

COLLEGE &
RESEARCH LIBRARIES

NEWS

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September 1981**Education for Community
College Librarianship:
An Update**

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In the past decade, there have been many changes in library education. Emphasis on new specializations, additions of new field experience alternatives, in some cases movement toward a more integrated curriculum, and emphasis on a functional rather than type-of-library approach suggest but a few of these changes. At the same time, much has happened in the field of community and junior college librarianship. The 1970s brought continuous growth in the number and size of community colleges and their learning resources centers. New ALA guidelines and quantitative standards for learning resources programs were developed. Innovative programs and services in learning resources centers have continued to grow, suggesting to some that the community college and its learning resources center provide a model of the future academic institution and its library in the use of instructional technology.¹

In informal discussions a number of community college librarians have raised questions about the current status of education for community college librarianship in light of the above-mentioned changes. How has education for librarianship reflected the changes taking place in the community college library? What is the status of community college librarianship within library education programs? How visible is community college librarianship as a potential area of specialization to prospective and current students in library education programs?

To answer these questions, a representative of the Community and Junior College Libraries Section's Communications Committee polled the sixty-one ALA-accredited library schools in the United States through a brief questionnaire mailed to deans and directors at the end of the first academic term of 1980. In order to provide some comparative information, questions in the letter were designed to elicit similar information to that reported in Fritz Veit's sur-

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vey of 1968.² Veit reported on information elicited from forty-two schools; fifty schools responded to the current questions.

In 1968, Veit reported that there were *no* library schools offering a course designed specifically for students preparing for community college librarianship, and that only two schools were planning seminars on this topic. In 1980 (keeping in mind that some schools have moved away from type-of-library approaches), six schools reported the availability of such a course. Thirty-six additional schools offer a course in academic librarianship which covers the community college library. At least half of these schools also offer courses in specialized areas identified by both Edsall³ and Matthews⁴ as being important for study by future community college librarians. Such courses would include: "Non-book Materials," "Design and Production of Instructional Materials," "Design and Production of Media," "Instructional Technology," "Instructional Technology Administration," "Media and Services for Adults," "Multimedia Practicum," "Media Centers: Theoretical Foundations," "The District-Regional Media Center," and "The Library in the Community," as reported by the responding schools. Three schools encourage students to enroll in general education courses in "The Community College"; several have a special practicum for community college experience as well. Three schools also report special credit-free programs related to community college librarianship at the master's or post-master's level, whereas Veit re-

Video Involvement for Libraries

Susan Spaeth Cherry, *editor*

A compilation and update of the series of articles on video that appeared in *American Libraries* between April 1979 and October 1980, a series designed to explore the educational and informational possibilities of the medium and to show how to use it effectively.

Emphasis is placed upon recorders, cable TV, videodisc players, and computer-linked information, describing what has been done successfully with them in school media centers and in public and academic libraries. It reports the latest developments in home information systems, such as videotext and teletext, gives techniques of camera work, and lists the software and services that are available for program planners.

84p. ISBN 0-8389-0323-1 (1981) \$6.00

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ported only two in 1968.

While it must be noted that, as in Veit's study, the contributions by other educational agencies and library schools not on the ALA list were not examined, nevertheless the developments in 1980 indicate some progress in increasing both the visibility and the educational opportunities in community college librarianship. Even with the combination of only modest growth⁵ and normal staff attrition, new community college librarians with specialized training, as suggested by Matthews and Edsall, will still be needed. At the same time we cannot expect all students to come

¹Damon D. Hickey, "The Impact of Instructional Technology on the Future of Academic Librarianship," in *Academic Libraries by the Year 2000*, ed. by Herbert Poole (New York: Bowker, 1977), pp. 34-39.

²Fritz Veit, "Training the Junior College Librarian," *Journal of Education for Librarianship* 9 (Fall 1968): 108-115.

³Charles Hale & Shirley Edsall, "The Education of Community College Librarians," *Journal of Education for Librarianship* 16 (Fall 1975): 75-

to library science programs with a comprehensive knowledge of different types of library employment possibilities. If we wish to continue and/or increase the visibility of community college librarianship as an option for new entrants to librarianship, then we must turn to a new set of questions—"What role should community college librarians, either individually or through their associations, take in the promotion of their specialty to future entrants into librarianship?" and "How can new partnerships with library educators be formed so that this visibility and educational opportunity is insured?"

85.

⁴Elizabeth W. Matthews, "Update in Education for Community College Library Administrators," *Journal of Education for Librarianship* 19 (Spring 1979): 304-311.

⁵See information about enrollment projections in community colleges in Nancy B. Dearman & Valena White Plisko, eds., *The Condition of Education: Statistical Report 1980* (Washington: U.S. Department of Education, National Center for Educational Statistics, 1980), p. 24. ■■

San Francisco Conference Highlights

San Francisco lived up to its reputation as the "Air-Conditioned City" by greeting conference-goers with beautiful, cool weather. Despite the distance from the hotels to the Civic Auditorium, librarians kept a busy schedule of meetings, programs, tours, and informal discussions.

Among the conference events were tours of the City College of San Francisco and the Mission College LRC, excursions to local wineries, and nearly twenty program meetings. The excitement of annual conference was enhanced by hundreds of excellent San Francisco restaurants, art museums, the magic of Chinatown and Fisherman's Wharf, an incredible Gay Freedom Day Parade, the clear Pacific air, and the distant mountains.

ACRL's Program Meeting

On June 28 many members attended the membership meeting and program at the Sheraton-Palace Hotel. Penny Abell, 1980-81 ACRL President, launched the program theme of "Scholars and Librarians: Partners in Learning and Research" with some introductory observations, explaining: "During my tenure as ACRL president, I have attempted to concentrate my efforts on fostering closer relationships between academic librarians, individually and collectively, and their counterparts in higher education and research. Such interaction is crucial to the provision of adequate library and institutional support."

The theme speaker, Laura A. Bornholdt, vice-president for education of the Lilly Endowment, spoke on "Shaking the Foundations" and provided some insight into what it is like to work for a foundation. She also suggested some ways in which librarians might expand their circle of foundation friends in the next ten years.

Afterwards, three pairs of librarian/scholar panelists reviewed their experiences with funded projects. John White, professor of philosophy and religion at DePauw University, described the ARL/OMS Small Library Development Project and remarked that "a good self-study team demands a good deal of trust and willing contributions on the part of both teaching faculty and librarians." A bibliographic instruction program for chemistry majors at the University of Rochester

Dues Increase Referendum Passed

ACRL members voted in favor of increasing ACRL divisional dues an additional \$10 in the July ballot. The final count as of July 30, 1981, was 1,320 votes for the increase, and 1,103 against, representing a 55%-45% approval.

The new rates will go into effect with the 1982 membership year.