

**LIBRARY EDUCATION NEEDS
IN VIRGINIA**

**REPORT OF THE
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
TO
THE GOVERNOR
AND
THE GENERAL ASSEMBLY OF VIRGINIA**



Senate Document No. 5

COMMONWEALTH OF VIRGINIA
Department of Purchases and Supply
Richmond
1972

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

10th Floor, 911 East Broad Street, Richmond, 23219

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October 1971

The Honorable Linwood Holton
Governor of Virginia

Members of the
General Assembly of Virginia

Gentlemen:

The State Council of Higher Education for Virginia is pleased to present a study of library education in Virginia, as directed by Senate Joint Resolution No. 15 of the 1970 General Assembly.

We wish to acknowledge the cooperation and involvement of one of the State Council's advisory committees, the Library Advisory Committee. In compliance with the Resolution, we are presenting this study and the State Council's recommendations.

We thank the colleges and universities in Virginia, the State Library, professional library associations and individuals, our consultants, members of the General Assembly, State agencies, and all others who gave assistance and advice during the course of this study.

Sincerely,

A handwritten signature in cursive script that reads "John D. Richmond".

John D. Richmond
Chairman

JDR/mr

**STATE COUNCIL OF HIGHER EDUCATION
FOR VIRGINIA**

10th Floor, Life of Virginia Building, 911 East Broad Street
Richmond, Virginia 23219

November 1971

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SENATE JOINT RESOLUTION NO. 15

Directing the State Council of Higher Education to study the feasibility of establishing graduate and undergraduate courses in library disciplines.

Adopted by Senate — March 4, 1970

Adopted by House — March 14, 1970

Patrons—Messrs. Fitzgerald, Brault and Hirst

Whereas, the services of trained professional librarians are necessary for the efficient and effective administration of public libraries; and

Whereas, the shortage of librarians with adequate professional training makes it difficult or impossible for the public libraries of the State to obtain such services; and

Whereas, there are few courses available in library disciplines, and no institution of higher learning in the State offers the graduate degree in library science necessary to provide trained professional librarians; now, therefore, be it

Resolved, by the Senate of Virginia, the House of Delegates concurring, That the State Council of Higher Education is directed to conduct a study of the feasibility and advisability of establishing graduate and undergraduate courses in library science, and especially a graduate degree in library science, in Virginia institutions of higher learning. If establishment of such courses and programs is found feasible and advisable, the Council is further directed to take steps to implement such courses and programs. The Council shall complete its study and report its findings and progress to the General Assembly not later than November one, nineteen hundred seventy-one. All agencies of the State shall cooperate with and assist the Council in its study.

This study shall be made from funds appropriated to the State Council of Higher Education for Virginia.

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INTRODUCTION

Senate Joint Resolution Number 15 of the 1970 General Assembly directed the State Council of Higher Education "to study the feasibility of establishing graduate and undergraduate courses in library disciplines."

The resolution appears to have been the result of activities in 1968 and 1969 which focused on library needs and library education in Virginia. Graduate library education has been the expressed concern of the Virginia Library Association and the School Librarians Division of the Virginia Education Association. There have been two recent studies in Virginia (24, 25) concerned with library manpower and education, resulting in resolutions being made by several professional groups advocating study of library educational needs and/or the establishment of a graduate school of library science.

The study reported in this document was initiated in response to Senate Joint Resolution No. 15 with the advice of the Library Advisory Committee, a standing committee of the State Council of Higher Education. The Committee was instrumental in the selection of the study consultants and assisted the Council staff in the identification and collection of data. The consultant team began to work with the Council staff with a review of the preliminary data and a definition of data parameters as indicated by the Resolution. Additional information was secured by staff and consultants in conferences with the Director of the Office for Library Education of the American Library Association, the Executive Committee of the Library Advisory Committee, representatives of the Virginia Library Association, and the State Library Board. State Council staff and the consultants also conferred with other persons generally engaged in graduate library education.

The joint effort of the State Council and consultants has been this report which frames the problem of manpower and education in the library field in a Virginia perspective. Serious consideration is given to the rapid increases in numbers of educational programs, and the manpower supply and demand problems as they apply to the Commonwealth as well as the nation.

