8
5	3	14.3	2	9.5	6	28.6	3	14.3	6	28.6	1	4.8
6	2	9.5	3	14.3	4	19.0	4	19.0	7	33.3	1	4.8
7	1	4.8	7	33.3	6	28.6	1	4.8	5	23.8	1	4.8
8	8	38.1	8	38.1	3	14.3	1	4.8	0	0	1	4.8
9	5	23.8	5	23.8	4	19.0	1	4.8	5	23.8	1	4.8
10	7	33.3	7	33.3	1	4.8	4	19.0	1	4.8	1	4.8
11	9	42.9	2	9.5	1	4.8	3	14.3	5	23.8	1	4.8
12	1	4.8	4	19.0	6	28.6	0	0	8	38.1	2	9.5
13	2	9.5	3	14.3	8	38.1	3	14.3	5	23.8	0	0
14	6	28.6	5	23.8	5	23.8	1	4.8	3	14.3	1	4.8
15	3	14.3	6	28.6	6	28.6	0	0	5	23.8	1	4.8
16	4	19.0	3	14.3	4	19.0	1	4.8	8	38.1	1	4.8
17	4	19.0	4	19.0	3	14.3	1	4.8	8	38.1	1	4.8
18	4	19.0	5	23.8	4	19.0	2	9.5	5	23.8	1	4.8
19	5	23.8	5	23.8	5	23.8	2	9.5	3	14.3	1	4.8
20	3	14.3	3	14.3	5	23.8	2	9.5	7	33.3	1	4.8
21	5	23.8	3	14.3	5	23.8	1	4.8	6	28.6	1	4.8
22	10	47.6	1	4.8	3	14.3	4	19.0	2	9.5	1	4.8
23	9	42.9	5	23.8	4	19.0	1	4.8	1	4.8	1	4.8
24	10	47.6	2	9.5	4	19.0	1	4.8	3	14.3	1	4.8
25	2	9.5	3	14.3	6	28.6	0	0	9	42.9	1	4.8
26	2	9.5	5	23.8	5	23.8	0	0	8	38.1	1	4.8

* See end of table for explanation of numbers

TABLE 29 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

Duty	1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	No Resp. No.	No Resp. %
27	3	14.3	5	23.8	5	23.8	3	14.3	5	23.8	0	0
28	3	14.3	7	33.3	5	23.8	1	4.8	4	19.0	1	4.8
29	1	4.8	0	0	6	28.6	2	9.5	11	52.4	1	4.8
30	9	42.9	5	23.8	2	9.5	3	14.3	2	9.5	0	0
31	11	52.4	3	14.3	4	19.0	2	9.5	0	0	1	4.8
32	0	0	1	4.8	2	9.5	6	28.6	6	28.6	6	28.6
33	0	0	0	0	8	38.1	1	4.8	11	52.3	1	4.8
34	11	52.4	5	23.8	3	14.3	1	4.8	0	0	1	4.8
35	1	4.8	3	14.3	7	33.3	0	0	9	42.9	1	4.8
36	1	4.8	2	9.5	6	28.6	1	4.8	10	47.6	1	4.8
37	0	0	3	14.3	4	19.0	1	4.8	12	57.1	1	4.8
38	9	42.8	6	28.6	1	4.8	3	14.3	1	4.8	1	4.8
39	0	0	2	9.5	6	28.6	1	4.8	11	52.4	1	4.8
40	1	4.8	2	9.5	4	19.0	2	9.5	11	52.4	1	4.8
41	9	42.9	5	23.8	2	9.5	2	9.5	2	9.5	1	4.8
42	3	14.3	6	28.6	3	14.3	2	9.5	6	28.6	1	4.8
43	2	9.5	2	9.5	4	19.0	2	9.5	10	47.6	1	4.8
44	2	9.5	2	9.5	6	28.6	1	4.8	9	42.9	1	4.8
45	2	9.5	3	14.3	5	23.8	1	4.8	9	42.9	1	4.8
46	2	9.5	1	4.8	1	4.8	1	4.8	5	23.8	11	52.4
47	2	9.5	2	9.5	5	23.8	2	9.5	8	38.1	2	9.5
48	11	52.4	4	19.0	2	9.5	1	4.8	1	4.8	2	9.5
49	3	14.3	4	19.0	3	14.3	1	4.8	9	42.9	1	4.8
50	6	28.6	8	38.0	5	23.8	0	0	1	4.8	1	4.8
51	5	23.8	6	28.6	6	28.6	1	4.8	2	9.5	1	4.8
52	4	19.0	5	23.8	2	9.5	1	4.8	8	38.1	1	4.8
53	4	19.0	6	28.6	6	28.6	1	4.8	3	14.3	1	4.8
54	2	9.5	7	33.3	6	28.6	0	0	5	23.8	1	4.8
55	2	9.5	1	4.8	5	23.8	2	9.5	10	47.6	1	4.8
56	1	4.8	2	9.5	6	28.6	2	9.5	9	42.9	1	4.8

TABLE 29 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

Duty	1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	No Resp. No.	No Resp. %
57	8	38.1	5	23.8	4	19.0	0	0	3	14.3	1	4.8
58	4	19.0	8	38.1	2	9.5	0	0	6	28.6	1	4.8
59	3	14.3	7	33.3	1	4.8	2	9.5	7	33.3	1	4.8
60	7	33.3	4	19.0	2	9.5	2	9.5	5	23.8	1	4.8
61	7	33.3	6	28.6	2	9.5	0	0	5	23.8	1	4.8
62	1	4.8	5	23.8	6	28.6	0	0	8	38.0	1	4.8
63	8	38.1	5	23.8	2	9.5	2	9.5	3	14.3	1	4.8
64	7	33.3	7	33.3	1	4.8	5	23.8	0	0	1	4.8
65	6	28.6	3	14.3	2	9.5	4	19.0	4	19.0	2	9.5
66	6	28.6	4	19.0	4	19.0	1	4.8	5	23.8	1	4.8
67	10	47.6	5	23.8	1	4.8	3	14.3	2	9.5	0	0
68	2	9.5	4	19.0	3	14.3	1	4.8	10	47.6	1	4.8
69	3	14.3	5	23.8	2	9.5	3	14.3	7	33.3	1	4.8
70	7	33.3	3	14.3	4	19.0	1	4.8	5	23.8	1	4.8
71	2	9.5	5	23.8	2	9.5	1	4.8	10	47.6	1	4.8
72	9	42.9	6	28.6	4	19.0	1	4.8	0	0	1	4.8
73	2	9.5	4	19.0	4	19.0	2	9.5	8	38.1	1	4.8
74	11	52.4	4	19.0	1	4.8	3	14.3	1	4.8	1	4.8
75	5	23.8	4	19.0	6	28.6	1	4.8	4	19.0	1	4.8
76	4	19.0	3	14.3	5	23.8	2	9.5	6	28.6	1	4.8
77	1	4.8	5	23.8	5	23.8	1	4.8	8	38.0	1	4.8
78	4	19.0	6	28.6	6	28.6	1	4.8	3	14.3	1	4.8
79	4	19.0	3	14.3	4	19.0	2	9.5	7	33.3	1	4.8
80	8	38.1	5	23.8	4	19.0	2	9.5	1	4.8	1	4.8
81	0	0	5	23.8	4	19.0	0	0	11	52.4	1	4.8
82	1	4.8	4	19.0	5	23.8	2	9.5	8	38.1	1	4.8
83	1	4.8	5	23.8	6	28.6	1	4.8	7	33.3	1	4.8
84	0	0	4	19.0	4	19.0	0	0	12	57.2	1	4.8
85	5	23.8	4	19.0	2	9.5	1	4.8	8	38.1	1	4.8
86	3	14.3	4	19.0	6	28.6	0	0	7	33.3	1	4.8

TABLE 29 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

Duty	1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	No Resp. No.	No Resp. %
87	9	42.9	2	9.5	0	0	1	4.8	6	28.6	3	14.3
88	8	38.1	4	19.0	4	19.0	1	4.8	1	4.8	3	14.3
89	3	14.3	5	23.8	4	19.0	0	0	8	38.0	1	4.8
90	4	19.0	4	19.0	2	9.5	1	4.8	9	42.9	1	4.8
91	1	4.8	3	14.3	7	33.3	0	0	9	42.9	1	4.8
92	2	9.5	2	9.5	6	28.6	0	0	10	47.6	1	4.8

*The following numbers indicate the work experience prior to entry into the Library Technology Program:

1 - I already had experience. No training was needed.

