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This study describing trends in library manpower in all types of Ohio libraries, with emphasis on public libraries, used three research approaches: an assessment of the number of librarians in the state compared to the number of library users, an examination of librarians' salary scales, and a questionnaire sent to all Ohio public libraries. In addition to a recommendation for a centralized data collection agency, a coordinated program for library development is suggested that involves: (1) an increase in the number of professional librarians in all types of libraries, (2) expansion of Ohio library education facilities, (3) integrating Ohio librarianship more fully into national activities, and (4) a re-examination of the organization and administration of libraries and library systems. Methods of increasing the number of librarians and improving library education programs are suggested for school and academic libraries. Recommendations for public libraries involve classification of the goals of public library service, participation in federal programs, a central source for manpower information, continuing education for librarians, and participation in national library events. Appendices include the raw data used in the study, Western Reserve Library School placements for 1958-67, the study questionnaire, and a discussion of the definition of professional librarians. (JB)

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A Statistical Report

by

Philip H. Ennis

December 1967

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OHIO LIBRARY MANPOWER
A STATISTICAL REPORT

Submitted to Professor Ralph Blasingame
Graduate School of Library Service
as a part of the Study of Ohio
Public Libraries and State Library Services

by

Philip H. Ennis
Wesleyan University

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INTRODUCTION

In the past few years the systematic study of professional manpower problems has increasingly attracted the attention of several social sciences. Economists and sociologists have all the tools of their trade to examine every aspect of manpower training, allocation and utilization. The present study continues that concern. Its twofold mission is first, to describe trends in library manpower on the state level for all types of libraries, and second, to concentrate particularly on the public library.

Three specific research approaches are used: the first is a comparative examination of the trends in the growth of public, school, academic and special librarians in the state. This assessment of growth or decline in the numbers of librarians is parallel with the rates of growth of the libraries' users on the one hand and to the relative position of Ohio compared to the rest of the United States on the other. The first part of this report, therefore, presents for each type of library - the trends over the past decade or so in the numbers of librarians and the numbers of library users. These will be shown separately for Ohio and for the rest of the nation.

Such data, it is important to emphasize, allows answers to these

three different questions:

1. How well is a particular type of Ohio library keeping up with its clientele? Within the state are the users growing in number faster, slower or at the same rate as the librarians who serve them? How, in short, does the librarian-user ratio change over time. Such a ratio is not the only measure of a library's effectiveness, of course. The ratio of professional librarians to non-professional staff and to the size of the collection are also important and where possible such comparisons will be made.

2. For a given type of library how does the Ohio librarian-clientele ratio compare with the comparable ratio for the rest of the United States? Because the library profession is, to some extent, part of a national labor market, therefore a national yardstick is an important one. An analysis of Ohio's position vis-a-vis the rest of the nation is thus provided.

3. How is one type of library doing compared to another within the State of Ohio? This is really a double-barreled comparison; first, is the clientele for school libraries growing faster than the clientele for academic libraries - in absolute numbers; and, second, are the numbers of school librarians keeping up with the numbers of school children to the same extent as the number of academic librarians keeps pace with college students. These two measures can yield quite desperate results, implying quite different policy implications.

The second research approach is an examination of librarians' salary scales over the years in order to provide information on

Ohio's ability to attract and hold high level personnel. Also, Ohio's production of librarians compared to the rest of the country's is examined since the educational base of the profession is a critical part of the manpower process. Available information comparing national and Ohio salary data are presented for the various types of librarians.

The third part of the study is a report of a questionnaire sent to the public libraries in the state. Only those parts that are directly concerned with manpower problems will be presented here; the rest will be discussed elsewhere. The only exception is the series of questions dealing with library goals. The last part of this report will give considerable attention to this problem.

Scope of the Study

It is important to indicate what the study is not about and the limitations of what it is about. First, it is not designed to tell the Ohio library profession how to allocate its manpower within the state. Most of the data to be presented is on a state wide basis and, therefore, make no distinction as to communities of different sizes or in different areas. The one exception is the public library, for which the survey does provide such clues. Second, the perenially difficult question as to the proper boundary between professional vs. non-professional tasks is not treated here.

These two questions, allocation of librarians in various kinds of communities among various tasks depends primarily upon the goals

of the library profession. Hardly any but the most general recommendations can be made about library manpower until the library goals are clarified, specified, and given some clear priority ranking.

Third, school, academic, and special libraries are examined only by the use of state wide statistics of manpower and salaries. No internal analysis or comparisons or evaluation of these types of libraries is given.

Fourth, the most important, the previously collected statistical materials which form the basis of the first two parts of this report are fragmentary and all too often not current. This simply reflects the unsatisfactory situation in data compilation and organization. A central recommendation of this report reflects these deficiencies, by urging that an agency be created to secure comprehensive statistics on a continuing basis.

Part I

State and National Trends in Library Manpower

We begin with an overall comparison of the absolute numbers and the relative growth trends of the four different types of librarians. Comparable statistical series are available from the early 1950's but reach only 1963-4. Figure 1, therefore, shows the number of public, school, academic and special librarians in the United States over this time period.

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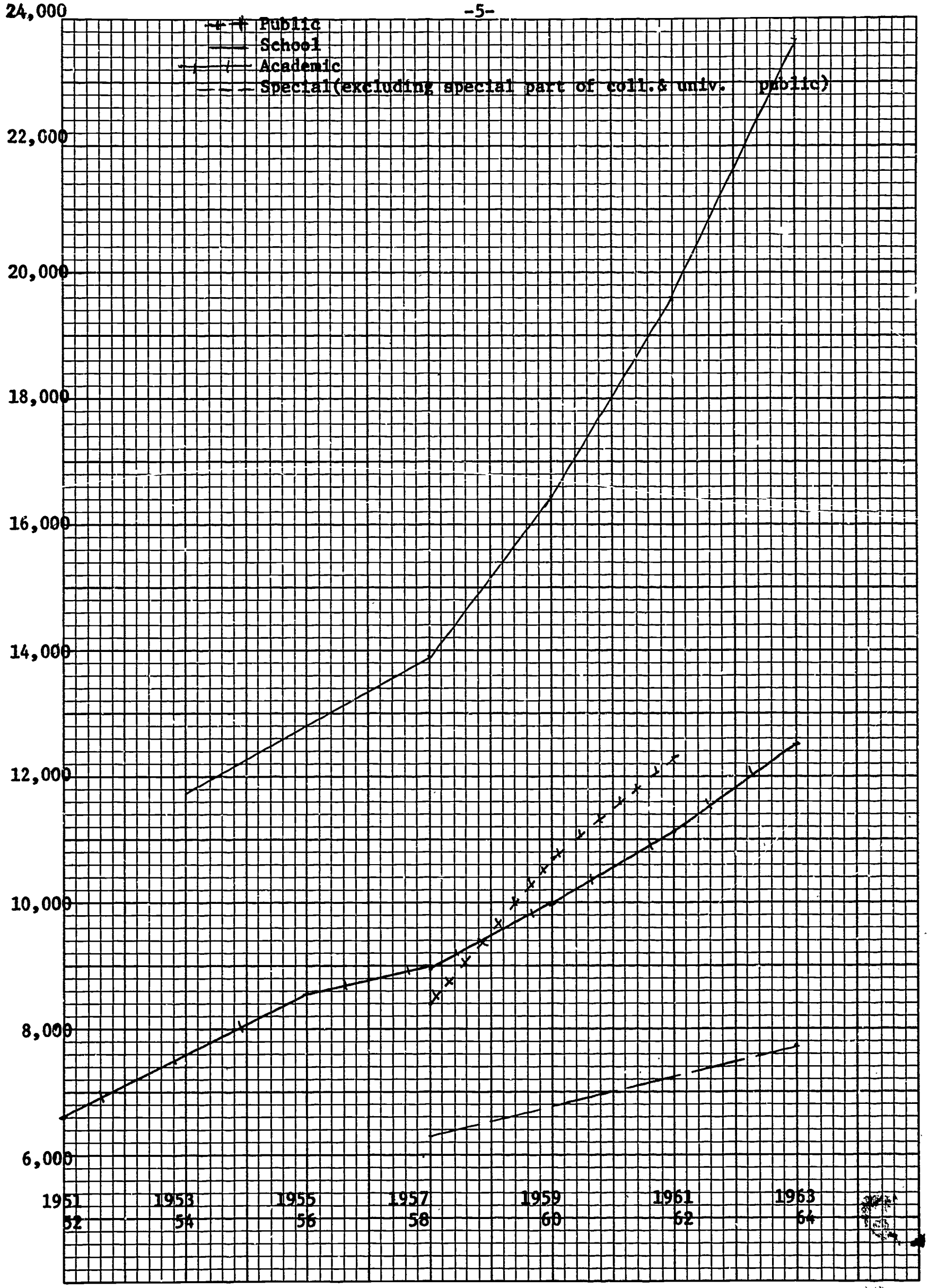
* The data for these figures are arranged in order of their presentation and are to be found in Appendix A.

** Librarians working in a public or academic library and belonging to the Special Library Association have been removed from the totals of the special librarians.

Prof. acad., public, and school librarians, and special in U. S.

FIGURE 1



The dramatic shift over the past decade has been the near doubling of school librarians from about 12,000 in 1953-4 to almost 24,000 in 1963-4. Over a longer time span academic librarians have also doubled in number. Special librarians, the smallest segment of the profession, shows the slowest rate of growth.

This slow rate of growth during the great expansion of the information retrieval movement seems paradoxical and might be explained by the flow of associations not affiliated with the library profession. To the extent this is the case, librarians and library schools particularly will have to re-examine their long range goals and programs to see if and how much they want to reassert professional control and leadership in the field of documentation.

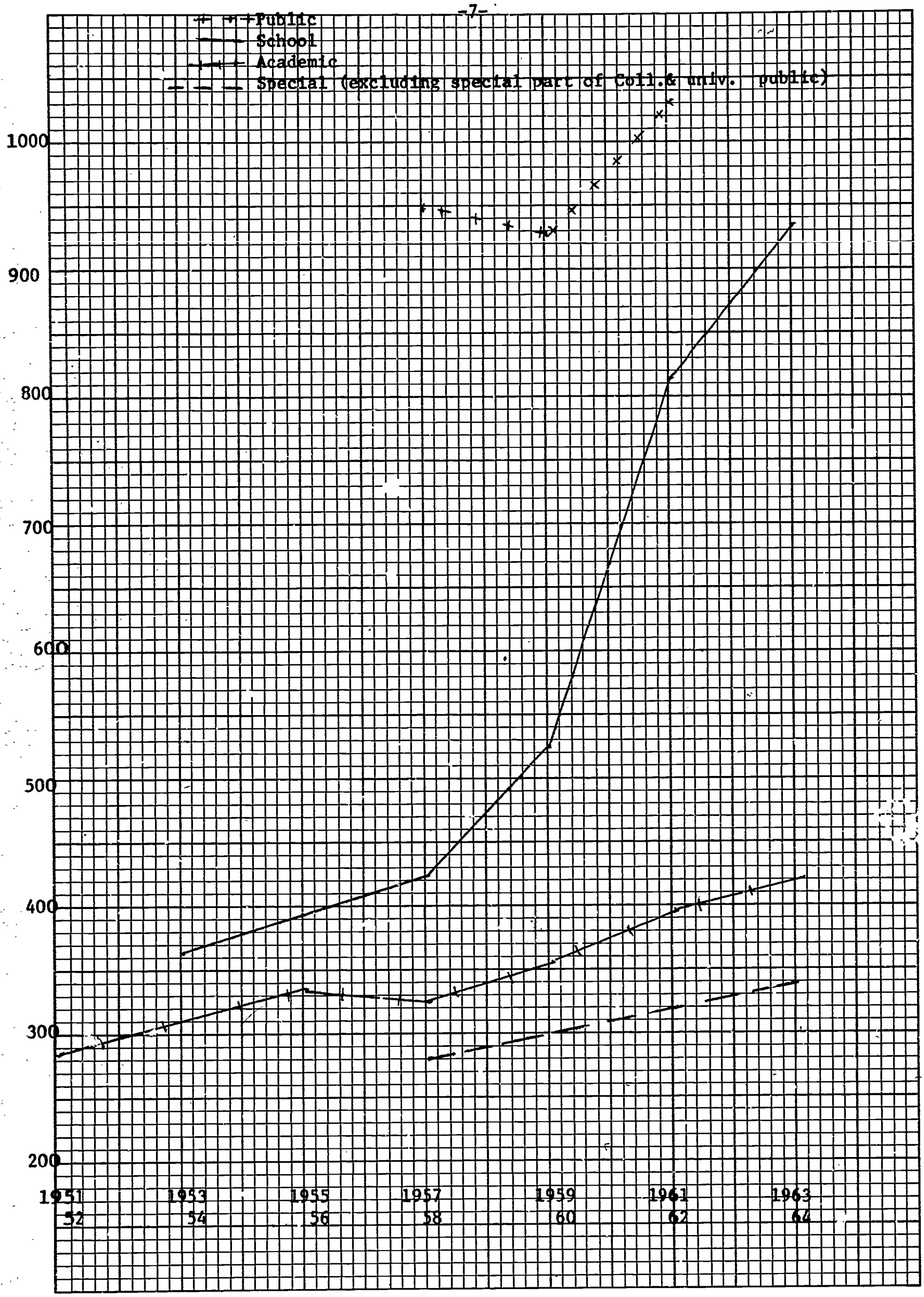
Figure 2 shows the growth of the four library specialties over the same time for Ohio. Two important differences are apparent. In contrast to the rest of the United States, Ohio public librarians are far more numerous than the other types, at least they have been until the rapid growth of school librarians in recent years has made them almost equal in number.

The spurt in the public library growth in the beginning of the 1960's matches the steady increase among school librarians. Only more current data can show if these growth rates continue or change.

These data are now presented differently to accentuate the changing preponderence of the different library specialties within the profession. Each of the four types is shown as a percentage of the total number of librarians.

Prof. Acad., public, school librarians and special in Ohio

FIGURE 2



First in Figure 3 the U. S. as a whole, we see the leading and continuing dominance of school librarians and a slow decline of academic librarians (in percentage terms it should be emphasized).

Figure 4 shows the comparable data for Ohio, where the public librarians, though pre-eminent in 1957-8 rapidly declines as school librarians become a larger fraction of Ohio librarians. We turn now to each of the four types of librarians in detail, charting their growth in terms of the clientele they serve.

Academic Librarians

Higher education, as everyone knows, has grown steadily and rapidly in recent years. The data in Figure 5 reveals in fact that this growth is accelerating.

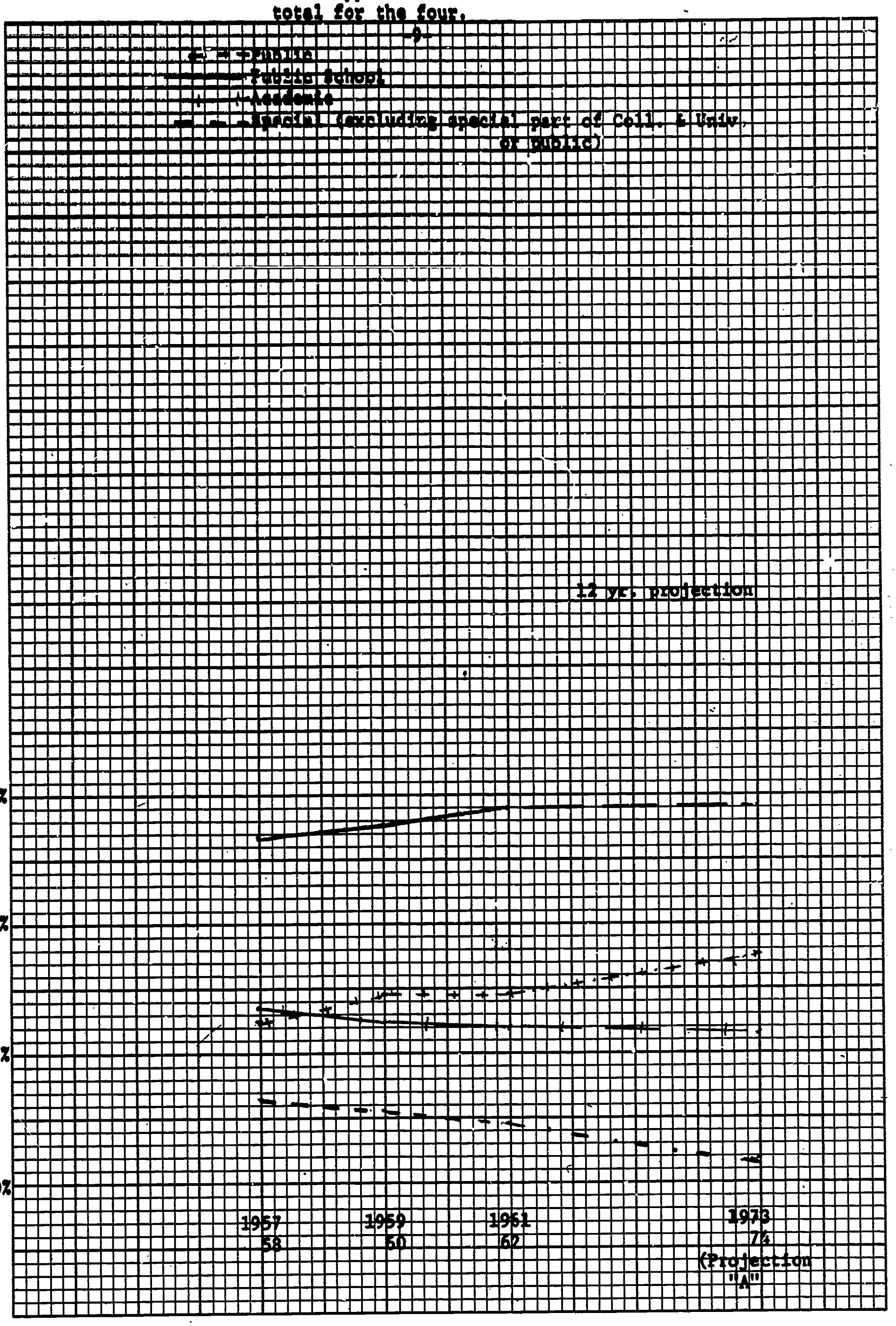
The absolute number of enrolled college and university students from 1951-2 to 1963-4 is shown in terms of an index number, that is, the average number of students over these years is given a value of 100 and the number of students enrolled in each year is expressed in terms of its departure from that average. The number of academic librarians is shown in comparable fashion.

About midway during the time period the two curves cross with the students moving ahead of the librarians, but both still growing steadily, the latter at a somewhat slower rate.

Essentially the same situation obtains in Ohio (Figure 6), with perhaps a greater decline in the numbers of academic librarians. We see, then, steady and rapid growth among this type of librarian, who is just about keeping up with the growth of his audience.

U.S. The four types of librarians each as a % of the total for the four.

FIGURE 3



Ohio - The four types of librarians, each as a % of the total for the four.

FIGURE 4

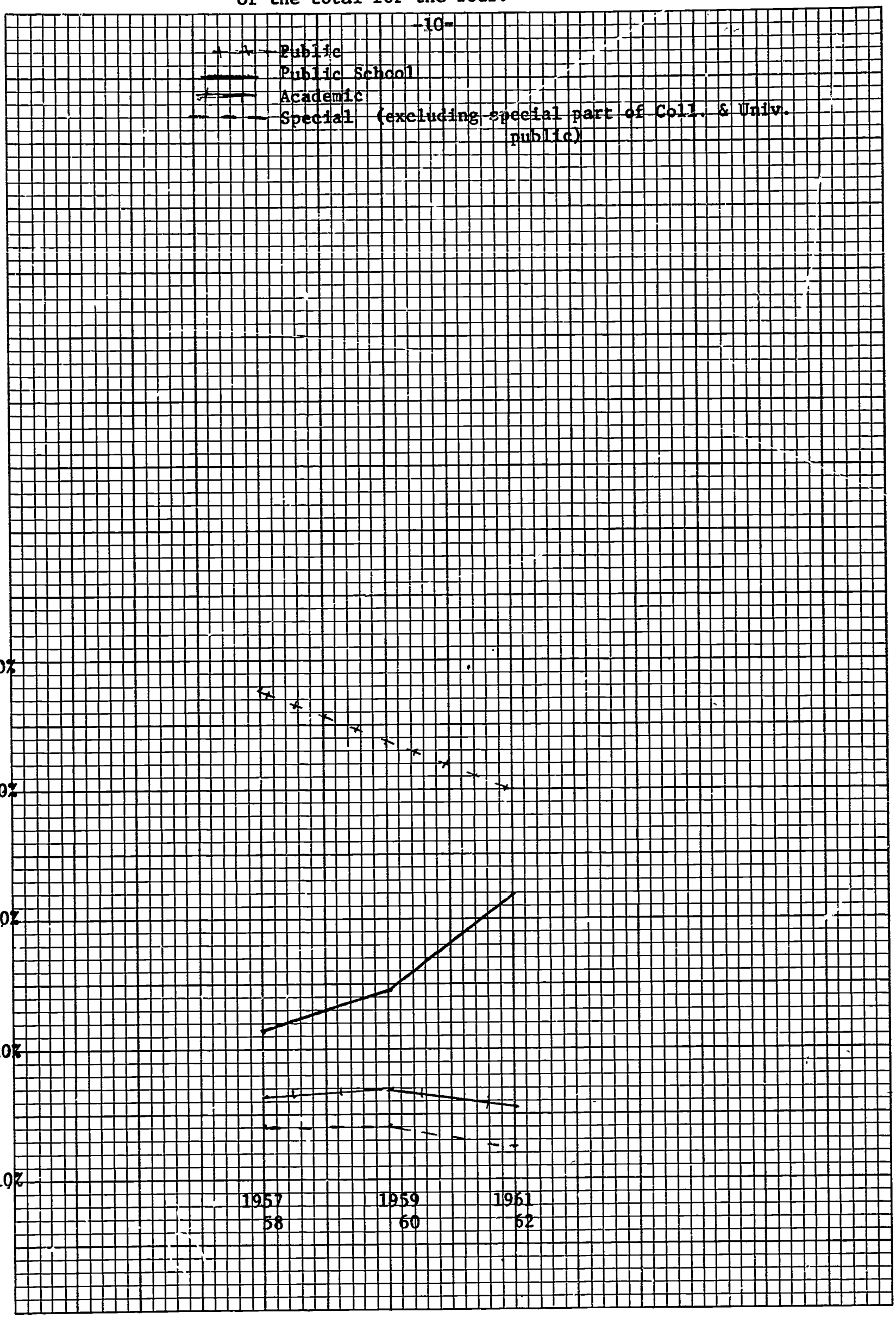


FIGURE 5

U.S. Absolute growth of Prof. Academic librarians and of College & Univ. Students