ACKNOWLEDGEMENTS

The State Council of Higher Education wishes to express its appreciation to three consultants for the assistance and advice which they have given. The Council is pleased to have benefitted from the educational and leadership experience of the men listed below:

Dr. Harold Goldstein, Dean
School of Library Science
The Florida State University
Former Public Library Director
Des Moines, Iowa

Dr. Jesse H. Shera
Retired Dean, School of Library Science
Case Western Reserve University
Recently Professor of Library Science
University of Texas

Dr. Bohdan Wynar
Consultant to the American Library Association
Former Dean, Library School
State University of New York

The Council further wishes to commend its Library Advisory Committee for the guidance which it gave in identifying data and information sources relevant to fulfilling the directions of Senate Joint Resolution Number 15. Members of the Library Advisory Committee during 1970-71 were:

- * Mr. William C. Pollard, Librarian, The College of William and Mary, Williamsburg, (Chairman)
- * Mrs. Elizabeth A. Scott, Coordinator of Library Services, Dabney S. Lancaster Community College, Clifton Forge (Vice Chairman)
- * Mrs. Catherine V. Bland, Library Director, Virginia State College, Petersburg
 - Mr. Charles E. Butler, Librarian, Longwood College, Farmville
 - Mr. Randolph W. Church, State Librarian, Richmond
 - Lt. Col. George B. Davis, Librarian, Virginia Military Institute, Lexington
- * Mrs. Marjorie C. Dennin, Director of Learning Resources, Northern Virginia Community College, Annandale
 - Mr. Peter A. Dollard, Head Librarian, Clinch Valley College, Wise
 - Dr. A. Martin Eldersveld, Associate Director for Curriculum and Instruction, Department of Community Colleges, Richmond
 - Dr. Ray W. Frantz, Jr., University Librarian, University of Virginia, Charlottesville
 - Dr. J. Samuel Gillespie, Jr., Director, Virginia Institute for Scientific Research, Richmond
 - Mr. Paul Grier, Librarian, Hampden-Sydney College, Hampden-Sydney
 - Miss Dorothy Harbin, Librarian, Sweet Briar College, Sweet Briar
- * Mr. Patrick J. Larkin, Library Director, George Mason College, Fairfax
 - Mr. Maurice D. Leach, Jr., Librarian, Washington and Lee University, Lexington
 - Miss Mildred Mason, Librarian, Executive Office Library, Richmond
 - Mr. Gerard B. McCabe, University Librarian, Virginia Commonwealth University, Richmond
 - Mr. James S. Miller, Librarian, Norfolk State College, Norfolk
 - Mr. Joseph B. Mitchell, Librarian, Radford College, Radford
 - Mr. Kenneth W. Mulligan, Coordinator of Library Services, Tidewater Community College, Portsmouth

Mr. Forrest C. Palmer, Librarian, Madison College,
Harrisonburg

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* Dr. Gerald A. Rudolph, Director of Libraries, Virginia Polytechnic Institute
and State University, Blacksburg

Mrs. Lucille D. Snow, Librarian, Roanoke College,
Salem

Dr. Daniel H. Woodward, Librarian, Mary Washington College,
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SUMMARY OF FINDINGS AND RECOMMENDATIONS
ON LIBRARY EDUCATION IN VIRGINIA

FINDINGS

1. Virginia is an importer of trained librarians. But the present need for librarians in the Commonwealth appears limited.
2. Undergraduate library science programs seem to meet the manpower requirements for public school librarians. Existing programs do not enroll large numbers of students.
3. There are no library aide or technician training programs.
There are no classified job opportunities yet established in any number for library aides and technicians.
4. There is no graduate library education in Virginia which is accredited by the American Library Association.
5. There are persons in Virginia interested in securing additional education in librarianship at the graduate level.

RECOMMENDATIONS

1. The Commonwealth of Virginia should make graduate education available to citizens by way of contractual arrangements through the Southern Regional Education Board with Library Schools in other states.
2. Contractual arrangements should be made with the Schools of Library Science at the University of North Carolina, Chapel Hill, and the University of Maryland, College Park, or other schools accredited by the American Library Association as circumstances indicate to be appropriate.
3. A sum of \$142,000 to satisfy contractual obligations for the 1972-74 biennium should be included in the Governor's budget for Supplementary Aid to Higher Education.
4. A plan should be developed and adopted for establishing and administering library education contracts.

PART ONE

REGIONAL AND NATIONAL EDUCATION IN LIBRARIANSHIP

Throughout the United States there are libraries and educational programs of various sizes and purposes. Persons who staff these activities likewise have different types and levels of training. There are both baccalaureate and master's degree programs in librarianship. Training is also offered for library aides and technicians.

