

PROCEDURE FOR STUDY

REPORT ON STUDY OF STAFF STANDARDS FOR STATE TEACHERS COLLEGE LIBRARIES IN MASSACHUSETTS

COMMITTEE FOR STUDY

Miss Beatrice Bouchard, Chairman--- Bridgewater

Mr. William Joyce, -- Lowell

Miss Rita M.L. Morris, -- Worcester

SCHEDULE OF MEETINGS

Lowell, December 10, 1955.

Boston, March 26, 1956

Bridgewater, April 6, 1956.

II. Outline

- A. The purpose of the report
- B. The aims and functions of the College Library in an Institution for Teacher Education
- C. Report on minimum staff standards with respect to number and status of library staff in a four-year degree granting institution of higher education
- D. Adaptation of findings to State Teachers Colleges in Mass.
- E. Recommendations

PROCEDURE FOR STUDY

The Committee for the Study of Staff Standards of the Council of Librarians of the Massachusetts State Teachers Colleges met at Lowell on December 10, 1955. Mr. William Joyce and Miss Beatrice Bouchard, Chairman, were present. Miss Morris was unable to attend.

As a result of the meeting it was decided to:

I. Consult

- A. Accrediting associations for higher education on the following:
 - 1. Minimum number of staff members for efficient operation
 - 2. Status of library staff members
- B. Library Associations of pertinent matter
- C. Literature in the field concerning this area

II. Outline

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ORGANIZATIONS CONSULTED

These twelve Regional and National Associations for accreditation in higher education were consulted. The list was taken from the Educational Directory, 1954-55, Part IV, Educational Associations.

- TC 1. American Association of Colleges for Teacher Education. Oneonta, N.Y.
- TC 2. Association for Higher Education. (NEA) Washington, D.C.
- C 3. Association of American Colleges. Washington, D.C.
- R 4. Middle States Association of Colleges and Secondary Schools. Penn.
- TC 5. National Commission on Teacher Education and Professional Standards (NEA). Washington, D.C.
- TC 6. National Council for Accrediting of Teacher Education. Washington, D.C.
- R 7. New England Association of Colleges and Secondary Schools
- R 8. North Central Association of Colleges and Secondary Schools. Minnesota
- R 9. Northwest Association of Secondary And Higher Schools. Washington.
- R 10. Southern Association of Colleges and Secondary Schools. Atlanta, Ga.
- R 11. Western College Association. Fresno, California
- C 12. No. Carolina

CODE

- TC 4 Teacher Education
- C 2 Higher Education
- R 6 Regional of Colleges and Universities or Secondary Schools

10 of the 12 answered. Two of these were beside the point -- one, a negro organization; the other, just a teacher-training institution.

1. Revised Standards and Policies for Accrediting Colleges of Teacher Education of the American Association of Colleges for Teacher Education, p. 32-33

"The library of a college for teacher education should facilitate the instructional, research, and public-service programs of the college. Obviously, there is not a set of exact standards that would be equally desirable for all such libraries. Library facilities must be adjusted to the specific purposes and services of the institution and so will vary quantitatively and qualitatively as the purposes vary.....The chief librarian or someone responsible for the direction of the professional library should preferably have additional professional preparation and experience in the field of Public School Education. The staff should include one or more librarians experienced in the field."

2. Did not answer

3. Have nothing called Standards and Policies

4. Bulletin of Information 1955. Middle States Association of Colleges and Secondary Schools. Sec. III, p. 2. "Standard Five. Each school should have a library which is the center for resource material for every aspect of the school program. There should be a professionally competent staff, and an adequate collection of books, periodicals, auditory and visual aids, and other resource material. These facilities should be effectively used in the functioning of the educational program."

5. Did not answer

6. Report "out of print"

7. Minimum requirements for an acceptable school. New England Association of Colleges and Secondary Schools. p. 4. "A senior college or university should have a professionally administered library adequate to the effective realization of its stated educational objectives..... One or more full-time professionally trained librarians should be employed and at least one should have full faculty ranking."

8. Revised manual of accrediting. North Central Association of Colleges and Secondary Schools. Section V, p. 1. The library. This section is under intensive study at the present time and will probably be revised in the near future.

9. Guide for Self-evaluation and Accreditation of Higher Schools. Northwest Association of Secondary and Higher Schools. p. 9 "The library will be rated as to its adequacy in meeting the needs of students, faculty, and the program of the institution whether on or off the campus. The several criteria employed in such rating will be concerned with library holdings, operational support, and actual extent of utilization. Balance with respect to books of reference, periodicals, collections in general and special fields, recency of publication and administration are all matters affecting the merit of an institution in this field."

10. Standard IX. Southern Association of Colleges and Secondary Schools. "In order to insure faculty-library cooperation and a high quality of library service the librarian and other members of the professional staff should be well qualified academically, professionally, and personally and they should have faculty rank, comparable salaries and privileges."