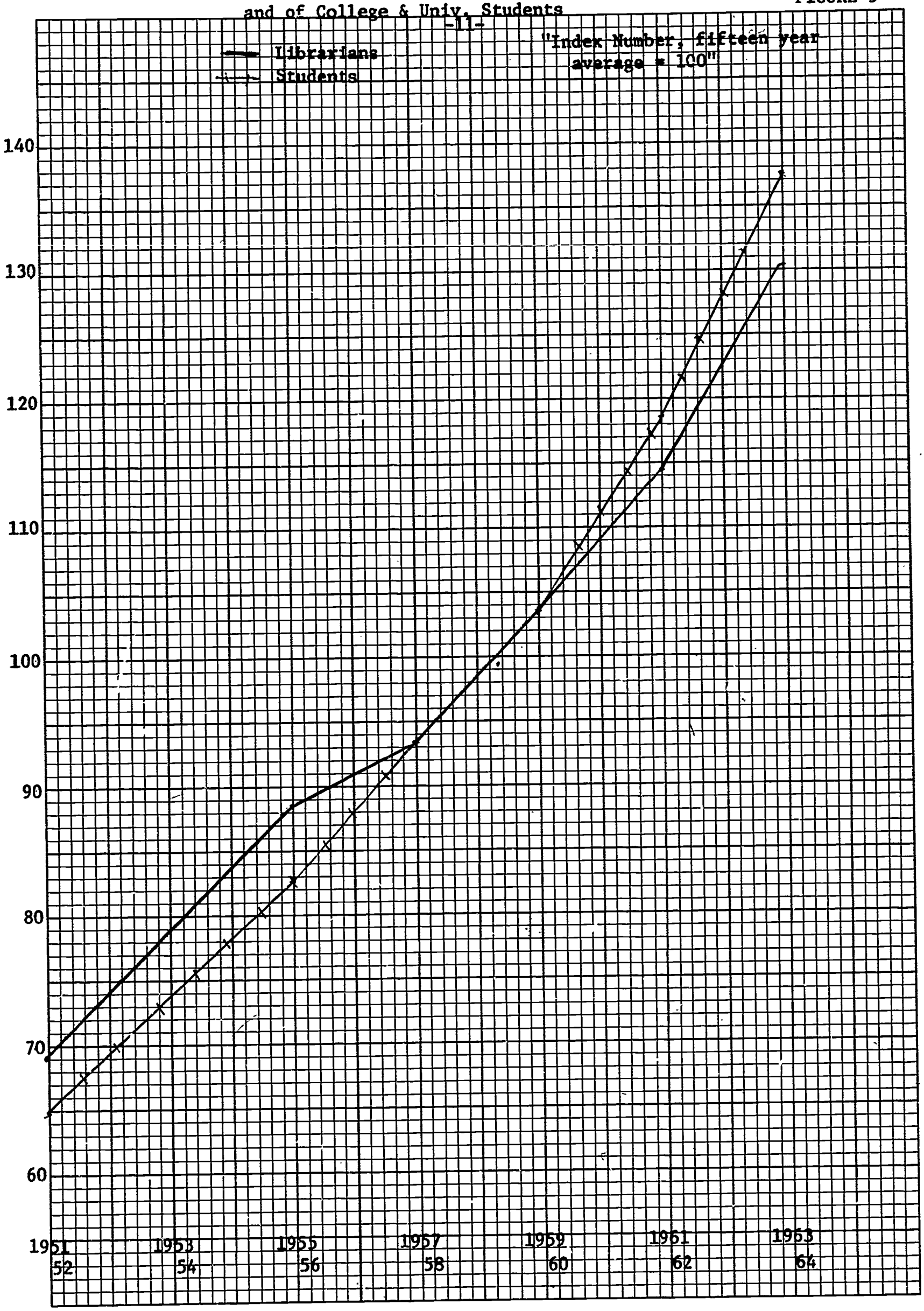
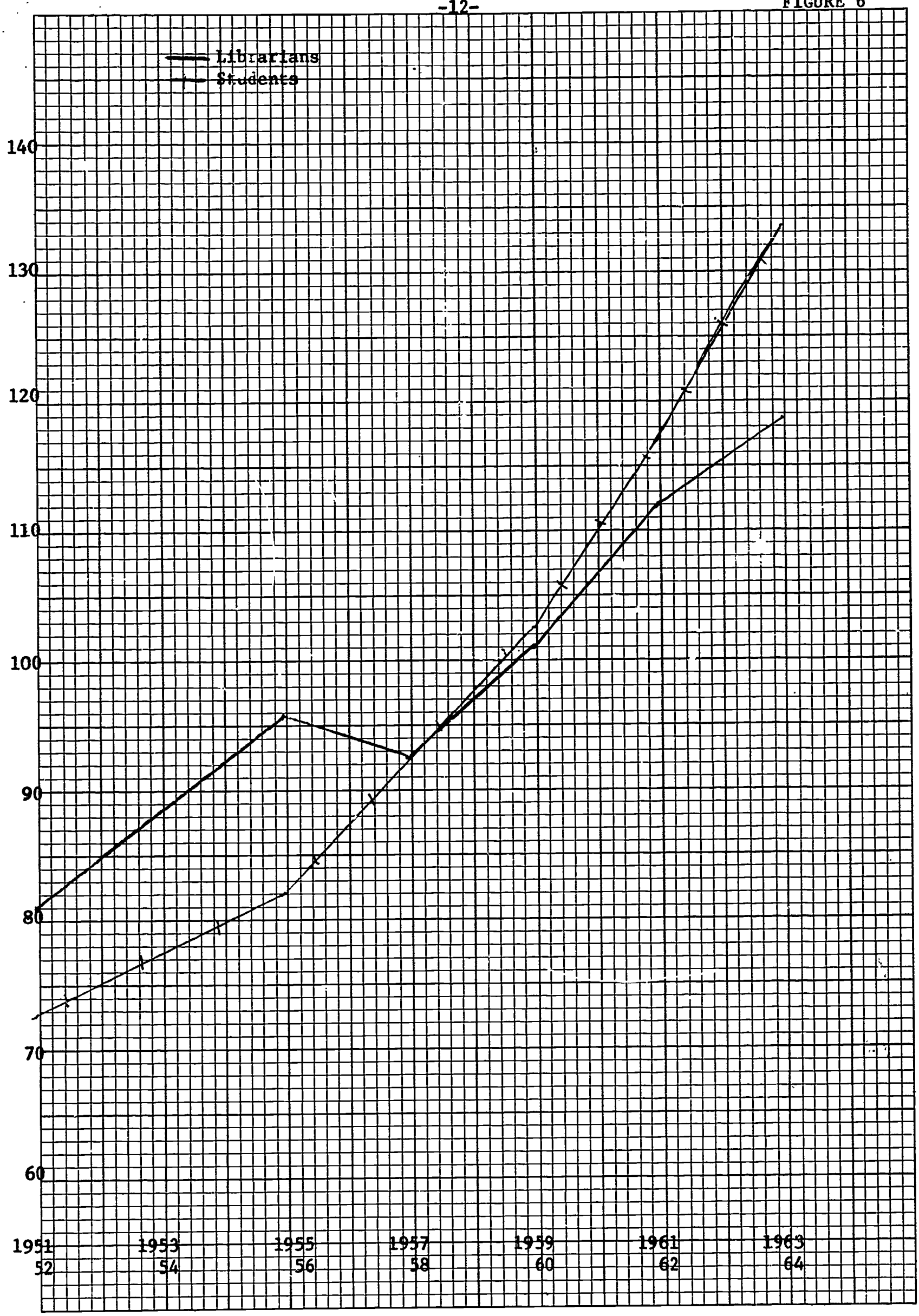


FIGURE 6

Absolute Growth of Prof. Academic Ohio Librarians and of Coll. and Univ. Students



The first question that arises is whether it is only librarians that show a declining growth compared to students or whether college faculties suffer a similar fate? This is indeed the case, both in the whole nation and in Ohio as shown in Figures 7 and 8. This is an important fact; in terms of sheer numbers the academic librarian appears to be getting his share of college resources in that he is not falling behind enrollment faster than the rest of the academic faculty.

Another meaning of these data in Figure 7 and 8 is that insofar as a major task of the academic librarian is to serve the faculty then in terms of <u>number</u> academic librarians are keeping abreast of their task.

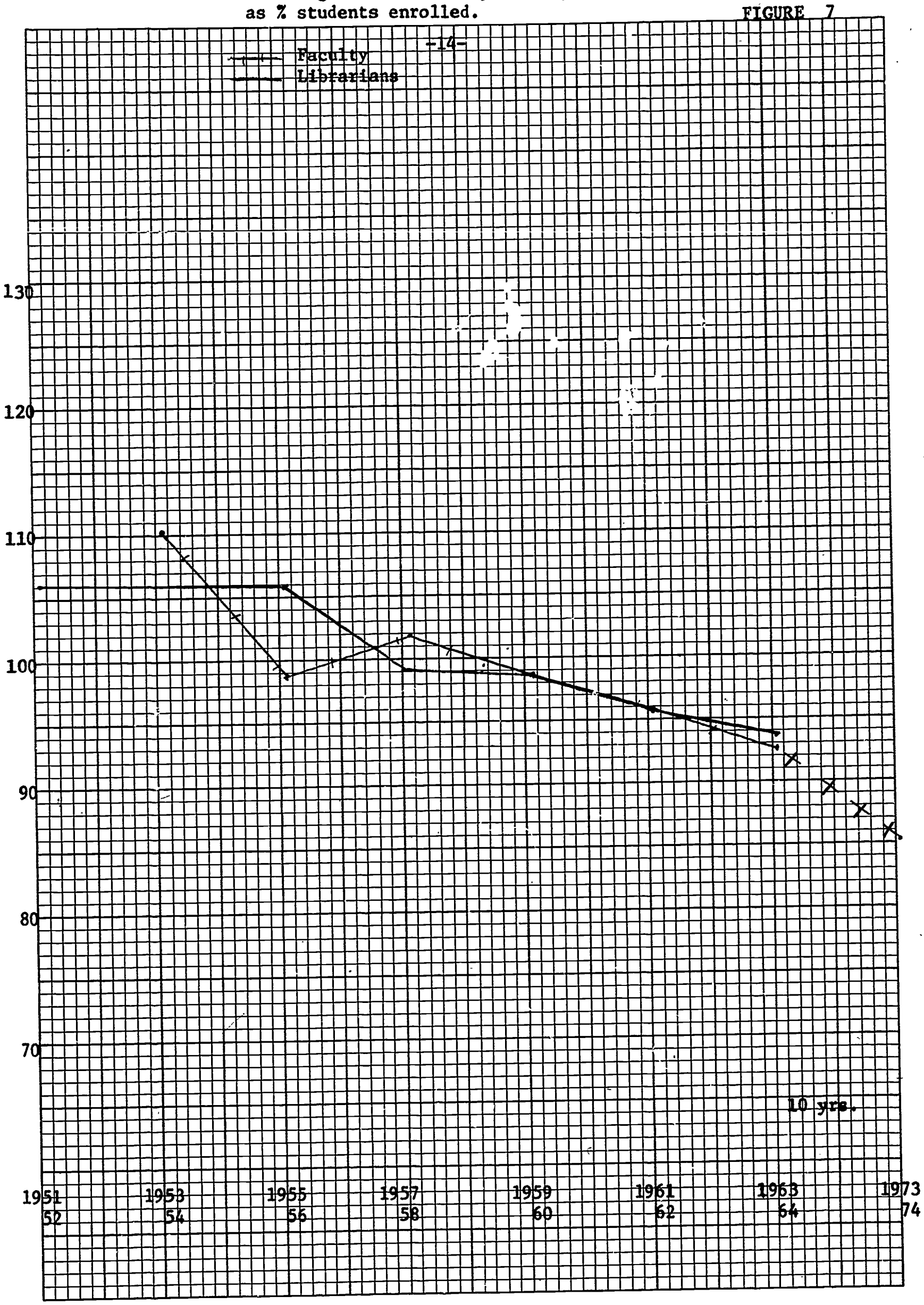
How does Ohio compare to the rest of the U. S. in this field? Figure 9 converts the data of Figures 5 and 6 into a graph of academic librarians per 1,000 enrolled students.

As suggested by these earlier data we see a slow decline in the librarian - student ratio. Ohio is consistently below the national average during the entire period, but neither gaining nor losing ground compared to national trends.

Does this slow relative decline in numbers of librarians -- and Ohio's inferior position -- mean a decline in the quality or amount of library service? It is, of course, impossible to answer such a question without the most intensive first hand observation, but one set of figures suggest that this need not necessarily be

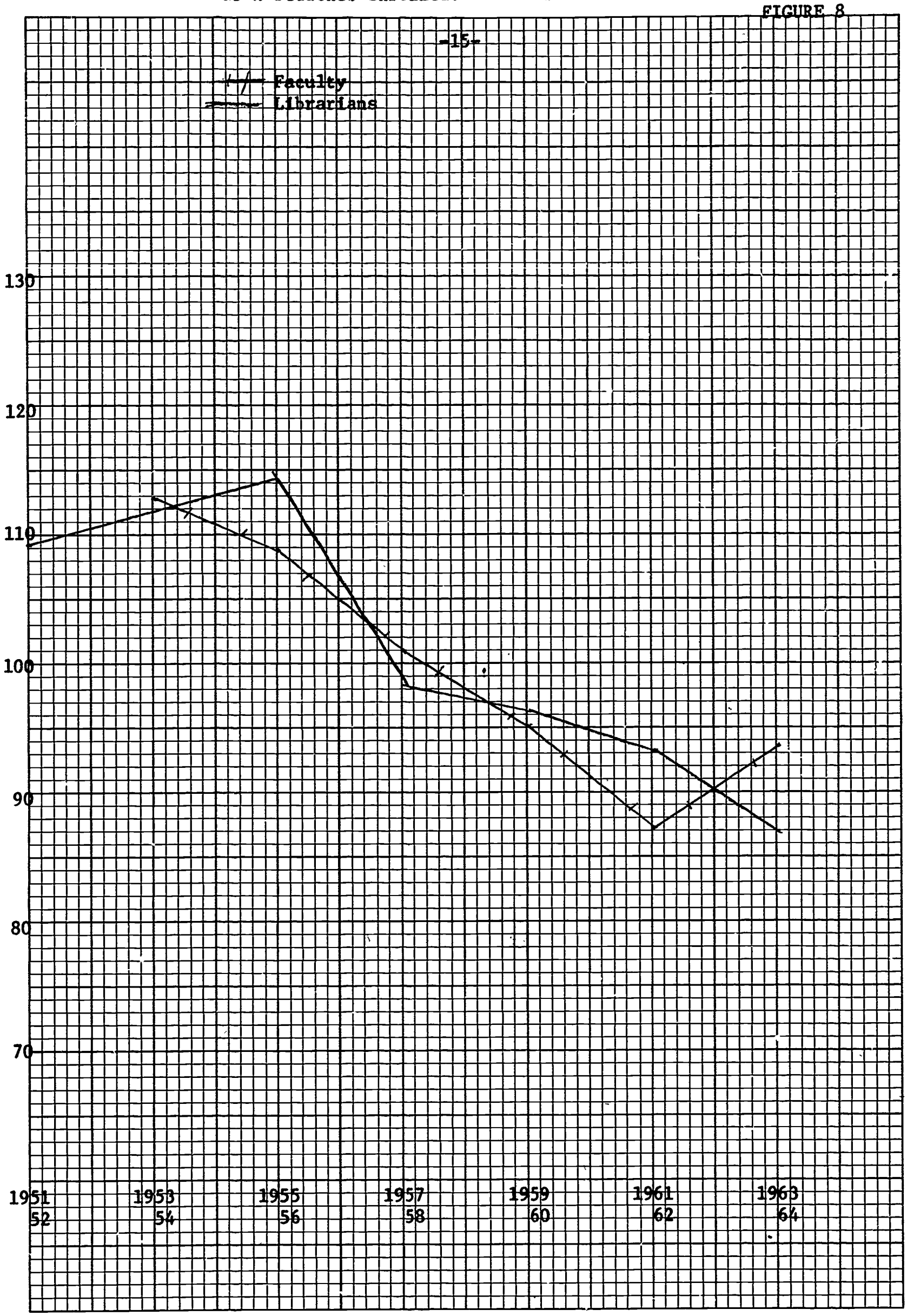
U. S. College and University Faculty and Prof. Librarians
as % students enrolled.

FIGURE 7



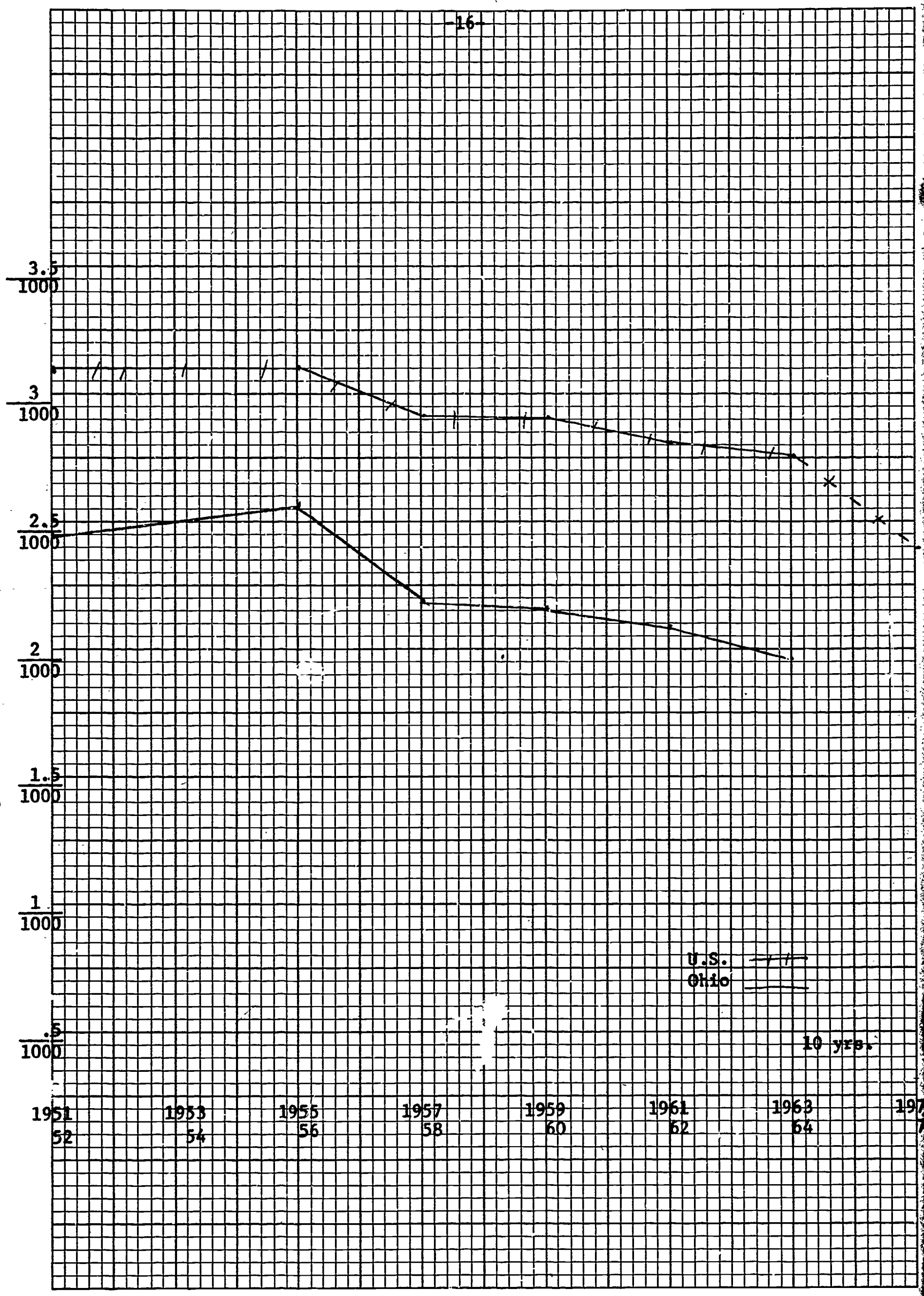
College and University Faculty and Prof.Librarians
as % Students enrolled. Ohio

FIGURE 8



Professional Librarians per 1000 Students enrolled in Colleges and Universities U.S. and Ohio

FIGURE 9



the case. Current academic library practice appears to be moving towards an extended use of non-professionals supervised by fewer and fewer professionals.

Figure 10 confirms this clear trend in the nation and a similar but less marked tendency in Ohio. These strands might be woven together to suggest that academic librarians in Ohio are not keeping up with national trends in meeting either the needs of rising enrollments or in increasing the supervisory reach of their professional staffs. This latter judgment should be taken tentatively since more data about the distribution of the sizes of college libraries in Ohio compared to the U. S. is required.

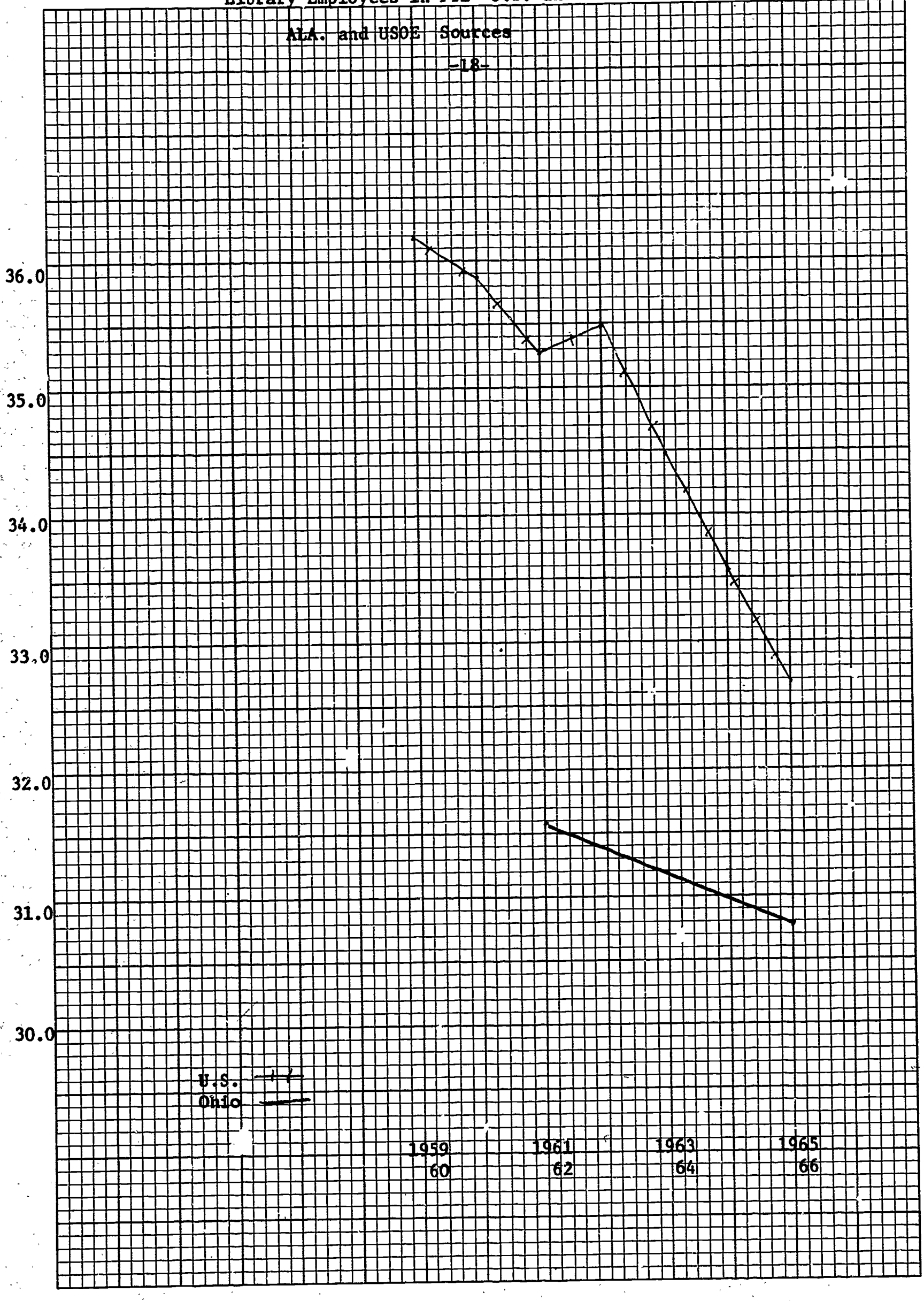
School Librarians

Libraries in elementary and secondary schools are much newer than in colleges, and not surprisingly this specialty shows rapid and energetic growth supported by Federal and State funds and commitments. Moreover, the vagaries of large scale population trends have created a momentarily slackening in pace. Therefore, the rates of growth of school librarians and the school enrollment reveal a different picture than that of academic libraries. Figure 11 shows for the U. S. a growth rate of school librarians considerably more rapid than the rate of school enrollment, in fact an accelerating rate. In Ohio (Figure 12) the growth of school librarians shows an even more precipitous slope. That this is due to the fact that Ohio was less developed initially does not vitiate the rapid growth and the need for school librarians in the future.

Professional Academic Librarians as % of all Academic Library Employees in FTE U.S. and Ohio

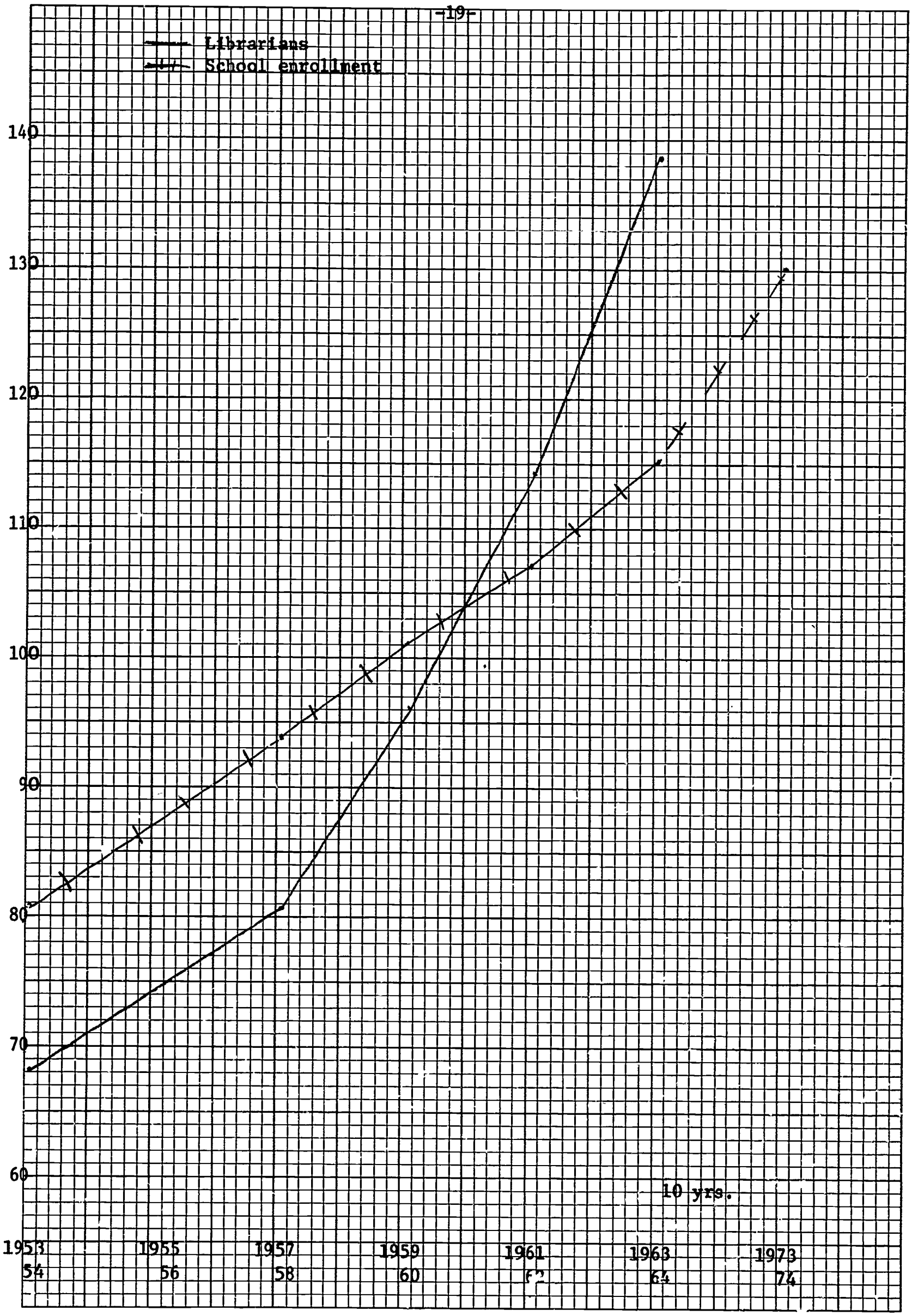
FIGURE 10

ALA. and USOE Sources



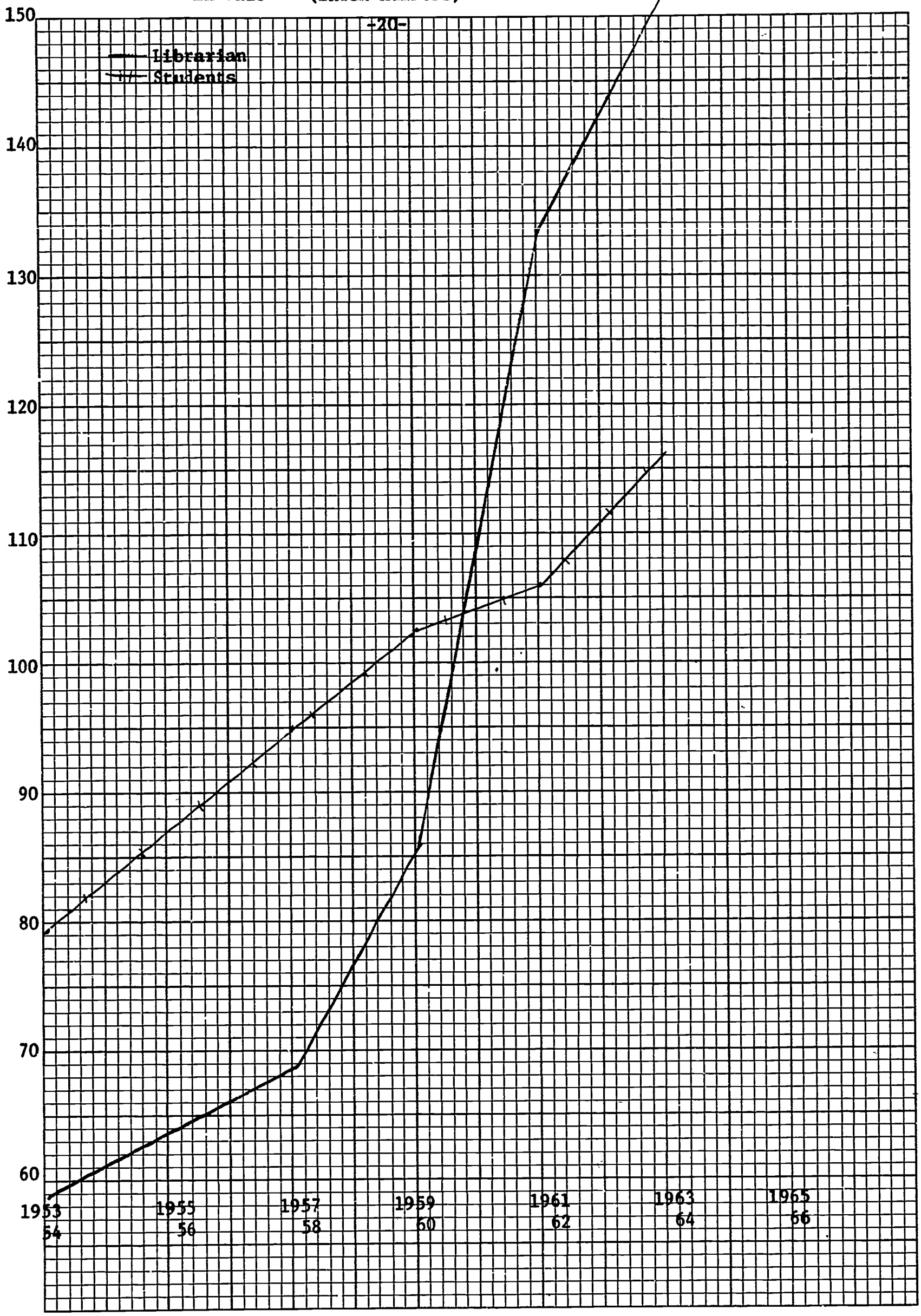
Absolute Growth in Public School Librarians and enrollment in U.S. (Index Numbers)

FIGURE 11



Absolute Growth in Public School Librarians and Enrollment in Ohio (Index numbers)

FIGURE 12



Yet in spite of Ohio's faster rate of growth the state still lags behind the rest of the nation in staffing its school libraries. This is shown in Figure 13 which shows that the rest of the United States has more librarians per 1000 students compared to Ohio.