Jobs are available to persons with either undergraduate or graduate education. Some positions specify a certain degree level for employment, and many positions require that those who hold them are graduates of programs accredited by the American Library Association (ALA).

Programs

Only graduate training programs in librarianship are accredited by the American Library Association, which is the official professional accrediting association for library training. Most public school librarians, however, are trained in baccalaureate library science courses prescribed and approved by the State Education Departments.

In 1970 there were 45 graduate programs in library science which were accredited by the ALA. About twice as many more graduate programs remain unaccredited. There are also several hundred undergraduate baccalaureate and technician programs. The number and types of library science programs in the United States are shown in Table 1 below.

TABLE 1

Library Science Education Programs in the United States, 1967 and 1970

	Graduate		Undergraduate	
	Accredited	Unaccredited	Bachelors	Technician
U.S. 1967	39	70	191	57
U.S. 1970	45	91	202	78
Percent Growth	15%	30%	6%	36%

Source: Bowker Annual, 1971

The accredited graduate programs are located in 27 states and the District of Columbia. Twelve accredited schools are operating in nine of the fifteen states which are members of the Southern Regional Education Board (SREB). Nine of these programs are offered by the state-controlled universities in the SREB area.

Primary focus of the library profession is on the accredited graduate programs. These are programs which maintain high standards of quality and have corresponding high operating cost. Graduate programs, accredited and unaccredited, prepare persons for work in all fields of librarianship.

The undergraduate programs provide courses usually necessary to meet teacher certification requirements for school librarians, while technician programs train persons to do specialized jobs in libraries and to assist librarians. Technician programs are growing in community colleges and some senior colleges. Table 2 shows the distribution of library science education programs in the Southern Regional Education Board area.

TABLE 2
Distribution of SREB Library Education Programs by State, 1970

	Graduate Accredited	Graduate Unaccredited	Undergraduate Baccalaureate
Alabama	-	2	6
Arkansas	-	-	8
Florida	1	4	3
Georgia	2	2	9
Kentucky	1	4	5
Louisiana	1	1	11
Maryland	1	-	2
Mississippi	-	3	6
North Carolina	1	3	6
Oklahoma	1	1	3
South Carolina	-	1	7
Tennessee	1	2	6
Texas	3	2	5
Virginia	-	1	4
West Virginia	-	3	4
	<u>12</u>	<u>29</u>	<u>85</u>

Sources: American Library Directory, 1970-71

Training is also offered for library aides and technicians at the undergraduate level, but not usually for bachelor's degree credit. Persons trained in technical programs are not classified as professional librarians, but as support personnel. (9, p.2)

Most of the technician and library aide programs are developing as jobs are created for them. Progress has not been widespread. There is some controversy yet to be resolved among professional librarians and their associations as regards the training of technicians and their role and status in libraries. From 1967 to 1970 the number of technician's programs reported from the SREB region dropped from five to two, one each in Florida and Texas.

As table 1 shows, however, there has been a growth in the number of library science training programs in the United States. There has been a corresponding increase in enrollments and graduates.

Manpower

The American Council on Education in surveying the national growth of graduate education in the past decade has also attempted to evaluate the quality of programs. Though their comments may not be directly applicable to library education it should be noted that they recommend either improving or eliminating existing weak programs, and that as an alternative to establishing new programs "individual states and regions now lacking adequate graduate quality in selected fields can hope to arrive at the threshold of quality only by making the hard decision to specialize in particular areas and share their programs." (12, p.25)

The American Library Association also has not encouraged the establishment of any new library schools. One authoritative observer has written that "it would seem desirable for library education programs to go for the next two or three years into a 'holding' operation to permit library manpower demand to balance with supply." (13, 162)

The State Council of Higher Education does, then, also weigh the advisability of considering cooperative arrangements as a feasible way of providing quality education.

Since the 1950's when the professional education of librarians was universally elevated to the graduate level, there had been a large gap between supply and demand for librarians. In 1969 it began to appear that such was no longer the case. "For the first time in 19 years, we can observe marked reductions in the number of openings available to . . . beginning librarians, strong evidence that the disparity between supply and demand that we have considered commonplace for the last two decades is at least beginning to narrow significantly." (7, p.2100)

Research on the library education and manpower situation was conducted by the American Library Association in the early months of 1970. Study returns revealed that the professional turnover rate was reduced, that there were fewer vacancies, and that library school graduates were no longer as easily placed as in previous years. Fewer recruiters were visiting the library schools as employers had multiple applications for professional vacancies and could be more selective in making appointments. (24)

