

A SURVEY OF RURAL LIBRARIANS ON CONTINUING EDUCATION

Steven Herb, Research Assistant
Center for the Study of Rural Librarianship
Clarion State College

During the fall of 1980, a telephone survey of rural librarians was conducted by the Center for the Study of Rural Librarianship to sample opinions of continuing education. The Center sponsored the survey for two purposes: 1) to augment its growing data base on rural libraries and rural library employees and 2) to provide continuing educators with more detailed information on rural public librarians and their needs.

The study attempted to avoid some of the problems encountered in previous continuing education surveys through several means. The first was an initial trial survey using two different forms to check respondents' accuracy when giving information about their own behavior vs the behavior of others. It was found that the specificity of the questions negated the need for alternate forms. The second was the use of follow-up questions to confirm a respondent's answer. They usually followed the original question closely but were of a different form to avoid repetition and the possibility of annoying the respondent. Two examples are:

- 1) As a follow-up to Question 1, "Have you participated in any continuing education?", respondents

were asked to provide detailed information on the last course or activity they took, and

- 2) At the conclusion of the request for ratings of different course formats and locations (Question 3), the question, "What is your favorite method?" (Question 4), was asked to check the accuracy of the ratings.

The survey format is reproduced in Appendix I on page 109 to allow the reader a clearer interpretation of results.

Methodology

Libraries to be surveyed were randomly selected from the 448 libraries listed in Rural Public Libraries in Pennsylvania: A Directory.¹ A library could be rejected for the survey for four possible reasons:

1. It was a district library
2. It was a county library
3. It had no telephone, or
4. It had been phoned during the trial survey.

All other libraries selected were phoned during standard business hours, 9:30-5:30. A library was called on three different days at three different times before being dropped from the study as unavailable. This occurred only three times, and on those occasions the next randomly selected library on the list was called and surveyed. Only two librarians refused to be surveyed, both for personal reasons, and one librarian could not be reached at a time convenient for her schedule. All

three of these libraries were also replaced with the next three randomly selected libraries on the list.

Forty-one librarians were surveyed by telephone over a three week period in September and October, 1980. In each case, the person requested for the survey was the name listed in the directory or his replacement if he was no longer employed at the library. In all forty-one cases the person interviewed was the person in charge of the library though the titles ranged from library assistant to director of administration. The telephone interviews were typically ten to twenty minutes long and were usually conducted in the afternoon. Anyone requesting a more convenient time was called at a time of his choosing.

Results

Twenty-eight (68%) of the forty-one respondents had previously taken a continuing education course or participated in a continuing education activity compared to thirteen (32%) who had not. Appendix II on page 113 lists the last continuing education course or activity completed by each librarian. It can be seen from the list that rural librarians are sampling broadly from the library science field and occasionally from related fields. The reasons given for taking the courses are listed in Appendix III on page 115. The courses met in three basic locations: a college or university (12), a library (7), or a miscellaneous location (10), e.g., a town hall or hotel.

The course sponsors are listed in Table I; sponsorship is divided among colleges/universities, libraries, and library associations.

Table I

Sponsorship of Continuing Education Courses

Colleges:	Shippensburg (1) West Chester (1) Clarion (5) Villa Maria College (1) Drexel (1) University of Pittsburgh (1) Pennsylvania State University (1) Miami University of Ohio (1)
Libraries:	public library (3) county library (1) district library (3) state library (6)
Associations:	Eastern Pennsylvania Librarian Association (1) Pennsylvania Library Association (8)

Twenty-six of the twenty-eight respondents who had taken continuing education courses thought their last course to be valuable. The most frequently given reason for the course being valuable was that it taught the respondent useful information. Four other reasons named more than once were: 1) helped me get ideas to make the library interesting for patrons; 2) gave me new ideas; 3) learned interesting things; and 4) met and interacted with other librarians.

