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**RESUME OF THE MINUTES OF THE GENERAL MEETING HELD MAY 15TH 1975 AT SENECA COLLEGE**

The minutes of the last general meeting were read and adopted.

The minutes of the previous executive meeting were read and there followed a discussion of funding for TALTA members to attend conferences. A motion was made by Barb Sibley that "Election of and funding for members of TALTA as official delegates to Conferences etc. shall be left to the discretion of the Executive." The motion was seconded and passed.

Diana mentioned that Janet Fear's expenses to and from the Board of Directors Meetings are being paid for by TALTA.

Janet Fear presented a report from the January 25th OALT/ABO Board of Directors Meeting at which it was decided that anyone who is a member of a regional branch may go to the August Conference in Ottawa, but that only members of OALT/ABO will have voting privileges.

A request from OALT/ABO to change our name to Toronto Regional Branch for the purposes of a uniform Ontario membership was discussed and turned down.

It was announced that a Niagara Regional Branch has been formed and that Debra Linington may be presenting a brief to a Provincial Public Library Survey being conducted by Al Bowren. Then a lengthy discussion was held on the perennial question of who is and who is not a library technician.

Barb Sibley presented a tentative agenda for and a list of probable costs for delegates to the OALT/ABO Conference in Ottawa.

It was announced that Elizabeth Sanders will present a resolution about an annual meeting for which a specific date every year will be decided upon and at which time the annual report should be presented. This would include the president's report and the financial statement.

Ellen Munro asked for suggestions of topics for workshops and expressed the hope that more people will show interest in these suggestions.

Doug Willford asked for any job openings and wondered if TALTA members as a group would be interested in job exchanges. The meeting was then adjourned.

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**CLA CONFERENCE (Reported by Barb Drake)**

The two sessions that I attended which were of direct interest to Library Technicians were "The Role and Status of Library Technicians" a mini-workshop, and a meeting of the CLA Committee on Education for Library Personnel: Library Technicians, chaired by Professor John Marshall from the Faculty of Library Science at the University of Toronto.

The first workshop was conducted by Larry Eshelman, Director of the Eastern Ontario Regional Library System. He had several speakers, Eleanor Miller, Library Technician, President of OALT/ABO, Micheline Overall, Library Technician from Ottawa, Emily Kilne, a Librarian doing consulting work in Ottawa and Jean Painter, the Director of the Library Technicians Programme at Algonquin College, Ottawa.

The speakers discussed the types of work that Library Technicians are performing and are expected to perform, especially in relation to courses content. It was clearly pointed out that Library Technicians should have more to say about their own training. To this end, some programmes have graduate Library Technicians serving in an advisory capacity to the Directors of various programmes.

CLA CONFERENCE (continued)

It was unfortunate that there were not any guest speakers or panellists from other parts of the country, after all, CLA is our national association.

The second meeting was to advise the group of recent developments with regard to the CLA Committee on Education for Library Personnel. It was decided that there should be two or three Library Technicians on the Committee, and Professor Marshall called for nominations to be submitted to himself, for these positions.

On the whole, the conference was stimulating and rewarding, especially to see so many Library Technicians in attendance and taking part in the activities and proceedings.

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REPORT OF THE CLA COMMITTEE MEETING — EDUCATION FOR LIBRARY PERSONNEL: LIBRARY

TECHNICIANS.

The second meeting of this newly formed offspring of the former Education for Library Personnel Committee was held June 18th at the Four Seasons Sheraton Hotel. Committee members in attendance were John Marshall (Chairman), Jean Riddle Weihs (Secretary), Kathleen Mennie-de Varennes (ASTED liason) and Olga Gil.

The Committee operates with the following terms of reference:

To study with the assistance of task forces or sub-committees, and report on the recruitment, qualifications, education and training and effective use of library personnel at the Library Technicians Level.

To gather information on available continuing education opportunities for library personnel at the library technician level, and to make recommendations for the widest possible dissemination of such opportunities through CLA, local library organizations and library schools.

To consider ways and means by which instructors of library technology programs may, during sabbatical leave or for shorter periods, reacquaint themselves with current library problems and techniques at the 'work face'.

To study, in conjunction with provincial associations of library technicians, extant library technology curricula to determine if any degree of rationalization is desirable and/or feasible.

To solicit, study, recommend on and forward to the appropriate authorities criticism and creative comment from chief and supervisory librarians on the calibre of recent graduates of technology programs; also to receive and similarly deal with comments from graduates of technology programs; also to receive and similarly deal with comments from recent graduates of the employment conditions in which they find themselves.