In 1968-69, 6,949 degrees at all levels were granted in the United States in Library Science. These numbers far exceeded the 5,400 projected by the U.S. Office of Education for that year. Projections for 1972-73 to 1976-77 are 6,540 and 8,420. It may be anticipated on the basis of current graduates and nationwide plans to establish twenty more Library Schools, (8, p.11) that the actual number of degrees conferred will substantially exceed those projections unless adjustments are made. The 1970 Survey of the U. S. Department of Labor projects the annual average of job openings for Librarians in the 1970's to be 8,200. (13)

The most recent (1971) survey of placements of graduates in library science reports that it has been a bit more difficult to find employment in 1970 than in 1969. Choices of positions were narrower than at any time in the past 20 years. While the drop in jobs available from 1969 to 1970 was only four percent (4%), the Library School Deans and Directors agree that there were again fewer vacancies in 1971, and estimated that the reduction in jobs available was between 25 and 30 percent. (7, p. 1941). The annual report on placements and salaries by the American Library Association states: "We, clearly, no longer have any serious shortage of librarians." (7, p. 1937). The State Council of Higher Education wishes to note, however, that some library positions, according to surveys and the observations of consultants, still are difficult if not impossible to fill because of low salaries and/or out of the way locations.

Nevertheless, there appears nationally that in graduate library education there is not a need for additional schools or increases in the number of graduates entering the library profession.

PART TWO

CURRENT LIBRARY EDUCATION IN VIRGINIA

Library education in Virginia is almost exclusively offered at the baccalaureate level in the form of those courses necessary to meet certification requirements for a position in the public schools. Professional meetings and workshops provide the balance of educational experiences offered in Virginia for librarians.

Undergraduate Education in Virginia

Library education in Virginia is currently available at the undergraduate level in programs offered by six state colleges to meet certification requirements for school librarians. Most of the students in these programs are enrolled during the regular academic year, with twenty-five (25) percent enrolled in extension courses offered by the School of General Studies of the University of Virginia. (see Table 3)

It appears that no institution in Virginia offers a broad range library science program, nor does any one of the colleges provide much more than the minimum number of hours of such instruction as required for teacher-librarian certification. (see appendix 1)

TABLE 3

Library Science Degrees and Enrollments at State-Controlled Colleges in Virginia, 1970-71

College	Bachelor's Degrees Awarded 1970	FTE Resident Enrollment 1970-71	FTE Extension Enrollment 1970-71
Madison	23	68	—
Old Dominion	12	44	1
Radford	11	16	—
U. of Virginia	—	—	43
Virginia Comm. U.	—	22	—
Virginia State	6	12	—
	<u>52</u>	<u>162</u>	<u>44</u>

Source: *Student Enrollment 1970-71 and Degrees Conferred 1969-70*
State Council of Higher Education Annual Reports.

Virginia's librarian training programs appear to be typical of those similar school-oriented ones available in most states. Present financial support is limited and there is no reason to assume any kind of expansive program development under present support patterns. The State Council approved programs in Library Science are listed below: these are also approved by the State Department of Education for teacher certification in Library Science.

Library Science Degree Programs in Virginia

Madison College	B.A., B.S.
Radford College	B.S.
Virginia State College	B.S. (Elementary) B.S. (High School)

Training for Aides and Technicians

No college in Virginia offers training for library aides or technicians. At present there is a need to identify subprofessional employment opportunities and resolve the role of such personnel in libraries as they work with or replace professionals or under-utilized professionals. Table 1 on page 2 shows that there are now 78 programs for training technicians throughout the United States. Increased utilization of graduates from these programs may change the staffing requirements of libraries.

The major shortcoming of existing technician programs is the fact that most of them have a rather weak profile in their curriculum offerings, trying to serve many publics but in fact serving only the institutions or communities where they are located. Such programs obviously can be developed for the State of Virginia. Preference should be given to the well-established institutions, centrally located, which have adequate professional staff to support such a program. Considering staffing problems that might occur in this area, and limitations of library resources at community colleges, senior colleges should also be included in any future consideration about establishing library aide and technician programs.

Graduate Education

No institution of higher learning in Virginia, public or private, offers a graduate degree program in library science. Some graduate students do take advanced undergraduate courses in library science for graduate credit and thus cause enrollment reports to show the generation of graduate credit in library science. Radford College offers a library science minor to persons working toward the Master's Degree in Education. These courses, like others offered in Virginia, are provided to meet school librarian certification requirements only, and are not programs which can be ALA accredited.