2 - I had some experience, but I needed additional training.

3 - I had no experience, and I needed training.

4 - I had no experience, yet I did not need training.

5 - None of the above.

TABLE 30

RESPONSES TO LIBRARY TECHNICAL ASSISTANT STUDENT QUESTIONNAIRE FOR EACH DUTY, NUMBER AND PERCENT FOR MT. SAC COLLEGE (N=12)

Work Experience Prior to Entry Into the Library Technology Program*

	1		2		3		4		5		No Resp.	
Duty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	0	0	2	16.7	6	50.0	1	8.3	3	25.0	0	0
2	3	25.0	2	16.7	2	16.7	2	16.7	3	25.0	0	0
3	4	33.3	2	16.7	0	0	2	16.7	4	33.3	0	0
4	0	0	1	8.3	4	33.3	2	16.7	5	41.7	0	0
5	4	33.3	1	8.3	1	8.3	1	8.3	5	41.7	0	0
6	3	25.0	2	16.7	2	16.7	0	0	5	41.7	0	0
7	1	8.3	4	33.3	2	16.7	0	0	4	33.3	1	8.3
8	3	25.0	3	25.0	4	33.3	1	8.3	1	8.3	0	0
9	2	16.7	0	0	5	41.7	1	8.3	4	33.3	0	0
10	1	8.3	3	25.0	3	25.0	1	8.3	4	33.3	0	0
11	4	33.3	0	0	1	8.3	2	16.7	5	41.7	0	0
12	0	0	1	8.3	5	41.7	1	8.3	5	41.7	0	0
13	1	8.3	1	8.3	5	41.7	0	0	5	41.7	0	0
14	2	16.7	2	16.7	1	8.3	2	16.7	5	41.7	0	0
15	2	16.7	2	16.7	3	25.0	2	16.7	3	25.0	0	0
16	2	16.7	1	8.3	2	16.7	2	16.7	5	41.7	0	0
17	2	16.7	2	16.7	2	16.7	1	8.3	5	41.7	0	0
18	0	0	3	25.0	4	33.3	1	8.3	4	33.3	0	0
19	1	8.3	1	8.3	6	50.0	0	0	4	33.3	0	0
20	1	8.3	3	25.0	3	25.0	1	8.3	4	33.3	0	0
21	2	16.7	4	33.3	1	8.3	1	8.3	4	33.3	0	0
22	5	41.7	1	8.3	0	0	2	16.7	3	25.0	1	8.3
23	2	16.7	4	33.3	1	8.3	1	8.3	4	33.3	0	0
24	5	41.7	1	8.3	0	0	2	16.7	4	33.3	0	0
25	1	8.3	3	25.0	2	16.7	1	8.3	5	41.7	0	0
26	1	8.3	1	8.3	4	33.3	1	8.3	5	41.7	0	0

*See end of table for explanation of numbers

TABLE 30 (continued)

Work Experience Prior to Entry
Into the Library Technology Program*

Duty	1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	No Resp. No.	No Resp. %
27	1	8.3	1	8.3	4	33.3	2	16.7	4	33.3	0	0
28	3	25.0	2	16.7	2	16.7	1	8.3	4	33.3	0	0
29	1	8.3	0	0	5	41.7	1	8.3	5	41.7	0	0
30	3	25.0	1	8.3	2	16.7	2	16.7	4	33.3	0	0
31	3	25.0	2	16.7	4	33.3	1	8.3	1	8.3	1	8.3
32	0	0	1	8.3	3	25.0	1	8.3	7	58.3	0	0
33	0	0	1	8.3	5	41.7	1	8.3	5	41.7	0	0
34	5	41.7	1	8.3	2	16.7	1	8.3	1	8.3	2	16.7
35	2	16.7	1	8.3	2	16.7	1	8.3	5	41.7	1	8.3
36	0	0	2	16.7	5	41.7	1	8.3	3	25.0	1	8.3
37	1	8.3	2	16.7	3	25.0	1	8.3	5	41.7	0	0
38	4	33.3	1	8.3	3	25.0	1	8.3	2	16.7	1	8.3
39	0	0	0	0	4	33.3	3	25.0	5	41.7	0	0
40	1	8.3	1	8.3	4	33.3	1	8.3	5	41.7	0	0
41	2	16.7	2	16.7	1	8.3	1	8.3	5	41.7	1	8.3
42	3	25.0	1	8.3	2	16.7	1	8.3	5	41.7	0	0
43	1	8.3	0	0	3	25.0	1	8.3	7	58.3	0	0
44	2	16.7	0	0	3	25.0	2	16.7	5	41.7	0	0
45	3	25.0	1	8.3	1	8.3	2	16.7	5	41.7	0	0
46	2	16.7	0	0	3	25.0	1	8.3	6	50.0	0	0
47	1	8.3	1	8.3	3	25.0	1	8.3	6	50.0	0	0
48	4	33.3	3	25.0	3	25.0	1	8.3	1	8.3	0	0
49	1	8.3	3	25.0	0	0	1	8.3	6	50.0	1	8.3
50	4	33.3	2	16.7	1	8.3	1	8.3	4	33.3	0	0
51	3	25.0	1	8.3	3	25.0	0	0	5	41.7	0	0
52	2	16.7	1	8.3	4	33.3	1	8.3	4	33.3	0	0
53	3	25.0	2	16.7	2	16.7	0	0	5	41.7	0	0
54	0	0	5	41.7	2	16.7	1	8.3	4	33.3	0	0
55	3	25.0	1	8.3	2	16.7	1	8.3	5	41.7	0	0
56	2	16.7	1	8.3	3	25.0	1	8.3	5	41.7	0	0

TABLE 30 (continued)

Work Experience Prior to Entry
Into the Library Technology Program*

Duty	1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	No Resp. No.	No Resp. %
57	2	16.7	2	16.7	3	25.0	0	0	5	41.7	0	0
58	0	0	2	16.7	5	41.7	1	8.3	4	33.3	0	0
59	2	16.7	0	0	4	33.3	1	8.3	5	41.7	0	0
60	2	16.7	1	8.3	3	25.0	2	16.7	4	33.3	0	0
61	4	33.3	1	8.3	3	25.0	1	8.3	3	25.0	0	0
62	0	0	5	41.7	2	16.7	0	0	5	41.7	0	0
63	4	33.3	2	16.7	0	0	4	33.3	2	16.7	0	0
64	4	33.3	3	25.0	0	0	2	16.7	3	25.0	0	0
65	2	16.7	3	25.0	2	16.7	0	0	4	33.3	1	8.3
66	1	8.3	2	16.7	1	8.3	4	33.3	3	25.0	1	8.3
67	1	8.3	2	16.7	3	25.0	2	16.7	4	33.3	0	0
68	2	16.7	2	16.7	2	16.7	1	8.3	5	41.7	0	0
69	2	16.7	0	0	2	16.7	1	8.3	5	41.7	2	16.7
70	3	25.0	0	0	3	25.0	1	8.3	5	41.7	0	0
71	1	8.3	2	16.7	4	33.3	1	8.3	4	33.3	0	0
72	3	25.0	3	25.0	4	33.3	0	0	2	16.7	0	0
73	0	0	5	41.7	1	8.3	1	8.3	5	41.7	0	0
74	4	33.3	1	8.3	3	25.0	0	0	3	25.0	1	8.3
75	1	8.3	4	33.3	2	16.7	1	8.3	4	33.3	0	0
76	3	25.0	3	25.0	2	16.7	1	8.3	3	25.0	0	0
77	1	8.3	3	25.0	3	25.0	1	8.3	4	33.3	0	0
78	0	0	1	8.3	6	50.0	0	0	4	33.3	1	8.3
79	2	16.7	1	8.3	3	25.0	1	8.3	5	41.7	0	0
80	3	25.0	1	8.3	4	33.3	0	0	4	33.3	0	0
81	0	0	0	0	4	33.3	2	16.7	6	50.0	0	0
82	3	25.0	1	8.3	2	16.7	1	8.3	5	41.7	0	0
83	1	8.3	3	25.0	2	16.7	0	0	6	50.0	0	0
84	1	8.3	1	8.3	3	25.0	2	16.7	5	41.7	0	0
85	2	16.7	1	8.3	3	25.0	2	16.7	4	33.3	0	0
86	3	25.0	0	0	2	16.7	1	8.3	6	50.0	0	0

TABLE 30 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

	1		2		3		4		5		No Resp.	
Duty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
87	4	33.3	0	0	2	16.7	1	8.3	5	41.7	0	0
88	4	33.3	1	8.3	2	16.7	1	8.3	4	33.3	0	0
89	3	25.0	0	0	2	16.7	1	8.3	6	50.0	0	0
90	2	16.7	1	8.3	2	16.7	1	8.3	6	50.0	0	0
91	2	16.7	0	0	3	25.0	1	8.3	6	50.0	0	0
92	3	25.0	0	0	2	16.7	1	8.3	6	50.0	0	0

The following numbers indicate the work experience prior to entry into the Library Technology Program:

1 - I already had experience. No training was needed

2 - I had some experience, but I needed additional training.