FINDINGS CONTINUED

11. Negro organization

12. Statement of Standards 1955. Western College Association. "The staff should be adequate in number and preparation, should be efficiently organized and should have satisfactory salary and working conditions."

CONCLUSION:

Library Staff should be adequate and competent to meet needs of respective institutions. Yet, how adequate is adequate, and how competent is competent?

OTHER INQUIRIES

March 1, 1955.

1. Helen Geer.... ALA Headquarters (American Library Association)

Miss Geer writes "Since Miss Timmerman is the person at Headquarters who answers the questions on library staffs, I am forwarding your letter to her. If she has any material to send you, I am sure that you will hear from her."

2. Arthur Hamlin, Executive Secretary, Association of College and Reference Librarians. ALA Headquarters.

Mr. Hamlin writes "Miss Timmerman is the authority here on library staff standards, so I'm sending your letter on to her for comments she may wish to make." Have not heard as yet from Miss Timmerman.

3. Donald Woods ACRL Committee Chairman on Standards of Teachers College Libraries, Wisconsin State Teachers College

Mr. Woods writes "Our committee is somewhat bogged down in coming to some agreement, so you had better check with the Chairman: Dr. R. F. Schaupp, Librarian Eastern Illinois State Teachers, Charleston, Ill. He may be able to give you some information. I believe that the state colleges of Louisiana completed some standards about two years ago."

April 2, 1956.

Wrote to Dr. Schaupp and to Anna Davis, Southeastern Louisiana College Library, Hammond La.

LIBRARY LITERATURE ON STAFF STANDARDS

PRIMARY SOURCES

ALA 1947 Classification and Pay Plans for Libraries in Institutions of Higher Education. Vol. I. Degree-granting Four Year Institutions

ALA 1947 Library Score Card

College and Research Libraries. "College and University Library Statistics, 1954-1955." by Dale M. Bentz. Jan. 1956.

U.S. Docs Office of Education. Biennial Survey of Education in the U.S., 1950-1952. Chapter VI. "Statistics of Libraries in Institutions of Higher Education."

SECONDARY SOURCES

ALA Descriptive List of Professional and Non-professional Duties in Libraries

ALA 1952 College and University Personnel Organization and Procedure

ALA "Minimal Standards for Secondary School Libraries in New Jersey". School Libraries. Jan. 1956. p. 20-23.

Alexander, Carter. Tomorrow's Libraries for Teachers Colleges.

California State Department of Education. 1955. A Restudy of the Needs of California in Higher Education.

College and University Business. "Analysis of Library Expenditures". by Russell and Doi. Jan. 1956.

Cooperative Study of Secondary School Standards. Evaluative Criteria. 1950 ed.

Fargo, Lucille. The Library in the School.

Johnson. Vitalizing a College Library.

Johnson, Lindstrom. The Librarian and the Teacher in General Education.

Randall and Goodrich. Principles of College Library Administration.

U.S. Docs. Office of Education. Bull. 1954. No. 15. School Library Standards.

Wilson, Lowell, and Reed. The Library in College Instruction.

CONCLUSIONS:

Secondary Sources and materials point to four primary sources. These four primary sources quoted in the above secondary materials are the sources utilized in providing this report.

REPORT OF THE SPECIAL COMMITTEE TO STUDY NEEDS OF LIBRARIES IN
MASSACHUSETTS STATE TEACHERS COLLEGES

PURPOSE:

Massachusetts State Teachers Colleges are no exception! Atune to the mid-twentieth century trends, they are expanding at an almost vertiginous speed. In some instances the faculty and the students have doubled in number within the last five years... a well known fact. Are the libraries and librarians keeping pace in development with the institutions for which they are the nerve centers?

The purpose of this report is a study of library staff standards, more specifically, those of staff number and status, for colleges comparable in size to the Massachusetts State Teachers Colleges. This study was made in order to evaluate our respective positions and make recommendations for the furtherance of efficient library service within the individual institutions and for the promotion of education as a whole.

AIMS AND FUNCTIONS OF THE COLLEGE LIBRARY IN AN INSTITUTION FOR
TEACHER EDUCATION.
TEACHER EDUCATION

The basic aim of the college library is to provide materials and services of a quality and quantity such as to make the maximum contribution possible to the total college problem. The kind and size of the individual library will vary with the college it serves, but certain primary functions are common to all.

A library in an institution for higher education must provide a collection of materials of sufficient comprehensiveness, including basic and current material to adequately supplement instruction given in the class-room and the laboratory. In addition, the library should vigorously support the college's extra-curricular program. In order to fulfill these functions, it will be necessary

to acquire not only general and special reference books, subject books, pamphlets, periodicals, maps, and government documents, but also film-strips, film, micro-film, music, recordings and many other forms of recorded information as they become important in the field of education, as well as books for recreational reading.