Discussed at the meeting was a possible expansion of the number of members from the present eleven to perhaps fifteen or sixteen. This would, in part, be an attempt to make the committee more representative of the regions of Canada offering technician courses, of the many types of libraries employing technicians, and of the various levels of staff in these libraries and in the schools turning out technicians and librarians. At least two or three library technicians would be represented on the committee, positions which seem to have already been filled as two technicians volunteered their services at the meeting. Also discussed was a survey of library technician courses across Canada conducted by the committee which it is hoped will be correlated with a similar survey conducted by ASTED in Quebec.

The next meeting of the committee is projected for Winnipeg sometime in the fall.

(Reported by Brian Reed)

ACRONYMS AND INITIALISMS

ASTED	Association pour l'avancement des sciences et des techniques de la documentation.
CACL	(CLA) (CAPL) Canadian Association of Children's Librarians.
CACUL	(CLA) Canadian Association of College and University Libraries.
CALL	Canadian Association of Law Libraries.
CAPL	(CLA) Canadian Association of Public Libraries.
CARL	(CLA) (CACUL) Canadian Academic Research Libraries.
CASLIS	(CLA) Canadian Association of Special Libraries and Information Services.
CLA	Canadian Library Association, 151 Sparks Street, Ottawa, Ontario. K1P 5E3
CLTA	(CLA) Canadian Library Trustees Association.
COLTA	Council of Library Technical Assistants, C/O Margaret Rose Baron, Cuyahoga Community College Library, 2900 Community College Ave., Cleveland, Ohio 44115
CSLA	(CLA) Canadian School Library Association.
CTCL	(CLA) (CACUL) Community and Technical College Libraries.
CULD	(OLA) College and University Libraries Division.
IPLO	Institute of Professional Librarians of Ontario, 17 Inkerman Street, Toronto.
MALT	Manitoba Association of Library Technicians, Box 22, Norwood Grove Post Office, Winnipeg, Manitoba. R2H 3B8
OALTI	Ontario Association of Library Technician Instructors.
OLA	Ontario Library Association, 2397A Bloor Street West, Toronto, Ontario. M6S 1P6
OLTA	(OLA) Ontario Library Trustees Association.
PCC	Provincial Consultative Committee on the Training of Library Technicians.
PLS	Provincial Library Service
RLS	(CLA)(CAPL) Regional Libraries Section.
RPLD	(OLA) Regional and Public Libraries Division.
SL	(OLA) Special Libraries.
SLA	Special Libraries Association - Toronto Chapter, 113 Balmoral Avenue, Toronto.
SLD	(OLA) School Libraries Division.
SLIS	School of Library and Information Sciences University of Western Ontario.
SUL	(CLA) (CACUL) Small Universities Libraries.

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Sheridan College, Library Technicians Programme had two Silver Medalists this year. They both received nine A+'s in their second years work. They are Mrs. Verve Tremblay of Oakville and Mrs. Dorothy Kew of Burlington. Both are married women with children who went to college to prepare for new careers. Verve is now working in the library of NCR Canada in Mississauga and Dorothy is now at Mississauga Central Public Library.

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THE P.C.C. (Reported by Doug Willford).

A significant development in the training of library technicians in Ontario was the formation, early in 1969, of the Provincial Consultative Committee on Library Technician Training. The forerunner of this Committee was an "ad hoc" provincial advisory committee which met several times early in 1967 with officials of the then Applied Art & Technology Branch. Aware of the need for careful planning and for standards, the Committee recommended that two colleges, one in Metro Toronto and one in Ottawa, be selected for a program in 1967, since in these places students would have an access to a variety of libraries with good collections and research facilities. These programs would also serve as pilot projects. It was recommended further that a course be under the direction of a full-time professional librarian (and not the librarian of the college) and that they be assisted by a Local Advisory Committee of librarians and others including representatives of employer groups. A program was not to be initiated until after consultation with the Local Advisory Committee. Finally recommendations comprising a basic or core program were prepared and mailed to the colleges.

Educators, librarians, and library associations continued to discuss the training of library technicians with particular concern for standards that would deal with facilities (including library) qualifications of instructors, curriculum, admissions, community library resources and placement of graduates. Newly formed Local Advisory Committees shared the same concern and attempted to retrieve some of the mistakes committed in the initial period. Once again the Applied Arts & Technology Branch decided to draw upon members of the library profession for advice and assistance in developing and administering standards, and in 1969 appointed the Provincial Consultative Committee (PCC). (The appointment of a provincial advisory committee was one of the recommendations made in 1967 by the Canadian Library Association's Committee on the Training of Library Technicians.)