3 - I had no experience, and I needed training.

4 - I had no experience, yet I did not need training.

5 - None of the above.

TABLE 31

RESPONSES TO LIBRARY TECHNICAL ASSISTANT STUDENT QUESTIONNAIRE FOR EACH DUTY, NUMBER AND PERCENT FOR PASADENA CITY COLLEGE (N=20)

Work Experience Prior to Entry Into the Library Technology Program*

	1		2		3		4		5		No Resp.	
Duty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	1	5	5	25	10	50	1	5	3	15	0	0
2	4	20	3	15	8	40	3	15	1	5	1	5
3	8	40	3	15	6	30	2	10	1	5	0	0
4	6	30	1	5	6	30	5	25	1	5	1	5
5	5	25	0	0	9	45	1	5	5	25	0	0
6	4	20	1	5	6	30	3	15	6	30	0	0
7	3	15	7	35	3	15	4	20	3	15	0	0
8	9	45	4	20	4	20	3	15	0	0	0	0
9	2	10	6	30	8	40	1	5	3	15	0	0
10	3	15	6	30	4	20	4	20	3	15	0	0
11	8	40	4	20	2	10	3	15	3	15	0	0
12	1	5	5	25	7	35	3	15	4	20	0	0
13	3	15	4	20	8	40	1	5	4	20	0	0
14	2	10	6	30	4	20	4	20	3	15	1	5
15	2	10	8	40	4	20	4	20	2	10	0	0
16	2	10	7	35	6	30	2	10	3	15	0	0
17	4	20	5	25	5	25	2	10	4	20	0	0
18	3	15	2	10	8	40	2	10	5	25	0	0
19	1	5	2	10	9	45	3	15	5	25	0	0
20	2	10	4	20	7	35	1	5	6	30	0	0
21	6	30	6	30	4	20	2	10	2	10	0	0
22	6	30	6	30	5	25	2	10	1	5	0	0
23	8	40	7	35	3	15	2	10	0	0	0	0
24	6	30	5	25	7	35	2	10	0	0	0	0
25	0	0	4	20	8	40	3	15	5	25	0	0
26	0	0	3	15	10	50	2	10	5	25	0	0
27	2	10	6	30	7	35	2	10	3	15	0	0

*See end of table for explanation of numbers.

TABLE 31 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

	1		2		3		4		5		No Resp.	
Duty	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
28	8	40	6	30	4	20	1	5	1	5	0	0
29	0	0	1	5	8	40	3	15	8	40	0	0
30	4	20	4	20	6	30	3	15	3	15	0	0
31	6	30	6	30	5	25	3	15	0	0	0	0
32	0	0	2	10	8	40	3	15	5	25	2	10
33	0	0	3	15	6	30	2	10	9	45	0	0
34	6	30	6	30	4	20	2	10	2	10	0	0
35	2	10	5	25	5	25	2	10	6	30	0	0
36	2	10	6	30	6	30	1	5	5	25	0	0
37	5	25	0	0	2	10	1	5	0	0	12	60
38	9	45	5	25	2	10	3	15	1	5	0	0
39	2	10	1	5	8	40	2	10	7	35	0	0
40	2	10	3	15	7	35	2	10	5	25	1	5
41	5	25	5	25	4	20	2	10	3	15	1	5
42	7	35	4	20	4	20	2	10	3	15	0	0
43	5	25	4	20	3	15	2	10	6	30	0	0
44	9	45	3	15	3	15	1	5	4	20	0	0
45	6	30	4	20	3	15	2	10	5	25	0	0
46	5	25	6	30	5	25	1	5	3	15	0	0
47	4	20	4	20	6	30	2	10	4	20	0	0
48	9	45	6	30	3	15	1	5	1	5	0	0
49	4	20	5	25	5	25	1	5	5	25	0	0
50	7	35	7	35	4	20	1	5	1	5	0	0
51	8	40	6	30	4	20	1	5	1	5	0	0
52	8	40	3	15	6	30	0	0	3	15	0	0
53	4	20	5	25	6	30	2	10	3	15	0	0
54	5	25	7	35	5	25	2	10	1	5	0	0
55	5	25	4	20	4	20	1	5	6	30	0	0
56	4	20	2	10	8	40	3	15	3	15	0	0
57	6	30	4	20	6	30	2	10	2	10	0	0
58	1	5	4	20	7	35	2	10	6	30	0	0

TABLE 31 (continued)

Work Experience Prior to Entry
Into the Library Technology Program

Duty	1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	No Resp. No.	No Resp. %
59	5	25	6	30	4	20	1	5	4	20	0	0
60	3	15	3	15	7	35	1	5	6	30	0	0
61	3	15	9	45	4	20	1	5	3	15	0	0
62	2	10	6	30	4	20	1	5	7	35	0	0
63	10	50	5	25	3	15	1	5	1	5	0	0
64	11	55	6	30	2	10	1	5	0	0	0	0
65	5	25	7	35	3	15	1	5	4	20	0	0
66	6	30	2	10	7	35	2	10	3	15	0	0
67	5	25	6	30	4	20	2	10	3	15	0	0
68	1	5	6	30	5	25	1	5	7	35	0	0
69	3	15	5	25	4	20	2	10	6	30	0	0
70	6	30	4	20	4	20	2	10	4	20	0	0
71	1	5	3	15	8	40	1	5	7	35	0	0
72	6	30	8	40	4	20	2	10	0	0	0	0
73	1	5	5	25	8	40	2	10	4	20	0	0
74	10	50	4	20	4	20	1	5	1	5	0	0
75	6	30	7	35	4	20	2	10	1	5	0	0
76	6	30	6	30	4	20	2	10	2	10	0	0
77	3	15	6	30	6	30	1	5	4	20	0	0
78	2	10	7	35	7	35	1	5	3	15	0	0
79	5	25	4	20	7	35	1	5	3	15	0	0
80	10	50	2	10	4	20	1	5	3	15	0	0
81	3	15	2	10	7	35	1	5	7	35	0	0
82	2	10	6	30	8	40	1	5	3	15	0	0
83	4	20	4	20	7	35	1	5	4	20	0	0
84	3	15	1	5	8	40	1	5	7	35	0	0
85	4	20	5	25	6	30	1	5	4	20	0	0
86	4	20	4	20	5	25	2	10	5	25	0	0
87	8	40	2	10	7	35	0	0	3	15	0	0
88	7	35	2	10	6	30	1	5	4	20	0	0
89	2	10	2	10	8	40	2	10	6	30	0	0

TABLE 31 (continued)

Work experience Prior to Entry
Into the Library Technology Program

Duty	1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	No Resp. No.	No Resp. %
90	4	20	4	20	5	25	3	15	4	20	0	0
91	3	15	2	10	7	35	3	15	5	25	0	0
92	2	10	3	15	5	25	2	10	6	30	2	10

*The following numbers indicate the work experience prior to entry into Library Technology Program:

1 - I already had experience. No training was needed.

2 - I had some experience, but I needed additional training.

3 - I had no experience, and I needed training.

4 - I had no experience, yet I did not need training.

5 - None of the above.