Again the question becomes, do school <u>teachers</u> show a greater or lesser growth rate compared to librarians. Figures 14 and 15 show for the United States and Ohio respectively that school librarians show a dramatically faster growth rate than teachers. This growth <u>rate</u> among school librarians, it must be noted, involves far fewer individuals since there are considerably more teachers involved in absolute numbers.

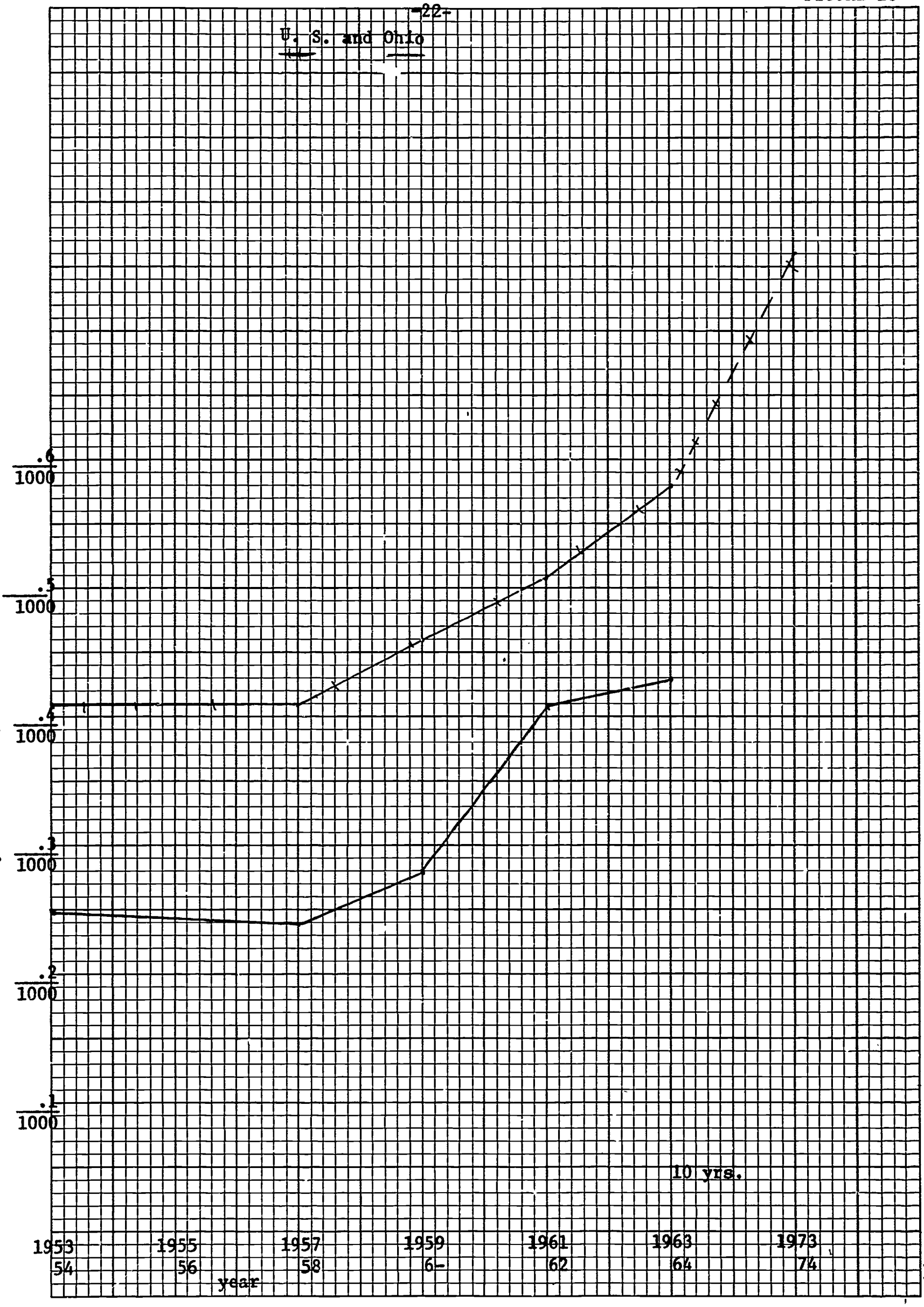
Special Libraries

Special librarians, though the smallest sector of the profession, represent in large measure the point of contact between the traditional concepts of service and modern technologies of information control. Other types of libraries are not immune from the incursion of these new technological and intellectual trends, but to date, these fields have shown less receptivity to current developments.

It is important, therefore, to examine the trends in the growth of special librarianship. The data in this area unfortunately are less adquate than the other fields. There are but two relevant series, the first estimating the growth of the audiences for the special libraries, nationally and in Ohio, the second showing how Ohio compares to the rest of the states in staffing special librarians.

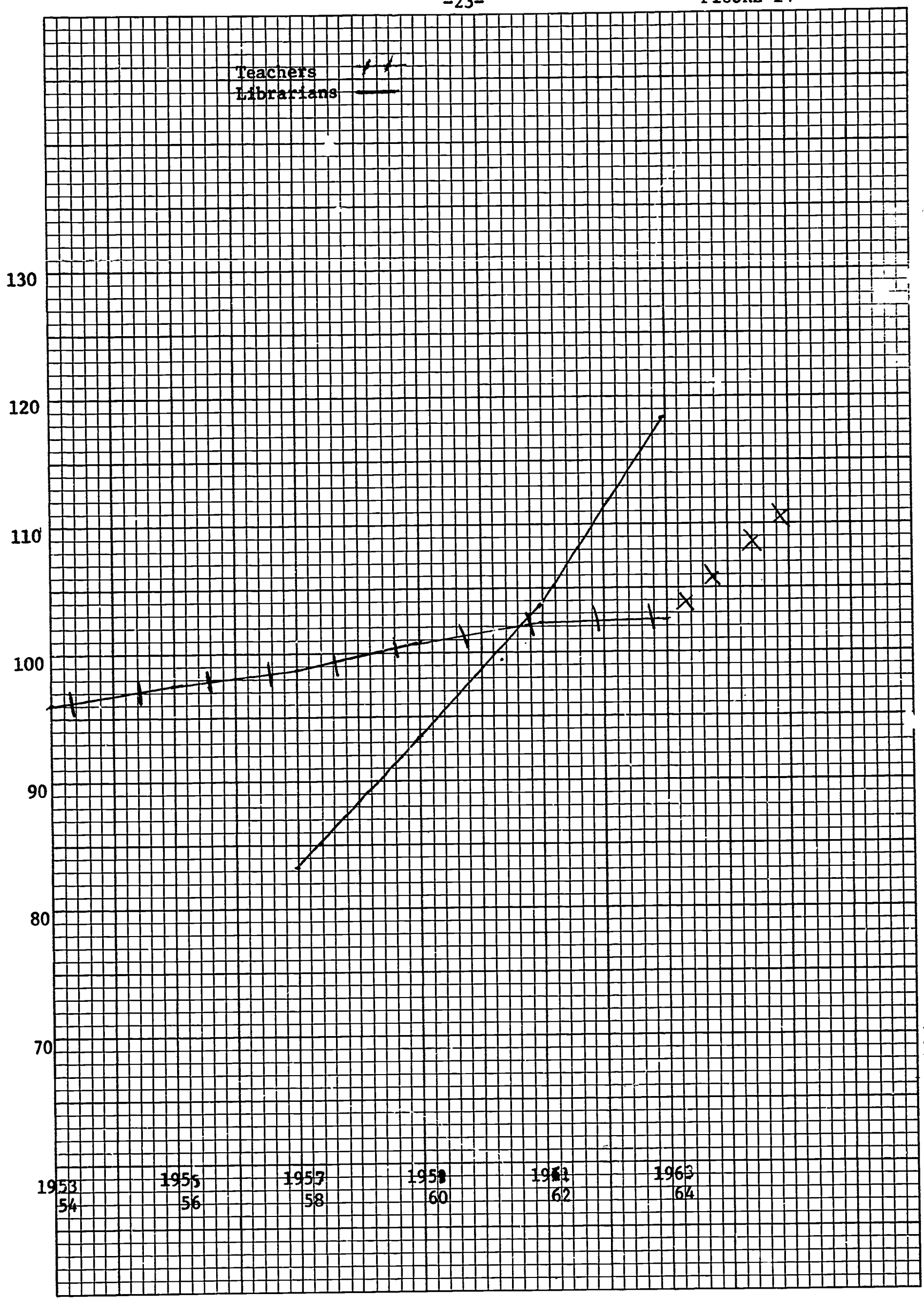
Public School Librarians per 1000 students enrolled
Elementary and Secondary

FIGURE 13



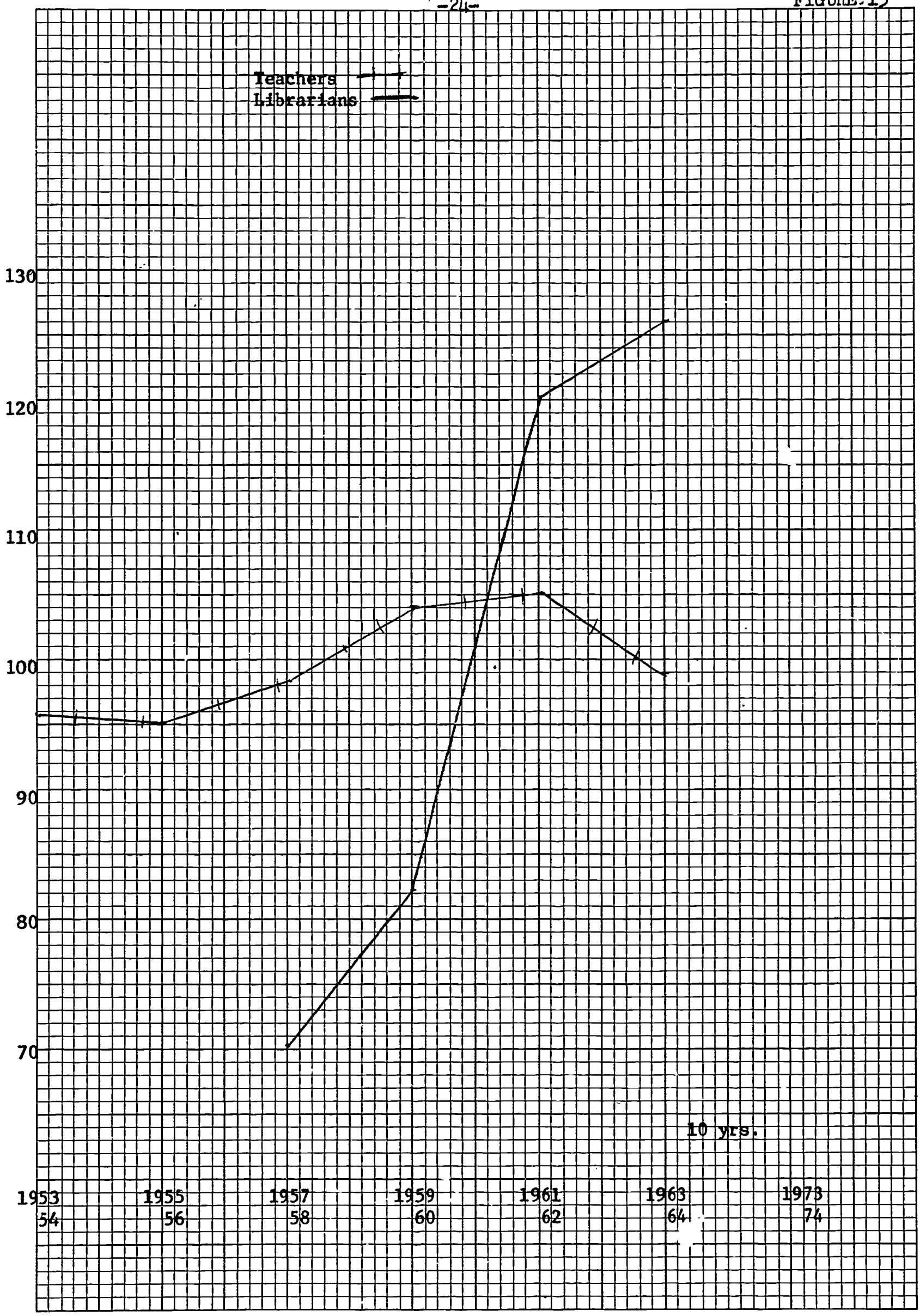
U.S. Public School Librarians and Teachers as % of Students enrolled

FIGURE 14



Ohio Public School Librarians and Teachers as % of Students enrolled (Index numbers)

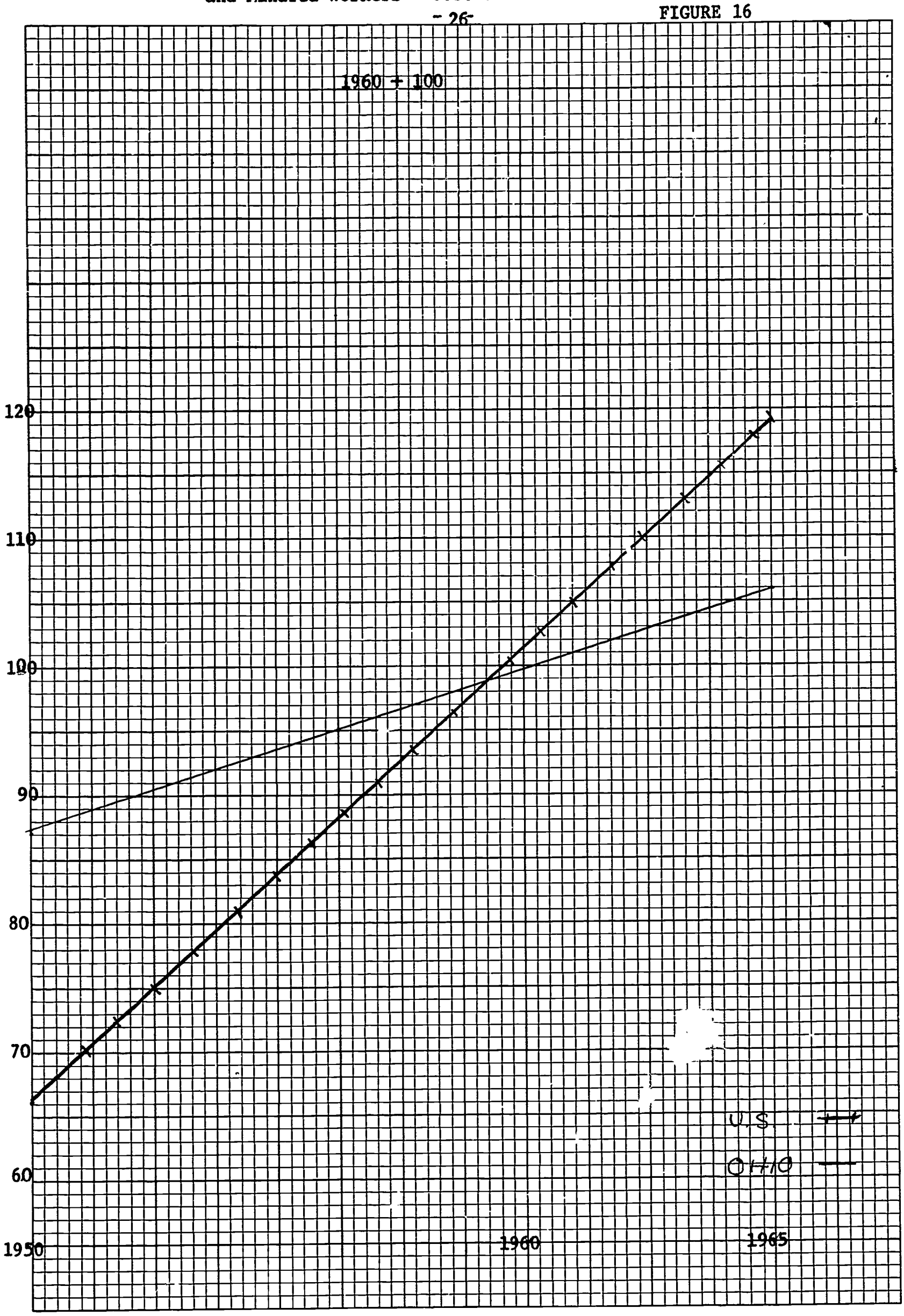
FIGURE.15



The clientele of special libraries is diverse, much more than that for school or academic libraries. A simple index of these audiences is the census category, "professional technical and kindred workers." The use of this grouping as a measure of special library users may underestimate the business executives who also use their company libraries, but it is difficult to say how big a factor they are. Figure 16 shows for 1950 and 1960, (projected to 1965) the relative growth rates of these occupations in Ohio and the U. S. Ohio is clearly not increasing its professional and technical personnel as fast as the rest of the country, and as Figure 17 shows the state is able to provide special librarians in sufficient number to increase the librarian-clientele ratio to the point of reaching and surpassing the national average. In this field of special librarianship then, Ohio has quite a different pattern compared to school and academic librarianship.

Growth of Professional, Technical and Kindred Workers - U.S. & Ohio

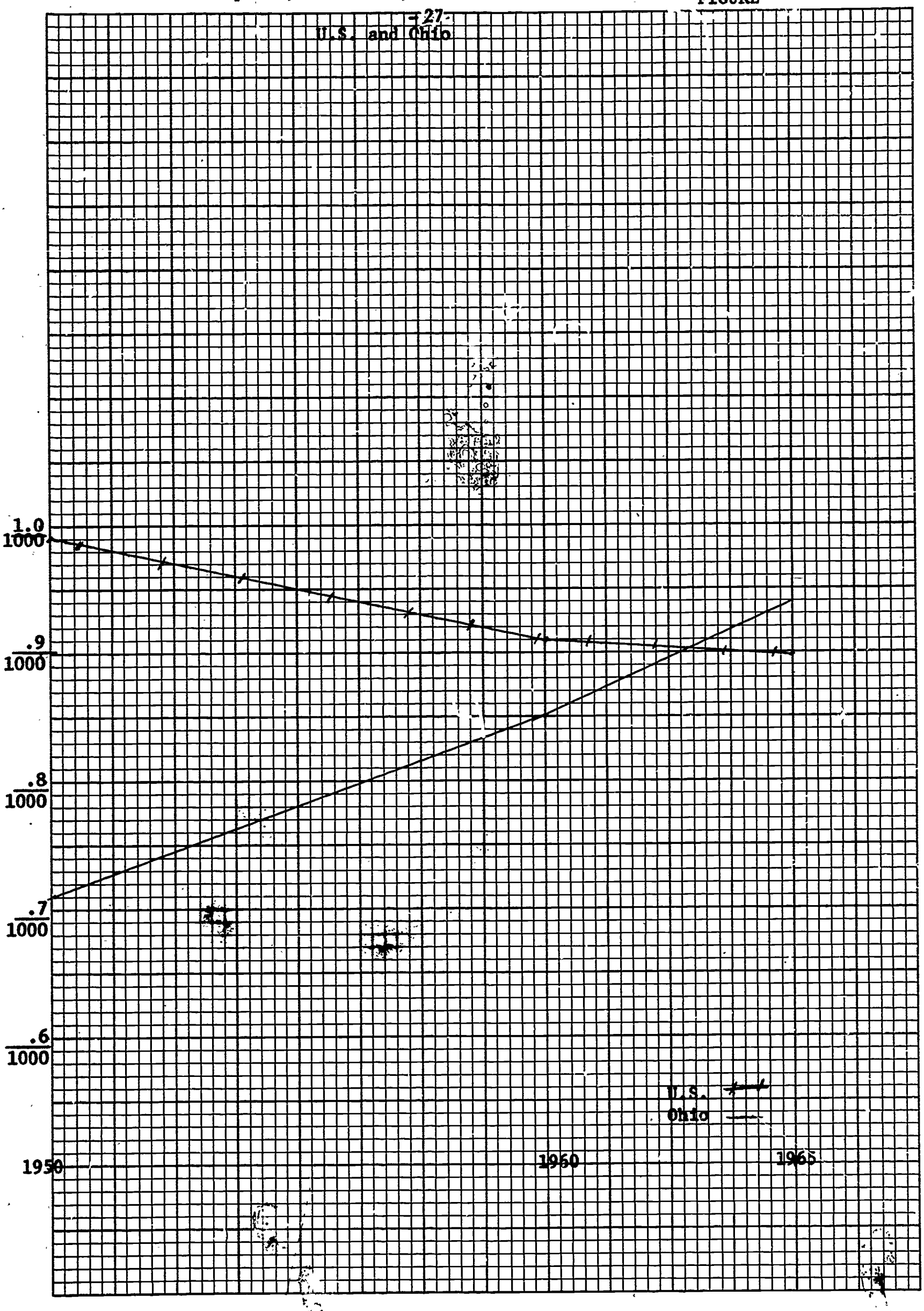
FIGURE 16



Exclusively special librarians per 1000 prof., technical, and kindred workers

FIGURE 17

U.S. and Ohio



Exclusively Special Librarians per 1000 prof., technical and kindred workers.

Public Libraries

We turn now to the public library. The availability of data and the survey's concern for this type of library allows a fuller treatment of the complexities of the public library situation.

First the diversity of the library's public requires several estimates of its clientele. It is possible to discern three quite separate components of this clientele each of which has its special interests and requires different kinds of professional services and collections. The first is the most rapidly expanding sector of the public library's audience, children.* As an index of this young audience we use the population five to fourteen years of age. The next segment is the high school student, whose "invasion" of the public library has created considerable comment, though relatively little empirical research. The population 15 to 19 years is used here to trace this audience's growth in recent years.

Finally the adult population (25 years or more) with an educational level of high school or more is used to mark that part of the adult public that forms the third part of the library's regular users. These three audiences are growing at slightly different rates as shown in Figure 18, for the entire nation, and in Figure 19, for Ohio. Superimposed on both figures is the growth rate of public librarians.

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* See Library Bulletin, June 1960 for estimates of this growth.

