

The Community College Library in the Mid-1970s

Visits to thirty-one outstanding community college libraries from July 1975 through March 1976 produced a composite picture of the library quite different from earlier decades of the twentieth century. In the mid-1970s it was called a learning resources center as often as it was called a library. It housed a unified collection of print and nonprint materials. It was in a new building, and the books were classified by the Library of Congress classification system. Two features were particularly noteworthy: modern physical facilities and an enthusiastic library faculty that provided dedicated service to students and faculty.

IN THE FORMATIVE YEARS of the community college, from the establishment of Joliet Junior College in 1901 to the end of World War II, the high school library usually provided service to junior college students. Collections were small and book-oriented. The librarian was usually also the high school librarian or had previously held that position.

In the period from 1945 to 1960 the library began to change, reflecting the changes taking place in two-year college education. The junior college was now a part of higher education rather than an extension of secondary education. The library collections slowly increased, additional professional persons were employed, and a few new libraries were built.

In the 1960s tremendous changes took place as the comprehensive community college emerged. The library oriented to print was replaced by a learning resources center. The 1960 standards recommending a minimum collection of

20,000 volumes were adopted, although less than half of the libraries contained this minimum. Librarians received faculty status, and many new buildings were completed. Library and media technical assistant programs were initiated.¹

A grant from the Council on Library Resources provided the funds, and a sabbatical leave from Southern Illinois University at Carbondale provided the time for this author to visit thirty-one outstanding community college libraries in 1975 and 1976. The following description of the community college library in the mid-1970s has been drawn from the data gathered on those visits.²

A MATTER OF SEMANTICS

The names used for libraries, audio-visual centers, and the personnel serving students and faculty members in these units are many and varied. Before noting and describing some of these names, a few terms need to be defined. The terms "unified center" or "integrated center" signify that books and audio-visual materials are treated in a similar manner and are housed under one administrative umbrella usually in the

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same building. The word "distribution" is sometimes used for "circulation." The term "production" is used to signify the designing and making of instructional materials for use in the classroom, in a self-instruction laboratory, or in the library. Production units may include either some or all of the following: graphics, photography, audio reproduction, and television production.

The term "library" is still in use in spite of the 1972 "Guidelines for Two-Year College Learning Resources Programs." However, other names are also used. Many colleges use the term "learning resources center." Variations on this include division of learning resources and learning center. In an attempt to convey to their clientele the concept of a unified center with both print and audiovisual materials, a few libraries combine these two terms; and there are library learning resources centers and a library/media center. The term "instructional resources" is used by the three St. Louis district community colleges. Another variation is the educational resources library center, one of the terms used by Fullerton College and by Mt. San Antonio College.

When the audiovisual area is part of a unified center, it is most often simply called the AV center, AV circulation desk, AV laboratory, AV department, or AV services. Sometimes these areas are for production of audiovisual materials only, and sometimes they include production and distribution of audiovisual materials.

Several colleges employ the term "media" in the name used to designate audiovisual services: department of media services, media center, media services, instructional media center, media resources center, or just media. This really is a misnomer as the term "media" should be used when referring to all types and formats of materials (including books), rather than just to audiovisual materials. Other terms used for

audiovisual services are: instructional development suite, instructional materials services, multi-media resource center, materials utilization and production, and self-instruction. The list seems endless.

Even though a library may be designated by a specific name in the library handbook or college catalog, the term adopted is not always consistently used on the campus. The directional maps found at entrances usually say library instead of learning resources center. The name may be LRC in one place, yet another sign may say library and the sign on the door will say library hours. As one person interviewed said to me, this experimentation signifies that the community college library is in a state of transition as it seeks to identify new roles, utilize new materials, and explore new methods of learning. He speculated that once the new hat fit better, the center would again be called simply a library.³

As the library is designated by many names, so is the person in charge, whether it be of a unified center or a library center or an audiovisual center. The terms "librarian" or "chief librarian" seem to be disappearing. In the unified centers the titles "dean," "associate dean," and "assistant dean" are the most popular. The terms "director" and "chairman" also are used frequently. Many terms are used for heads of audiovisual units: AV coordinator, associate dean, assistant dean of instruction, director of media, media services librarian, supervisor of audiovisual services, head of instructional media, and many more.