The reasons for not taking continuing education courses given by the other thirteen respondents are listed below:

ready to retire/retired (2)
busy raising family (2)
working on a degree
no money to spend on education
too busy/no time (5)
does not need for job
never thought about it
not interested in library science

Survey question 3 required a rating of A (4.0 - excellent), B (3.0 - good), C (2.0 - average), D (1.0 - poor), or F (0.0 - awful) for nine different methods or techniques of continuing education or in some cases locations combined with methods. The mean rating on each technique was computed for the following groups:

- A. All respondents
- B. Those who have taken continuing education courses or activities
- C. Those who have not taken continuing education courses or activities
- D. Librarians 20 - 29 years old
- E. Librarians 30 - 39
- F. Librarians 40 - 49
- G. Librarians 50 - 59
- H. Librarians over 60
- I. Librarians with no college degrees
- J. Librarians with a B.S. or B.A. in any subject field
- K. Librarians with an M.L.S.
- L. Librarians in particular job less than 5 years
- M. Librarians in particular job 5 - 10 years
- N. Librarians in particular job 10 - 15 years
- O. Librarians in particular job over 15 years

Table II reports rating data for the fifteen groups.

Table II

	Workshops	Courses for Aca- demic Credit	Television Courses	Summer Programs	Correspondence Courses	Conferences & Conventions	Weekend Courses for Acad. Credit	Programs at Own Library	Programs at District Library
A. All respondents (41)	3.46 (34%)*	3.05 (12%)	2.33 (7%)	2.74 (7%)	2.45 (7%)	2.61 (0%)	2.80 (12%)	3.00 (7%)	3.24 (12%)
B. Those who have taken cont. education (28)	3.5 (36%)	3.0 (14%)	2.2 (7%)	2.8 (11%)	2.3 (4%)	2.7 (0%)	3.0 (7%)	3.2 (7%)	3.4 (14%)
C. Those who have not taken cont. education (13)	3.4 (31%)	3.1 (8%)	2.5 (8%)	2.5 (0%)	2.7 (15%)	2.5 (0%)	2.4 (23%)	2.5 (8%)	2.8 (8%)
D. Librarians 20-29 (6)	3.6	3.0	2.4	2.4	1.8	3.2	2.8	3.2	3.8
E. Librarians 30-39 (8)	3.3	3.2	2.6	2.2	2.4	2.2	3.2	3.1	3.4
F. Librarians 40-49 (9)	3.4	3.1	2.9	2.9	2.5	2.6	3.1	2.4	2.8
G. Librarians 50-59 (12)	3.6	2.8	1.8	2.5	2.2	2.5	1.9	3.0	3.5

	Workshops	Courses for Aca- demic Credit	Television Courses	Summer Programs	Correspondence Courses	Conferences & Conventions	Weekend Courses for Acad. Credit	Programs at Own Library	Programs at District Library
H. Librarians 60+ (6)	3.2	3.2	2.2	3.7	3.3	2.8	3.3	3.7	3.0
I. Non-degree librarians (17)	3.4 (6%)	3.0 (24%)	2.5 (18%)	2.6 (6%)	2.7 (12%)	2.4 (0%)	2.8 (12%)	2.6 (6%)	3.4 (12%)
J. Librarians with B.S. (12)	3.6 (58%)	3.0 (0%)	2.0 (0%)	3.1 (0%)	2.8 (8%)	2.6 (0%)	2.7 (17%)	3.2 (8%)	3.2 (8%)
K. Librarians with M.L.S. (12)	3.5 (50%)	3.0 (8%)	2.4 (0%)	2.6 (17%)	1.8 (0%)	2.9 (0%)	2.8 (0%)	3.4 (8%)	3.2 (17%)
L. Librarians in job for less than 5 years (20)	3.4	3.2	2.7	2.6	2.4	2.6	2.9	2.6	3.2
M. 5-10 years (10)	3.8	3.0	2.0	2.8	2.0	2.6	3.0	3.3	3.6
N. 10-15 years (6)	3.3	2.9	1.8	2.8	3.0	2.7	2.2	3.2	3.0
O. Over 15 years (5)	3.2	2.8	2.0	3.4	3.0	2.7	2.8	3.6	3.2

* The number of times a category was selected as the respondents' favorite is represented by percentages in parentheses, e.g., 34% of all respondents selected workshops as their favorite method, 7% chose television courses, etc. One respondent did not select a favorite method which alters the A. All respondents and I. Non-degree Librarians data by a few percentage points. The "rounding off" of percentages accounts for the range of 99-101% totals found in the remaining respondent groups.