Continuing Education-Workshops

Ongoing activities of the Virginia Library Association and the School Librarians Division of the Virginia Education Association include workshops throughout the state to keep member librarians up-to-date on developments in technology, media innovations and such. These workshops are important to the continuing education of active librarians, enabling them to keep abreast of current activities in a more professional way than simply reading the literature.

Continuing education programs contribute greatly toward upgrading professional training for a minimum financial outlay and without necessitating librarians to relocate for any long period of time.

PART THREE

LIBRARY MANPOWER AND EDUCATION NEEDS IN VIRGINIA

Overview

In its commission to the State Council of Higher Education, Senate Joint Resolution Number 15 expresses concern for a shortage of librarians with adequate professional training and directs the Council to study whether further library education is needed in Virginia. Thus far in this study an assessment of regional and national library education and manpower has been made. From the national perspective it appears that library manpower needs are being adequately met, and that an expansion of educational programs in library science would be generally inadvisable at this time.

The Resolution (SJR 15) indicates, however, that prior to its passage, there were library personnel shortages in Virginia and persons who wished to pursue graduate library education. The availability of an accredited library science program has been the major concern of those interested parties with whom the State Council's staff and consultants have conferred and corresponded.

Librarian Qualifications

Librarians employed in Virginia State institutions or agencies are required to be certified by the State Certification Board for Librarians. The Board's regulations exempt those employed in public schools, but require all other persons to be graduates of schools accredited by the American Library Association (see appendix 2). Graduates of unaccredited programs cannot be certified as librarians in Virginia public libraries or state institutions of higher learning, except under special circumstances, unless they pass an examination administered by the State Certification Board.

For several years Virginia libraries have had difficulty filling professional positions. Some professional positions remained unfilled while others were filled by persons without professional certification.

In 1968 a study was conducted by Arthur D. Little, Inc., for The Virginia State Literary Board entitled, *A Public Library Program for the Commonwealth of Virginia*. Several recommendations in the report were directed toward the training of librarians in Virginia. Most of the librarians contacted by questionnaire were in favor of establishing a library school in Virginia. The reporters write:

"In our discussions with librarians we heard both views most ably presented. Considerations in favor of it include the further development of a professional climate, the need to provide professional training for many individuals, probably on a part-time basis, and the need to produce librarians who will work in Virginia. Those against it point to the location of two accredited library schools in the Washington area, Catholic University of America and the University of Maryland, and to the south, the University of North Carolina. They fear that in the process of staffing a library school the best local librarians will be sought for faculty positions, creating even more of a problem for local libraries, public and academic, especially. They also believe in this instance it is better to be without a library school than to have one which is not accredited and that the funds used to develop such a school could be more effectively used for library service." (25, p. 37).

The Little report further indicated that most of those supporting the establishment of a graduate school of library science in Virginia were interested in part-time evening and Saturday courses. It was the opinion of informed professionals and the consultants employed by the State Council of Higher Education that a school could not be operated for a part-time commuter enrollment, much less gain proper accreditation.

Manpower

State colleges and universities had experienced some difficulties in filling professional positions. This was due, in part, to non-competitive salaries provided under the state personnel classification. This problem has been relieved to some extent by establishing faculty status and salary for some of those library positions.

College and university libraries have reported, in conferences held with State Council investigators, that they now have a greater availability of qualified candidates for vacant positions.

Public libraries in Virginia have also been concerned with the supply of personnel. As the public library system continues to expand, qualified personnel will be even more in demand.

During the 1969-70 school year, Virginia public schools employed 1,307 librarians with teaching certificates endorsed for library science. Of this number, 679 were employed in 744 elementary schools, 339 in 244 high schools, 86 in 72 combined schools, 156 in 132 junior high schools, 32 in supervisory positions and 15 in professional libraries and central processing centers. (See Table 4) (21, p. 142).