TABLE 32

CHECKLIST OF SKILLS NEEDED FOR SATISFACTORY PERFORMANCE ON THE JOB AS RANKED BY FORMER STUDENTS (EMPLOYEES) (N=171)

	DUTIES	Individuals No.	Individuals %
34	Help readers use the card catalog	125	73.1
8	Check out library materials to patrons	124	72.5
72	Answer simple reference questions	123	71.9
54	Make shelf list cards	117	68.5
3	Explain lending rules	112	65.5
24	Explain the arrangement of the library	112	65.5
28	Explain the resources and services of the library to patrons	112	65.5
53	Process added copies and new editions	112	65.5
30	Remove cards from catalog and shelf list when withdrawing lost or worn out materials	110	64.3
31	Discharge books returned from circulation	109	63.7
23	File catalog cards	108	63.1
48	Read shelves or files	107	62.6
57	Assist in taking book inventory	106	62.0
80	Issue overdue notices	106	62.0
41	Ready the circulation desk for day's work	105	61.4
50	Type book cards and pockets	103	60.2
63	Give patrons directional information	99	57.9
64	Find specific books on the shelves for patrons	99	57.9
87	Count and record circulation statistics	97	56.7
38	Shelve books or file pamphlets or other similar materials	97	56.7
51	Sort and file book charge records	94	55.0
22	Supervise order and appearance of shelves	93	54.4
74	Paste book plates, pockets, date slips in books	93	54.4
75	Type catalog cards from main entry card	93	54.4

TABLE 32 (continued)

	DUTIES	Individuals No.	Individuals %
10	Arrange bulletin boards and displays	91	53.2
2	Schedule shelf reading	89	52.0
61	Letter and label books	89	52.0
85	Receive and record fine money	89	52.0
42	Supervise student employees and pages	87	50.9
7	Organize and maintain information files	86	50.3
66	Repair worn out books or other worn library materials	85	49.7
21	Revise filing done by others	83	48.5
11	Sort, open or distribute incoming mail and packages	82	47.9
13	Determine supplies and equipment to be purchased	82	47.9
15	Check catalogs and shelf lists for headings	82	47.9
76	File order cards	80	46.7
14	Plan book displays	78	45.6
65	Supervise shelving procedures	78	45.6
59	Take inventories of supplies and equipment	77	45.0
9	Plan and supervise book inventories	75	43.8
17	Train and instruct new clerical employees	74	43.2
25	Check order cards with holdings and/or outstanding orders	74	43.2
5	Maintain checklists of magazines and serials	73	42.7
79	Open and collate new books	73	42.7
83	Process book reserves	73	42.7
12	Check trade bibliographies for order information	71	41.5
52	Register new borrowers	71	41.5
58	Schedule and record loans of audio-visual materials	71	41.5
70	Be in charge of a library without supervision by a librarian	71	41.5
62	Use indexes and catalogs for locating detailed bibliographical information for verifying book orders	66	38.6

TABLE 32 (continued)

	DUTIES	Individuals No.	Individuals %
60	Schedule classes in the library	64	37.4
67	Make posters	64	37.4
27	Catalog fiction with minimum supervision	63	36.8
49	Prepare pamphlets and clippings for filing	63	36.8
78	Operate audio-visual equipment	63	36.8
86	Type orders to dealers	63	36.8
88	Type and verify filled book cards	63	36.8
89	Check lists of materials for purchase with the card catalog	63	36.8
6	Inspect books returned from bindery	62	36.2
69	Plan shelving arrangements	62	36.2
77	Search for simple trade bibliographical data	62	36.2
16	Supervise sub-professional employees	61	35.6
35	Prepare statistical reports, other than circulation statistics	60	35.0
20	Prepare material for binding	59	34.5
37	Revise catalog cards typed by others	57	33.3
56	Make preliminary selection of materials	57	33.3
55	Maintain cash records	56	32.7
73	Make indexes of special materials	54	31.5
1	Calssify pamphlets	53	31.0
4	Maintain interlibrary loan records	53	31.0
36	Supervise pamphlet and clipping files	51	29.8
26	Select titles for inclusion in book lists and bibliographies	50	29.2
71	Participate in book selection meetings	50	29.2
82	Follow up on outstanding orders that have not been properly filled	48	28.0
91	Claim missing issues of magazines	47	27.4
44	Be in charge of a department, such as circulation	46	26.7
18	Plan and conduct storyhours	44	25.7

TABLE 32 (continued)

	DUTIES	Individuals No.	Individuals %
19	Inspect films or records for wear or damage	44	25.7
90	Prepare work and time schedules	42	24.5
92	Verify and approve invoices	42	24.5
84	Verify bibliographical data for inter-library loans	41	24.0
68	Establish and supervise order information files	41	24.0
46	Coordinate work or parent-volunteers	40	23.3
29	Order Library of Congress of other printed cards	38	22.2
45	Supervise clerical workers	38	22.2
81	Supervise interlibrary loans	31	18.1
33	Splice film	30	17.5
39	Assign Cutter numbers	28	16.3
47	Select publicity materials	28	16.3
40	Plan publicity programs	20	11.6
43	Participate in selecting clerical staff	15	8.7
32	Prepare payroll	9	5.2

TABLE 33

CHECKLIST OF SKILLS NEEDED FOR SATISFACTORY PERFORMANCE ON THE JOB AS RANKED BY EMPLOYERS (N=92)

	DUTIES	Individuals No.	%
8	Check out library materials to patrons	76	82.6
50	Type book cards and pockets	74	80.4
80	Issue overdue notices	72	78.3
51	Sort and file book charge records	71	77.2
57	Assist in taking book inventory	70	76.1
5	Maintain checklists of magazines and serials	69	75.0
31	Discharge books returned from circulation	69	75.0
3	Explain lending rules	67	72.8
30	Remove cards from catalog and shelf list when withdrawing lost or worn out materials	66	71.7
38	Shelve books or file pamphlets or other similar materials	66	71.7
41	Ready the circulation desk for day's work	66	71.7
11	Sort, open or distribute incoming mail and packages	65	70.7
22	Supervise order and appearance of shelves	65	70.7
23	File catalog cards	64	69.6
48	Read shelves or files	64	69.6
64	Find specific books on the shelves for patrons	62	67.4
66	Repair worn out books or other worn library materials	62	67.4
74	Paste book plates, pockets, date slips in books	62	67.4
61	Letter and label books	61	66.3
75	Type catalog cards from main entry card	61	66.3
63	Give patrons directional information	59	64.4
76	File order cards	59	64.4
86	Type orders to dealers	59	64.4

TABLE 33 (continued)

	DUTIES	Individuals No.	Individuals %
54	Make shelf list cards	58	63.0
87	Count and record circulation statistics	58	63.0
52	Register new borrowers	56	60.9
6	Inspect books returned from bindery	55	59.8
49	Prepare pamphlets and clippings for filing	55	59.8
24	Explain the arrangement of the library	54	58.7
59	Take inventories of supplies and equipment	54	58.7
19	Inspect films or records for wear or damage	52	56.5
20	Prepare material for binding	52	56.5
10	Arrange bulletin boards and displays	51	55.4
72	Answer simple reference questions	51	55.4
29	Order Library of Congress or other printed cards	50	54.3
53	Process added copies and new editions	50	54.3
85	Recieve and record fine money	50	54.3
88	Type and verify filled book cards	50	54.3
91	Claim missing issues of magazines	50	54.3
4	Maintain interlibrary loan records	48	52.2
58	Schedule and record loans of audio-visual materials	48	52.2
65	Supervise shelving procedures	48	52.2
25	Check order cards with holdings and/or outstanding orders	47	51.1
34	Help readers use the card catalog	47	51.1
2	Schedule shelf reading	46	50.0
77	Search for simple trade bibliographical data	46	50.0
79	Open and collate new books	46	50.0
83	Process book reserves	46	50.0
78	Operate audio-visual equipment	45	48.9
42	Supervise student employees and pages	44	47.8
89	Check lists of materials for purchase with the card catalog	44	47.8

TABLE 33 (continued)

	DUTIES	Individuals No.	%
28	Explain the resources and services of the library to patrons	43	46.7
82	Follow up on outstanding orders that have not been properly filled	43	46.7
55	Maintain cash records	42	45.7
21	Revise filing done by others	40	43.5
56	Make preliminary selction of materials for binding	39	42.4
12	Check trade bibliographies for order information	38	41.3
13	Determine supplies and equipment to be purchased	36	39.1
67	Make posters	36	39.1
62	Use indexes and catalogs for locating detailed bibliographical information for verifying book orders	35	38.0
73	Make indexes of special materials	33	35.9
7	Organize and maintain information files	32	34.8
37	Revise catalog cards typed by others	32	34.8
14	Plan book displays	31	33.7
33	Splice film	31	33.7
17	Train and instruct new clerical employees	30	32.6
92	Verify and approve invoices	30	32.6
36	Supervise pamphlet and clipping files	29	31.5
84	Verify bibliographical data for interlibrary loans	29	31.5
16	Supervise sub-professional employees	28	30.4
1	Classify pamphlets	27	29.3
15	Check catalogs and shelf lists for headings	27	29.3
35	Prepare statisical reports, other than circulation statistics	27	29.3
81	Supervise interlibrary loans	27	29.3
60	Schedule classes in the library	26	28.3
68	Establish and supervise order information files	25	27.2
27	Catalog fiction with minimum supervision	24	26.1
44	Be in charge of a department, such as circulation	24	26.1