A statistical analysis yields some clearly popular and unpopular selections. "Workshops" received the highest rating with a mean score of 3.46 across all respondents. Another significantly high rating was the 3.24 average rating received by "Programs at district library." "Correspondence courses" were unpopular with a 2.45 rating, and "Television courses in your own home" received the lowest rating of 2.33. The remaining five continuing education techniques received average ratings ranging from 2.61 to 3.05. In question 4, respondents were also asked to select their favorite method of the nine they had just rated in question 3. First choice selection was equally divided among seven of the continuing education techniques, but there were two significant exceptions. "Workshops" was selected as the favorite technique by one out of three respondents (34%) and "Conferences and Conventions" was never selected (0%).

There were no significant differences between the ratings of those who had taken continuing education courses and those who had not taken continuing education courses, but there were some interesting tendencies. Weekend courses, summer courses, programs at own library, and programs at district library were more favorably rated by those who had had previous continuing education experience while correspondence courses and television courses were more favorably rated by those without previous experience in continuing education.

"Workshops" received the highest rating across all age groups with the lowest rating being a 3.2. "Courses for academic

credit" was above 3.0 for all groups except for the 50-59 year old librarians. All television ratings were below 3.0 with a low of 1.8 for the 50-59 year olds. The lowest rating given by the 20-29 year old group was a 1.8 to "Correspondence Courses" which received the highest rating of 3.3 from the 60+ group. Perhaps that's a sign of the waning popularity of the correspondence course in the face of the ubiquitous workshop. The younger librarians newly out of college probably associate correspondence courses with truck driving and bartending ads on late night television, while the over-60 librarian remembers correspondence courses fondly as the only way to obtain certain information and still raise a family. The 20-29 year old group gave conferences and conventions its highest rating of 3.2, while everyone else averaged less than 2.8. This might be accounted for by mobility and family ties. Younger librarians are likely to be single and excited by the prospect of travel, while older librarians may have more responsibilities to a family. "Programs at own library," "Workshops," "Programs at district library," and "Summer programs" were all relatively evenly distributed. One interesting point that should be mentioned is that the 60+ librarians do not behave the way national continuing education studies predict they will behave. Instead of having an "I'm too old for continuing education" attitude, the ratings show that age is not as important a factor as might have been predicted.

The differences in ratings given by non-degree vs bachelor degree vs M.L.S. librarians are similar to the differences found between librarians who have taken continuing education courses and those who have not. Correspondence courses are much more popular with non-degree librarians (2.7) and librarians with a B.S. in a variety of subject fields (2.8) than with M.L.S. librarians (1.8). The opposite occurs on conferences and conventions where the more advanced the training, the higher the rating: non-degree - 2.4, B.S. - 2.6, and M.L.S. - 2.9. Although most of the other categories are rated similarly by librarians regardless of training, the selection of favorite methods does differ significantly among the librarians. Workshops have very similar ratings of 3.4 for non-degree, 3.6 for B.S. and 3.5 for M.L.S. librarians. However, only 6% of the non-degree librarians selected workshops as their favorite method compared to 58% of the librarians with a B.S. and 59% of the librarians with an M.L.S. Twenty-four percent of the non-degree librarians selected courses for academic credit compared to 8% for librarians with either a bachelor's degree or masters degree. One other major difference was in the television course category where only non-degree librarians selected television courses as a favorite method (18%).