Since its inception the PCC has undertaken and accomplished much in the area of Library Technician Training. Just to list a few, these would include dealing with a number of individual college programs which did not meet the initial standards as set down by the Committee, publishing of guidelines for the education of Library Technicians, two workshops dealing the the education aspect of Library Technician Training; one in March of 1971 at Ryerson and one in May of 1973 at Queen's Park, (a third workshop had been planned for April 1975, but was cancelled and in its place the PCC will be meeting with individual colleges); the publications of an occupational monograph about library technicians in co-operation with the Guidance Centre, College of Education, University of Toronto, and the PCC using the C.L.A. recommendations as a basis for constructive evaluation, review all programs and makes the recommendations necessary to upgrade them.

At present the PCC consists of representatives of the following organizations and government agencies; C.L.A., O.L.A., Toronto Chapter of the Special Libraries Association, I.P.L.O., University of Toronto, Faculty of Library Science, Provincial Library Service Branch of the Ministry of Colleges and Universities, Ministry of Education, Applied Arts & Technology Branch of Colleges and Universities, Colleges of Applied Arts & Technology, O.A.L.T./A.B.O. and O.A.L.T.I.

The PCC functions under the following terms of reference as approved in March 1969:

- 1) to provide liason between the Library profession, the Applied Arts & Technology Branch (The Ontario Council of Regents) and the Colleges of Applied Arts & Technology.
- 2) to consider the overall need for library technicians programs in Ontario and to review all submissions for new programs.
- 3) to advise them on the necessary qualifications for teaching staff for Library Technicians and especially for the director of such programs.

- 4) to make recommendations on the necessary facilities, including those of the College Library, for library techniques programs.
- 5) to participate in the planning of such conferences, workshops, seminars, etc., as found to be necessary.
- 6) continually to review existing Library Technician programs according to the guidelines.

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EXCERPTS FROM THE GUIDELINES OF THE P.C.C.

1. THE LIBRARY TECHNICIAN

The Library Technician plays an important role in the library staff under the general direction of a professional librarian. He supports and assists the professional librarian in the many services offered by libraries — Academic (school, college, university); Special (government, business, industry, the professions, etc.); Public. He may also direct the work of clerical and/or student assistants, and under the direction of a professional librarian, may be responsible for a service unit. His duties, therefore, lie in the following areas: PUBLIC SERVICE: Circulation and related duties, quick reference and directional information; materials handling and duplication, the maintenance of vertical files, the preparation of instructional materials, etc. TECHNICAL SERVICES: Bibliographic searching and other ordering procedures; simple descriptive cataloguing; the maintenance of catalogue files, and general duties as required. OTHER: The maintenance of office files, record keeping, stock control, the preparation of material for publicity purposes, and other duties as assigned.

3. PROGRAM OF INSTRUCTION (Two years/four semesters)

The following vocational studies are required: Introduction to Libraries (Resource Centre) the history and contemporary function of libraries (resources centre): an interpretation of the role of the library (resource centre) in the community; Acquisition Procedures (Print and non-print); Basic Reference and Bibliography; Circulation and Control of Materials; Classification Systems; Descriptive Cataloguing; Filing Principles and practices.

8. LOCAL ADVISORY COMMITTEES

- a) Before a Library Techniques Program is offered, there must be established a Local Advisory Committee made up of representatives from the principal libraries of the area, one of whom should be selected to act as chairman. This committee should be appointed by the board of governors of the college.
- b) Upon appointment, the local committee must carry out a thorough survey of the potential regional market for graduate library technicians. No program should be offered without a positive recommendation from the local committee; a recommendation based on such a survey.
- c) Within the limits of these Guidelines (Section 3) the local committee should advise the director (co-ordinator) of the program on the curriculum that will best serve the libraries of the area.
- d) The local committee should provide a continuing liaison between the college and employers through which feedback to the program director (co-ordinator) can flow.
- e) Local committees should co-operate with the program director (co-ordinator) in arranging such matters as field practice, visits to libraries, the provision of guest lecturers etc.

- f) The local committee should be prepared to ensure that recommended standards for the college library, for program facilities, for the qualifications of the program director (co-ordinator) and instructional staff, and for the program of instruction are observed. The committee should be ready, at all times, to make strong recommendations to this end to the appropriate body (bodies).
  - g) The local advisory committee should continue in active existence as long as the Library Techniques Program is offered.
9. Library techniques courses offered by the Continuing Education (Extension) Division of Colleges of Applied Arts and Technology to upgrade the qualifications of support personnel or others MUST be under the direction of the program director (co-ordinator of an approved library techniques program to ensure the maintenance of desirable standards.
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Excerpts from a speech by Cliff Weaver, Director of the Library Techniques Program, Fanshawe College. This speech was to have been delivered on April 12, 1975 at the PCC workshop that was cancelled. In place of this workshop the PCC is meeting with individual colleges as well as other interested groups. One of these groups is OALT/ABO and members of the PCC will be at the Conference in Ottawa.