TABLE 33 (continued)

	DUTIES	Individuals No.	Individuals %
90	Prepare work and time schedules	24	26.1
9	Plan and supervise book inventories	23	25.0
69	Plan shelving arrangements	21	22.8
45	Supervise clerical workers	20	21.7
39	Assign Cutter numbers	17	18.5
47	Select publicity materials	16	17.4
70	Be in charge of a library without supervision by a librarian	15	16.3
26	Select titles for inclusion in book lists and bibliographies	13	14.1
18	Plan and conduct story hours	12	13.0
46	Coordinate work of parent-volunteers	12	13.0
32	Prepare payrolls	10	10.9
40	Plan publicity programs	9	9.8
43	Participate in selecting clerical staff	9	9.8
71	Participate in book selection meetings	8	8.7

TABLE 34

CHECKLIST OF LEARNING EXPERIENCES HELPFUL FOR CONTINUING EDUCATION AS RANKED BY FORMER STUDENTS (EMPLOYEES) (N=171)

	DUTIES	Individuals No.	%
45	Supervise clerical workers	40	23.4
43	Participate in selecting clerical staff	30	17.5
44	Be in charge of a department, such as circulation	29	16.9
26	Select titles for inclusion in book lists and bibliographies	27	15.8
40	Plan publicity programs	27	15.8
71	Participate in book selection meetings	27	15.8
16	Supervise sub-professional employees	26	15.2
17	Train and instruct new clerical employees	24	14.0
78	Operate audio-visual equipment	23	13.5
1	Classify pamphlets	22	12.9
29	Order Library of Congress or other printed cards	22	12.9
42	Supervise student employees and pages	22	12.9
82	Follow up on outstanding orders that have not been properly filled	22	12.9
4	Maintain interlibrary loan records	21	12.3
9	Plan and supervise book inventories	21	12.3
13	Determine supplies and equipment to be purchased	21	12.3
35	Prepare statistical reports, orther than circulation statistics	21	12.3
62	Use indexes and catalogs for locating detailed bibliographical information for verifying book orders	21	12.3
81	Supervise interlibrary loans	21	12.3
92	Verify and approve invoices	21	12.3
12	Check trade bibliographies for order information	20	11.7
32	Prepare payrolls	20	11.7
39	Assign Cutter numbers	20	11.7
70	Be in charge of a library without supervision by a librarian	20	11.7

TABLE 34 (continued)

	DUTIES	Individuals No.	Individuals %
90	Prepare work and time schedules	19	11.1
18	Plan and conduct story hours	18	10.5
33	Splice film	18	10.5
46	Coordinate work of parent-volunteers	18	10.5
68	Establish and supervise order information files	18	10.5
84	Verify bibliographical data for interlibrary loans	18	10.5
15	Check catalogs and shelf lists for headings	17	9.9
27	Catalog fiction with minimum supervision	16	9.4
60	Schedule classes in the library	16	9.4
47	Select publicity materials	15	8.8
5	Maintain checklists of magazines and serials	14	8.2
14	Plan book displays	14	8.2
36	Supervise pamphlet and clipping files	14	8.2
37	Revise catalog cards typed by others	14	8.2
55	Maintain cash records	14	8.2
69	Plan shelving arrangements	14	8.2
10	Arrange bulletin boards and displays	13	7.6
21	Revise filing done by others	13	7.6
73	Make indexes of special materials	13	7.6
28	Explain the resources and services of the library to patrons	12	7.0
67	Make posters	12	7.0
72	Answer simple reference questions	12	7.0
7	Organize and maintain information files	11	6.4
25	Check order cards with holdings and/or outstanding orders	11	6.4
34	Help readers use the card catalog	11	6.4
53	Process added copies and new editions	11	6.4
57	Assist in taking book inventory	11	6.4
86	Type orders to dealers	11	6.4
19	Inspect films or records for wear or damage	10	5.8

TABLE 34 (continued)

	DUTIES	Individuals No.	Individuals %
20	Prepare material for binding	10	5.8
56	Make preliminary selection of materials for binding	10	5.8
65	Supervise shelving procedures	10	5.8
77	Search for simple trade bibliographical data	10	5.8
2	Schedule shelf reading	9	5.3
54	Make shelf list cards	9	5.3
59	Take inventories of supplies and equipment	9	5.3
22	Supervise order and appearance of shelves	8	4.7
52	Register new borrowers	8	4.7
83	Process book reserves	8	4.7
89	Check lists of materials for purchase with the card catalog	8	4.7
30	Remove cards from catalog and shelf list when withdrawing lost or worn out materials	7	4.1
49	Prepare pamphlets and clippings for filing	7	4.1
61	Leter and label books	7	4.1
66	Repair worn out books or other worn library materials	7	4.1
79	Open and collate new books	7	4.1
3	Explain lending rules	6	3.5
11	Sort, open or distribute incoming mail and packages	6	3.5
23	File catalog cards	6	3.5
58	Schedule and record loans of audio-visual materials	6	3.5
75	Type catalog cards from main entry card	6	3.5
80	Issue overdue notices	6	3.5
88	Type and verify filled book cards	6	3.5
6	Inspect books returned from bindery	5	2.9
24	Explain the arrangement of the library	5	2.9
51	Sort and file book charge records	5	2.9
64	Find specific books on the shelves for patrons	5	2.9
85	Receive and record fine money	5	2.9
87	Count and record circulation statistics	5	2.9

TABLE 34 (continued)

	DUTIES	Individuals No.	Individuals %
91	Claim missing issues of magazines	5	2.9
8	Check out library materials to patrons	3	1.8
41	Ready the circulation desk for day's work	3	1.8
50	Type book cards and pockets	3	1.8
63	Give patrons directional information	3	1.8
31	Discharge books returned from circulation	2	1.2
38	Shelve books or file pamphlets or other similar materials	2	1.2
48	Read shelves or files	2	1.2
76	File order cards	2	1.2
74	Paste book plates, pockets, date slips in books	1	0.6

TABLE 35

CHECKLIST OF LEARNING EXPERIENCES HELPFUL FOR CONTINUING EDUCATION AS RANKED BY EMPLOYERS (N=92)

	DUTIES	Individuals No.	%
17	Train and instruct new clerical employees	29	31.5
45	Supervise clerical workers	25	27.2
16	Supervise sub-professional employees	24	26.1
35	Prepare statistical reports, other than circulation statistics	24	26.1
43	Participate in selecting clerical staff	22	23.9
62	Use indexes and catalogs for locating detailed bibliographical information for verifying book orders	22	23.9
9	Plan and supervise book inventories	21	22.8
30	Remove cards from catalog and shelf list when withdrawing lost or worn out materials	20	21.7
26	Select titles for inclusion in book lists and bibliographies	18	19.6
27	Catalog fiction with minimum supervision	18	19.6
44	Be in charge of a department, such as circulation	18	19.6
70	Be in charge of a library without supervision by a librarian	18	19.6
71	Participate in book selection meetings	17	18.5
90	Prepare work and time schedules	17	18.5
1	Classify pamphlets	16	17.4
37	Revise catalog cards typed by others	16	17.4
7	Organize and maintain information files	15	16.3
34	Help readers use the card catalog	15	16.3
72	Answer simple reference questions	15	16.3
69	Plan shelving arrangements	14	15.2
81	Supervise interlibrary loans	14	15.2
36	Supervise pamphlet and clipping files	13	14.1
39	Assign Cutter numbers	13	14.1
42	Supervise student employees and pages	13	14.1

TABLE 35 (continued)