There were few significant differences in the ratings obtained by categorizing length of employment, but there was an interesting trend in the data. The longer one worked in a

position the greater the tendency to rate courses closer to home higher than courses requiring a great deal of travel. Ratings for programs at the respondent's own library and correspondence courses went up over time employed, whereas ratings for courses for academic credit and weekend courses were higher for librarians in a position less than ten years compared to a librarian working more than ten years.

Question 5 requires respondents to state whether they have a need to participate in any continuing education in the future, and the follow up questions request specific course or activity needs. Twenty six or 63% of all respondents indicated a personal need for continuing education while fifteen or 37% did not see such a need. Of those who had previously completed a continuing education course or activity, twenty-one (75%) felt they needed more and seven (35%) did not. Of the group who had never taken a continuing education course or activity, five (38%) indicated a need to do so and eight (62%) did not see such a need. Appendix IV on page 117 lists particular courses respondents named as needed and their reasons for naming them. The suggested sponsoring agencies (5d) and locations (5c) were very similar to the actual sponsors and locations named in questions 1c and 1d. Colleges or universities were named fifteen times, and libraries or library associations were named sixteen times. If a specific location was given, it was either a library (e.g., district) or a college (e.g., Clarion or Drexel) but most people gave a distance from their place of work as the location (e.g., within 50 miles).

When asked if the course the respondents named would advance their job status or give them a higher salary, fifteen replied "no" from the group which had taken continuing education previously compared to six "yes" answers. Those who had never taken continuing education replied with two "yes" answers, two "no" answers, and one "no response."

Question 6 requires respondents to rate some possible course offerings with letter grades as in Question 3. Letter A again is interpreted 4.0, but the language associated with the letter rating is slightly different. "A" stands for "I'd really like to take the course--excellent idea", "B" (3.0) --"good idea", "C" (2.0) -- "maybe I'd take the course", "D" (1.0) -- "probably not", and "F" (0.0) -- "never".

Table III lists the ten courses and the mean rating each course received by the same groups listed in question 3 on Table II: total respondents, those who have taken continuing education, those who have not, etc.

Table III

	Cata- logging & Classi- fication	Book Selection	Adminis- tration	Basic Reference	Local History	Philosophy	Polit- ical Science	Compar- ative Religions	Literature	Genealogy
A. All respondents (41)	2.63	2.98	2.83	3.21	3.06	1.82	2.17	1.89	3.09	2.99
B. Those who have taken cont. educa. (28)	2.5	2.9	3.1	3.2	3.3	1.8	2.1	1.8	3.1	3.2
C. Those who have not taken cont. education (13)	3.0	3.1	2.2	3.3	2.5	1.8	2.2	2.1	3.0	2.6
D. Librarians 20-29 (6)	2.4	2.6	3.0	3.6	3.2	1.4	2.1	1.5	3.0	3.0
E. Librarians 30-39 (8)	2.1	3.1	2.8	2.8	2.7	1.3	1.6	1.3	2.1	2.5
F. Librarians 40-49 (9)	3.0	3.1	3.3	3.7	3.1	2.6	2.9	2.6	3.7	3.3
G. Librarians 50-59 (12)	2.3	2.8	2.5	3.0	3.2	1.8	2.2	1.8	3.3	3.1

	Cata- logging & Classi- fication	Book Selection	Adminis- tration	Basic Reference	Local History	Philosophy	Polit- ical Science	Compar- ative Religions	Literature	Genealogy
H. Librarians 60+ (6)	4.0	3.7	3.2	3.7	3.5	2.0	2.3	2.5	3.7	3.3
I. Non-degree librarians (17)	3.2	2.9	2.2	3.4	3.2	2.0	2.0	1.8	3.0	2.7
J. Librarians with B.S. (12)	3.3	3.8	3.0	3.4	2.9	1.9	2.4	2.3	3.4	2.9
K. Librarians with M.L.S. (12)	1.2	2.3	3.5	2.7	3.3	1.5	2.1	1.6	2.8	3.2
L. Librarians in job for less than 5 years (20)	2.4	2.8	2.8	3.2	2.9	1.6	2.2	1.8	2.9	2.9
M. 5-10 yrs. (10)	2.8	3.3	3.3	3.8	3.1	2.4	2.8	2.4	3.5	3.4
N. 10-15 yrs. (6)	2.8	2.5	2.2	2.3	3.7	1.2	1.5	1.3	2.5	2.7
O. Over 15 yrs. (5)	3.4	2.4	2.6	3.2	3.6	2.2	1.8	2.0	3.6	2.4