TABLE 4

Public School Libraries and Librarians in Virginia, 1969-70	
Number of Schools	1,785
Schools with functioning central libraries	1,661
Schools with certified librarians	1,240
Total number of certified librarians	1,307

Source: Annual Report, 1969-70
 Superintendent of Public Instruction

As Table 4 shows, 133 schools do not have a functioning central library while those schools which do have apparently employ fewer than one librarian for each library. In some cases there are unfilled positions, in other instances some schools share a librarian. A total of 1,490 persons were engaged in public school library activities of whom 289 or 19.4 percent were unendorsed in 1969-70. Virginia colleges are well represented as the providers of librarians for the public schools. (see Table 5)

Personnel Survey

In addition to general sources of information about the several types of librarians, a manpower survey was made by a committee of the Virginia Library Association in 1969. (25) Through the use of a brief questionnaire sent to school, college, special school and public libraries, data on positions, personnel and vacancies were acquired. (see Table 6)

TABLE 5

UNIVERSITIES AND COLLEGES ATTENDED BY VIRGINIA
PUBLIC SCHOOL LIBRARIANS EMPLOYED DURING 1969-70

SCHOOL	NO. ATTENDED
Madison	159
William and Mary	122
University of Virginia	88
Radford	83
Virginia State	81
Virginia Commonwealth University	71
Catholic University	41
North Carolina Central University	33
University of North Carolina	31
East Tennessee State University	29
Peabody	28
Longwood	26
Columbia University	18
Hampton Institute	17
Old Dominion	16
East Carolina University	14
Concord College	14
Mary Washington	11
Atlanta University	10
Syracuse University	9
Case Western Reserve	8
Appalachian State University	7
Drexel	6
Emory University	6
Rutgers	6
Shepard	6
	<u>940</u>
Others—Approximately	250
Institution Not Available—Approximately	<u>250</u>
	1490

Source: State Department of Education
Commonwealth of Virginia

TABLE 6
1969 PERSONNEL NEEDS OF VIRGINIA LIBRARIES

	Public Libraries	College & University Libraries	Special Libraries	Public School Libraries	Totals
Positions Classed as Professional	329	323	119	899	1,670
Professional Positions Filled by Professional Librarians	245	214	87	493	1,039
Professional Positions Filled by Non-Professional Librarians	75	37	28	375	515
Professional Positions Vacant Three Months or More	44	40	15	60	159
Number of Current Vacancies	46	53	9	74	182
Number of Professionals Appointed During the Year	57	48	16	93	214
Number of Professional Resignations	39	29	14	50	132
New Positions Anticipated, 1969-1971	70	83	22	128	303
New Positions Anticipated, 1971-1973	79	70	20	155	324
Replacements Anticipated, 1969-1971	78	47	14	103	242
Replacements Anticipated, 1971-1973	73	30	18	107	228
Questionnaires Sent	80	64	114	123	381
Replies Received	60	52	73	100	285

The results were presented to the Virginia Library Association in its 1969 meeting. A large number of professional positions were filled by non-professional personnel (515 of 1,670 positions). However, the number of professionals appointed during the year did substantially exceed professional resignations according to the Hummel Study. (25)

One should note that statistical claims for personnel show a current vacancy total of only 182 persons (presumably professional librarians — i.e. master's degree level credentials, except for the 74 public school vacancies) out of 1,670 positions. The major concern would appear to be the quality of new appointments to replace non-professionals now filling professional positions, rather than a serious shortage of personnel.

The results of interchange sessions among State Council of Higher Education investigators and the Library Advisory Committee of the State Council, the Superintendent of Public Instruction and his staff, representatives of the State Library Board and the Virginia Library Association provided corroboration of the information previously gained through the documents secured from interested parties and professional publications.

Undergraduate education for teacher certification was discussed, as were general developments in library aide and technician training. But it was evident that graduate library education was the primary question to be dealt with.

Support for a graduate school of library science came from the Special Libraries Section of the Virginia Library Association and the School Librarians Division of the Virginia Education Association. Statements from public and academic librarians did not support the concept of need for the establishment of a graduate library program within the State. None of the groups presented data, however, which was objective in their pro/con view points. No additional documentation has been made available to augment findings, nor has any substantive data been generated to support the establishment of a graduate library school in Virginia.

While there is, doubtlessly, much additional data which could be collected to either corroborate or denigrate the idea of a graduate library education facility, it is clear that there is no overwhelming ground swell toward the establishment of one now. Current manpower needs in the light of normal projections of institutional expansions do not indicate such a move; practical constraints surrounding the nature of a graduate library school indicate that such a major expenditure at this time would be less valuable than the assignment of the funds to programs of higher priorities within the State system of higher education. It appears that, while a school would benefit some elements of the profession within the state, for the total aspect of librarianship in Virginia, other arrangements would present a satisfactory solution.

