



Introduction

CHARLES L. TRINKNER

THIS ISSUE of *Library Trends* is devoted to contemporary trends in junior college libraries. It represents the first major attempt on the part of several writers to provide an insight to the challenging prospects and practical issues of today's junior college library.

Junior college libraries are beginning to receive the recognition and emphasis that they should have received over the first half of this century. Facilities have been inadequate, standards have been low or non-existent, administrators have disregarded the library at budget-making time, and there has been a dearth of junior college literature. Now, dynamic changes are underway!

In relation to growth, junior college community libraries are blazing a path of resources across the length and breadth of the United States. There is also a depth relationship in this new, unique institution and the role it is playing in the nation's educational system. The growth of the junior college movement is one of the greatest educational advances made in the history of higher education in America. Pressures from a rapidly-changing society, combined with a rapidly-expanding, college-age population, will catapult this country into a critical period of community college expansion. There will soon be 1,000 of these unique, academic library centers providing service for citizens. The library service program needs not only to keep pace with the rapid growth of the community college systems, but also to gear its collection to the individual institution's curriculum offerings, adult education programs, and community needs.

The typical junior college library has three needs that are basic to the total structure of effective service, viz., a well-planned library building, adequate book-collection resources, and a professional staff.

New, individual library buildings of modern design are being constructed on junior college campuses. Some additions and renovations

Mr. Trinkner is Librarian, Pensacola Junior College, Pensacola, Florida.

to existing plants have added needed space for readers, storage, and instructional resources. In contrast to the past concept of locating library quarters in some part of the administration building or classroom building, the library has reached the phase of having an individual, well-planned building, designed as a campus center. With this transition in library physical facilities, book collections can be moved from temporary and makeshift arrangements to a permanent site. Some institutions locate the library building in an isolated corner of the campus, away from the main learning activity. Random building programs have now been replaced by master-plan development, locating the library-instructional resources' edifice centrally to the classroom buildings. Physical education facilities and music programs are in planned zones, eliminating noise interference with classroom-library-learning facilities. An area approach to master planning places the student center, dining facilities, and dormitories in a separate area away from the instructional-learning portion of the campus.

Because the presentation of building and equipment trends in junior colleges is a difficult subject about which to write, we are fortunate to be able to include two articles on the subject in this issue of *Library Trends*. John F. Harvey, Dean, Graduate School of Library Science, Drexel Institute of Technology, and Lloyd R. De Garmo, Librarian, Compton (Calif.) College, the authors, present views from different parts of the country.

It is quite obvious to observers that individual junior colleges vary greatly in the strength of their resources. Resources are particularly vital to the community college library program. It is quite true that the junior college need not be a great research center; however, most librarians at all levels of education will agree that a library's holdings determine its ability to provide effective service. Greater concern for book resources has been manifested in recent years. Felix Hirsch's recent research on evaluation (findings which are included in a chapter in this issue) provides a picture of the changes occurring in the standards for the junior college library collection. The present standards have a 20,000 volume minimum. More and more emphasis will be placed on strengthening library resources and providing a balance of materials, which in turn is based on the unique aims and objectives of the junior college program. It is strongly stressed that the 20,000 volume minimum be available to the student body on the opening day of any junior college.

Library progress has led to improved and professionally stronger

Introduction

library staffs holding faculty status. Professional personnel, television technicians, and clerical workers are being added to the library-instructional resources centers. The community college librarian must be an active, aggressive, dynamic, and resourceful person with the ability to undertake all of the duties of the specialized librarians of larger institutions. The world of junior college librarianship is on the brink of a new frontier. In the hands of its librarians will be placed machines with built-in memory and experience data, computers capable of making thousands of decisions each minute, instruments that will free librarians from everyday routine and provide them with the time to manage the new resources and create others. Librarians can be tomorrow's frontiersmen. Not everybody can brave this new frontier, but many can and will become creative and develop a sense of mission and dedication.

The ideal junior college library of the mid-twentieth century is building an image of its own. A significant trend is the emerging image of providing housing for all types of educational material and equipment. A new concept is beginning to appear in which the library will be organized as an instructional resources center. Not only book resources, but records, tapes, microfilms, television media, etc., will be available. Controlled "open" stacks, small partially enclosed rooms containing four to eight carrels along with lockers for ten to twenty students, are in tomorrow's plans. Electronic equipment will make it possible to transmit sounds and images any distance to the classroom, the laboratory, and to a student's residence by dialing and electronically receiving the research material needed. Whereas Mark Hopkins or someone else used to be on one end of the log and a passive student on the other, now an outstanding teacher is on one end of the coaxial cable and several hundred students are on the other. Dramatic examples of extending the junior college library from a nucleus out to the entire community are to be found in the establishment of multi-county television centers. New designs and new concepts of utilization of library facilities place the library as the focal point of the campus and as the center of the area's cultural life.

Literature on the junior college library program has been a motivating force for the advancement of junior college libraries. Librarians are moving toward more explicit recognition of the problems peculiar to the junior college library through research, periodical articles, books, and survey studies. A junior college library series is being developed for the purpose of helping librarians build, equip, and operate

CHARLES L. TRINKNER

better junior college libraries. A solid core of literature and research material will give the library schools a better opportunity to organize courses, workshops, etc., around the junior college library program. Clearly, the extent of junior college library information and knowledge is extensive and promises to become even greater.