Across all respondents Basic Reference (3.21) and reference courses in Local History (3.06) and Literature (3.09) received the highest ratings followed closely by Book Selection (2.98), reference course in Genealogy (2.99), and Administration (2.83). Cataloging and Classification received a middle ground rating of 2.63, and the lowest ratings were received by reference courses in Comparative Religions (1.89), Political Science (2.17), and Philosophy (1.82).

The ratings examined by age and years on the job do vary but not in any consistent manner. Data indicate that Basic Reference and reference courses in Literature, Genealogy, and Local History are far more popular than reference courses in Philosophy, Political Science, and Comparative Religions. Administration and Book Selection courses received similar ratings generally better than those received by Cataloging and Classification. The differences between those who have taken continuing education and those who have not and among non-degree, bachelor degree, and M.L.S. librarians show some interesting patterns. Those who have taken continuing education courses rate Cataloging and Classification at 2.5; those who have not had continuing education courses rate it 3.0. The continuing education group rate administration 3.1, while those never having continuing education give administration a 2.2. The difference between these two ratings in particular suggests a difference in the jobs and interests of the two groups. The other significant rating difference that exists is in the

reference course in Local History (3.3 for those with continuing education; 2.5 for those without continuing education) and in the reference course in Genealogy (3.2 for continuing education; 2.6 for those without). One might conclude that the group which has never taken continuing education is interested in the basics of librarianship, e.g., cataloging and classification, while the group with previous continuing education experience is interested in expanding library services, e.g., specific reference courses.

These differences are even more noticeable when the librarians' responses are examined by degree breakdown. Non-degree librarians rated Cataloging and Classification 3.2, bachelor degree librarians gave it 3.3, and M.L.S. librarians rated it 1.2. In Administration, non-degree librarians show a rating of 2.2, while bachelor degree librarians rated it 3.0, and M.L.S. librarians rated it 3.5. Other categories also yield differences between these groups, e.g., Book Selection and Basic Reference are rated much higher by non-degree and bachelor degree librarians than by M.L.S. librarians.

The Biographical Details page of the survey provided the data needed for the groupings used in questions 3 and 6 but also provided some interesting information. Of the twenty-four respondents holding degrees, state teachers' colleges in Pennsylvania were most often the location of their training. Included at least once were Clarion, Shippensburg, Lock Haven, and Millersville. Also named from Pennsylvania were The Penn-

sylvania State University, Ursinus, and Cedar Crest (complete list is provided in Appendix V on page 118). The list includes Heidelberg University in Germany and the Fashion Institute of Technology.

The degree list is more diverse than the colleges where they were earned; it was not until the thirty-sixth interview was completed that any two respondents had earned similar undergraduate degrees. The degrees include what one might guess many librarians hold: education, English literature, history, philosophy, and religion, but there were also some unusual degrees, e.g., biology, retailing, and international affairs. Rural librarianship is anything but stagnant.

The job descriptions varied with the job titles. Those people who were officially called librarians performed duties that involved more varied tasks, supervised more employees, and generally had more responsibility than those with titles of library assistant. They often mentioned circulation and overdue duties and less supervisory responsibility. Those with titles of director or library administrator more often mentioned supervision and administrative duties.