It is necessary, also, to provide the faculty with the materials and services fundamental to their instructional needs and with the technical and specialized materials needed to help them keep abreast of their subject fields. As far as possible, the library should provide the faculty with its research needs, although this function is necessarily a subordinate one, to be governed by budgetary and staff limitations. Inter-library loan and the purchase of photostats and micro-film should be used before resorting to the purchase of expensive and very specialized books and journals.

The library should continually encourage students to develop efficient techniques in the independent use of books and other library materials in their search for knowledge and help them build an interest in general reading that they can carry away with them after college.

The college library should meet the needs of extension students and faculty wherever such courses are offered. It should provide such facilities as "Reserve Books", convenient open hours, and staff adequate to answer reference questions.

In particular, a library in a college of teacher education is responsible for building and servicing the special collections needed in the instruction of novice teachers. Included in this category are collections of sample tests, courses of study and curriculum guides, resource units, and elementary and secondary texts wherever appropriate.

Finally, a State Teachers College, because of the nature of its support and unique place in the community, should provide, in so far as possible, the professional members of the area with the technical and specialized materials necessary for their professional growth.

STAFF STANDARDS AND STATUS

The money involved in establishing and maintaining a library is not effectively used unless the services of professional librarians and adequate non-professional assistants, which may be either clerical help or student help, are provided. The library picture is a complex one and ratios of professional library staff members to non-professional and student assistants often appear uneconomical.¹

Activities and duties in the library may be viewed under three aspects for the professional staff members: administrative, technical, and educational; clerical mechanical for the non-professional and student assistants. Cf. Tabulation from Fargo at the end of this report.

So as to meet these activities and duties the library must be provided with a well-balanced number of staff members. The first source studied by the STCL Committee is the ALA Classification and Pay Plans for Libraries in Institutions of Higher Education: degree-conferring four-year institutions. In drawing up a pattern for libraries in institutions of higher education for the country as a whole, the ALA Sub-committee is in no sense attempting or recommending nation-wide regimentation. It believes that this pattern will serve as a guide. This ALA Committee felt that some sort of a determination of a library's service load is essential preparatory to the development of any plan for its organization. The sub-committee developed, after much testing, a method of computing the service load in terms of service units based on varying numbers of underclass and upper-class students, graduate students, and faculty members.

The formula is as follows:

Each underclass student	is counted as	1 unit
" upperclass	" " "	" 2 units
" honors	" " "	" 3 "
" graduate	" " "	" 4 "
" faculty member	" " "	" 5 "

1. McNeal: "Financial problems of Libraries", College and Research Libraries. O '54 15: p.407-410. McNeal suggests "that one professional staff member should be able to direct the activities of two non-professional employees."

ADAPTATION OF FORMULA TO STATE TEACHERS COLLEGES IN MASSACHUSETTS

ENROLLMENT

	Number of Freshmen & Sophomores	Number of Juniors & Seniors	Number of Honors Students	Number of Graduate Students	Number of Faculty	Total Number of Students
Boston	599	258	----	29	56	886
Bridgewater	483	277	----	520	57	1280
Fitchburg	345	187	----	114	57	646
Framingham	336	266	----	1	59	603
Lowell	234	222	----	73	46	529
Mass. Art	248	188	----	----	29	436
No. Adams	110	46	----	85	13	241
Salem	735	510	60	21	45	1326
Westfield	217	114	----	97	31	428
Worcester	313	188	----	342	31	843

TOTAL UNIT LOAD OF STATE TEACHERS COLLEGES BASED ON ENROLLMENT

Boston	599	516	----	116*	280	1511
Bridgewater	483	554	----	2080	285	3402
Fitchburg	345	374	----	456	285	1460
Framingham	336	532	----	4	295	1167
Lowell	234	444	----	292	230	1200
Mass. Art	248	376	----	----	145	769
No. Adams	110	92	----	340	65	607
Salem	735	1020	180	84	225	2144
Westfield	217	228	----	388	155	988
Worcester	313	376	----	1368	155	2212

*

Note: Since the graduate Students at State Teachers Colleges are part-time students some adaptation of this scale should be made.

The libraries of institutions of higher Education are arranged in six classes for degree-conferring four-year institutions. The number of service units which the library has as its service load determines in which one of the various classes the institution belongs.

CLASS I-- Degree-conferring four-year institution library having less than 800 service units would apply to Mass. Art and North Adams. For these

institutions the minimum numerical staff standards call for "In addition to the Chief Librarian, there shall be one assistant's position of professional grade."

CLASS II-- Degree conferring four-year institution library having 800-1499 service units covers Fitchburg, Framingham, Lowell. The minimum numerical staff standards for these colleges are "In addition to the Chief Librarian, there shall be three assistant's positions of professional grades for the first 800 units plus one more assistant's position of professional grade for each additional 500 units or major fraction thereof."