FACILITIES

The majority of the community college libraries visited are new buildings or parts of new buildings, reflecting the great increase in new community college libraries over the last decade. In her series, Joleen Bock reported 121 commu-

nity college libraries under construction from 1965-71, another 42 during 1971-72, and 55 during 1972-73.⁴ Only two of the libraries visited are in older buildings. Fullerton College is in a separate remodeled building. The remodeling was very successful, and it was one of the busiest libraries visited. Nassau Community College Library is housed in the former control tower of an air base plus an annex, although a new building is in the construction stage.

All of the remaining libraries are in new buildings. A couple of these are built to serve only for a temporary period, however. The Burlington County College building is in the shape of a hexagon; the library building at Chabot College is round. When a library is part of a building, one of the major problems facing it is security control. Although many libraries have only one or two public entrances to monitor, the library center at Brookdale Community College has so many exits and entrances they were difficult to count.

The libraries in separate buildings seem to have less problems with security control since most of them have but one entrance. However, Mt. San Antonio College library with its subject division arrangement also has many entrances to control. Almost half of the libraries use some type of electronic security system either at the entrance to the library or in one instance at the entrance to the book stacks. Tattle-Tape is the most popular, with Checkpoint, Book Mark, and Checkmate following in order of frequency.

Some of the innovative or unusual interior arrangements are: kiosks used to display paperback books, bean bags used for television viewing chairs, the use of many artistic exhibits in those libraries with exhibit space, sunken browsing areas, open and monumental staircases (sometimes a waste of space), inner courtyards and clerestories for libraries

within another building to provide light, and the use of attractive signs to add color.

ORGANIZATION

The administrative organization of community college libraries continues the trend toward unified centers noted by Moore and Westphal which house, service, and circulate both print and audiovisual materials.⁵ The most common pattern of organization is one in which all materials and services are administered by one director. Audiovisual software (motion pictures, filmstrips, slide/cassette kits, phonodiscs, tape recordings, etc.) is circulated in much the same way as books are. The audiovisual materials are circulated from the main circulation desk or from an adjacent circulation desk, or more likely (in at least half of the colleges) they are circulated from an audiovisual area in a separate part of the building or on a separate floor. Audiovisual materials are selected, cataloged, and circulated in the same way as the books. It is the content that is important, not the format.

In a few of the unified centers, production, but not the distribution of audiovisual materials for specific courses, is done through a separate audiovisual department. Once the materials are produced in these centers, they may be kept by the instructor, circulated by the library, or housed in a self-instruction laboratory connected to a particular department, such as math, auto mechanics, or reading.

At the audiovisual center of Mercer County Community College, one person is assigned the duty of checking on copyright problems and writing for permission to copy both print and audiovisual materials. Only four libraries have separate library and audiovisual units each under a different director. Three of these house both the library and audiovisual units in the same building, however. Usually there is close co-

operation between the two units; in two cases the library catalogs the audiovisual materials for the separate units. In the other two cases the audiovisual materials are not cataloged. These audiovisual centers serve mainly as central self-instruction centers for course-related materials, and there is little selection of materials for general viewing or listening or for enrichment purposes.

Related to the matter of administrative organization is the organization of books and audiovisual materials on the shelves. Although the findings of this study indicate that all materials are now usually administered by one director, it does not follow that all materials are organized on the shelves in an integrated manner. Only two of the libraries visited (College of DuPage and Burlington County College) interfile all materials on the shelves. Both of them exclude 16-mm films.

At Burlington County many of the course-related audiovisual materials are in the subject self-instruction laboratories; but other records, tapes, and slide sets are on the library shelves. At DuPage, special boxes and containers are used to hold the audiovisual materials, and one shelf per section of book stacks is sacrificed to shelve all the materials upright. In more than two-thirds of the libraries the books are in open stacks and the audiovisual materials are in closed stacks either behind the circulation desk in the library itself or behind the circulation desk in the audiovisual center. In a few libraries both the books and audiovisual materials are on open shelves, but they are not intershelfed.

Many of the community college libraries now are beginning to take advantage of cooperative arrangements with other libraries. A few examples will suffice. Fullerton College belongs to Libraries of Orange County Network (LOCNET), Orange Coast and Golden West belong to the Southern California Community College TV Consortium,

and Nassau is a member of the Long Island Library Resources Council. DuPage, Harper, Moraine Valley, and Waubensee belong to the Northern Illinois Learning Resources Cooperative.