Cliff says that his role "is to be a bit of a devils advocate and suggest to you some general reasons why an updating and expansion of the current "Guidelines" is both a necessary and useful task upon which to embark. Most of the following observations are my own and are intended only to inform you of problems as I have experienced them in the past or anticipate them in the future. I realize that few of you have problems of any sort, but perhaps you'll be good enough, then, to help me solve mine. First of all, may I argue for a "fleshing out" of the "Guidelines."

#### ADMISSION STANDARDS:

Are the current standards adequate? Would you prefer your students to all be four-year graduates from business courses or five-year graduates from arts and sciences — or does it really matter? Would you like to be able to recommend at least that prospective students all have some background in English, History and Typing? Are there certain personal qualifications that we should be looking for in all applicants? Is the currently-accepted definition of a mature student acceptable? Is a grade ten graduate who is nineteen years old a good bet? Is the Library Technician program "an appropriate program of instruction" for such a person? If accreditation comes about, will such a person necessarily be eligible for accreditation? Is it fair to accept them into your program if they might not be? Basic to this whole area is the simple question, "Are your programs attracting the type of person which you wish to attract"? If not, what could be done to encourage better or different applicants? Can this be set into "Guidelines"?

#### ROLE OF ADVISORY COMMITTEES:

Is the Advisory Committees' role the same during the first two or three years of a program's operation as it is when the program is five to eight years old? Should this body's work include such things as participating in program reviews on a regular basis? Should they continue to survey the regional market to determine whether or not a program should continue? Are there other new roles that this group should participate in? Here, the problem seems to me to be a bit unusual. If any group is to remain vital, alive and interested, it must continually be faced with new challenges and new problems that must be solved. How can we keep our Advisory Committees alive and well if they are required to meet only twice a year to say, "Good Job" or "Well Done"? What new challenges can we present to these people?

PROGRAM OF INSTRUCTION AND FIELD PRACTICE:

Is the present balance of 50% Academic Studies, 25-30% Library Technical Related, still the best balance for our programs? In view of the fact that professional education for Librarians now stresses theory, history, philosophy, administration, etc., have we enough time to prepare our students to know all the day-to-day operations that must be performed if our libraries are to operate effectively and efficiently? Is 7½ hours per week for each of two years enough time for all this? Since some of our graduates are in charge of small libraries and others in charge of small departments, should we consider offering courses in administration of libraries? Should students receive a full course in book selection principles so that they may buy wisely for their small libraries? Would a course in Children's Literature be classed as Academic Studies, Library Technical or Technical Related? Or should such a course even be offered? How basic is Basic Reference and Bibliography to be? It seems to me that there are many questions to be answered here.

If we want to open a real can of worms, some may wish to argue that the programs should be three years in length. Some of my graduates have expressed such sentiments after they have been out working for a year or two. Perhaps evening courses might provide a satisfactory method for students to gain further qualifications in special areas of study.

CONTINUING EDUCATION:

This section of the "Guidelines" has always been rather incomplete and we hope that our sessions here will give us a great deal of "Food for thought" as we consider the implications for continuing education programs. The questions to be raised here are many and various. Should library technician educators be concerned only with offering credit courses that eventually lead to the diploma, or should they be getting involved with courses for Community Librarians — i.e. short courses for those workers in small libraries that may only be open for seven to twenty hours per week and thus cannot afford full-time employment to a library technician or to a professional librarian? Should they become concerned with offering courses for teacher-librarians who may not want the diploma but who need help in certain aspects of their work only. Should they be putting on courses or workshops for local, regional and/or county librarians? Should guidelines be established for such work, or should they be strictly an ad hoc effort?

Which colleges should be offering credit courses in library techniques through their Extension Divisions? Should these credit courses be limited to those colleges which have full-time day programs? Should special guidelines apply to such courses or should they meet exactly the same guidelines as day programs? Should there be a time limit within which students must qualify for their diploma? Should the colleges involved have full-time staff to organize, teach, and administer these courses?

IN 1974 SENECA COLLEGE GRADUATED FORTY-NINE LIBRARY TECHNICIANS

<u>Libraries</u>		<u>Range</u>	<u>Average</u>
College & University	9	\$5,650 - \$7,000	\$6,464.50
School & School Boards	7	6,240 - 8,678	7,199.00
Public	14	6,300 - 8,989	7,251.50
Special	9	5,784 - 9,100	7,300.00
Commercial Cataloguing Firms	3		

Average salary 1974 — \$7,126.24

IN 1974 SHERIDAN COLLEGE GRADUATED TWENTY-SIX LIBRARY TECHNICIANS

Academic Libraries	1		
School Libraries	4	Highest Salary	— \$7,100.00
Public Libraries	15	Lowest Salary	— \$5,450.00
Special Libraries	6		

TALTA EXECUTIVE 1975

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