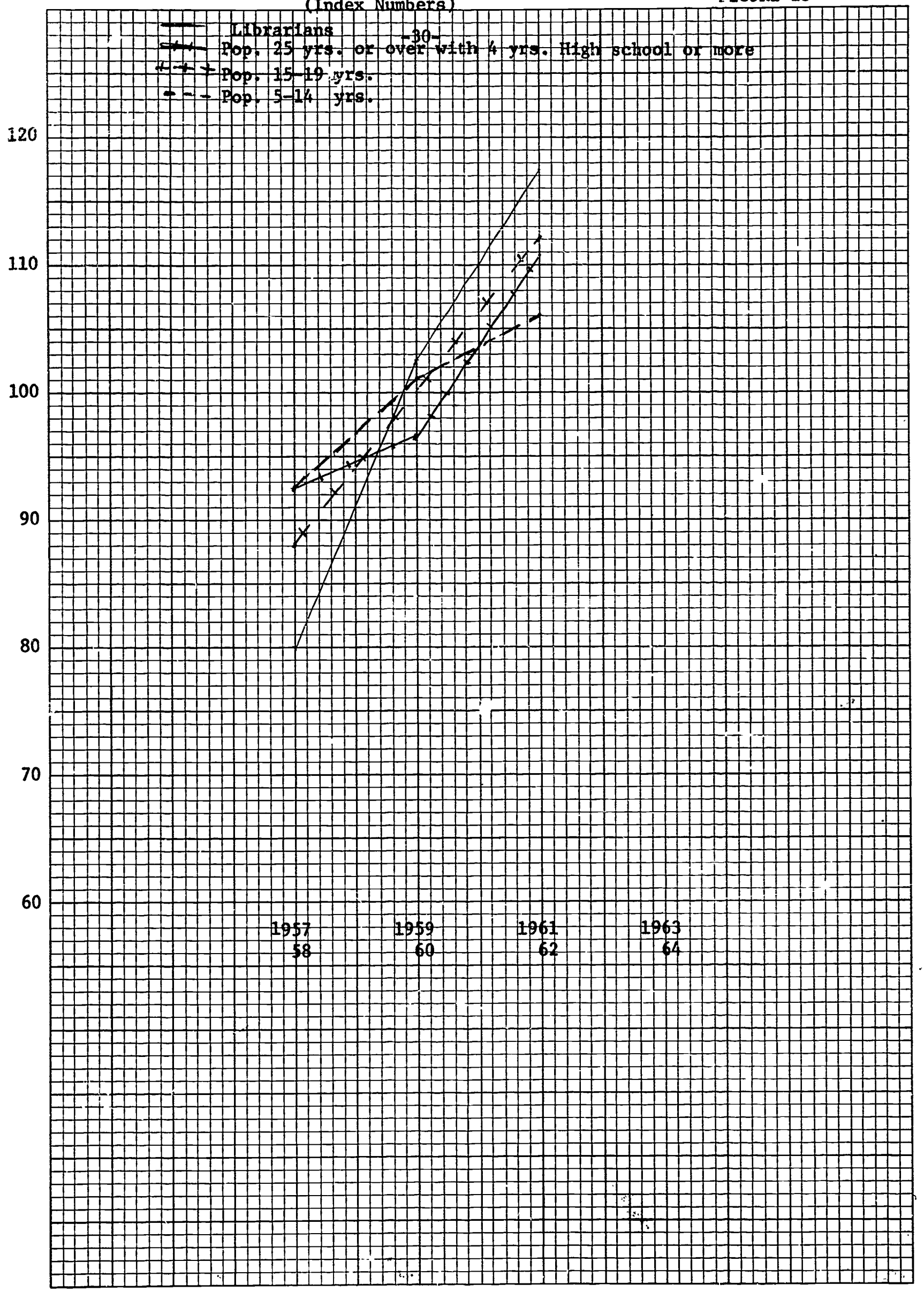
The story is complex. The growth rates of the three audience sectors in Ohio and in the United States are very similar; the high school population is growing most steadily and most rapidly, the youngest age group (5-14) is increasing at the slowest rate. These growth rates do not appear different enough, however, to warrant differential library manpower policies. This is not to say that differential manpower policies with respect to these three audiences should not be considered, but such policies must be based on other grounds than differential growth rates.

The second fact which emerges from Figure 18 and 19 is the relatively slower rate of growth among Ohio public librarians compared to those in the rest of the states.

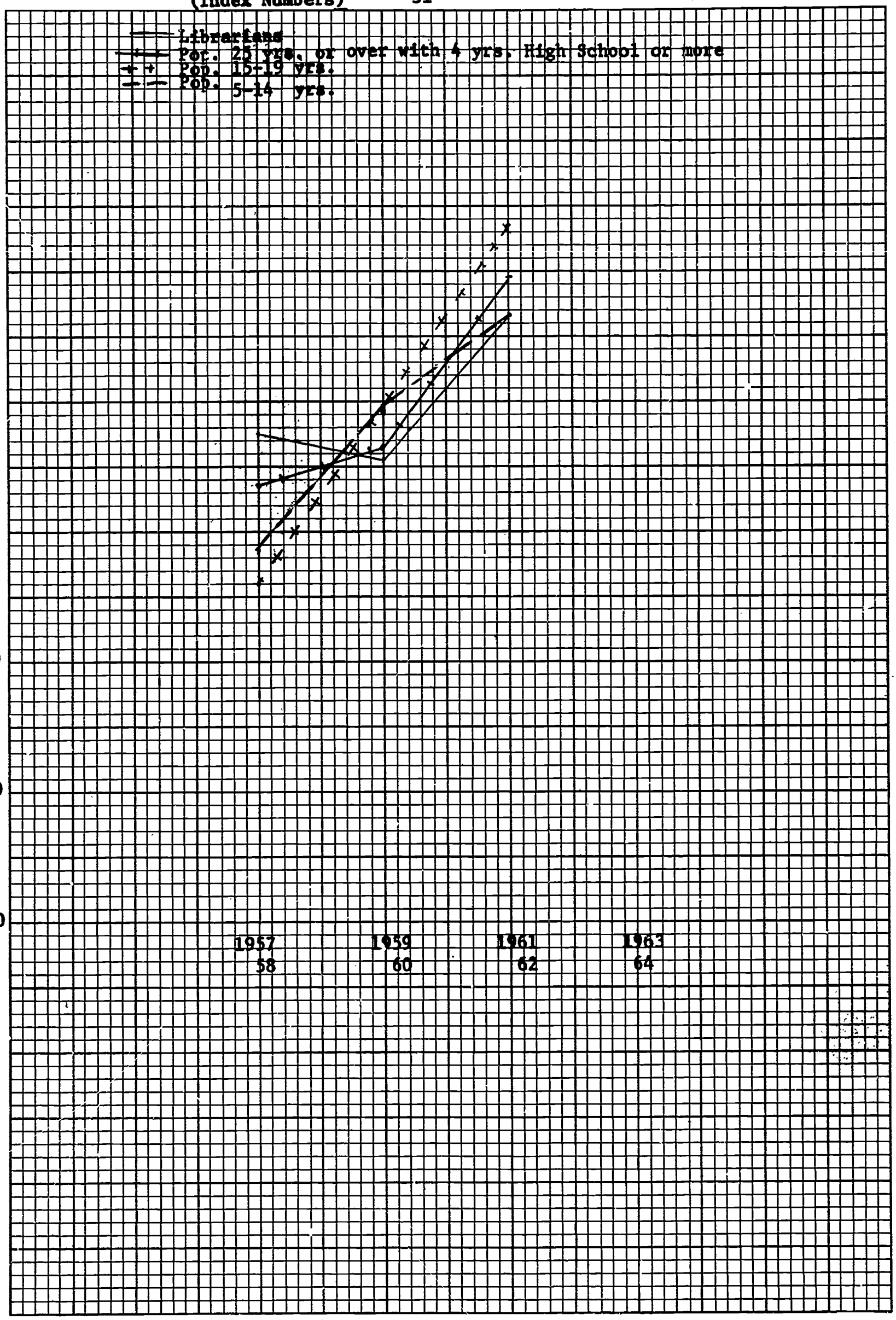
The next three tables allow a more direct comparison of this point; they show for the U. S. and for Ohio the number of public librarians per 1000 youngsters (Figure 20), per 1000 high school age kids, (Figure 21) and per 1000 adults with a high school or better education (Figure 22). All three tell a similar story: Ohio is ahead of the nation in providing public librarians to their clientele. This clearly reflects the well known tradition of excellence that major Ohio libraries have earned over the years. Yet the trends of these three figures show, to varying degrees, that this position of excellence is not being maintained relative to the rest of the nation.

U.S.Public Librarians and Relevant Publics
(Index Numbers)

FIGURE 18



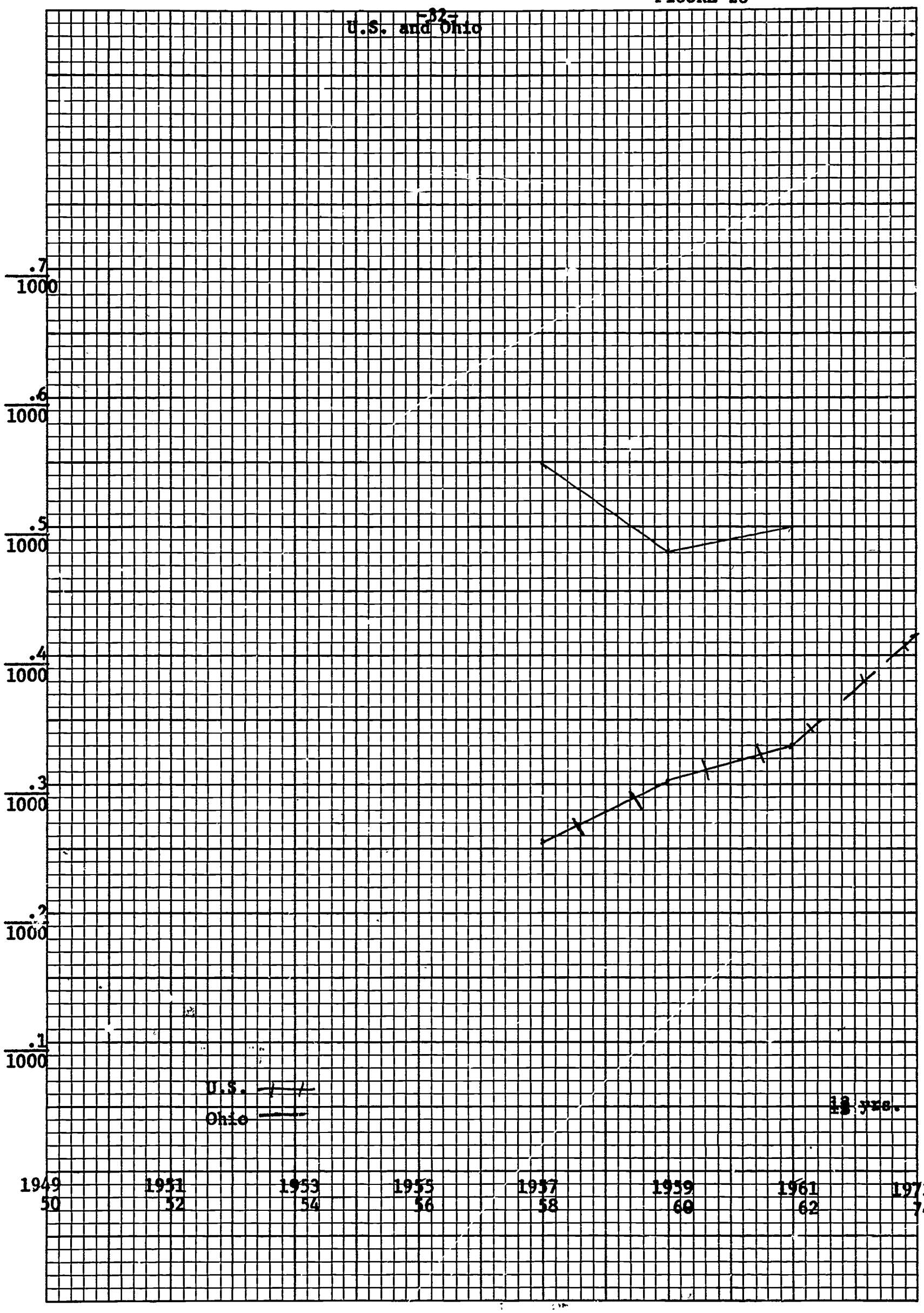
Ohio Public Librarians and Relevant Publics
(Index Numbers) -31- FIGURE 19



Professional Public Librarians per 1000 persons
5-14 yrs. old

FIGURE 20

U.S. and Ohio

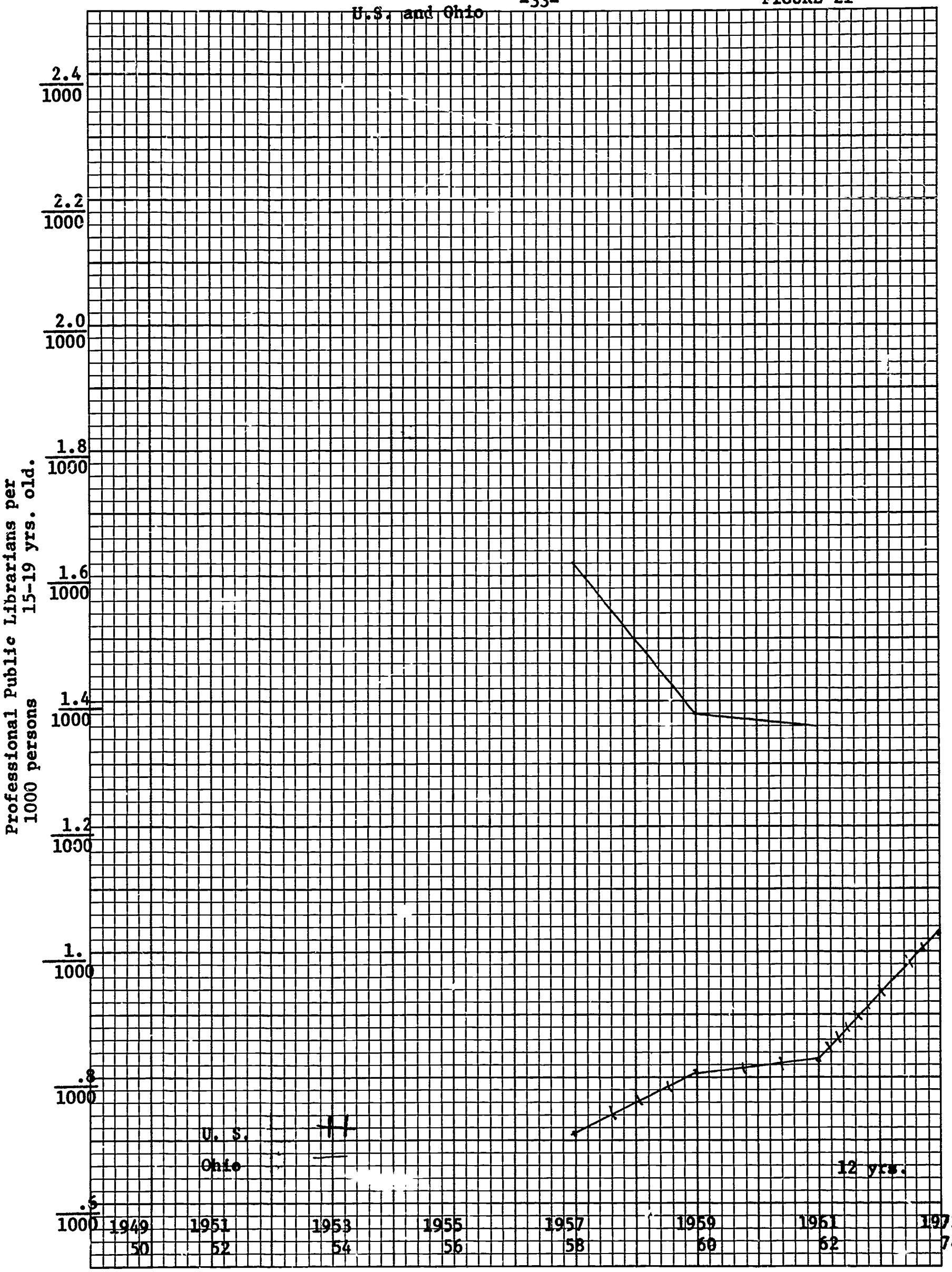


Professional Public Librarians per 1000 persons
5-14 yrs.old.

FIGURE 21

Professional Public Librarians per 1000 persons 15-19 years old

U.S. and Ohio



Professional Public Librarians per 1000 people
25 years or older with at least 4 years of high school.

FIGURE 22

U.S. & Ohio

Prof. public librarians per 1000 people
25 yrs. + with 4 yrs. high school
or more education

.5/1000
.4/1000
.3/1000
.2/1000
.1/1000

U.S.
Ohio

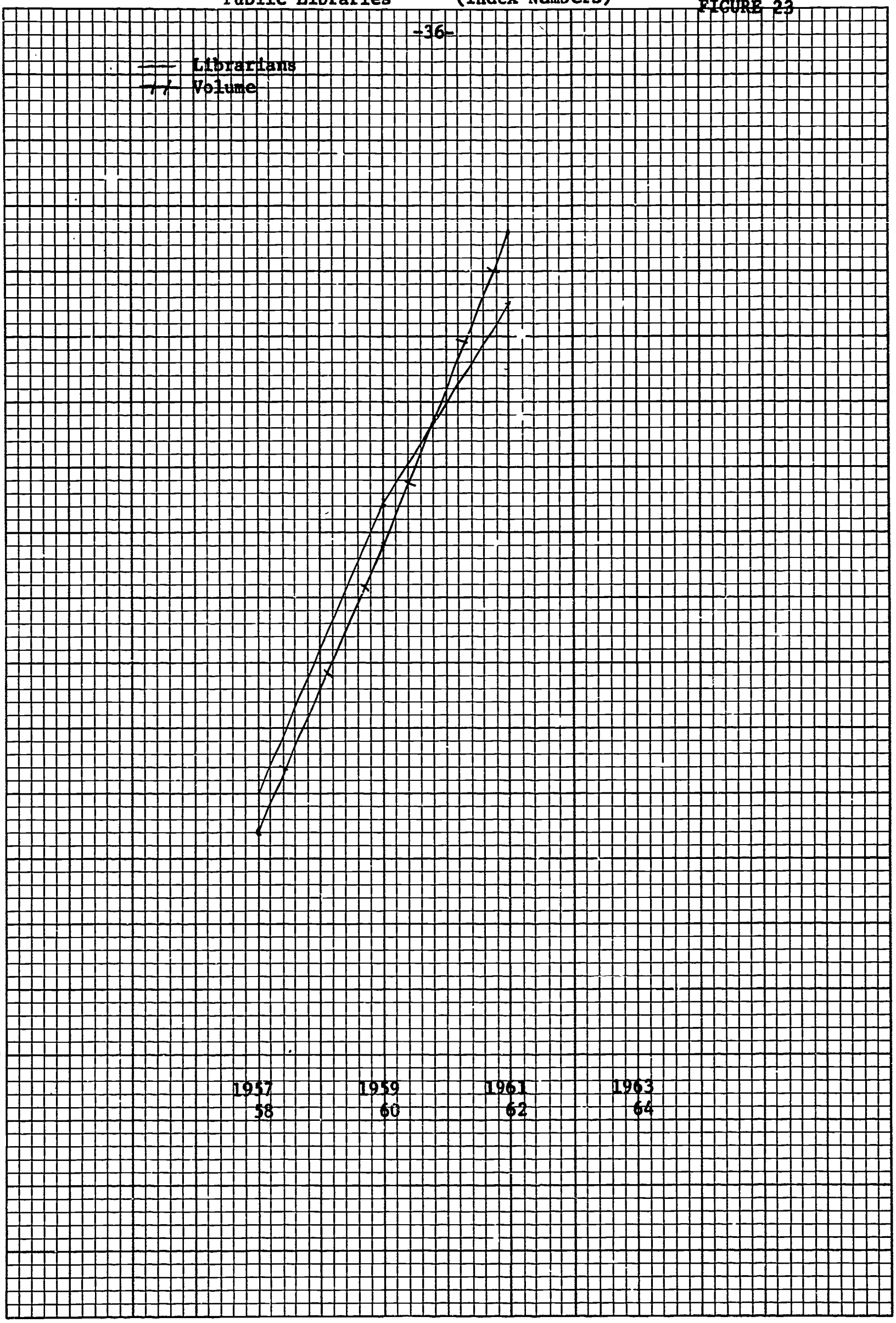
12 yrs.

1949 50 | 1951 52 | 1953 54 | 1955 56 | 1957 58 | 1959 60 | 1961 62 | 1973 4

There is another piece of information relevant to this incipient downturn in Ohio libraries. It is the growth rate of the public library collections. This is a difficult question requiring far more data than is available at present for a complete answer. The rate of publishing in the U. S. has moved up relentlessly -- almost doubling the number of titles released in less than eight years. Libraries must be selective and, therefore, the growth rate of their collections cannot match the number of titles available. At the other end of the funnel, libraries must retain their collections, and weeding practices vary widely. Therefore, it is difficult to evaluate the quality of a collection by its sheer size or its rate of growth (this phenomenon being especially subject to the statistical artifact of large collections growing more slowly than small ones given an identical absolute number of titles added). These caveats should provide some reservations to the data shown in Figures 23 and 24 which charts the growth of public library collections from 1957 through 1962. This limited time series adds a further basis for treating these data cautiously. On the other hand these empirical materials have the value of being derived from common research efforts, those of the U. S. Office of Education surveys. Reports from individual libraries or from various states lack both the uniformity of response and breadth of coverage necessary to make generalizations on the scale required here.

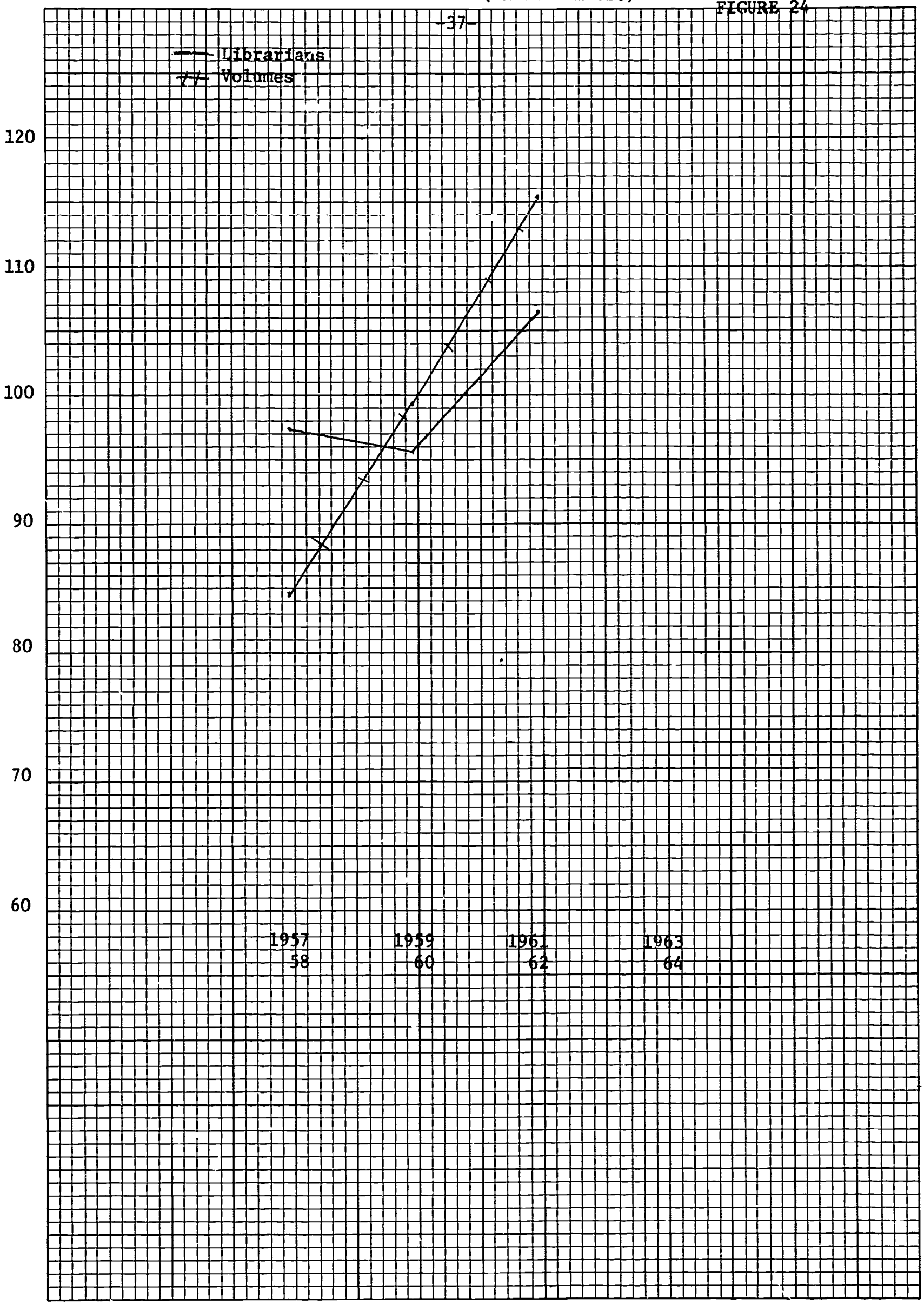
U.S. Absolute growth in librarians and collection size.
Public Libraries (Index Numbers)

FIGURE 23



Ohio Public Libraries Absolute Growth in Librarians and Collection size. (Index Numbers)

FIGURE 24

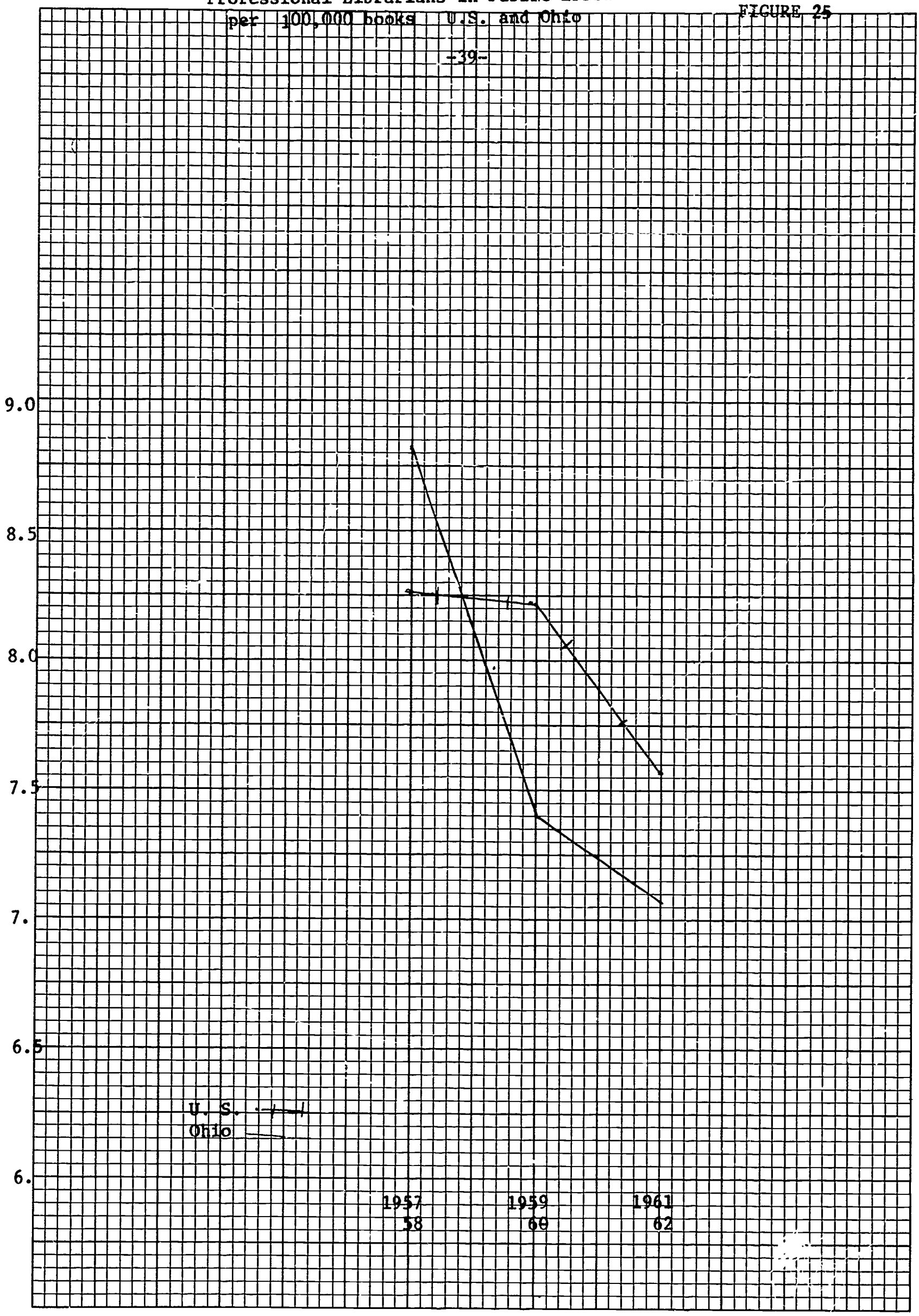


The findings of these surveys shown in Figures 23 and 24 indicate a close parallelism between the growth of Ohio collections and those of the rest of the United States, but with a slight turndown of the former in the last period (1961-62). Is this an artifact (as noted above) or has Ohio actually slowed its acquisition rate?