CLASS III-- Degree conferring four-year institution library having 1500-2499 service units takes in Boston, Salem and Worcester. Here the minimum numerical staff standards are the same as Class II.

CLASS IV-- Degree-conferring four-year institution library having 2500-4999 service units applies to Bridgewater. Here again, the staff organization is the same as that quoted for Class II.

Assuming first, that the 60 honor students reported by Salem are students having a 4.0 point average and not students with honors privileges of seminar work and secondly, that part-time graduate students are given a one per unit load, the re-classification and the total unit loading are as follows:

	Re-classification	Unit Load Revised
Boston	Class II	1424
Bridgewater	Class III	1842
Fitchburg	Class II	1118
Framingham	Class II	1164
Lowell	Class II	981
Mass. Art	Class I	769
No. Adams	Class I	352
Salem	Class III	2184
Westfield	Class I	697
Worcester	Class II	1186

The Classification and Pay Plans... is uniform in recommending for each class clerical and student workers sufficient to assure that not more than 60% or less than 40% of total staff hours shall be clerical or student service.

The second part of this study is concerned with "staff status". Classification and Pay Plans ... p. XVI "as all professional staff members contribute to the educational program of the institution they are deemed to be of an academic rank corresponding to deans, teaching staff, and departmental assistants. They should also enjoy the academic privileges including participation in retirement plans."

Positions in the library's clerical service are similar to clerical positions in the business and other offices of the institutions. To hold a position in this service the incumbent is not required to have had prior library education or experience."

The second source considered documentary is the Biennial Survey of Education in the United States, 1950-52 Chapter 6: Statistics of Libraries in Institutions of Higher Education 1951-52, by the U.S. Department of Health, Education and Welfare; Office of Education. From the statistics of Table XIX, page 49, a nationwide picture arranged by states, if we ratio student enrollment (graduate and undergraduate) to full-time professional library staff members per state we find for Massachusetts:

71,540 under-graduate students

8,867 graduate students

686 full-time professional librarians

Therefore: one librarian per 117 students

According to these statistics Massachusetts State Teachers Colleges enrollments are as follows:

Boston	886/117	886/168*
Bridgewater	1280/117	
Fitchburg	646/117	
Framingham	603/117	
Lowell	529/117	
Mass Art	436/117	
No. Adams	241/117	
Salem	1326/117	
Westfield	428/117	
Worcester	843/117	

117 | 603 | 5
585

*Ratio based on the Continental United States.

Total student enrollment (Undergraduate	1,879,033)
(Graduate	223,775)

Total full-time staff..... 11,210

To support the first set of findings in Classification and Pay Plan the Biennial Survey of Libraries in Institutions of Higher Education states on p. 24 "small libraries with three full-time staff members or less, as a rule, can give merely the barest type of library service in support of the curriculum, and the professional librarians commonly perform many routine tasks to which only non-professional personnel are assigned in larger libraries."

A second excerpt from the Biennial Survey p. 25 will support what has already been said concerning "faculty status". A major concern of librarians employed by institutions of higher education has, for many years, been their "faculty status". This has commonly meant equal treatment with the teaching faculty in matters of salary, sick leave, vacation, sabbatical leave, retirement and annuity benefits, tenure, voting, and social privileges. With advanced academic training comparable to that of professional educators, and a close association with the educational program, members of the college or university library staff

have felt entitled to, and in many cases, have been accorded appropriate faculty standing. While there is some variation among colleges and universities in the granting of faculty status for librarians, it has generally been interpreted to include privileges enjoyed by other officers of administration or instruction.

RECOMMENDATIONS: 1952.

These recommendations, drawn up after serious considerations on the part of the Committee appointed to study the matter are offered in an attempt to improve the professional, instructional and other services offered in the libraries of the State Teachers Colleges in Massachusetts and bring these libraries into line with the best practices in the field of library service and administration.

1. That three full-time professional librarians be considered the minimum staff for any Massachusetts State Teachers College Library where there is an enrollment of 800 students and two, in colleges with an enrollment of less than 800 students;
2. That there be at least one clerical assistant for each Massachusetts State Teachers College Library;
3. That clerical and student help be furnished the library on the basis of .40-.60 % of the number of hours worked by the professional staff;
4. That all professional librarians enjoy faculty status and due consideration be given to librarians with greater responsibilities;
5. That the librarian assuming responsibility for library services during "Summer School" get compensation in time at another date determined by the Head Librarian or by mutual understanding.

Conclusion: If State Teachers Colleges are to have College Libraries we have a challenge!! Let us hope this is a step in the right direction!

35 hours
60%
21 hours
maximum

35
40%
14 hours
minimum