Length of employment varied from two weeks to over twenty years in the respondent's current position and from nine months to over forty years in library science or library work generally. The average number of parttime employees supervised was 3.80 per library, and fulltime averaged to 1.93 per library with an average of .53 fulltime people with M.L.S. degrees per

library. It should be mentioned that one library administrator supervised a staff of over 50 which inflates the averages somewhat. Those who have taken continuing education supervised 4.6 parttime employees, 2.5 fulltime employees, and .8 M.L.S. librarians on the average. Those who have not taken continuing education supervised 2.1 parttime employees, .6 fulltime employees, and 0.0 M.L.S. librarians.

The age range of the rural librarians was from 22 to 72; there were four male respondents and thirty-seven female respondents.

Conclusion

As with most survey information, it is the use the researcher makes of data that justifies the study. Data from forty-one respondents are not enough to alter a library science degree program, but the data do give an indication of some of the likes and dislikes of rural librarians and what they perceive their needs to be in continuing education. Some of the conclusions to be drawn from this study are:

Workshops and programs at district libraries are well-liked means of teaching continuing education courses and activities.

Television courses and correspondence courses are generally unpopular continuing education techniques.

Level of education has an effect on many aspects of continuing education, e.g., likes and dislikes for particular courses and preferences for certain methodologies.

Age is not a critical variable in deciding what courses to offer librarians.

Most librarians think that personal concern for their particular situation is the single most important consideration for the continuing educator. A library science department that can offer courses within easy driving distance during non-working hours will probably succeed with a segment of its intended audience: the rural librarian.

Reference

- (1) Vavrek, Bernard. Rural Public Libraries in Pennsylvania: A Directory. Clarion, Pennsylvania: Center for the Study of Rural Librarianship, 1979.

APPENDIX I

Introduction

Hello. My name is Steven Herb and I am calling from the Center for the Study of Rural Librarianship at Clarion State College.

How are you?

We are conducting a telephone interview to get some information on continuing education from librarians. It shouldn't take longer than 10-15 minutes. Can you do it?

If not, is there a more convenient time I could call you back?

Date _____ Time _____

Before we start the questions I want to make certain I have your name and address spelled correctly.

Name _____

Address _____

Title - What is your official title at the library? _____

Survey

1. Have you participated in any continuing education courses or activities? _____
 - a. What was the last course or activity you took? _____
 - b. For what reason did you take it? _____
 - c. Where did it meet? _____
 - d. Who sponsored it? _____
 - e. Was it valuable for you? _____
 - f. Why? _____
 - g. Would you have taken it if it had not resulted in job advancement or higher salary? _____

2. (OR) Why not? _____
3. I'm going to read a list of continuing education techniques. Tell me how you feel about the different strategies. Give me an A (like school grades) if you think it is an excellent idea, B if it is good, C - average, D - poor, and F - awful.

- | | <u>Type</u> | <u>Grade</u> |
|-------|-------------------------------------------------------------------------|--------------|
| I. | Workshops | |
| II. | Courses for academic credit | |
| III. | Television courses (in your own home) | |
| IV. | Summer programs (one or two weeks at a specific location) | |
| V. | Correspondence courses | |
| VI. | Library conferences or conventions | |
| VII. | Weekend courses for academic credit (Friday night and all day Saturday) | |
| VIII. | Programs at your library | |
| IX. | Programs at your district library | |
4. Which is your favorite method?
5. Do you feel you have a need to participate in any other continuing education activities? _____
- a. What, in particular? _____
- b. Why? _____
- c. Where? _____
- d. Given by whom? _____
- e. Would this advance your job status or give you a higher salary? _____
6. I am going to run through a quick list of possible continuing education offerings. I'd like you to give grades again (A for I'd really like to take that course - excellent idea, B - good idea, C - maybe, D - probably not, and F - never).

- | | <u>Offering</u> | <u>Grade</u> |
|------|-------------------------------|--------------|
| I. | Cataloging and Classification | |
| II. | Selection | |
| III. | Administration | |
| IV. | Reference | |
| V. | Reference course in | |
| | a. local history | |
| | b. philosophy | |

- c. political science
- d. comparative religions
- e. literature
- f. genealogy

7. Is there anything we could do at Clarion that would increase the chances that you would take continuing education courses or activities?