The next figure (Figure 25) combines the growth of the number of librarians with the growth of the collection. The questions here are whether collections or librarians grow at a faster rate and how Ohio compares to the nation. The answer to the first question is that collection appear to increase faster than librarians; the answer to the second is that Ohio's librarians to collection ratio is declining faster than the rest of the nation. A single interpretation of this fact is difficult to render. It could mean that the slackening of Ohio's growth of collections is the result of careful weeding procedures, that there is either a "statistical" or real decline in the rate of acquisitions, or that there is increased efficiency in the use of professional personnel in managing the library's collections. Given the diversity of the public libraries within the state it is impossible to decide how prevalent each of these alternatives is at the distance of these data. A closer look is necessary. The third part of this report brings us a step closer to the scene. Before that though, two other state level components of the manpower require discussion. The first is salaries, the second is the education, that is, the production of librarians.

FIGURE 25

Professional Librarians in Public Libraries
per 100,000 books U.S. and Ohio



Librarians Salaries

Salary levels probably exert a large influence on people's decisions to remain in jobs or to change them. How much influence varies with the kind of job and with the distance between the alternative positions? Non-economic factors, in short, can be important. Married women with husbands committed to a particular job are not as subject to salary inducements as the male or the unmarried woman, for example. Nevertheless it is widely thought that salaries are critical in part because of the visibility of the dollar and in part because of the almost creditable assumption that all other things balance themselves out.

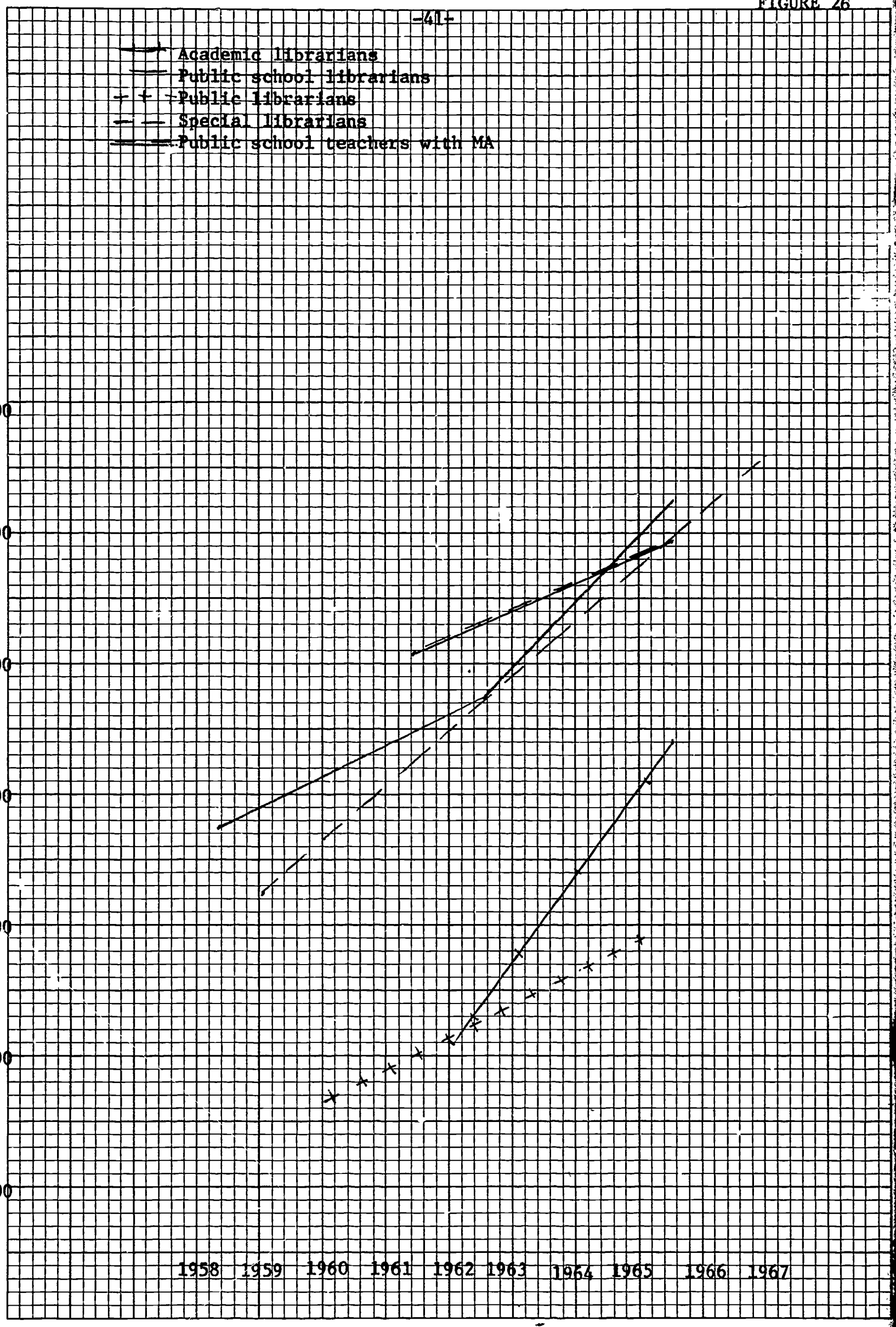
Therefore, the available statistics on salaries are presented here, reservations not withstanding.

The first two figures (Figure 26, 27) show for the U. S. and for Ohio the trends in starting salaries for the four main types of librarians and, for comparison, public school teachers. The time span -- not equal for all types -- is from 1958 to 1967, a time span sufficient to have some confidence in the trends.

The pattern is the same as seen before; that is, the relative ranking of the different types of librarians (and teachers) is identical for Ohio and for the rest of the states. School librarians and special librarians lead the parade in starting salaries. School teacher salaries although higher in the early sixties, have not risen as fast as school librarians during this decade.

U.S. Mean Starting Salary for Professional Appointment with no previous experience. All converted to twelve month year

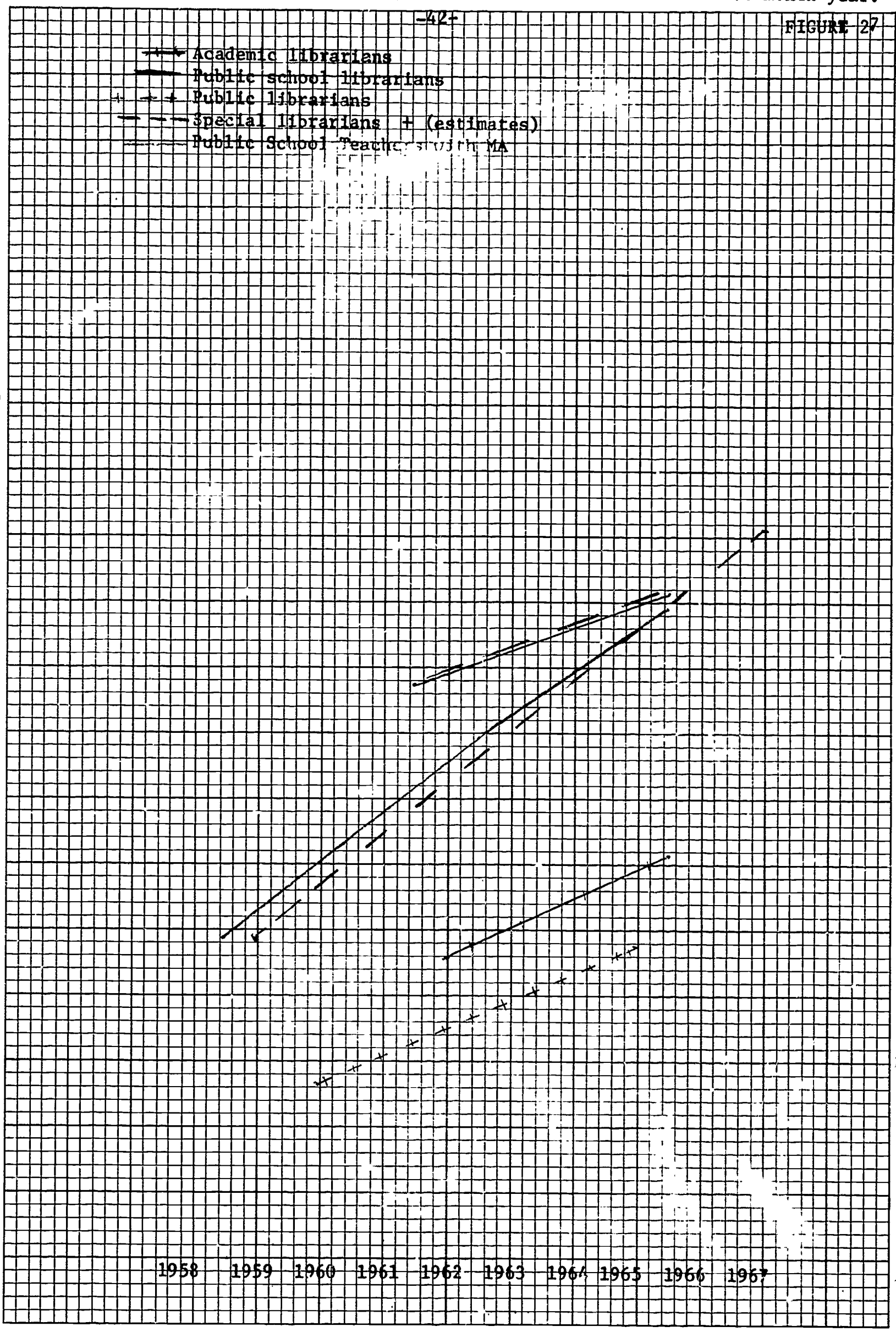
FIGURE 26



Annual 12 mon n salary in consta 1957-59 dollars.

FIGURE 27

Ohio mean starting salary for professional appointment with no previous experience. All converted to twelve month year.



The academic librarians are next in line; here is the one difference between Ohio and the rest of the states. Ohio academic librarians have lower salaries and more slowly rising levels than are found in the U. S.

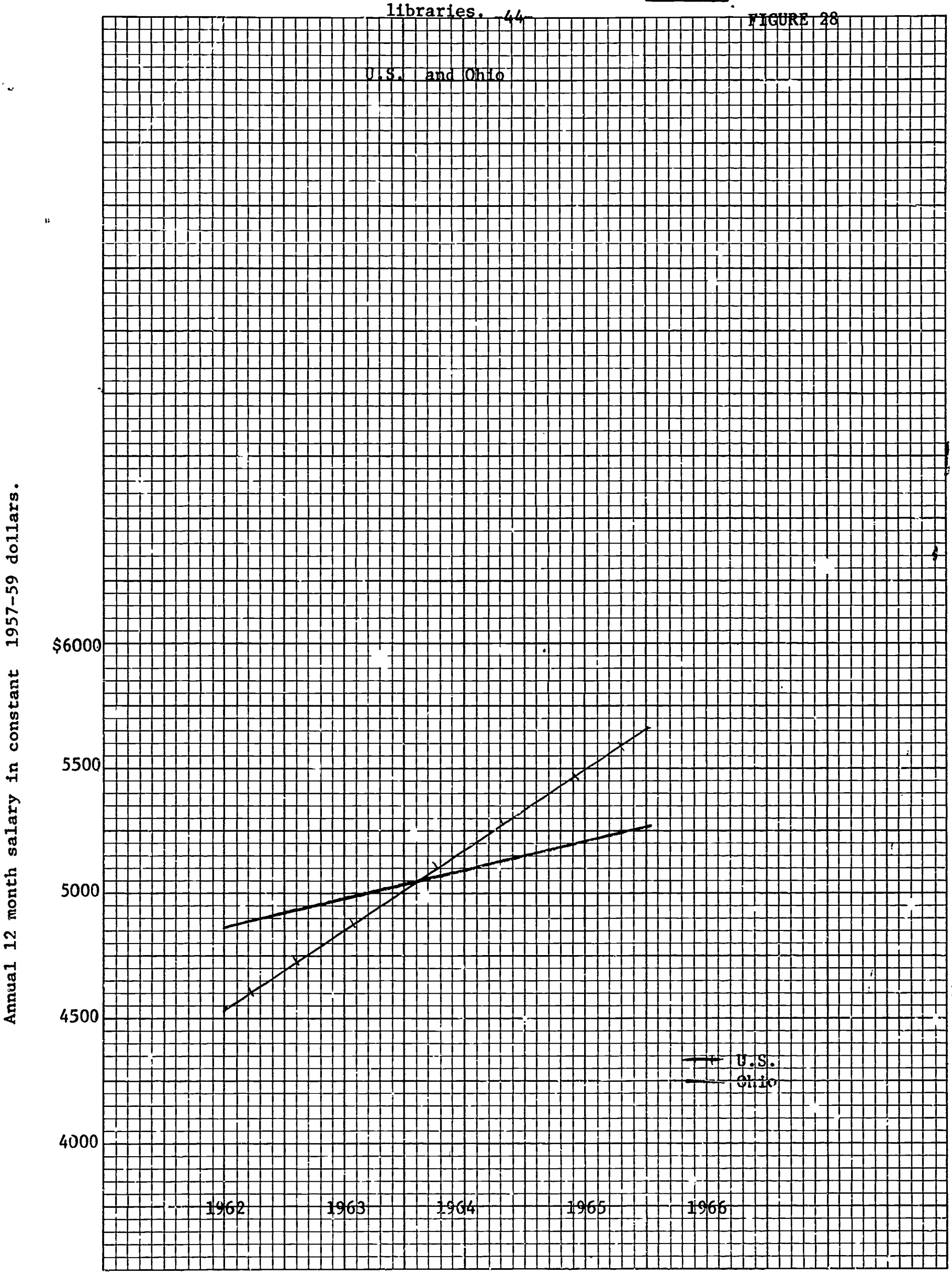
Finally, public librarians are at the bottom, and their salaries are not increasing faster than those of other types of librarians. The implications of these general salary levels are not at all clear. For instance, how much competitive pull do the higher school and special librarian salaries exert public or academic library manpower <u>within</u> the state?

How much competition influence do the national salary levels exert on local manpower supply? For a closer look at the salary comparisons the next three figures compare the salary trends for each particular type of library in the U. S. and in Ohio. Figure 28 shows the data for academic librarians, which reveals clearly that Ohio salaries are moving up at a slower rate than the national ones. Does the fact, seen in Figure 28 above, that Ohio lags behind the nation in its ratio of librarians to students and the fact that Ohio academic library salaries are tailing to keep up with national growth rates mean that this branch of librarianship has the most difficult road ahead? It is difficult to say at this distance from the academic libraries.

If it is decided, on individual campuses, or collectively in the various library professional associations, to press for <u>more</u> <u>librarians</u>

Mean starting salary for fifth year library graduates with no professional experience in academic libraries. -44-

FIGURE 28



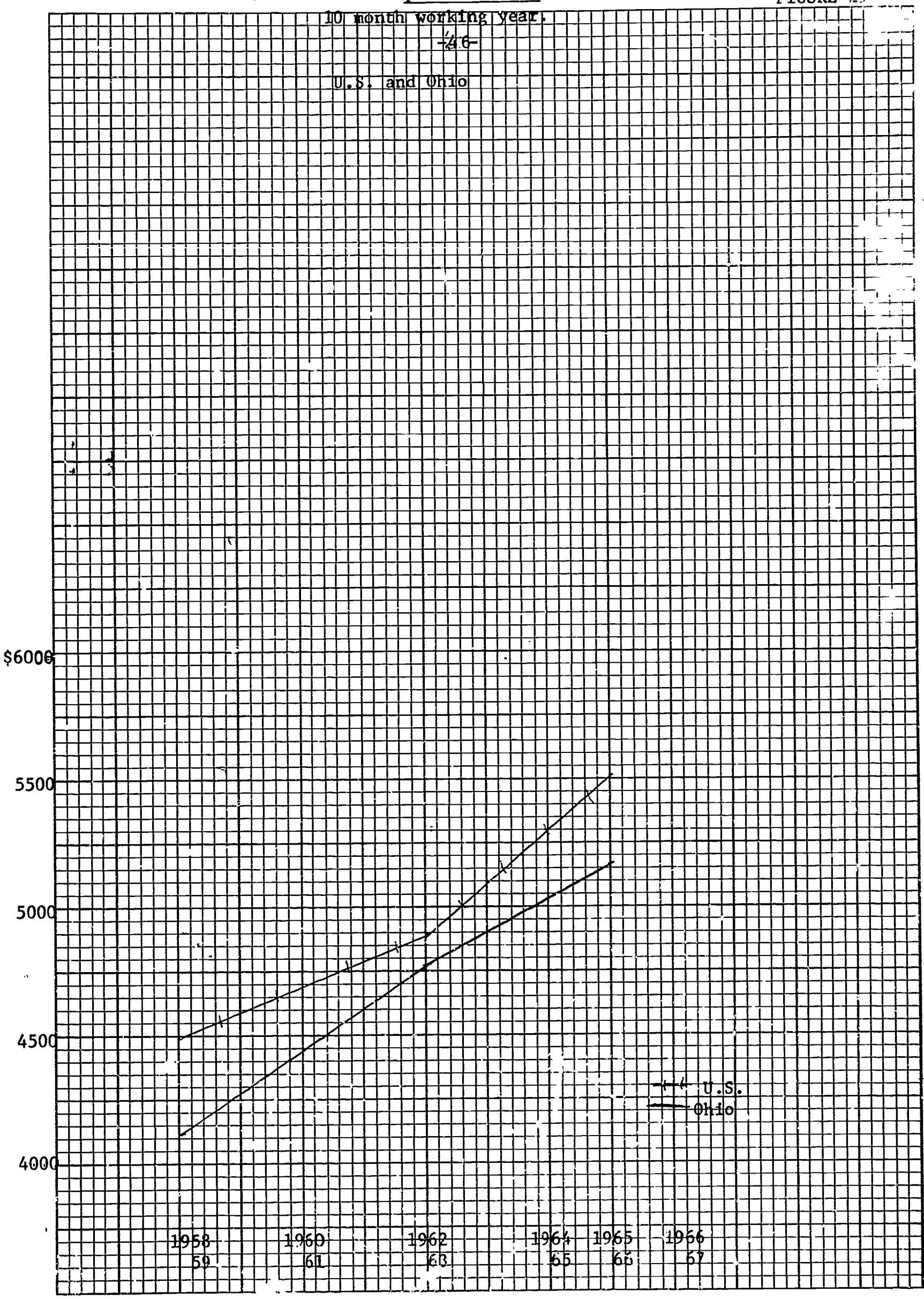
then the ability to recruit effectively may require considerable efforts to upgrade starting salaries as well. And a two-fold fight -- to authorize more librarians and to increase salary scales -- is probably less likely to succeed than a fight on only one front.

The next Figure 29 shows the comparable data for school librarians. (As before, these are professional library personnel). The picture is different there in that Ohio is keeping pace with national growth trends, although slightly below in absolute dollars. As a basis of comparison Figure 30 shows similar salary figures for school teachers. These data have not been transformed into a twelve month amount, a procedure which would bring the absolute amount up somewhat. The significant thing here is the fact that teachers' salaries in Ohio show the same relation to national scales as do Ohio librarians to their national counterparts. The important implication here is that Ohio school librarians are only slightly less well paid then librarians elsewhere and relatively not worse ff than teachers. Thus, salary increases are not likely to be a politically easy point of leverage to raise the school librarian to pupil ratio. It would appear that the authorization of more positions and the necessary recruitment efforts to fill them is a more pressing item on the agenda.

Next the special librarians, Figure 31. The story is the same as with the school librarians. Special librarians in Ohio are keeping pace with a fairly rapidly rising salary level but are a consistent notch beneath the national trend.

Mean minimum salary for general appointment as a librarian in public school libraries.

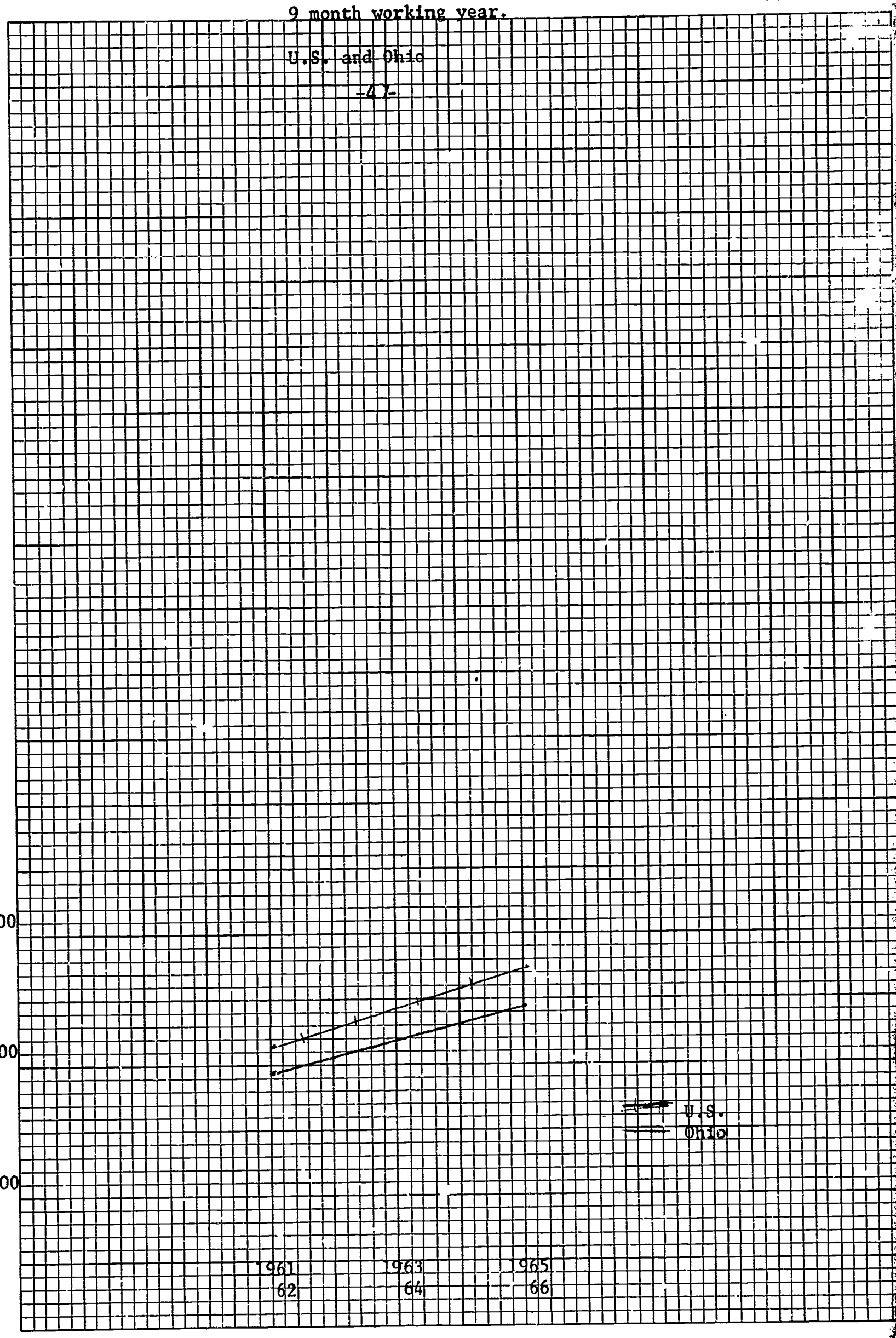
FIGURE 29



Mean minimum salary for public school teachers
with MA or equivalent.
9 month working year.