	DUTIES	Individuals No.	Individuals %
68	Establish and supervise order information files	13	14.1
92	Verify and approve invoices	13	14.1
13	Determine supplies and equipment to purchase	12	13.0
21	Revise filing done by others	11	11.9
46	Coordinate work of parent-volunteers	11	11.9
56	Make preliminary selection of materials for binding	11	11.9
73	Make indexes of special materials	11	11.9
82	Follow up on outstanding orders that have not been properly filled	11	11.9
84	Verify bibliographical data for interlibrary loans	11	11.9
12	Sort, open or distribute incoming mail and packages	10	10.9
23	File catalog cards	10	10.9
32	Prepare payrolls	10	10.9
40	Plan publicity programs	10	10.9
14	Plan book displays	9	9.8
18	Plan and conduct story hours	9	9.8
65	Supervise shelving procedures	9	9.8
91	Claim missing issues of magazines	9	9.8
28	Explain the resources and services of the library to patrons	8	8.7
47	Select publicity materials	8	8.7
60	Schedule classes in the library	8	8.7
78	Operate audio-visual equipment	8	8.7
53	Process added copies and new editions	7	7.6
10	Arrange bulletin boards and displays	6	6.5
29	Order Library of Congress or other printed cards	6	6.5
33	Splice film	6	6.5
49	Prepare pamphlets and clippings for filing	6	6.5
63	Give patrons directional information	6	6.5
75	Type catalog cards from main entry card	6	6.5
77	Search for simple trade bibliographical data	6	6.5

TABLE 35 (continued)

	DUTIES	Individuals No.	Individuals %
89	Check lists of materials for purchase with card catalog	6	6.5
4	Maintain interlibrary loan records	5	5.4
25	Check order cards with holdings and/or outstanding orders	5	5.4
83	Process book reserves	5	5.4
2	Schedule shelf reading	4	4.3
5	Maintain checklists of magazines	4	4.3
15	Check catalogs and shelf lists for headings	4	4.3
20	Prepare material for binding	4	4.3
22	Supervise order and appearance of shelves	4	4.3
24	Explain the arrangement of the library	4	4.3
55	Maintain cash records	4	4.3
64	Find specific books on the shelves for patrons	4	4.3
66	Repair worn out books or other worn library materials	4	4.3
87	Count and record circulation statistics	4	4.3
41	Ready the circulation desk for day's work	3	3.3
50	Type book cards and pockets	3	3.3
54	Make shelf list cards	3	3.3
58	Schedule and record loans of audio-visual materials	3	3.3
67	Make posters	3	3.3
85	Receive and record fine money	3	3.3
86	Type orders to dealers	3	3.3
6	Inspect books returned form bindery	2	2.2
74	Paste book plates, pockets, date slips in books	2	2.2
79	Open and collate new books	2	2.2
80	Issue overdue notices	2	2.2
88	Type and verify filled book cards	2	2.2
3	Explain lending rules	1	1.1
11	Sort, open or distribute incoming mail and packages	1	1.1

TABLE 35 (continued)

	DUTIES	Individuals No.	Individuals %
19	Inspect films or records for wear or damage	1	1.1
38	Shelve books or file pamphlets or other similar materials	1	1.1
48	Read shelves or files	1	1.1
57	Assist in taking book inventory	1	1.1
59	Take inventories of supplies and equipment	1	1.1
61	Letter and label books	1	1.1
76	File order cards	1	1.1
8	Check out library materials to patrons	0	0
31	Discharge books returned from circulation	0	0
51	Sort and file book charge records	0	0
52	Register new borrowers	0	0

TABLE 36

SKILLS WHICH ARE TAUGHT IN THE LIBRARY TECHNICAL ASSISTANT CURRICULUM AT PASADENA CITY COLLEGE

DUTIES	Course Numbers					
	101	102	103	104	107	110
1 Classify pamphlets						
2 Schedule shelf reading		x				
3 Explain lending rules		x				
4 Maintain interlibrary loan records		x				
5 Maintain checklists of magazines and serials		x				
6 Inspect books returned from bindery		x				
7 Organize and maintain information files						
8 Check out library materials to patrons		x				
9 Plan and supervise book inventories						
10 Arrange bulletin boards and displays		x				
11 Sort, open or distribute incoming mail and packages		x				
12 Check trade bibliographies for order information			x			
13 Determine supplies and equipment to be purchased						
14 Plan book displays		x				
15 Check catalogs and shelf lists for headings				x		
16 Supervise sub-professional employees		x				
17 Train and instruct new clerical employees						
18 Plan and conduct story hours						
19 Inspect films or records for wear or damage						
20 Prepare material for binding		x				
21 Revise filing done by others						
22 Supervise order and appearance of shelves		x				
23 File catalog cards				x		
24 Explain the arrangement of the library						
25 Check order cards with holdings and/or outstanding orders			x			

TABLE 36 (continued)

	DUTIES	Course Numbers 101	102	103	104	107	110
26	Select titles for inclusion in book lists and bibliographies						
27	Catalog fiction with minimum supervision				x		
28	Explain the resources and services of the library to patrons						
29	Order Library of Congress or other printed cards				x		
30	Remove cards from catalog and shelf list when withdrawing lost or worn out materials				x		
31	Discharge books returned from circulation		x				
32	Prepare payrolls						
33	Splice flim						
34	Help readers use the card catalog						
35	Prepare statistical reports, other than circulation statistics						
36	Supervise pamphlet and clipping files						
37	Revise catalog cards typed by others				x		
38	Shelve books or file pamphlets or other similar materials		x				
39	Assign Cutter numbers				x		
40	Plan publicity programs		x				
41	Ready the circulation desk for day's work		x				
42	Supervise student employees and pages						
43	Participate in selecting clerical staff						
44	Be in charge of a department, such as circulation						
45	Supervise clerical workers						
46	Coordinate work or partent-volunteers						
47	Select publicity materials		x				
48	Read shelves or files		x				
49	Prepare pamphlets and clippings for filing		x				

TABLE 36 (continued)

	DUTIES	Course Numbers					
		101	102	103	104	107	110
50	Type book cards and pockets				x		
51	Sort and file book charge records		x				
52	Register new borrowers		x				
53	Process added copies and new editions						
54	Make shelf list cards				x		
55	Maintain cash records						
56	Make preliminary selection of materials for binding		x				
57	Assist in taking book inventory		x				
58	Schedule and record loans of audio-visual materials					x	x
59	Take inventories of supplies and equipment						
60	Schedule classes in the library						
61	Letter and label books				x		
62	Use indexes and catalogs for locating detailed bibliographical information for verifying book orders			x			
63	Give patrons directional information		x				
64	Find specific books on the shelves for patrons		x				
65	Supervise shelving procedures		x				
66	Repair worn out books or other worn library materials			x			
67	Make posters		x				
68	Establish and supervise order information files						
69	Plan shelving arrangements		x				
70	Be in charge of a library without supervision by a librarian						
71	Participate in book selection meetings						
72	Answer simple reference questions	x					
73	Make indexes of special materials						

TABLE 36 (continued)

	DUTIES	Course Numbers					
		101	102	103	104	107	110
74	Paste book plates, pockets, date slips in books		x				
75	Type catalog cards from main entry card				x		
76	File order cards			x			
77	Search for simple trade bibliographical data						
78	Operate audio-visual equipment					x	x
79	Open and collate new books						
80	Issue overdue notices		x				
81	Supervise interlibrary loans						
82	Follow up on outstanding orders that have not been properly filled			x			
83	Process book reserves						
84	Verify bibliographical data for inter-library loans						
85	Receive and record fine money		x				
86	Type orders to dealers			x			
87	Count and record circulation statistics		x				
88	Type and verify filled book cards						
89	Check lists of materials for purchase with the card catalog			x			
90	Prepare work and time schedules						
91	Claim missing issues of magazines			x			
92	Verify and approve invoices			x			

TABLE 37

LIBRARY TECHNOLOGY CURRICULUM AT PASADENA CITY COLLEGE 1975-75

This curriculum prepares students for technical positions in all types of libraries. Students desiring to become professional librarians should follow the librarianship recommendations. Students undecided between professional and non-professional careers should choose courses leading to the Baccalaureate Degree.

A Library Clerk Certificate is given upon successful completion of at least 25 units, including Lib 1, 101, 102, 103, 104 and 105, plus Sec Sc 27 or 105, 116, and DAP 160. A Library Technical Assistant Certificate is awarded to graduates of the two-year curriculum, or its equivalent.