SELECTION

In the arena of technical services, patterns similar to four-year colleges and universities are evident. *Choice* is the favorite book selection tool. Other selection aids include *Library Journal*, *Booklist*, *New York Times Book Review*, *Newsweek*, the *Weekly Record* and *Publishers Weekly*, *British Book News*, *AAAS Science Books and Films*, and *Directions*. For the selection of vocational-technical materials, librarians rely heavily on the faculty members in those subject areas. A good monthly selection guide covering both print and audiovisual materials in this field is urgently needed by community college librarians.

During the fall semester of 1974, five students participated in a book selection project for a class in the selection of materials for a community college media program taught at Southern Illinois University at Carbondale. Each student was asked to check standard book selection tools such as *Choice*, *Booklist*, *Library Journal*, *Publishers Weekly*, *New York Times Book Review*, the *Monthly Catalog of U.S. Government Publications*, *Vertical File Index*, and *Previews* for a three-month period in 1972-73 and select those materials most suitable for a particular community college library. In the class assignment the students were asked to stay within a book budget of \$3,000 for the three-month period. From one list of 305 titles chosen by one student, 200 titles were selected and checked in the card catalogs of seventeen of the community college libraries visited. Although a detailed analysis of the data collected by checking this list will have to await a further study, the number of titles owned by

any one library ranged from 20 (10 percent) to 122 (61 percent).

The low percentage of titles held by the libraries surveyed may be due to (1) budgetary restrictions, (2) unsuitability of selection aids used for the community college libraries,⁶ and (3) inexperience of the student making the selection and lack of firsthand knowledge of the individual library. The area of materials selection for the community college library is one that merits further study, especially in view of Hostrop's study at the College of the Desert.⁷ He found that during the 1965-66 school year, 79.2 percent of the book collection never left the library. Although his study did not take into account books used in the library, it deserves careful attention by all community college librarians.

CATALOGING AND CLASSIFICATION

Twenty-three of the community college libraries visited classify their books by the Library of Congress classification scheme reflecting the trend noted both by Elizabeth Matthews⁸ and Catherine Johnson.⁹ Three of these libraries have just finished reclassification from the Dewey Decimal Classification scheme.

Interestingly, these same three libraries still keep their fiction either alphabetically by author or they use the letter "F" for fiction instead of adopting LC's class numbers PZ3 and PZ4. Other libraries using LC do not like PZ3 and PZ4, an opinion shared by many librarians and students of classification. These libraries have simply eliminated its use or are in the process of doing so and place fiction with literature where many agree it belongs.

The pattern is not as clear-cut for the classification of audiovisual materials, mainly because in the majority of cases these materials are still on closed shelves and browsing by subject is not possible. Browsing on open shelves necessitates classification, and most of those librar-

ies which shelve audiovisual materials in open stacks do use a classification system.

The three St. Louis community college libraries classify audiovisual materials by Dewey, but the classified collection is small and there are many uncataloged items arranged by course numbers on the shelves of the self-instruction laboratories. Mercer County classifies its tapes and records by Dewey and its books by LC. Fullerton classifies its phonodiscs by LC since they are on open shelves, but video materials are classified by format and accession number since they are on closed shelves.

The most popular method for classifying audiovisual materials, which is in use by almost half of the libraries visited, is by department or course number, format, and accession number. Sometimes the format is abbreviated; sometimes it is written out.

Two libraries employ Ohio College Library Center (OCLC) on-line computer terminals for their cataloging. The three libraries in the St. Louis district have a book catalog, a system ideally suited to a multicampus district system. The divided catalog is the most popular, with some libraries favoring the three-way split of author, title, and subject and some libraries favoring the two-way split of author and title in one alphabet and subject in another alphabet. At Mt. San Antonio, where the collection is divided into subject areas, the author catalog is in the main hall and the subject catalogs are in each division.

More than two-thirds of the libraries file cards for their audiovisual materials in the central catalog no matter how or where the audiovisual materials are shelved. If the audiovisual materials are on a different floor, a duplicate catalog of these materials usually is made for that area. In a few instances audiovisual materials are listed only in the audiovisual center, sometimes in catalog form, sometimes simply as a mimeo-

graphed list or a computer printout. Color banding of cards for audiovisual materials seems to be disappearing. Three libraries have recently quit using color codes for these materials, although the color bands have not been removed from cards already in the catalog.