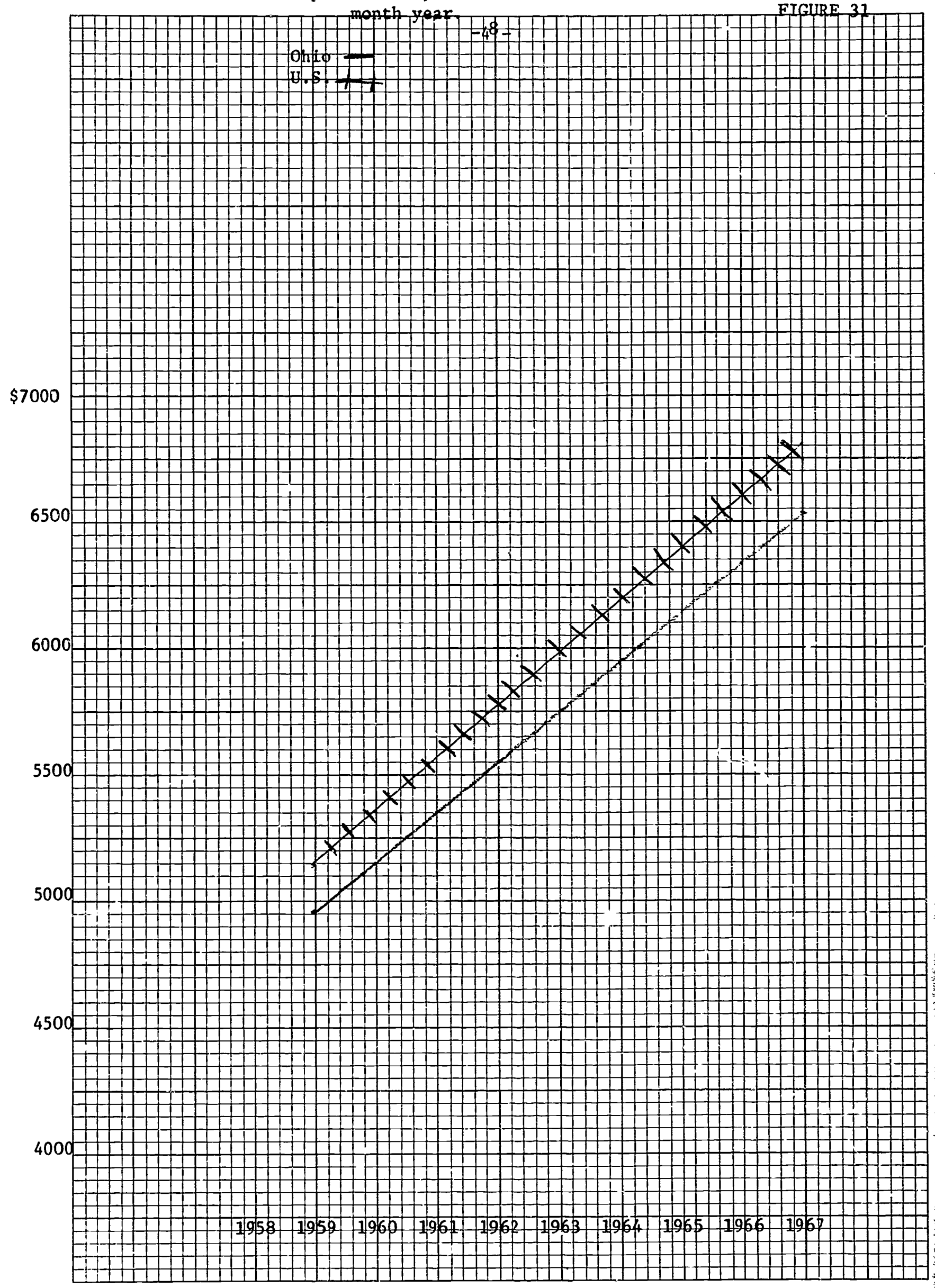
FIGURE

U.S. and Ohio



Mean starting salary for special librarian appointments with no previous experience. All converted to twelve month year.

FIGURE 31



Finally the public librarians. Figure 32 shows the salary scales for Ohio and U. S. public librarians. They are practically identical over the five year span.

Along with special librarians, therefore, Ohio's public library manpower is, at present, in a better position relative to national standards than either school or academic libraries.

The Production of Librarians

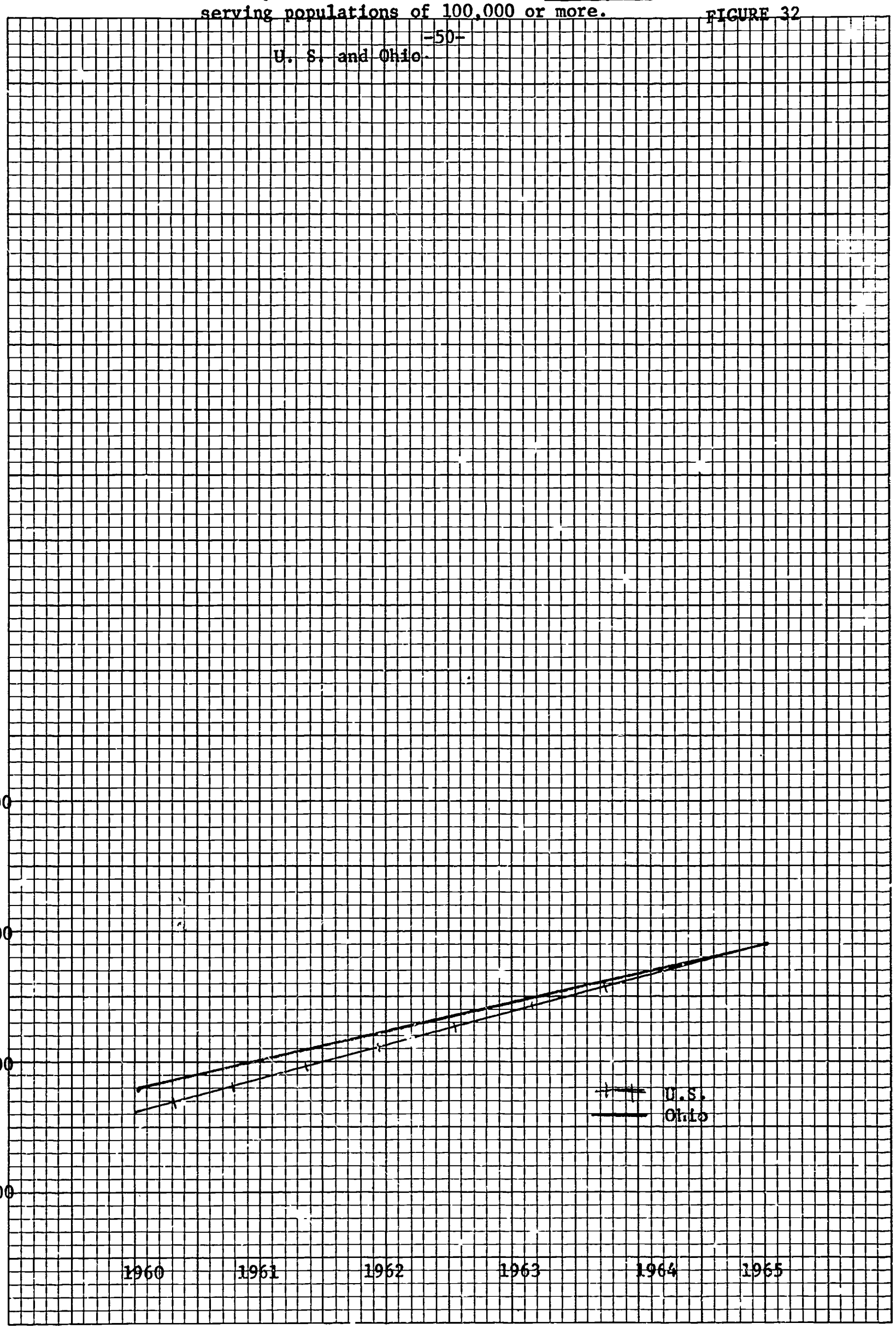
The question of Ohio's library manpower is in part a question of producing librarians within the state and in part recruiting them from elsewhere. The information required to judge how much of each part operates at present is not clear.

A prior question is the total number of librarians produced totally in the United States (and in Ohio) compared to the other kinds of professionals. One good measure of this is the number of library degrees granted expressed as a percentage of all earned degrees. This data is available from the early 1950's to the early 1960's for the U. S. as a whole and for Ohio and is shown in Figure 33.

The trend is quite clear. Ohio was ahead of the nation in its relative production of librarians until about 1960, when the national rate spurts forward while Ohio's rate continues to decline. Unfortunately there is not sufficient current data to see if Ohio's upturn in 1963-4 continues to the present. Unless it does, there may be a gradual diminution of locally produced librarians with a

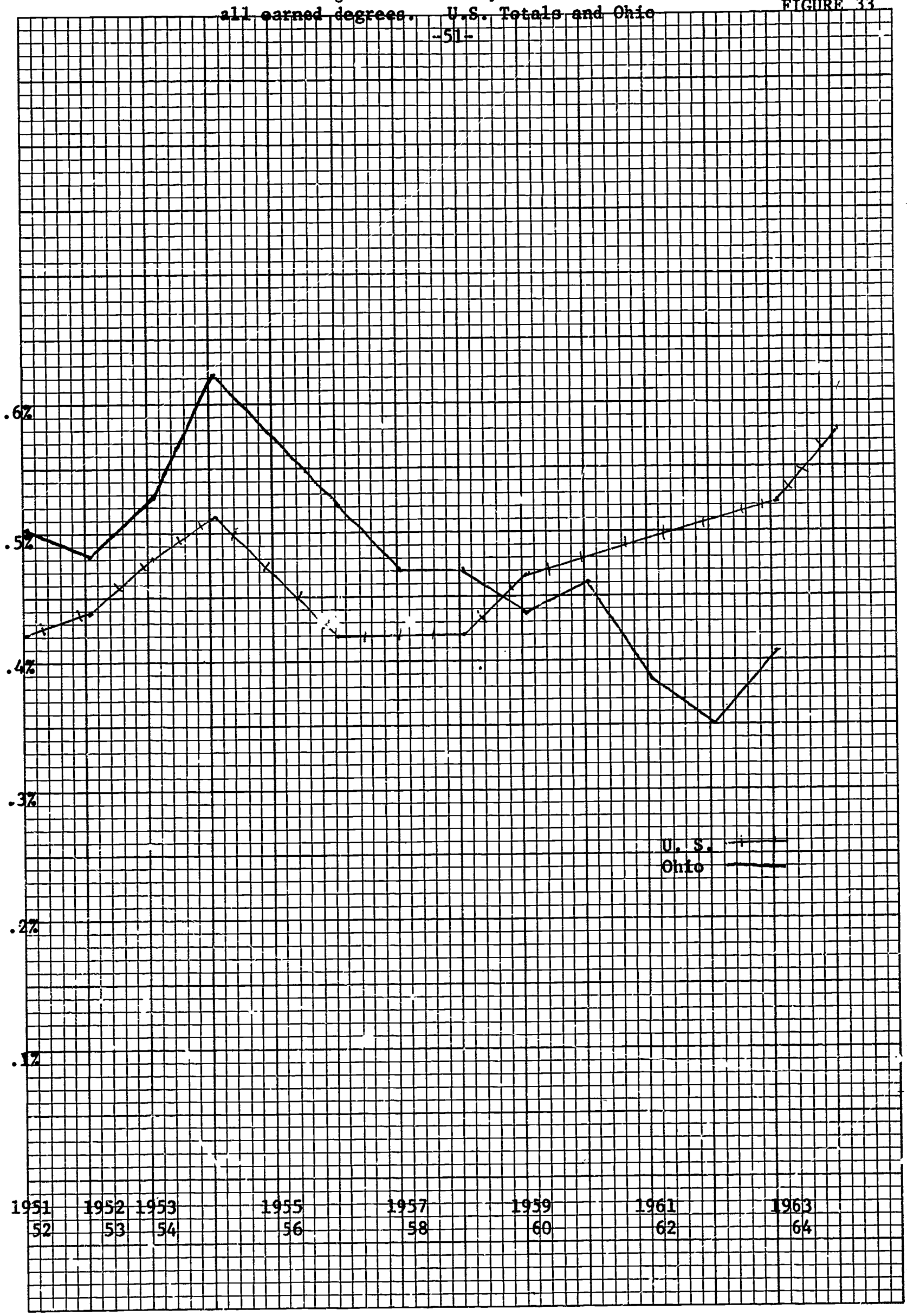
Mean starting salary for fifth year library graduates with no professional experience in public libraries serving populations of 100,000 or more.

FIGURE 32



All Earned Degrees in Library Science as a % of all earned degrees. U.S. Totals and Ohio

FIGURE 33



consequent necessity to recruit out of state. In the second part of the report some results from the survey of Ohio public librarians will shed some light on the question.

At this point there is some fragmentary information about the number of librarians produced within the state and the number of these who leave for positions out of state. The most complete records are from Western Reserve's library school.*1

The facts are summarized in the following tables and figures. The first table simply shows the total number of graduates from Western Reserve from 1958 to 1967. (Page 53)

It will be noted that the number of graduates remains remarkably constant over the time period. During a shorter time period, 1961-1966, the other accredited library school, Kent State, though much smaller, increased its advanced degree graduates from 7 to 12 individuals.*2

These two schools do not exhaust the numbers of individuals produced within the state who got jobs as "professional librarians." Yet the two-fold task of tracing down the nonaccredited schools which offer courses in librarianship and all the libraries which hire non-accredited degree librarians is too difficult a task to be accomplished within the scope of this survey.

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*1 I am grateful to Dorothy Martinek of Western Reserve University for making available the placement records of library graduates.

*2 I am grateful to Guy Marco, Chairman at Kent State University for providing these and subsequently reported information.

Such information is clearly necessary and should be systematically gathered if the state is to have any ability to understand and control its manpower problems. At the moment, a critical failure is the survey's inability to estimate the number of "librarians" produced or hired in the state and to estimate those who are from the state and those who come from without.

TOTAL NUMBER OF GRADUATES FROM WESTERN RESERVE

1958 - 1967

1958	86
1959	89
1960	90
1961	82
1962	95
1963	94
1964	92
1965	90
1966	98
1967	116

The next task is to assess the distribution of types librarians produced in the state. We are restricted, as before, to the data from Western Reserve and the more limited material from Kent State. The table (page 55) shows for the years 1958-67 the proportions of each year's graduates placed in public, academic, school, and special libraries.

Over the years 1958-1967, public libraries receive about 40 percent of the placements from Western Reserve, academic libraries nearly 25 percent, special libraries slightly less than 20 percent and school libraries also average less than 20 percent. What do these figures mean? Some standard of comparison is necessary, and fortunately we have two sources of comparison. The first is an estimate of the national "mix" of new library school graduate placements, and the second is the distribution of different kinds of librarians in the work force. These two measures are shown in the next table for two time periods, the first for the years 1961-2 and a projection into the early 1970's.

LIBRARY MANPOWER IN THE WORK FORCE AND PLACED

FROM ACCREDITED LIBRARY SCHOOLS*

	1961-2		1973-4 (Estimates)	
	Percent of All Professionals Librarians in the Work Force	Percent of Placements from Library Schools	Percent of All Professionals Librarians in the Work Force	Percent of Placements from Library Schools
School. . . .	39%	21%	39%	19%
Public. . . .	25	31	27	28
Academic. . .	22	31	22	35
Special . . .	14	17	12	17
Total Percent	100%	100%	100%	100%

Distribution of Library Placements Among Western Reserve Library School Graduates, 1958 - 1966

Type of Library	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967
Public	47%	50%	30%	40%	33%	38%	44%	38%	39%	42%
Academic	20%	20%	28%	25%	25%	17%	17%	26%	26%	22%
Special	10%	15%	19%	14%	17%	28%	16%	19%	15%	23%
School	23%	15%	23%	21%	25%	17%	23%	17%	20%	13%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
TOTAL	(79)	(78)	(79)	(71)	(88)	(83)	(80)	(85)	(86)	(79)

A comparison of the national placement "mix" with the Western Reserve graduates shows there is good comparability in the rate of producing special and academic librarians. However, Western Reserve is underproducing school librarians and overproducing public librarians. The data from Kent State University, the other accredited library school in the state, also shows this concentration on public more than school librarians, graduating in 1966 six school, thirteen public and two academic librarians.

Insofar as Ohio school librarians are produced within the state, they must be coming from unaccredited schools, and, therefore, lack the intensity of training thought necessary by the library profession.

To return to the previous table it is quite clear that public, academic and to a slight extent, special librarians are being "overproduced" by the library schools. School librarians on the other hand are underproduced by a great extent. The proportion of library school graduates placed in school jobs is only half as large as the proportion represented by such jobs in the work force. When these figures are projected into the seventies, the situation is even worse.

The reason this situation exists, of course, is that increasingly school librarians are being produced by unaccredited schools. The students who have to meet teacher certification requirements take, at best, a major in library science and in general do not get the training given by the accredited schools. Thus, the single largest and fastest growing type of library position will be staffed by a decreasing

proportion of library school graduates. Given the critical nature of the book and print generally in the school and the importance of a non-authoritarian atmosphere for the development of strong reading habits, this failure to maintain library educated personnel is a serious problem. Ohio's position is probably worse than the rest of the country in this respect.

While it is still impossible to estimate the net gain or loss in Ohio's manpower, the figures on how many new library school graduates are placed within the state and how many out of state is a useful, if partial, clue. Figure 34 shows the percentages of Western Reserve Library School graduates, 1958-1967, who found jobs in Ohio. Each type of library is shown separately as well as the total. There is a good deal of fluctuation over the years, with perhaps, a slight upward drift. This is particularly the case with school librarians and to a lesser extent public librarians.*1

What are the salary differences in the jobs within and outside Ohio. The next table shows the average salaries for each type of library offered for jobs in Ohio and outside.*2

MEAN SALARY OF JOBS

Western Reserve Library Graduates

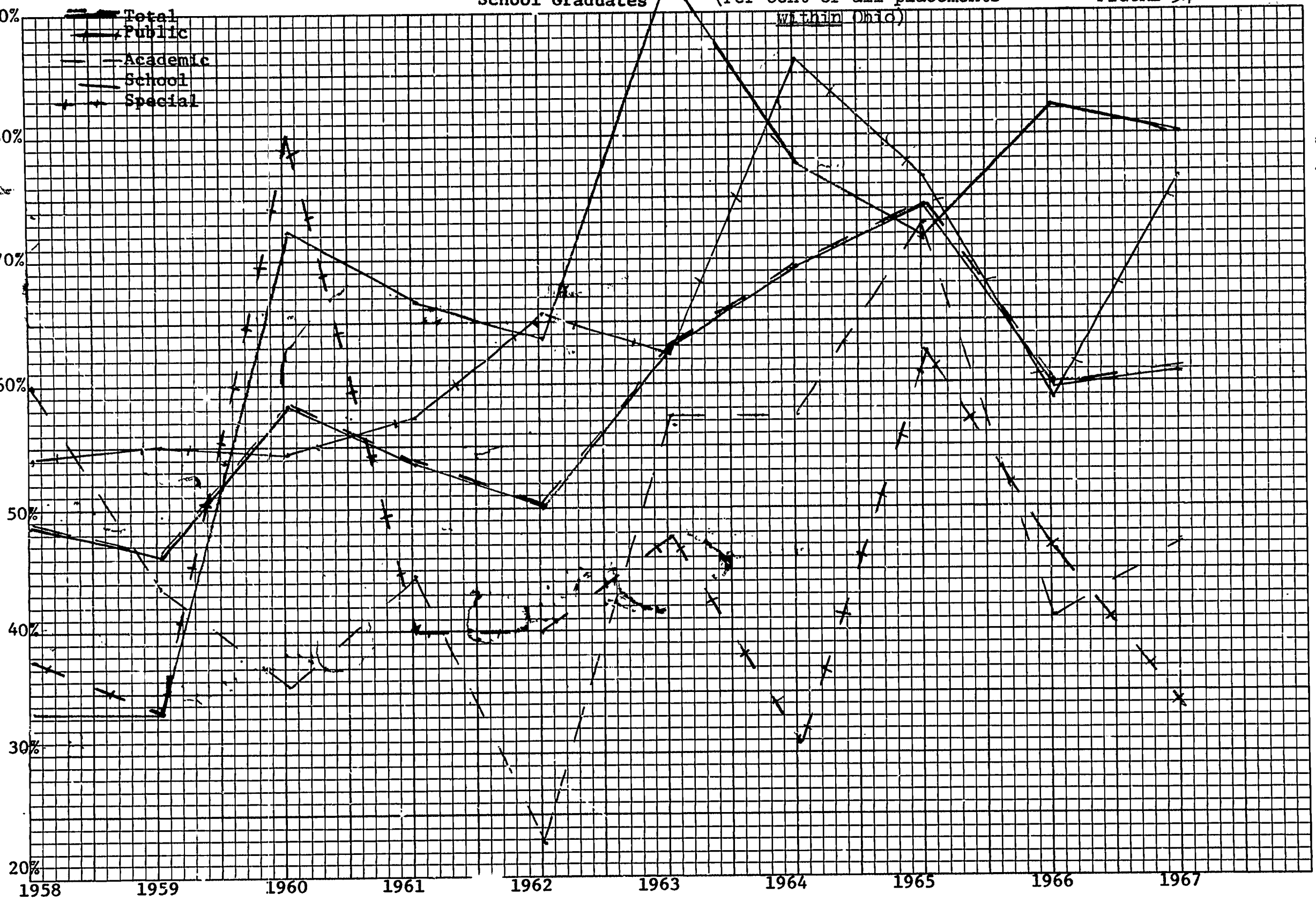
Type of Library	in Ohio	out of Ohio	% difference (+ means out of Ohio is higher)	Approximate current % difference in Ohio & National salaries
Public	$5,378	$5,544	+3.1	0
Academic	5,784	5,820	+0.6	+7
Special	6,041	6,767	+5.4	+4
School	5,877	6,009	+0.5	+5

*1 Almost all of Kent State's graduate librarians, 18 out of 21 in 1966, remained in Ohio, at least for their first job.

*2 These are averages from the 1958-67 period, during which time there was some fluctuation but no clear secular trends in the differences between salaries in and out of state.

Trends in Placements within Ohio among Western Reserve Library School Graduates (Per cent of all placements within Ohio)

FIGURE 34



The table also shows the average differences in these starting salaries along with an approximation of the differences in salaries of all librarians in Ohio and the U. S. (See Figures 26 and 27.) It appears that public and special library positions out of state have had higher salaries than available in Ohio, and have exceeded the differences usually found in Ohio compared to the rest of the states. Academic and school libraries on the other hand show hardly any salary differences in jobs in and out of the state, clearly indicating other than economic factors in the decision to leave the state. In sum, the salary differences between Ohio and other states do not seem at this point critical in the ability to hold manpower.

PART II

OHIO PUBLIC LIBRARIANS

We now turn to a special survey of Ohio public library manpower. The questionnaire sent to the approximately 250 public library systems yielded reports on 1,360 library personnel from 216 libraries (see Appendix C for the complete questionnaire). Table 2 shows the distribution of these libraries by the size of their collection. The table shows the total number of libraries in each category to the total number of librarians* and the mean number of librarians for each size category.

TABLE 1

DISTRIBUTION OF PUBLIC LIBRARIES AND LIBRARIANS

	Size of Library (Collections in Thousands of Volumes)			
	-25	25-100	100-500	500 +
Total Number Libraries. . .	87	95	26	8
Total Number Librarians . .	168	337	170	685
Total Librarians Per Library System . . .	1.9	3.5	6.6	85.5

* About 6 percent of this total appear to be sub-professional librarians, including some clerical help. They are generally included in the tables that follow, but since these individuals generally do not have college education, they do not appear in some of the tabulations.

Table 2 shows the age, sex and educational characteristics of the librarians, again presented separately for each library size category.

TABLE 2

LIBRARY STAFF CHARACTERISTICS

	Library Size			
	25,000	25-100,000	100,000-500,000	500,000
Sex				
Male	2%	8%	14%	12%
Female	98	92	86	88
Total . . .	100% (167)	100% (335)	100% (167)	100% (684)
Age				
20-29.	5%	10%	16%	19%
30-39.	5	11	19	16
40-49.	23	19	24	20
50-59.	35	35	25	28
60-69.	32	25	16	17
Total . . .	100% (166)	100% (333)	100% (168)	100% (683)
Education				
No degree. . .	65%	43%	36%	7%
BA, BS	22	21	20	20
MA, etc. . . .	1	2	1	5
BLS.	9	15	18	16
MLS, etc . . .	3	19	25	52
Total . . .	100% (157)	100% (326)	100% (169)	100% (684)

As one would expect, the smaller the library the greater the proportion of women and of older librarians. The striking difference in educational background is important. Fully half (52 percent) of the librarians in the largest libraries have M.L.S. degrees and 65 percent of the librarians in the smallest systems have only high school education. This fact is, of course, related to age, and when we have a look at the differences in education for the younger librarians, this extreme contrast diminishes to some extent.

Table 3 shows in more detail the educational levels of male and female librarians at different age levels.

TABLE 3

Educational Attainment Among Younger and Older Male and Female Librarians

	Male		Female	
	Under 40	Over 40	Under 40	Over 40
MLS or Higher Library Degree	74%	60%	48%	25%
BLS	2	12	3	21
BA or BS	17	7	28	9
MA, MS and Higher Nonlibrary Degree	7	12	2	3
No Degree		9	19	32
Total	100%	100%	100%	100%
	(60)	(67)	(319)	(880)

It is strikingly clear (from the marginal totals of the table) that about half the men (60 out of 127) are under 40 years of age but only

about a quarter of the women (319 out of 1199) are under 50 years. Second, it is far more likely that men have the M.L.S. or a higher degree than women.

Are these age and educational differences related to the jobs the men and women librarians hold? Table 4 shows that there are important differences.

TABLE 4

Distribution of Library Positions

by Sex and Size of Library

(% Male Librarians)

	Size of Library		
	500+	100-500	-100
Head Librarian	100% (8)	50% (24)	7% (181)
Senior Staff & Department Heads	21 (119)	4 (25)	0 (20)
Branch Libraries	5 (130)	(0%) (8)	4 (25)
Cataloguer	13 (35)	19 (21)	4 (54)
Reference Librarian	22 (68)	5 (21)	19 (16)
Circulation Librarian	(0) (3)	4 (26)	4 (56)
Children's Y.A. Librarian	4 (131)	9 (24)	0 (36)
Prof. Ass't.	13 (133)	9 (11)	5 (91)
Sub-prof.	11 (57)	(0) (8)	11 (18)

The smaller the library the fewer the male head librarians and department heads. There are far fewer male branch librarians than one might expect; it may be that the career line of the male librarian is perceived to be through the main library of a large system rather than in the branch library or in the smaller library.

As a comparison Table 5 shows some of the same characteristics for a national sample of public librarians.