Dept.	Course No.	Freshman Year	Sem. I	II
Lib	1	Basic Library Procedures	1	
Lib	101	Introduction to Library Service	3	
Sec Sc	27 or 105	*Typewriting	3	
—	—	**Natural Science	3	
—	—	**Learning Skills	3	3
PE Act	—	Physical Education Activity	½-1	½-1
DAP	160	Digital Computers and Data Processing		3
Lib	102	Public Services		3
Sec Sc	116	Clerical Procedures		3
H Ed	2A-H	Health Education		2
			13½	14½
		or	14	15

Dept.	Course No.	Sophomore Year	Sem. I	II
In Sup	—	****Industrial Supervision	3	
Lib	103	Technical Processes	3	
Lib	110	Instructional Media	2	
Sec Sc	14	Duplicating Processes	2	
Sign	146	Commercial Lettering	2	
—	—	**American Government	3	
PE Act	—	Physical Education Activity	½-1	½-1
—	—	***Electives		3
Lib	104	Cataloging Techniques		2
Lib	105	Library Field Practice		2
Lib	107	Audio-Visual Materials		2
—	—	**Humanities		3
—	—	**Social Science		3
			15½	16½
		or	16	17

*Or ability to type 45 words per minute.

**See requirements for the Associate in Arts Degree on page 34 of this Bulletin.

***Recommended electives: Bus 11A, 112, 114, Engl 1A; F Lang 112, Math 101ABC, 402; Sec Sc 117; Speech 1, 121, 124.

****Select from In Sup 136, 138, 140, 154 or 156.

TABLE 38

LIBRARY TECHNOLOGY COURSES OFFERED AT PASADENA CITY COLLEGE 1975-76

LIB 1 BASIC LIBRARY PROCEDURES	1	1

Use of the card catalog and the Dewey Decimal classification, periodical and other indexes, dictionaries and encyclopedias, atlases and gazetteers, yearbooks, handbooks and manuals, bibliographies and selected reference books in subject fields. No credit if taken after Lib 101. *Transfer Credit: CSUC*

LIB 15 LIBRARY FUNDAMENTALS	3	3

Library organization. Use of the card catalog and the Dewey Decimal Classification, periodical and other indexes, dictionaries and encyclopedias, atlases and gazetteers, yearbooks, bibliographies, handbooks and manuals, reference books in specialized subject fields, History of books and libraries. Bibliographic form and footnotes. No credit if taken after Lib 1 or Lib 101. *Transfer Credit: CSUC, UC pending.*

LIB 20 INDEPENDENT LIBRARY STUDY	1	3

Individual projects related to the understanding and utilization of libraries and their resources, faculty conferences and direction. Prerequisite: Permission of department chairman. Maximum credit 3 units, 1 unit each semester. *Transfer Credit: CSUC*

LIB 101 INTRODUCTION TO LIBRARY SERVICE	3	3

Library organization, tools, techniques and terminology. Classification systems, use of card catalog, basic reference books. History of books and libraries. Qualifications of Library Technical Assistants, career opportunities, ethics and philosophy. Bibliographic form and footnotes. Prerequisite: Enrollment in or completion of Lib 1, and enrollment in Library Technology Program. Required instructional trips. Fall semester.

LIB 102 PUBLIC SERVICES	3	5

Circulation systems, registration of borrowers, overdue book routines, computerization of operations, shelving and shelf reading, displays and exhibits, office machines; library design. Prerequisite: Enrollment in or completion of Lib 101. Lecture 2 hours, lab 3 hours. Required instructional trips. Spring semester.

LIB 103 TECHNICAL PROCESSES	3	5

Acquisition procedures; book preparation; pamphlet processing, handling of state textbooks; book repair, bindery preparation. Prerequisites: Lib 101 with minimum grade of C and Sec Sc 27 or satisfactory score on typewriting test. Lecture 2 hours, lab 3 hours. Required instructional trips. Fall semester.

LIB 104 CATALOGING TECHNIQUES	3	5

Support operations for cataloging and classification. Typing catalog cards from master copy; cataloging simple fiction; preparing analytics, shelf-listing, assigning author numbers, ordering printed cards. Filing rules, indexing of documents and technical reports; supervision of subordinates. Prerequisites: Lib 101 with minimum grade of C and Sec Sc 27 or satisfactory score on typewriting test. Lecture 2 hours, lab 3 hours. Required instructional trips. Spring semester.

LIB 105 LIBRARY FIELD PRACTICE	2	—

Supervised work experience in selected libraries. Prerequisites: Lib 102, Lib 103, enrollment in or completion of Lib 104, and maintain enrollment of 8 units or more including field practice. Lecture 1 hour, 7 hours of related work each week.

LIB 107 AUDIO-VISUAL MATERIALS	2	4

Acquisition procedures; indexing and cataloging, inventory, preparation of materials for circulation and use, booking and distribution procedures; repair of damaged materials. Lecture 1 hour; lab 3 hours. Required instructional trips.

LIB 110 INSTRUCTIONAL MEDIA	2	3

Characteristics, advantages and limitations of different types of instructional equipment and materials, operation and care of motion picture projectors, slide and filmstrip projectors, opaque and overhead projectors, audio and video recording systems, record players, microform equipment, and related auxiliary equipment. Preparation of a wide variety of locally-produced media materials. Lecture 1 hour, lab 2 hours. Required instructional trips. No credit if taken after IMT 110.

APPENDIX H

SAMPLE MODULE

Pasadena City College
Library 1

Module 5: THE CARD CATALOG - Part 1

I. Learning Objectives

1. The student will be able to locate books in the library catalog by author, title and subject entry.

2. The student will be able to correctly identify and explain the purpose of all elements on a catalog entry.

3. The student will have a working knowledge of selected filing rules such as: initial articles are ignored in filing.

4. Given a topic or list of topics, the student will be able to accurately list the items found in the catalog on those topics.

II. Instructions

1. This study packet should contain this instruction sheet, five information sheets, a pre- and post-test and one assignment.

2. Read the information sheets.

3. Sources and Responses.

   Read Chapter 5 in Gates, Jean K. Guide to the Use of Books and Libraries, 3d. ed., McGraw-Hill, 1974.
   View the filmstrip "Classification and the Card Catalog," Frames 19-37.

4. Take the pre-test.

5. Complete the assignment

6. Place the completed assignment sheets in the "To Be Evaluated" box in Room A-104.

7. Take the post-test and check the answers to determine your increased learning.

8. Begin work on Module 6.

Pasadena City College, Library 1
Module 5: Information (cont'd)

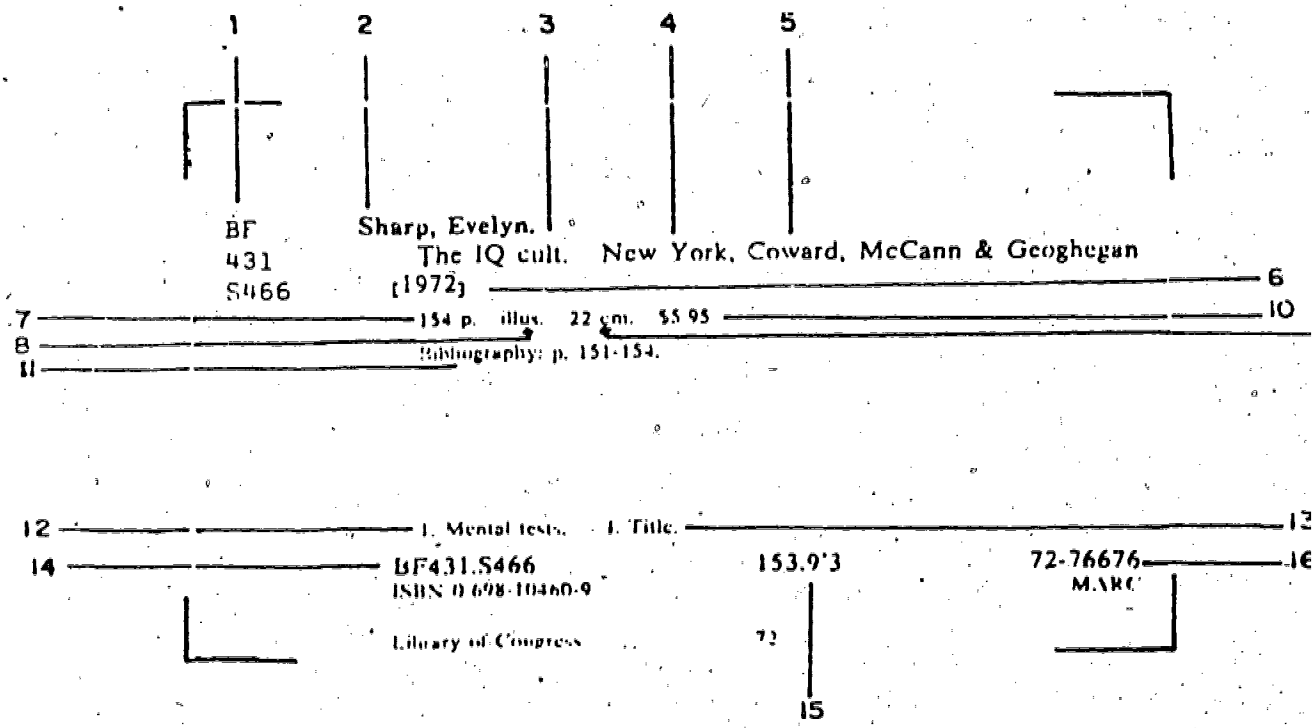
I. CATALOG CARDS

As previously mentioned, there are usually three ways that a book is listed in the card catalog--by author, by title, and by subject.