Nevertheless, it is evident that there are persons in Virginia who desire to pursue graduate library education without the financial burden of having to pay out-of-state tuition. They seek an educational program in librarianship as accessible as programs in other disciplines already offered in Virginia. This need can be met through contractual arrangements with accredited library schools in other states which share membership in the Southern Regional Education Board with Virginia. (see Appendix 4 for SREB By-Laws)

The cost for contractual arrangements will depend upon the number of students involved and the in-state vs. out-of-state tuition and fee differential at contract schools. This differential, paid to the contract school for the arranged number of Virginia students, is the usual aid given to students under this type of contract.

Contract Cost Estimation

The Library Schools at the University of Maryland and the University of North Carolina are the State-supported programs located in SREB states nearest to Virginia. These two institutions are recommended for contractual arrangements based on the number of students enrolled in them.

- a) According to the Annual Report of the School of Library Science at the University of North Carolina for the year 1970-71, students from Virginia already constituted the largest number of students from out-of-state (Summer, 1970—13; Fall, 1970—19; Spring, 1971—18). According to a report of the Dean of the School of Library Science at the University of Maryland there were 31 students from Virginia enrolled in the Spring of 1971.
- b) With the appointment of new Deans at both of these schools, further improvement in the already high quality programs can be expected.
- c) Both Deans have expressed a definite interest in pursuing such contractual arrangements.

It would seem appropriate to arrange for the admission of some more students than already enrolled at the proposed contract institutions. While negotiations and local conditions might lead finally to contracts with other Library Schools, cost estimates are based on fees at Maryland and North Carolina. The State Council of Higher Education would seek arrangements for 35 students at the University of Maryland, 25 students at the University of North Carolina, and 20 students at another institution, perhaps privately controlled, such as George Peabody College, Nashville, Tennessee, or the Catholic University of America in Washington, D.C.

Cost Estimation

An estimate of costs for a contract program is given below based on tuition and hours required to earn a degree. (see Appendix 3)

1. Graduate training in Library Science requires 30-36 semester hours of work.
2. Initial planning should provide assistance to eighty (80) students.
3. Costs at Maryland and North Carolina should be calculated for 35 and 25 students respectively. An average cost should be determined for twenty (20) additional students.

U. of Maryland semester hour tuition differential =	\$10.00
U. of N.C. semester hour tuition differential =	36.00
Peabody College differential with U. of Virginia resident graduate tuition =	\$36.00
Maryland Annual Cost for 35 students =	\$12,600
North Carolina Annual Cost for 25 students	32,400
Approximate Cost for 20 students	27,000
Estimate Annual Cost for 30 students	\$71,000
Estimated Cost for the 1972-74 biennium	\$142,000

PART FOUR
FINDINGS AND RECOMMENDATIONS
FINDINGS

Graduate Library Education

1. A graduate program in Library Science is not needed in Virginia at the present time.
2. Accredited graduate library education should be made available to qualified Virginians without the disadvantage of having to pay out-of-state tuition, since no school is available in the Commonwealth.
3. Contractual arrangements through the Southern Regional Education Board with existing accredited graduate Library Schools are the best way to provide that sort of educational opportunity for Virginians.

Undergraduate Library Education

Baccalaureate programs in librarianship already operating in Virginia do not presently need to be expanded.

Library Aide and Technician Training

Job opportunities for persons trained as library aides or technicians are not widely available in Virginia institutions and agencies.

Workshops for Active Librarians

1. Current workshop activities by professional groups in Virginia are to be commended.
2. Needs for keeping up to date on library management and technical advancements are not being fully met.
3. Support is needed for regional workshops on library management and technology.

RECOMMENDATIONS

Graduate Library Education

1. It is recommended that contractual agreements should be made with existing Library Schools accredited by the American Library Association and located in neighboring states which belong with Virginia to the Southern Regional Education Board, to provide educational opportunities to qualified Virginians without financial disadvantage.

The Commonwealth of Virginia has legal mechanisms, through this Board, to set up such contracts. Several agreements of this nature already exist, for example, in veterinary medicine to send Virginia students to the University of Georgia, and to receive students from Florida in dentistry at Virginia Commonwealth University. A graduate school of library science should not be established by the Commonwealth of Virginia at this time.

2. It is recommended that contractual arrangements be made with the School of Library Science at the University of North Carolina, Chapel Hill, and the School of Library Science at the University of Maryland, College Park, or other schools of Library Science in the

Southern Regional Education Board area which are accredited by the American Library Association as circumstances indicate to be appropriate. Circumstances would include need and interest of Virginia students, available space and willingness upon the part of a school to enter into a contract. Contracts should not be made with any Library School which is not accredited for graduate training in librarianship by the American Library Association, nor should contracts be continued, if entered upon, with any school which might lose such accreditation.