TABLE 5

SELECTED CHARACTERISTICS OF PUBLIC LIBRARIANS*

Sex		Age		Education	
Male	13%	- 25	3	- B.A.	7
Female	87	25-34	20	B.A.	22
		35-44	24	B.A. +	39
		45-54	29	M.A.	27
		55-64	16	Ph.D.	2
		65 +	7		

We turn next to the question of the "migration" patterns of the librarians, as reported in the questionnaire, Table 6, which examines the migration patterns of the librarians and their occupational history, again by library size category.

---

* Source: Based on data from the post-Censal Study of Professional and Technical Manpower, Seymour Warkov, Senior Study Directory, NORC (a Project supported by the National Science Foundation).

TABLE 6

LIBRARY STAFF MIGRATION AND OCCUPATIONAL PATTERNS

	Library Size			
	-25,000	25-100	100-500	500 +
Place of Degree (College Only)				
Ohio	71%	64%	53%	56%
Not in Ohio. . .	29	36	47	44
Total . . .	100% (56)	100% (192)	100% (108)	100% (634)
Mean No. of Total Jobs . . .	2.8	3.2	3.6	3.4
Job Migration History				
All in Ohio. . .	44%	53%	53%	42%
Mixed.	5	.	11	8
Migrated to Ohio	14	20	23	30
One Job Only . .	26	14	11	18
NA	11	6	2	2
Total . . .	100% (162)	100% (336)	100% (170)	100% (685)
Share of Jobs in A Library				
All Library. . .	20%	32%	33%	44%
Mostly Library .	26	32	31	26
Mostly Non-library	28	22	25	12
One Job Only . .	26	14	11	18
Total . . .	100% (168)	100% (336)	100% (170)	100% (685)

For the large libraries about half of their college-educated staff received their degrees out of Ohio, and in the smallest libraries this percentage declines to 29 percent.

Next we see that the librarians have had on the average slightly more than three main positions in their work history, and that the larger the system a librarian is now working in, the more jobs he or she has had.

The extent to which people have moved into Ohio to take a position (anyone, not just a library one) presents a mixed picture. There is a steady increase in the proportion of librarians who have come from other states into Ohio to work in larger library systems, increasing from 14 percent in the smallest to 30 percent in the largest systems. But anywhere from 42 to 53 percent of the librarians who have had more than one job have had all their library experience in Ohio. Nevertheless the larger systems do draw on out-of-state professionals and, therefore, their salary requirements and other opportunities have to be geared to the national market.

This is seen in the final item in Table 4 which shows the occupational history as being all in the library field, part or mainly in some other field (usually teaching). Only half as many librarians, proportionately, in the large system come from non-library fields (12 percent) while a quarter of the librarians in all the other size categories do so. These data also indicate the extent of underprofessionalization in the smaller systems.

Among the college educated librarians, the pattern of job migration and place of education show an interesting relationship as shown in Table 7.

TABLE 7

EDUCATIONAL & JOB MIGRATION HISTORY

Place of Degree	Job Migration History: All Local (i.e. in Ohio)	Mixed	Migrant	
Ohio	41%	6%	11%	58%
Not in Ohio	13%	5%	24%	42%
	54%	11%	35%	100% = 825

There is a core of about 40 percent of the professional librarians who are both educated in Ohio and whose entire job history is in Ohio--those librarians who have held only one job have been eliminated from the table since they are generally young and have had little opportunity for moving. The other large sub-group, about one quarter of the librarians, are both educated out of state and have come with an out of state work history.

An examination of these migration patterns and place of education show no difference by age, but as one would suspect there are more out of state educated librarians in the large systems.

The really important problem is to see if some estimate of net migration into the state can be made and then to see how library manpower shifts around the state. Unfortunately neither of these questions is fully answerable, the first because we do not know how many working Ohio librarians leave the state each year, and the second because the data as to movements within the state are not available. There is one clue to this latter question and this is the number of vacancies for professional librarians in cities of various sizes. Two separate pieces of information are available here. One is data from the previously cited U. S. Office of Education series which, in Table 8, shows the rates of vacancies in various sized cities in the U. S. and in Ohio.

TABLE 8

Total professional positions vacant in public libraries as % of all professional positions, filled and vacant.

Size of population served.		Positions vacant as % of all positions.	
		1960	1962
35,000-59,999	U.S.	8.0%	6.6%
	Ohio	2.2%	1.1%
50,000-99,999	U.S.	8.7%	7.3%
	Ohio	7.2%	11.5%
100,000 +	U.S.	6.6%	7.3%
	Ohio	5.9%	2.5%
Total	U.S.	7.0%	7.2%
	Ohio	5.9%	3.6%

Source: USOE, Public Library Statistics, 1962.

As we have shown above, Ohio's public librarians are relatively more numerous than in the rest of the states; therefore, the vacancy rate in Ohio is generally lower. But in the middle sized city, 50,000 to 99,999 in population, the vacancy rate in Ohio exceeds that of the U.S. and gets worse from 1960 to 1962.

The present questionnaire reveals similar results. The percentage of vacancies in all positions (filled plus vacant) increases from 27 persent in the small libraries (-25,000) to 44 percent in 25,000-100,000 volume library and then declines to 16 percent and 18 percent in the two largest groups. Assuming the moderate sized library is in a moderate

sized city--the results are the same. Why this peculiar pattern of vacancies exists is not at all clear. Perhaps it is a size of library and community too small for the ambitious young librarian but too large to be run by a single or a few dedicated people from within the community.

Next is the difficult question of how the professional librarian allocates her time. Actually there are <u>three</u> questions involved. One is whether the librarians in a system are placed where they can give efficient service--are there too many in one part of the library and too few in another? A second question is whether the tasks a librarian performs are truely "professional" or simply clerical. This study is not designed to answer these questions, important though they may be.

A third question, however, does allow some answer. This is to see how much diversity of task there is for a given type of library position. The questionnaire to the librarians asked for their current job and how, in percentage terms, they allocated their time among the following tasks:

General Administration	28%
Community Relations	3%
Reader's Services	9%
Technical Services	40%
Circulation	3%
Reference	7%
Children's Work	2%
Other	3%

The librarians were quite able to identify how they spent their time, accounting for more than 90 percent of it on the average.

TABLE 10

MEAN PERCENTAGE OF WORK TIME

In Various Library Functions

	Dept. Head Tech. Service	Dept. Head Ref.	Profess. Staff	Branch Libr.	Cata-loguer	Cir. Lib.	Ref. Lib.	Children's Y.A. Lib.	Prof. Asst.	Non-Prof. Asst.
General Administration	28%	40%	39%	17%	3%	1%	3%	4%	11%	3%
Community Relations	3	3	5	4	*	*	*	1	2	1
Reader's Services	9	3	8	17	1	5	10	7	14	18
Technical Services	40	1	6	5	77	5	5	4	15	14
Circulation	3	0	2	10	5	61	2	2	8	8
Reference	7	48	8	10	5	69	66	9	24	21
Children's Work	2	1	9	10	1	6	1	62	8	14
Other	3	3	13	3	1	4	5	3	6	10
	95% (39)	100% (11)	90% (108)	86% (157)	93% (110)	91% (85)	92% (105)	92% (186)	88% (232)	89% (77)

*Less than 1 percent

The full data of what different types of librarians do is shown in Table 10.

There is a steady and comforting rationality in the dispersion and concentration of tasks.

Cataloguers are mainly doing technical services, circulation librarians are handling circulation, and so forth. The branch librarian, not surprisingly, does scatter her efforts across almost all the library functions. This fact raises the question about the use of sub-professional assistants in the branches, or where it can be done, the use of more professionals in more active roles. Such personnel uses clearly depend on the community needs and library resources.

While the data are too cumbersome and fragmentary to present there is a general trend towards a dispersion of task as the size of the library declines. This is not surprising, of course, and it raises the same questions as do the marked dispersion of tasks found in the branch librarian. Perhaps a serious re-analysis of staffing needs in the smaller library is needed. Yet these smaller libraries tend to persist in spite of considerable experience of consolidation in, say, school districts. The number of school systems has declined 50 percent from 1950 to 1960 but from 1931 to 1961 the number of public library systems has expanded by 25 percent.*

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* See P. H. Ennis, "Metropolitan Processes: an Overview" in The Changing Environment for Library Services in the Metropolitan Area. H. Goldstein, Ed., University of Illinois 1965, p. 35-36.

These two issues, staffing practices and library consolidation, though not probably quite intimately linked in practice can be thought of as separate for the purpose of planning the future.

Library Planning, as the final topic to be considered here, is the most critical matter when it comes to manpower. Each respondent was asked to rank his own level of interest as well as his guess as to the interest of his board in the following programs. (Next to each program is the mean interest score for the head librarians and the boards assumed interest.)

TABLE 11

INTEREST PRIORITIES FOR OHIO PUBLIC LIBRARIANS

Program	Interest Level of: (1=high, 5=low) Librarian	Board
Improve collection	1.3	1.5
Expand branch services	3.5	3.5
Expand library facilities	1.9	2.0
Expand business and professional service	2.1	2.2
Increase community cooperation	2.4	2.6
Expand cooperative activities	3.4	3.9
Services to non-users	2.4	2.6
Service school and students	2.0	2.1
Modernize technical services	2.6	3.0
Build a special subject collection	2.1	2.6
Expand other services/programs not mentioned	1.8	2.6

First, in almost every case the librarian and his board are in near perfect agreement, with perhaps the librarians being a little more interested in doing everything than the board. This may indeed be the case; it may also be misperception on the part of the librarians. If there is not concensus this fact is not totally trivial in that the absence of sharp disagreement between the librarian and his board is more likely to produce a climate amenable to change.

The second fact is an apparent lack of consensus as to what should take precedence over what. Aside from a high interest in improving the collection and a low interest in expanding branch service or cooperative activities all the other programs have scores in the middle of the range, and widely spread distributions.

This could well indicate a genuine lack of professional consensus as to what the library should be doing, or it could reflect the necessary diversity of program based on the diversity of community needs and library resources.*

Perhaps a choice among these alternatives might be possible if the libraries were divided by size. Table 12 shows the interest ratings of the librarians only in the different size classes (I being the smallest library, V the largest).

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* Or it could be an artifact of the limited scale (1-5) of interest.

TABLE 12

LIBRARIANS INTEREST PROFILES BY SIZE OF LIBRARY

Program	I	II	III	IV	V
Improve collection	1.0	1.2	1.3	1.4	1.1
Expand branch services	4.7	4.6	3.5	3.0	1.9
Expand library facilities	1.6	2.1	3.3	2.0	1.5
Expand business and professional service	3.8	2.3	2.0	2.0	1.8
Increase community cooperation	2.3	2.5	2.3	2.1	2.9
Expand cooperative activities	3.3	3.9	3.4	3.0	3.5
Services to non-users	2.5	2.3	2.5	2.3	3.1
Service schools and students	1.3	1.8	2.1	2.2	3.5
Modernize technical services	2.0	2.9	2.8	2.1	1.5
Build a special subject collection	1.0	1.4	2.1	3.0	2.5
Expand other services/programs not mentioned	1.8	1.8	1.9	1.7	2.0

Some differences are immediately apparent. The interest in branch libraries is a direct matter of size; the larger the library the more interest in the branch system. Other matters are curvilinear; the smallest and the largest libraries are more interested in expanding library facilities and improving the collections than the middle sized library. There are other patterns as well that are paradoxical. The largest numbers of non-users of the library are in the largest cities, specifically the urban poor. Yet the largest libraries show the least

interest in reaching the non-user. The same is true for service to students and schools; where the library resources are greatest--there is the least interest. There is, of course, a defensible position if there are other libraries to handle those students and if the library is mobilizing its energies elsewhere. The patterning of responses shows more consensus among the few large libraries and among the smaller libraries, but great variation in perspective among the middle sized ones. This is probably the most significant finding in this part of the analysis, an apparent diffusion of purpose. It seems imperative for the public library, as well as all the other types of libraries, to clarify their goals and set priorities in their accomplishment. This is the prerequisite for a consideration of specific manpower policies.

PART III

Conclusions and Recommendations

While this survey of Ohio library manpower used a variety of sources including previously collected statistics from the United States Office of Education, the American Library Association and a mail questionnaire distributed to Ohio public librarians, the informational base necessary for comprehensive planning is far from adequate. State-wide information about libraries is fragmentary, scattered, and too often not available at all.

A primary imperative, therefore, is an agency charged with the mission of collection and organizing the basic statistical information about Ohio librarians and libraries necessary for the planning of library development and the evaluation of that planning as it is executed. The State Library is probably the best locus for this agency.

The experience of the American Library Association's efforts to consolidate and rationalize its statistical procedures is a valuable one and underscores the need for diplomacy, understanding, and flexibility. The difficult problems of library development are, of course, not going to be solved by the mere collection of figures. Yet effective development is more likely to be achieved and demonstrated with the help of organized, accurate and relevant quantitative measures.

The scope of such an agency could be quite narrow, dealing only

with the gathering of selected statistics, or it could be much broader, involving other missions as well. The willingness and capability of Ohio librarians in providing detailed information about their work will resolve this question.

The Overall Situation

The trends in the manpower levels for Ohio public school, academic and public libraries all allow room for significant improvement, but each in different ways. The data on special libraries is too fragmentary to make firm conclusions. The previous point concerning the systematic collection of statistical information is especially pertinent to the special libraries.

Since each of the other three types of libraries show differing trends, they will be discussed separately. As a whole, however, it is clear that the entire Ohio library profession needs a coordinated effort aimed at increasing the supply of librarians and upgrading their quality. These are difficult tasks, involving a variety of programs, no single one of which is sufficient to accomplish the task. In general there are four interrelated points of leverage, which if properly coordinated provide a comprehensive strategy for Ohio library development.

1. An increase in the number of professional library positions authorized by the various governing boards of school, academic, and public libraries is essential. The data presented above for the nation and for the entire state of Ohio and the questionnaire material within the state constitutes the floor upon which the case for increased

additional personnel can be built. Additional analysis showing the need and utility for librarians is necessary, however. The organization of that material and its persuasive presentation is a task that should be undertaken with as much energy and coordination as possible. The need for more librarians is clearest in the school and academic fields. The need for more public librarians, though not as clearly indicated, is not the less urgent if there is insufficient use of librarians within any given library.

2. Efforts should be made to expand the library education facilities within the state. This involves several different kinds of activities ranging from programs designed to recruit students initially into the field, programs encouraging working librarians to continue their library education, and efforts to have the library schools expand the range and depth of their programs.

3. Intensive efforts should be made to widen the perspectives of the profession by integrating Ohio librarianship more fully into national developments and organizations. This is critical because of the significant amount of geographical mobility among librarians--the potential supply of well trained and experienced librarians can be broadened to the extent Ohio libraries are part of the national labor market. Moreover, the advances in the techniques of library practice at every level can be more readily identified, explored and adopted insofar as the libraries in the state are part of the national network of information and personnel exchange.

4. Administrative arrangements governing the organization of libraries within the state require intensive re-examination. These include the familiar modes of cooperation that have traditionally been regarded so highly by the profession. But even these programs ranging from inter-library loan to centralized processing have yet to be implemented to any major degree. Beyond these, however, are more extensive programs that are aimed at consolidation of library systems. The proliferation of small libraries while manifesting the widespread demand for library service in the nation, particularly suburban communities surrounding large cities, has not achieved its potential levels of service. The deep concern for local autonomy and perservation of community independence has created both serious gaps for some communities and a diminished level of service for all. The greater equalization of library resources and the consolidation of library resources and the consolidation of library systems is a central problem for the public library in Ohio and, therefore, should be one of the highest priority programs for the profession.

How should these four programs be implemented? Specifically this means the involvement of the public school authorities and the boards of trustees of public libraries. Beyond these perspectives of a centralized structure, a major commitment of the various types of library and some division of labor among them, the task of organization has to be decided by the profession itself.

Yet, staffing and personnel policies do not stand alone. They

are dependent on the progression's goals and sense of purpose. Perhaps an evaluation of these goals and their implicit priority ordering might be the first point on the agenda, especially for public libraries. It is beyond the scope of this report, however, to begin such a discussion other than to emphasize two points. First a failure to clarify and reset the goals of any library system means that current operating procedures, no matter how out of date or inappropriate, govern manpower policies by default. Second, a review of basic goals must be responsive to the realities of scarcity. A library can't serve everyone; it must identify the publics it wants to give high level service and thereby maximize its effectiveness to a selected set of audiences rather than diffuse its efforts in the attempt to satisfy all. We turn now to the conclusions and recommendations for each of the different types of libraries. Since intensive survey data has been secured only for the public library, the discussion of the other types of libraries is necessarily, abbreviated.

Public School Libraries

The school library field is the fastest growing library specialty both in the United States and in Ohio in terms of absolute numbers of librarians and in its share of all the different types of librarians. While the public school teacher-pupil ratio has not changed very much over the past decade, the school librarian-pupil ratio has dramatically increased. Even so Ohio's schools while paralleling the national trend

are consistently below the national average in staffing their schools with librarians. Moreover, Ohio's library schools have not yet increased their production of fully trained school librarians to any appreciable degree. While our information on this point is less adequate than we would like, it appears clear that a large number of school librarians are entering the profession through unaccredited programs; that the numbers of graduates from accredited library schools in Ohio going into school librarianship has not increased over the years to meet the rising demand in the field; and that salaries are not too low to compete with the other kinds of library specialties or with teachers. School library salaries in Ohio are near the national level, and close to the top compared to other kinds of librarians in Ohio.

The two important tasks, therefore, are to upgrade the educational level of school librarians by having more of them trained in accredited library programs and to accelerate the numbers of young men and women entering that field. Western Reserve's recent expansion in the field of school librarianship is an important contribution in this direction. It should be noted that it is difficult to increase the number of entrants into a field and at the same time to upgrade their credentials. If the emphasis is on the expansion of personnel by say, accepting people with the minimum requirements, then the long range quality of the field is in danger of being weakened. If, on the other hand, the emphasis is placed on improving quality by raising entrance requirements, then the possibility of expanding the numbers of recruits is made more difficult.

Among the many policies that can modulate between those extremes might be a program consisting of a widened recruiting effort to find minimally trained librarians coordinated with enhanced in-service training and continuing education opportunities, and such a program requires energetic and flexible administration. Internal promotion policies might have to be revamped, or traditional allocations of time between professional and non-professional duties might require redefinition.

Academic Libraries

The situation of Ohio academic libraries is similar to Ohio school libraries in that they have been consistently understaffed -- compared to national trends. Unlike school libraries, however, the academic libraries both in the United States and in Ohio are not growing as fast in absolute numbers nor in the librarian-student ratios. That is, the rate of increase among college students has been more rapid than the rate of increase among college librarians.

The academic library differs from the school library situation in several other important respects: While the number of school librarians has increased much more rapidly than the number of school teachers, academic librarians and academic faculty have both been quite similar in their growth rates. Next, the ratio of professional to non-professional academic library employees has consistantly declined, that is, academic librarians are supervising a larger number of non-

professionals. Finally academic library salaries are near the bottom compared to other types of librarians, in absolute dollars and in rate of increase.

What is the implication of these facts? We cannot be sure, but it appears that the potential for growth in numbers of academic librarians generally is more constrained than, say, for school librarians. The more efficient use of professional personnel, the similarity of growth trends for academic librarians and faculty, and the low salaries all suggest barriers to expansion. If such resistance operates on a national level, what should Ohio academic librarians seek, whose situation is even comparatively worse?

Again, the road ahead is not clear. I would recommend that academic librarians join with all other Ohio librarians in a joint effort to expand the profession.

Yet there is an additional and separate path for academic librarians. It is to concentrate on increasing the depth of education for their personnel in directions that match the specialized functions necessary for modern academic library management. Specifically this involves a double effort: first, closer coordination between academic libraries and library school training programs -- this is a two way street; second, intensified efforts at continuing education for working academic librarians.

The demands for high level specialized knowledge, be it in bibliography, technical processing, or administration, is great, as

is the necessity to master new technologies that are allowing more work to be done with fewer librarians.

The balance between efforts to expand the number of librarians and to deepen their education is difficult to determine at a distance. The library profession in Ohio has to do this for itself.

Public Libraries

The situation of public library manpower in Ohio is, in one respect, far better than that of the other types of libraries -- the libraries are more fully staffed than in the rest of the United States. There are considerably more professional public librarians for their relevant publics in Ohio than in the rest of the nation and correlatively there are fewer vacancies for professional staff.

Yet there are danger signs threatening the traditional excellence of Ohio's public libraries. Within the limitation of our statistical data some of which are almost five years behind the current scene, these are the problems.

First, the rate of increase in the number of Ohio public librarians is not keeping pace with the increase in the libraries' publics - compared to the United States as a whole. Second, salaries for public librarians are increasing at the slowest pace compared to other types of librarians. This is true nationally, and Ohio shows no special advantage in this respect. Third, the growth of the collections in Ohio is proceeding at a slower pace in Ohio than in the nation as a whole. Fourth, there

appears to be no significant consolidation of small library units into larger administrative units and not much extensive cooperative efforts. The complexities of such consolidation and/or cooperative arrangements are formidable; yet so are their gains. Fifth, and related to the previous point, is the maldistribution of professional personnel.

This is a difficult question, solutions for which are not easy. Where professionals should be placed, and what they should do on the job are problems that need experimentation more than pronouncements. The evidence from our questionnaire on the diversity and scattering of energies by libraries suggests there is little consensus as to how, say, a branch librarian should divide his or her time between general administration, community relations, readers services, and so on. This is especially a problem in the smaller and medium sized library. There cannot and should not be any rigid standards set as to what the tasks of a branch librarian should do in the way that standards might be set as to the shelving of books. Librarianship is still an art and as such needs the closest and most energetic interaction and exchange. Finally, in this catelogue of criticism, is what appears to be the failure to develop new professional positions designed to meet changing needs and to incorporate new technologies.

Specifically, the results of the mail questionnaire administered to the public libraries in the state by the survey team, revealed hardly any development of new staff positions for librarians to work with the urban poor, with other specialized audiences, or to develop

whatever new techniques that are now increasingly being adopted; by library systems throughout the nation.

What do we find on the positive side? First and foremost this study is the most positive response by the Ohio librarian profession to its self diagnosed problems. This study is the beginning of a continuing self scrutiny and self investigation. It may also announce a period of energetic efforts to clarify the mission of the library and to advance its position.

Second, an examination of the background characteristics of Ohio public librarians shows that younger librarians are recruiting younger and better educated people to its professional ranks. Although their ranks are still too few, nearly three quarters of the younger men in Ohio public libraries have the M.L.S. or a higher library degree and more than half the younger women are as well trained. Parenthetically, while it is not surprising that all the head librarians in the largest libraries in the state are men and that the proportion of men head librarians declines as the libraries get smaller, it is somewhat disconcerting that there are so few male branch librarians. Does this suggest that the male librarian's career line for advancement is perceived to proceed within the administrative structure of the main library of larger systems? Does this suggest, insofar as this is the case, that the branch library systems will be undervalued and underdeveloped in the future?

To return to the brighter side of the public library picture, there is an impressive degree of geographical mobility among librarians. More than half the librarians working in Ohio public libraries with the M.L.S. degree received that degree outside of Ohio. Some of these people, of course, were originally from Ohio who returned to work in the state after going to school elsewhere but almost a quarter of them were new immigrants to Ohio libraries.

The critical fact here is the rate of exporting librarians from the state. In recent years about a third of Western Reserve's graduates placed in public libraries leave the state. Does this mean a net drain of new librarians? There is not enough information at this point for a firm conclusion. A more systematic long range data collection program is clearly needed to track the directions of mobility. As a whole, however, the exchange of personnel between states is a healthy process and sign of Ohio's continuing engagement in the national library scene.

Specific Recommendations

In addition to the recommendations for a centralized data collection agency and a coordinated program for library development, the following are more specific suggestions for the public library.

1. First and foremost is a continuing effort to clarify the goals of public library service. The scarcity of resources requires setting clear priorities among the kinds of services to be offered and then

concentrated efforts to achieve the levels of services decided upon. Each library system must examine its own situation and then in coordination with adjacent public libraries set its sights on improving one or perhaps a few things at a time. Full agreement between professional staff and library boards in this respect is critical; the survey shows significant variation between what the head librarians are interested in and what they think their boards are interested in.

2. There are a large number of Federal programs relevant to library goals, once clarified. These offer considerable support for the enrichment of current library activities and experimentation for new programs. The State Library or some other body should develop the capability of identifying these programs, inform the public libraries throughout the state about them, stimulate their use, and coordinate application for them and their administration.

3. As part of a continuing program to gather and coordinate statistical reports on library service, a pool of current information on library manpower is critical. Data on Ohio library school graduates and their placement should be coordinated with information as to the sources of recruiting out of state librarians. An accessible information source as to the available manpower resources within the state is a prerequisite for a more rational utilization of personnel.

4. Continuing education for working public librarians at all levels is one way for Ohio libraries to keep abreast of current trends in library practice and at the same time to upgrade the quality of its staff. Coordinated efforts to secure funds for such continuing

education should proceed with the libraries' stimulation of such efforts. A variety of arrangements are possible, including leaves of absence, part time work, study programs, and summer course allowances.

5. Part of the stimulation for library development comes from participation in national library events. Whatever support now given to professional staff members for attending institutes and conferences should be increased. The meetings and conferences should be selected to sustain programs and interests that are judged high priority by the library. While high-level library sponsored conferences are important, the meetings of other academic disciplines and professions are clearly relevant to library problems and carefully selected personnel should be encouraged to attend. Special funds should be set aside for this purpose as part of the continuing educational program of the library.

6. Finally, a spirit of experimentation should be fostered in library development. Only through a systematic trial and error--keeping track of both successes and failures--can effective programs be forged.

Blue prints for programs can be made only insofar as there is tested knowledge as to what works, and this knowledge is won by trying different things and assessing their differential success. Therefore, library development planning should explicitly recognize and budget for experimental work as well as expansion of proven programs.

APPENDIX A

Raw Data and Sources for Figures 1-33

Data for Figures 1 - 4

Table 1.21, 1.22, 1.31, 1.32: Table 1.21 and 1.22 are absolute growth of public, public school, academic, and special librarians in US and Ohio. Table 1.31 and 1.32 is each one of the four types of librarians as a % of the total for the four types.

Tables 1.21 and 1.31. For the United States.