A. Author Card

Cards which have the name of an author on the top line are known as author cards. These cards form a list of all of the books by a single author and contain the following information.

1. call number
2. author's name
3. title of the book
4. place of publication
5. publisher
6. date of publication
7. paging
8. illustrations
9. height of book in centimeters
10. price of the book
11. bibliographical note
12. subject heading tracing
13. title tracing
14. Library of Congress classification number
15. Dewey Decimal classification number
16. Library of Congress card number



Module 5: Information (continued)

B. Title Card

The title card contains the same information as the author card with the exception that the title of the book is typed above the author's name. Below is an example of a title card.

The IQ cult

BF
431
S466 Sharp, Evelyn.
The IQ cult. New York, Coward, McCann & Geoghegan (1972)
154 p. illus. 22cm. $5.95
Bibliography: p. 151-154

1. Mental tests. I. Title.

BF431.S466 153.9'3 72-76676
ISBN 0-698-10460-9 MARC

Library of Congress 72

C. Subject Card

Subject cards contain the same information as the author card with the exception that the subject heading is typed above the author's name. SUBJECT CARDS ARE EASILY IDENTIFIED BECAUSE THE TOP LINE IS TYPED COMPLETELY IN CAPITAL LETTERS. If a book deals with more than a single subject, additional subject cards may be used for the book. By looking under a subject heading in the card catalog, a student can determine which books the library has on a given subject. Below is an example of a subject card.

MENTAL TESTS

BF
431
S466 Sharp, Evelyn.
The IQ cult. New York, Coward, McCann & Geoghegan (1972)
154 p. illus. 22 cm. $5.95
Bibliography: p. 151-154.

1. Mental tests. I. Title.

BF 431.S466 153.9'3 72-76676
ISBN 0-698-10460-9 MARC

Library of Congress 72

Pasadena City College, Library 1
Module 5: Information (continued)

D. Reference Cards

In addition to author, title, and subject cards, the card catalog also contains reference cards which refer from one form of name or subject heading to another form. The following three examples illustrate the most common types of reference cards.

Example 1: Reference from a well known form of author's name to the form used in the card catalog.

Burgess, Anthony

see

Wilson, John Anthony Burgess, 1917-

Example 2: Reference from a commonly-used term to the subject heading used in the card catalog.

AMERICAN HISTORY

see

U.S. - HISTORY

Example 3: Reference from one subject heading to a closely related subject heading.

DRUG ABUSE

see also

NARCOTIC HABIT

Pasadena City College, Library 1
Module 5: Information (continued)

III. ARRANGEMENT OF CARDS

In the card catalog, cards are filed in alphabetical order; there are, however, exceptions which should be noted:

1. Disregard the articles a, an, the at the beginning of titles and other headings.
2. Names beginning with M' and Mc are filed as if they were spelled Mac.
3. Abbreviations are filed as if they were spelled out.
4. Books by a person are filed before books about the person.
5. Historical periods are filed chronologically.

IV. NON-BOOK MATERIALS

In addition to cards for books, the card catalog also contains cards of non-book materials. Such materials can be easily identified by the description on the catalog cards and by a note that says see the A-V catalog.

Pasadena City College
Library 1

TIME TAKEN TO COMPLETE_____

Module 5: Pre-test

Card Catalog - Interpretation of Information

940.28 Hall, Walter Phelps, 1884-
H18 The course of Europe since Waterloo, by Walter Phelps Hall and William Sterns Davis. Rev. ed. New York, D. Appleton-Century Co., 1947.
xviii, 1060 p. illus., maps, diagrs. 25cm.
(Historical chronicles.)

"Reading list:" p. 1037-1060

1. Europe--Hist.--1789-1900. 2. Europe--Hist.--20th cent. I. Davis, William Sterns, 1877-1930, joint author. II. Title.

Identify the following information:

1. Bibliography:_____

2. Edition:_____ 3. Key to location of book in library _____

4. Name of series:_____

5. Joint author:_____

6. This is an author card. Under what other headings could this book be found in the card catalog?

_____

7. Who published the book?_____

8. What is the date of publication?_____

9. Is the book illustrated:_____

10. How many pages does the book contain?_____

11. Is Hall still living?_____

Pasadena City College
Library 1

NAME: _____

DATE: _____

TIME TAKEN TO COMPLETE UNIT: _____

TIME TAKEN TO COMPLETE EXERCISE: _____

Module 5: THE CARD CATALOG - Part 1

Assignment

1. List three ways of searching in the card catalog for materials.

   1. _____ 2. _____ 3. _____

2. What is the call number for the book North from Mexico by Carey McWilliams?

   _____

3. What is the title of a book by Germaine Greer?

   _____

4. Does the library have a book with the title Red China Today? _____

5. List the place of publication, publisher, and date of publication for the book Fragments of the Century by Michael Harrington.

   Place _____ Publisher _____ Date _____

6. How many pages are contained in the book The Natural World of San Francisco, by Harold Gilliam?

   _____

7. List the subject heading for the book The Economics of Environmental Protection, by Donald N. Thompson.

   _____

8. How many books are listed in the card catalog under the subject heading WATER POLLUTION?

   _____

9. How many books are listed in the card catalog under the subject heading WATER PULLUTION - U.S.?

   _____

Pasadena City College
Library 1
Module 5: Assignment (continued)

10. If you are looking for books by O. Henry in the card catalog, to what name are you referred.

_____

11. If you look under the subject heading PORNOGRAPHY, to what subject headings are you directed?

1._____

2._____

12. If you look under the subject heading MUNICIPAL UNIVERSITIES AND COLLEGES in the card catalog you will find several books listed, and you will find a card referring you to another related subject heading. What is this related heading?

_____

13. List the following information for a book by Robert Kennedy

Call No.

_____ Title:_____

_____ Place of Publication:_____

Publication:_____

Date of Publication:_____

Number of Pages:_____

Subject Heading:_____

Pasadena City College
Library 1

TIME TO COMPLETE:_____

Module 5: Post-test

Card Catalog - Interpretation of Information

940.28 Hall, Walter Phelps, 1884-
H18 The course of Europe since Waterloo, by Walter Phelps Hall and William Sterns Davis. Rev. ed. New York, D. Appleton-Century Co., 1947.
xviii, 1060 p. illus., maps, diagrs. 25cm.
(Historical chronicles)

"Reading list:" p. 1037-1060

1. Europe--Hist.--1789-1900. 2. Europe--Hist.--20th cent. I. Davis, William Sterns, 1877-1930, joint author. II. Title.

Identify the following information:

1. Bibliography:_____
2. Edition:_____
3. Key to location of book in library:_____
4. Name of series:_____
5. Joint author:_____
6. This is an author card. Under what other headings could this book be found in the card catalog?

_____

7. Who published the book?_____
8. What is the date of publication?_____
9. Is the book illustrated?_____
10. How many pages does the book contain?_____
11. Is Hall still living?_____

VITA

Sylvia Nadene Green, born in Los Angeles, California in 1935, is currently Head of the Department of Library Instruction at Pasadena City College Library. She joined the staff in 1964 as Library Technology Instructor/Librarian.

She graduated from West Virginia State College where she received her bachelor's degree in Sociology in 1958. She then obtained a Master of Arts in Library Science from Atlanta University in 1960. She did further graduate-work at Immaculate Heart College and the University of Southern California.

Before teaching at Pasadena City College she served as a Young Adult Librarian for three years at Los Angeles Public Library. She lives with her daughter, Tiffany, and son, James, in Los Angeles, California.

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JUNIOR COLLEGES