3. It is recommended that \$142,000 be appropriated by the General Assembly of Virginia for the 1972-74 biennium to satisfy contractual obligations for the training of eighty qualified Virginia citizens. These funds should be included in the Governor's budget for supplementary aid to higher education.

The actual sum provided to contract schools for each designated student should be the difference between each school's tuition and fees for in-state students and out-of-state students.

4. An administrative plan should be developed and implemented to handle all contract and financial arrangements on a year to year basis.

Baccalaureate Library Science Programs

1. It is recommended that there be no expansion of existing undergraduate programs in library science, nor should any new program be established. The decision to expand existing programs or establish a new program should be based on student demand and school needs for librarians. Careful attention should be given to the strength of resources and existing program quality in identifying a program for expansion.
2. It is recommended that the escalation of existing undergraduate course offerings to the graduate level should be discouraged. Current practices of this nature should be discontinued.

Library Aide and Technician Programs

1. It is recommended that an investigation be made of the possibilities for library aide training programs in the Commonwealth.
2. It is recommended that programs for training aides and technicians, should a need for them be identified, be situated only in well established institutions of higher learning which are centrally located and have adequate professional staff and library facilities to support them.

APPENDICES

AND

REFERENCES

Appendix—1

Certification Regulations for Librarians in Virginia's Public Schools

To secure endorsement in library science a teacher must take a minimum of 18 semester hours of course work in library science which must include methods of teaching the use of materials.¹

I. Materials: Selection and use 12 hours

Courses in each of the following:

- Childrens Literature
- Adolescent and Adult Literature
- Reference and Bibliography
- Non-Book Resources

Organization and Operation of a Library 6 hours

Courses in each of the following:

- School Library Administration
- Technical Processing

Directed School Library Service 3 hours

(Two years of successful experience as a librarian will satisfy the requirement)

¹ Certification Regulations for Teachers
State Board of Education, p. 13.

Appendix—2

Regulations of the State Board for the Certification of Librarians

Chapter II, Title 54-268, Code of Virginia

1. Certificates without examination shall be granted to applicants who are graduates of library schools accredited by the American Library Association for general library training.
2. Other applicants may be certified by examination or credentials which indicate attainments and abilities equivalent to those of a library school graduate.
3. The Board may grant, in general emergency conditions, temporary or provisional certificates to applicants who have not met these requirements.
4. School librarians are exempt from these regulations.

Selected Characteristics of
Accredited Library Science Programs
in the SREB Area
1970

Institution	Degree	Semester Hours Req.	Resident	Tuition	Non-Resident
Catholic University *	MSLS	34		1050 sem.	
U. of Maryland	MLS	36	38.00 hr.		48.00 hr.
Atlanta U.*	MSLS	36		550 sem.	
Emory U.*	MA,ML	30-40		725 quarter	
Florida State U.	MS,MA	36	175 q.		425 q.
U. of Kentucky	MSLS,MALS	36	140 s.		480 s.
Louisiana State U.	MS	36	160 s.		260 s.
U. of North Carolina	MSLS	39	112.50 s.		650 s.
Peabody College *	MLS	36		60.00 hr.	
U. of Oklahoma	MALS,MLS	30-36	14.00 hr.		36.00 hr.
U. of Texas	MLS	30	50 s.		200 s.
North Texas State U.	MLS	30-36	105.50 s.		255.50 s.
Texas Women's U.	MA,MLS	30-36	88 s.		238 s.
* Private Schools					

Appendix—4

THE SOUTHERN REGIONAL EDUCATION

Compact

Paragraph 7: In addition to the power and authority heretofore granted, the Board shall have the power to enter into such agreements or arrangements with any of the States and with educational institutions or agencies, as may be required in the judgement of the Board, to provide adequate services and facilities for graduate, professional, and technical education for the benefit of the citizens of the respective state residing within the region,

signed February 8, 1948 Wm M. Tuck, Governor
Commonwealth of Virginia

By Laws

Southern Regional Education Board

ARTICLE 1: Purpose, Functions, and Policies

SECTION 2: Functions

- c) Serve as an administrative device for carrying out interstate arrangements for regional educational services and institutions.
- d) Serve as fiscal agent for carrying out interstate arrangements for regional education services and institutions.

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