STUDENT SERVICES

Community college libraries are working earnestly to make their libraries useful to students.¹⁰ Many libraries have produced their own orientation programs using a variety of techniques, with a slide/tape program being the most popular. Fullerton has a videotape tour, DuPage a film called *A Place to Learn*.¹¹ DuPage, Staten Island, and Cerritos have audio-cassette tours. Moraine Valley has a walking tour using station numbers. Some libraries have produced short cassettes or filmstrips on the use of the card catalog or the *Readers' Guide to Periodical Literature*.

Library handbooks are another way to orient students to the library, and only four libraries did not have them. Many community college libraries also are offering credit courses for students. These courses range from one to three units of credit, and some are self-instruction courses. DuPage has a student media workshop where students can produce audiovisual materials for use in class presentations. The DeAnza College Learning Center has four courses for students, including one on "Enjoying American Magazines."

Some special services available to students in the community college libraries include the following: homemade indexes such as the special index to 600 dissertations on literature at Fullerton and the American Indian tribes index and women in culture index at Merrimack, special collections such as the women's collection and the Afro-American collection at Forest Park, the Quaker collection at Burlington County, the color slide catalogs of individual slides

at Bergen and Moraine Valley, the art print collections at Mercer County and North Florida, and a feedback bulletin board and term paper clinic at Golden West.

FACULTY SERVICES

Since one of the best ways to get the students to use the library is to get the faculty to use it first and make it an integral part of course instruction, several libraries are making serious attempts to reach faculty members. Three colleges offer courses for faculty members.

At Cerritos the course is entitled "Media and Materials for Instruction." It is taught by the coordinator of the instructional media services and includes the following units: motion picture projectors, slide and overhead projectors and cassette recorders, transparencies and video equipment, and opaque and filmstrip projectors.

Two libraries have a staff or faculty development or production room where an instructional designer or audiovisual specialist is available to help faculty members create materials for classroom use or for use in a self-instruction center. At Mt. San Jacinto, teaching faculty members are given summer employment to work on the development of filmstrips for use in instruction. The faculty members receive a credit byline for their work, but the college sells the filmstrips and collects the royalties.¹²

An instructional designer—a specialist who assists faculty members in defining course objectives and creating instructional materials to meet these objectives—is available in several libraries.¹³ Two libraries in New Jersey have innovative systems of instructional development.

At Brookdale the faculty of media specialists is divided into two groups. One group works with students mainly in the traditional reference function; the other group works full-time with faculty members assisting them in developing courses and the related instruc-

tional materials. In addition, two professionals in the instructional development department supervise the production of the materials and evaluate them.

At Bergen the seven media utilization advisors divide their work between students (spending ten hours at the reference desk) and the faculty (assisting them in developing instructional materials during the remainder of their time). In each case, library faculty are assigned to faculty members in specific departments or divisions in the college.

These designers may also be called materials production consultants, instructional media specialists, or instructional development specialists. Almost all community colleges provide production facilities, but in about half of the colleges the only professional to give assistance in the designing of materials is the director of the production center, a person who usually is overburdened with administrative duties.

CONCLUSION

In conclusion, and based on the data collected from the thirty-one libraries visited and presented here, the following picture of a typical community college library with an outstanding program in the mid-1970s emerges.

It will be called either a library or a learning resources center and will house a unified collection of print and audiovisual materials, with the production of audiovisual materials being handled in a separate area of the center. The director will have the title of associate or assistant dean.

The library will be in a new building, and it will have an electronic security system. The books will be in open stacks, the audiovisual materials in closed stacks. *Choice* will be used heavily for the selection of materials. Books will be classified by the Library of Congress classification scheme, with PZ3 and PZ4 eliminated. Audiovisual materials will be arranged by format and accession number. The catalog will be divided into two or three parts. Audiovisual materials will be listed in the central catalog, but color codes will not be used.

The library will offer orientation and instruction to students and will distribute a library handbook. Production facilities for the creation of instructional materials will be provided, and some professional help in instructional design will be available.

Two features are particularly noteworthy: the modern physical facilities and the enthusiasm of the library faculty and their dedication of service to both students and faculty.

REFERENCES

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