8. Do you have any general comments or specific suggestions concerning continuing education? _____

Biographical Details

Thanks so much for your taking the time to answer these questions. I just need a few biographical details if you don't mind.

Education Background

Do you have an undergraduate degree? _____ In what? _____

From which college? _____

Graduate training? _____ In what? _____

From which college? _____ Degree? _____

Job Description

Would you give me a quick description of your job responsibilities?

Length of Employment

How long have you been in your present position? _____

In library work? _____

Supervisory Responsibility

How many people do you supervise? Fulltime _____ Parttime _____

Do any of them have degrees in library science? _____

What degrees? _____

Age Do you mind giving me your age? _____

Sex _____

APPENDIX II

All those who have taken a continuing education course or activity

-- 28 respondents. The last course or activity taken.

Selection*

Community Analysis

Young Adults/Young Adult Services -- 2 times

Science Fiction for Children

History of Books and Printing

Time Management ----- 3 times

Reference

Children's Literature ----- 2 times

Audiovisual

Libraries and Public Relations

Genealogy

Small Libraries

Future in Printed Material

Combined School and Public Library Operations

Presentation of Library Materials

Automating the Small Library

Public Relations

*Whenever a course was given in combination with another, each is listed separately. Responses in other appendices are also divided for the convenience of the reader.

Technical Services ----- 2 times

Introduction to Library Science

Medical and Law Libraries

Volunteers

Adventures in Attitudes

Media Services

Rural Libraries: School and Public Library -- 3 times

Executive Development for Library Administrators

APPENDIX III

All those who have taken a continuing education course or activity -- 28 respondents. The reasons for taking the courses.

Preparing for advanced degrees

To overview topic

Help attract new patrons

Had to for job

Patrons seemed interested in topic ----- 2 times

It was near

Toward certification

Thought it would be interesting

Urged by county library

Personal interest ----- 6 times

Takes every local offering ----- 2 times

It was necessary ----- 2 times

Special knowledge required because library is acquiring
special materials

Necessitated by library ----- 2 times

Grant covered expenses

To learn

Updating awareness

How to better handle employees

"I sponsored it and needed an additional person"

To help in book selection

Recommended by board

To increase communication between school and public
libraries

Enticed by brochure

APPENDIX IV

Those who have taken continuing education and feel a need for more

Course/activity and reason for choosing

automation--keep up to date (3)
computers and technology -- that
is where we are heading
children's literature--related to job
public relations--with tight finances,
important for library
general library science--certification
general library science--help with job
history--a good field for study
management--needed for job (2)
new AACR rules--new rules take effect
January
administration--improve in job
programming--needs to know more
reference--new things always occurring
adult programs for public libraries--local need
public administration--keep current
audiovisual--interested
cataloging--keeping up
selected reference tools--they are expensive,
good to know about
children's books--update
book selection--new things always occurring

Those who have not taken continuing education yet feel a need for some

Course/activity and reason for choosing

general library science--
interest
music--interest
acquisition--needs to know
more
basic library collection--
needs to know more
reference--sharpen skills

APPENDIX V

Colleges and Degrees

UNDERGRADUATE

Clarion	education
Shippensburg	elementary education
Lock Haven	social studies education
Millersville	history
Pennsylvania State University	philosophy
Ursinus	English
Cedar Crest	English literature
Westminister	sociology
Juniata	social sciences
George Washington	library sciences
Dickinson	psychology
Youngstown	modern languages
New York University	people and races
Wheaton, Mass.	business administration
University of Missouri	creative writing
Heidelberg University (Germany)	biology
Fashion Institute of Technology	retailing
	international affairs

MLS

Clarion	1
Villanova	1
University of Pittsburgh	3
Case Western Reserve	1
Drexel	3
Shippensburg	1
Kent State University	1
Simmons College	1