Year	Public* Librarians	Public School Librarians	Academic Librarians	Special* Librarians	Total
1951-52			6,625		
1953-54		11,754			
1955-56			8,515		
1957-58	8,416.5	13,875	8,983	6,323	37,597.5
%	22.4%	36.9%	23.9%	16.8%	100.0%
1959-60	10,748	16,516	9,939	6,748	43,951
%	24.5%	37.6%	22.6%	15.4%	100.0%
1961-62	12,355	19,603	11,025	7,201	50,184
%	24.6%	39.1%	22.0%	14.3%	100.0%
1963-64		23,769	12,539	7,672	
1973-74(a)	24,370	34,725	19,162	10,587	88,844
%	27.4%	39.1%	21.6%	11.9%	100.0%
1973-74(b)	24,370	34,725	19,162	11,048	89,305
%	27.3%	38.9%	21.5%	12.4%	100.0%

*Notes: Public librarians is confined to professional librarians, in full time equivalents, working in public libraries serving populations of 35,000 or more. Except that 1957-58 does not include librarians working in county and regional libraries serving populations of 35,000 to 49,999. Special librarians does not include special librarians working in special libraries that are part of college and university libraries or public libraries.

Sources: For public librarians see Table 4.11. For public school

Table 1.21, 1.31 for the United States, continued.

librarians see Table 3.1. For academic librarians see Table 2.1. For the two projections see chart titled "The US Mix."

On Special Librarians: 1963 is an actual figure from Kruzas (Anthony T. Kruzas. Special Libraries and Information Centers. Detroit: Gale Research Co., 1967(?). 42 pages.). The other figures including the "a" projection were found by assuming that the rate of growth of the number of special ibraries since 1930 would continue over the next decade and is constant over the past decade. This growth rate was 38% per decade.

This was found by analyzing the founding dates of special libraries now in existence. It was assumed that failures of special libraries were minimal and proportional. The resultant figures were then multipled by 2.2, the current (1963) ratio of special librarians to special libraries. Interdecade years were found by figuring proportional growth, taking compounding into effect. The 1963 figures, as was mentioned in the Note, is the total of special libraries minus those which are part of college and university libraries or public libraries. The 1963 proportion of exclusively special libraries to all special libraries is assumed to be constant for all years from 1957 to 1973. Actually the growth rate of these exclusively special libraries is probably faster than that of all special libraries.

Projections: For academic libraries see Table 2.1. For public school libraries see Table 3.1. For public libraries see Table 4.11. One figure was obtained by averaging the three very similar figures obtained in relation to each of the three relevent publics, for public libraries. Projection "a" for special librarians was found by assuming that the 38% growth rate per decade for the past three decades extended one decade into the future. Projection"b" is explained in the chart titled "U.S.Mix."

Figures 1 - 4

For the State of Ohio

Year	Public Librarians	Public School Librarians	Academic Librarians	Special Librarians	Total
1951-52			286		
1953-54		362			
1955-56			338		
1957-58	949.4	425	327	279	1980.4
%	47.9%	21.5%	16.5%	14.1%	100.0%
1959-60	930.3	527	358	298	2113.3
%	44.0%	24.9%	16.9%	14.1%	100.0%
1961-62	1036.6	819	396	318	2569.6
%	40.3%	31.9%	15.4%	12.4%	100.0%
1963-64		933	420	340	

Note: On public librarians and special librarians see note to Table 1.21 and 1.31.

Sources: See Tables 1.21 and 1.31.

On Special Libraries: Ohio figure is not an accurate reflection of its changin position in relation to the nation. It is 4.42% of the U.S. figure for each year. This is the proportion of members of the Special Library Association living in Ohio to the national total of SLA members in 1967. It is assumed that the same proportion holds for all special librarians and for the ten year periodpreceeding 1967. The 1967 national total of SLA members is taken from the April 1967 issue of Special Libraries. The Ohio figure is from totaling the names on a print out of the Ohio SLA membership mailing list.

Data for Figure 5

Table 2.21 and 2.22. Absolute growth of professional academic librarians and of college and university students. For raw data see table 2.1

Table 2.21 US Growth of academic librarians

1951-52-1963-64, six year average = 9604 = 100

year	index number
1951-52	69.0
1955-56	88.7
1957-58	93.5
1959-60	103.5
1961-62	114.8
1963-64	130.6

Table 2.21 US growth of college and university students.

1951-52-1963-64, six year average = 3,287,933 = 100

year	index number
1951-52	64.4
1955-56	82.8
1957-58	93.3
1959-60	103.5
1961-62	118.3
1963-64	137.7
1973-74	241.8

Data for Figure 6

Table 2.22 Ohio growth of academic librarians

1951-52--1963-64, six year average = 354.1 = 100

year	index number
1951-52	80.8
1955-56	95.5
1957-58	92.3
1959-60	101.1
1961-62	111.8
1963-64	118.6

Table 2.22. Ohio growth of college and university students.

1951-52--1963-64, six year average = 160,483 = 100

year	index number
1951-52	72.4
1955-56	82.0
1957-58	92.2
1959-60	102.4
1961-62	117.2
1963-64	133.8

Data for Figure 7

Table 2.31 and 2.32 College and university faculty and academic professional librarians as % students enrolled. Index numbers. For librarians and their percentage of students, see Table 2.1

Table 2.31, US. Faculty and students, percentages

year	faculty(FTE) (1)	students (2)	(1)% / (2)
1951-52		2,116,440	
1953-54	193,261	2,250,701	6.19%
1955-56	151,321	2,720,929	5.56%
1957-58	175,528	3,068,417	5.72%
1959-60	189,283	3,402,297	5.56%
1961-62	208.277	3,891,000	5.35%
1963-64	235,058	4,528,516	5.19%
1973-74	300,000	7,951,000	4.78%

Table 2.32, Ohio, Faculty and students, percentages.

year	faculty(FTE) (1)	students (2)	(1)% / (2)
1951-52		116,222	
1953-54	6695	113,168	5.92%
1955-56	7509	131,590	5.71%
1957-58	7839	147,906	5.30%
1959-60	8230	164,375	5.01%
1961-62	8653	188,016	4.60%
1963-64	10497	214,789	4.89%

Note: For 1963-64 part time faculty were converted to full time equivalents by multiplying by 32.5%

College and university faculty and academic professional librarians as % students enrolled.

U.S. Faculty and students, percentages

Year	Faculty (FTE) (1)	Students (2)	(1)% (2)
1951-52		2,116,440	
1953-54	193,261	2,250,701	6.19%
1955-56	151,321	2,720,929	5.56%
1957-58	175,528	3,068,417	5.72%
1959-60	189,283	3,402,297	5.56%
1961-62	208,277	3,891,000	5.35%
1963-64	235,058	4,528,516	5.19
1973-74	300,000	7,951,000	4.78%

Ohio, Faculty and students, percentages.

Year	Faculty (FTE) (1)	Students (2)	(1)% (2)
1951-52		116,222	
1953-54	6695	113,168	5.92%
1955-56	7509	131,590	5.71%
1957-58	7839	147,906	5.30%
1959-60	8230	164,375	5.01%
1961-62	8653	188,016	4.60%
1963-64	10497	214,789	4.89%

Note: For 1963-64 part time faculty were converted to full time equivalents by multiplying by 32.5%.

Table 2.31 and 2.32 US and Ohio, Faculty and students, percentages continued.

Sources: 1957-58 and earlier are from the Biennial Survey of Education. 1959-60 and 1960-61 are from USOE Circulars no. 714 and 747, Faculty and other Professional Staff. 1963-64 is from the Digest of Educational Statistics for 1966.
Enrollment from USOE Circulars, ¼ Opening (Fall) Enrollment in Institutions of Higher Education. For numbers see Table 2.1

Projection: both figures from USOE Circular No. 754 "Projection of Educational Statistics to 1973-74."

Data for Figure 8

Table 2.31 and 2.32. College and university faculty and academic professional librarians as % of students enrolled. Index numbers.

Table 2.31, United States.
Faculty as % of students.
1953-54--1963-64, 6 year average = 5.60% =100

year	index number
1953-54	110.5
1955-56	99.3
1957-58	102.1
1959-60	99.3
1961-62	95.5
1963-64	92.7
1973-74	85.4

Librarians as % of students.
1953-54--1963-64 average of six years = .295% = 100

year	index number
1951-52	106.1
1955-56	106.1
1957-58	99.3
1959-60	99.0
1961-62	95.9
1963-64	93.9

Data for Figure 9

Table 2.31 and 2.32. College and university faculty and academic professional librarians as % of students enrolled. Index numbers.

Table 2.32, Ohio
Faculty as % of students.
1953-54--1963-64, six year average = 5.24% = 100

year	index number
1953-54	113.0
1955-56	109.0
1957-58	101.1
1959-60	95.6
1961-62	87.8
1963-64	93.3

Librarians as % of students.

1953-54--1963-64, six year average = .225% = 100

year	index number
1951-52	109.3
1955-56	114.2
1957-58	98.2
1959-60	96.9
1961-62	93.8
1963-64	87.1

Data for Figure 10

Table 2.33 US Professional as to % of total.

year	prof.	non-prof.	student hours	student FTE	total	%
1959-60	9,000	9,000	12,062,000	6,853	24,853	36.2
1960-61	9,700	9,800	13,204,000	7,502	27,002	35.9
1961-62	10,300	10,800	14,161,000	8,046	29,146	35.3
1962-63	11,200	12,100	14,519,000	8,249	31,549	35.5
1963-64	11,900	13,300	16,400,000	9,318	34,518	34.5
1964-65	12,500	14,500	18,000,000	10,227	37,227	33.6
1965-66	13,000	16,000	19,000, 000	10,795	39,795	32.7

Source: ALA, Library Statistics of Colleges and Universities, 1965-66.

Note: Student FTE is total student hours divided by 1760, 40 hours times 44 weeks.

Table 2.34 Ohio Professional as to % of total.

year	prof.	non-prof.	student hours	student hours FTE	total	%
1961-62	369.6	461.2	593,302	337.1	1167.9	31.6
1965-66	482.4	635.7	788,573	448.1	1566.2	30.8

Sources: 1965-66 compiled from ALA: Library Statistics of Colleges and Universities, 1965-66. 1961-62 compiled from USOE: Library Statistics of Colleges and Universities, 1961-62, Institutional Data.

Data for Figures 11, 12, 13

Table 3.1 Public school librarians per 1000 students enrolled in public elementary and secondary schools. US and Ohio.

For the United States

year	librarians (1)	students (2)	$\frac{(1)}{(2)}$%
1953-54	11,754	28,836,052	.041%
1957-58	13,875	33,528,591	.041%
1959-60	16,516	36,087,000	.046%
1961-62	19,603	38,253,000	.051%
1963-64	23,769	41,025,005	.058%
1973-74	34,725 (est)	46,300,000	.075% (est)

For the state of Ohio

year	librarians (1)	students (2)	$\frac{(1)}{(2)}$%
1953-54	362	1,474,046	.025%
1957-58	425	1,763,837	.025%
1959-60	527	1, 906,000	.028%
1961-62	819	1,976,000	.041%
1963-64	933	2,163,443	.043%

Sources: Librarians. 1953-54 from Biennial Survey for 53-54, ch. 6. 1957-58 through 61-62 from the "Survey of State School Systems". In 57-58 it appeared in the Biennial Survey. In 1959-60 and 61-62 it was in the USOE Circular nos. 691 and 751 respectively. Earlier editions of the "Survey" are unreliable because too many states failed to report. 1963-64 is from the Digest of Educational Statistics 1966. Enrollment is also from the "Survey" and 63-64 is also from the Digest.

Notes: For US totals. In 1947-58 the following estimates were added in for unreported states. New Jersey, 450; Illinois, 600; Missouri, 100; Georgia, 400. In 1959-60 the following estimates were added in for unreported states. New Jersey, 500; Colorado, 200. Certain states of

Table 3.1 Public School librarians per 1000 students etc. US and Ohio. continued.

low population are unreported throughout such as Maine, South Dakota, and Alabama.

Projections: enrollment figure is from USOE circular no. 754, "Projection of Educational Statistics to 1973-74." % is found by assuming the 1953-54--1963-64 rate of change to continue over the next decade.

Data for Figures 14, 15

Table 3.31 and 3.32. Public school librarians and teachers as % of students enrolled. Index numbers. For librarians and their basic percentages see Table 3.1.

Table 3.31 US Teachers and students and percentages.

year	teachers (1)	students (2)	$\frac{(1)}{(2)}\%$
1953-54	1,032,138	28,836,052	3.58%
1955-56	1,133,093	31,162843	3.64%
1957-58	1,237,849	33,528,591	3.69%
1959-60	1,354,958	36,087,000	3.75%
1961-62	1,457,964	38,253,000	3.81%
1963-64	1,567,974	41,025,005	3.82%
1973-74	1,916,000	46,300,000	4.14%

Table 3.32 Ohio teachers and students and percentages.

year	teachers (1)	students (2)	$\frac{(1)}{(2)}\%$
1953-54	51,139	1,474,046	3.47%
1955-56	56,075	1,617,909	3.46%
1957-58	62,764	1,763,837	3.56%
1959-60	71,618	1,906,000	3.76%
1961-62	75,332	1,976,000	3.81%
1963-64	77,667	2,163,443	3.59%

Sources: Teachers from same sources as librarians on Table 3.1. Enrollment same as in Table 3.1.

Projection is from USOE Circular no. 754. "Projection of Educational Statistics to 1973-74."

Data for Figures 14, 15

Table 3.2. Absolute growth in public school librarians and enrollment. Table 3.21 is US, Table 3.22 is Ohio. Index numbers. For raw data see Table 3.1.

Table 3.21, US public school librarians. 1953-54--1963-64, five year average = 17,103 = 100

year	index number
1953-54	67.7
1957-58	81.1
1959-60	96.6
1961-62	114.6
1963-64	139.0

Table e.21, US public school enrollment. 1953-54--1963-64, five year average = 35,545,592 = 100

year	index number
1953-54	81.1
1957-58	94.3
1959-60	101.5
1961-62	107.6
1963-64	115.4
1973-74	130.3

Data for Figures 14, 15

Table 3.22. Ohio publi school librarians. 1953-54--1963-64, five year average = 613 = 100.

year	index numbers
1953-54	59.1
1957-58	69.3
1959-60	86.0
1961-62	133.6
1963-64	152.2

Table 3.22. Ohio public school enrollment. 1953-54--1963-64, five year average = 1,856,664 = 100.

year	index number
1953-54	79.4
1957-58	95.0
1959-60	102.7
1961-62	106.4
1963-64	116.5

Data for Figures 14, 15

Table 3.31 and 3.32. Public school librarians and teachers as % of students enrolled. Index numbers.

Table 3.31. United States teachers as % of students.
1953-54--1963-64, six year average = 3.72% = 100.

year	index number
1953-54	96.2
1955-56	97.8
1957-58	99.2
1959-60	100.8
1961-62	102.4
1963-64	102.7
1973-74	111.3

United States librarians as % of students.
1957-58--1963-64, four year average - .049% = 100.

year	index number
1957-58	83.7
1959-60	93.9
1961-62	104.1
1963-64	118.4

Table 3.32. Ohio teachers as % of students.
1953-54--1963-64, six year average - 3.61% = 100

year	index number
1953-54	96.1
1955-56	95.8
1957-58	98.6
1959-60	104.2

Table 3.31 and 3.32. Public school librarians and teachers as % of students enrolled (continued).

1961-62	105.5
1963-64	99.4

Ohio librarians as % of students
1957-58--1963-64, four year average = .034% - 100.

year	index number
1957-58	70.6
1959-60	82.4
1961-62	120.6
1963-64	126.5

Data for Figures 16, 17

Table 3.41. Special librarians and professional technical workers.

year		U.S. workers	
1950	4890	4,921,272	.99/1000
1960	6748	7,443,410	.91/1000
1965	7962	8,882,000	.90/1000
		Ohio workers	
1950	216	3,058,927	.71/1000
1960	298	3,494,880	.85/1000
1965	352	3,740,000(Linear proj.)	.94/1000

Note: The Ohio figures merely reflect the fact that professional workers grew more slowly in Ohio in 1950-60 than they did in the US, because
(1) apecial librarian growth rate from Ohio is only a proportion of US and not an accurate reflection of the Ohio rate
(2) 1960-65 figure for Ohio Professional workers is merely a linear extension of rate for previous decade.

Source: Special libraries - see Tables 1.21 and 1.31. For professional workers see chart on figure 4.

Data for Figures 16, 17

Table 3.42. Professional, technical and kindred workers.

year	US	Ohio
1950	4,921,272	3,058,927
196-	7,443,410	3,494,880
1965	8,882,000	

1950 and 1960 from US Census.
1965 US from 1966 Statistical Abstract based on BLS estimates.

1960 = 100

	US	Ohio
1950	66.1	87.5
1960	100.	100.
1965	119.3	106.2 (linear proj.)

Data for figures 18-25

Tables 4.21 and 4.22. Absolute growth in public librarians and their relevent publics, index numbers. US and Ohio. For raw data see Tables 4.11, 4.12, 4.13.

Table 4.21. United States.

Public librarians US. 1957-58--61-62, three year average=10,506=100

year	index number
1957-58	80.1
1959-60	102.3
1961-62	117.6
1973-74	232.0

US Population 25 years or older with 4 year high school or more education. 1957, three year average = 42,153,610 = 100

year	index number
1957	92.5
1960	96.8
[illegible]62	110.7
1973-74	143.7

US population 5-14 years old. 1957-62, three year average = 35,264,851 = 100.

year	index number
1957	92.6
1960	101.1
1962	106.2
1973-74	128.9

Table 4.21. Absolute growth - United States. Continued.

US Population 15-19 years old. 1957-62, three year average = 13,374,299 = 100

year	index number
1957	88.2
1960	99.8
1962	112.0
1973-74	150.0

Data for Figures 18-25

Table 4.22. Absolute growth in public librarians and their relevant publics, index numbers, for Ohio. For raw data see Tables 4.11, 412, 4.13

Public librarians Ohio. 1957-58--1961-62, three year average = 972.1 = 100

year	index number
1957-58	97.6
1959-60	95.7
1961-62	106.6

Ohio population 25 years or older with 4 years high school or more education. 1957-62, three year average = 2,330,056 = 100

year	index number
1957	93.7
1960	96.8
1962	109.5

Ohio population 5-14 years old. 1957-62, three year average = 1,951,378 = 100

year	index number
1957	88.6
1960	99.4
1962	106.3

Ohio population 15-19 years old. 1957-62, three year average = 677,007 = 100

year	index number
1957	86.4
1960	99.9
1962	113.7

Data for Figures 18-25

Table 4.11 Professional public librarians per 1000 persons 5-14 years old. US and Ohio.

In the United States

year	librarians (1)	persons 5-14 (2)	(1)/(2)%
1957-58	8416.5	32,669,000	.0258%
1959-60	10748	35,650,553	.0301%
1961-62	12355	37,445,000	.0330%
1963-64		38,782,000	
1973-74	24818	45,454,000	.0546%

In Ohio

year	librarians (1)	persons 5-14 (2)	(1)/(2)%
1957-58	949.4	1,728,000	.0549%
1959-60	930.3	1,939,136	.0480%
1961-62	1036.6	2,074,000	.0500%
1963-64		2,187,000	

Note: Librarians is confined to professional librarians working in public libraries serving populations of 35,000 or more, in full time equivalents. 1957-58 does not include librarians working in county and regional libraries serving populations of 35,000-49,999.

Sources: Librarian material from the USOE, Library Services Branch. 1957-58 from four publications, City Libraries serving stet. of 100,000 or more, City Libraries serving stet. of 50,000 to 99,999, City Libraries serving stet. of 50,000 or more. This publication appears many years earlier, but only in this year was an entry on personnel included. In 1959-60 the four publications were reduced to three, with county and regional libraries being included with city libraries of the appropriate size. In 1961-62 the three publications were printed in one volume. Totals for Ohio were compiled from the listings for Ohio libraries. Material on population comes from the Bureau of the Census. The 1960 figures are from the Census. The others for the US are from Population Characteristics (Series P-25), no. 311 and 314. Ohio estimates were made by calculating Ohio as a % of US in the 1950 and 1960 Census. The

Table 4.11. continued.

change in the percentage between the two census was assumed to be linear and to continue after 1960. Ohio was then calculated by multiplying the US estimates by these various percentages.

1973-74. Population figure is from characteristics of the Population. Census series P-25, no. 279, using the Series B projections. 1973-74 was obtained by adding to the 1970 figures 70% of the 1970-75 increment The % was obtained by multiplying the four year (1957-58--1961-62) increment by 3 and adding it to the 1961-62 figures. This gives a twelve year increase in the percentage proportionate to the increase over the four year period. This assumes a linear rate of increase in the proportion of libraries to publics.

Data for Figures 18-25

Table 4.12. Professional public librarians per 1000 persons 15-19 years old. US and Ohio.

In the United States.

year	librarians (1)	persons 15-19 (2)	(1)/(2)%
1957-58	8,416.5	11,789,000	.0713%
1959-60	10,748	13,343,899	.0805%
1961-62	12,355	14,981,000	.0825%
1963-64		16,329,000	
1973-74	23,329	20,094,000	.1161%

In Ohio

year	librarians (1)	persons 15-19 (2)	(1)/(2)%
1957-58	949.4	585,000	.162%
1959-60	930.3	676,021	.138%
1961-62	1,036.6	770,000	.135%
1963-64		851,000	

Note: Librarians is confined to professional librarians, in full time equivalents, working in public libraries serving populations of 35,000 or more.

Sources: Same sources as in Table 4.11.
1973-74 See Table 4.11.

Data for Figures 18-25

Table 4.13. Professional public librarians per 1000 persons 25 years or older with 4 years of high school or more education. US and Ohio.

In the United States

year	Librarians (1)	Persons 25+ with 4 years hs+ (2)	$\frac{(1)}{(2)}$%
1957-58	8,416.5	38,989,000	.0216%
1959-60	10,748	40,822,831	.0263%
1961062	12,355	46,649,000	.0265%
1963-64		49,158,000	
1973-74	24,963	60,589,000	.0412%

In Ohio

Year	Librarians (1)	Persons 25+ with 4 yrs hs+ (2)	$\frac{(1)}{(2)}$%
1957-58	949.4	2,183,000	.0435%
1959-60	930.3	2,255,168	.0413%
1961-62	1,036.6	2,669,000	.0406%
1963-64		2,789,000	

Note: Librarians is confined to professional librarians, in full time equivalents, working in public libraries serving populations of 35,000 or more.

Sources: Librarians same as in Table 4.11. Population figures from the Bureau of the Census. 1960 figures from the 1960 census. Others from Population Characteristics (Series P-20). Educational Attainment. Numbers: 77(1957), 121(1962), 138(1964). Ohio estimates made as for Table 4.11.
For 1974-74 see Table 4.11 for method .
Source for population figure is characteristic of the Population, Census Series P-25, no. 305 (1965). Series B projections.

Data for Figures 18-25.

Tables 4.31 and 4.32. Public libraries: Absolute growth in public librarians and collection size, index numbers.

Table 4.31 US. For librarians see table 4.21. For raw data see tables 4.11 and 4.3

Collection size US. 1958-62, three year average = 131,869,500 = 100

year	index number
1958	77.1
1960	99.1
1962	123.8

Table 4.32 Ohio. For librarians see table 4.22

collection size, Ohio. 1958-62, three year average = 12,661,939 = 100

year	index number
1958	84.8
1960	99.4
1962	115.8

Data for Figures 18-25

Table 4.3. Professional librarians in public libraries per 100,000 volumes. US and Ohio. For librarians see Table 4.1.

United States

Year	No. volumes in collection	Circulation	Librarians / Collection %
1958	101,703,000	353,170,000	.00828%
1960	130,637,992	454,706,211	.00823%
1962	163,268,546	523,959,597	.00757%

Ohio

Year	No. volumes in collection	Circulation	
1958	10,735,483	36,120,728	.00884%
1960	12,592,452	42,643,063	.00739%
1962	14,657,882	48,508,520	.00707%

Note: Since circulation correlates closely with collection size no separate analysis of circulation in relation to the number of librarians was made.

Sources: Collection and circulation figures derived from the same source as librarians in Table 4.11.

Data for Figures 26-32

Table 5. Academic and public librarian's salary figures are for MLS with no previous experience. Public school is minimum salary for a professional library appointment which usually, but not always, requires an MA or MLS. Special is mean salary for professional librarians with "2 years or less library experience" (1959) or "less than 1 year previous professional library experience." (1967) Teachers is minimum salary for teachers holding MA or equivalent education.

Special for Ohio does not reflect changes in Ohic. It is 96% of the US salaries for the respective years. 96% is the mean average salary for Cincinnati, Cleveland, and Dayton in 1967, divided by figures for inexperienced Ohio special librarians are unavailable.

Mean Starting Salary With MLS
Constant 1957-59 dollars

Academic Libraries * - converted to 11-12 months

	1962 n	1965-66 n
US	4555(915)	5696(335)
Ohio	4881(17)	5271(32)

USOE Library Services Branch. Library Statistics of Colleges and Universities: 1961-62 pts. 1 and 2. OE 15023-62
15031-62
ALA: Library Statistics of Colleges and Universities: 1965-66 Institutional Data.

Public School--varies - average is 10 months (for conversion see last page of Table 5).

	1958-59 n	1962-63 n	1965-66 n
US	4492 (17)	4893 (25)	5524 (31)
Ohio	4125 (2)	4780 (3)	5193 (3)

Sources: NEA: Research Division. Research Memos.
1963-9 - Salary schedule provisions for Librarians and other Library personnel, 1962-63. April 1963.
1967-5 - Salary Schedule Provisions for Librarians and other Library personnel, 1966=67. February 1967.

* Ft. Wayne and Allen County Public Library: Selected Statistics of Public Libraries in the US and Canada serving 100,000 population or more. 1965.

Table 5. Continued.

Public Libraries serving populations 100,000 or more. 12 Months

	1960	n	1965	n
US	4325	(222)	4947	(214)
Ohio	4409	(15)	4925	(14)

Sources: Academic - USOE, Public School - NEA, Public - 1960-USOE, 1965-Ft. Wayne. 1965-66 Academic is 1/3 sample.
Sources: Public - USOE, Library Services Branch. Statistics of Public Library Systems Serving Populations of 100,000 or more. Fiscal year 1960, OE 15033 (November 1961)

Mean minimum Salary with BA or MA for Teachers
Constant 1957-59 dollars.
9 months

BA

	1961-62	n	1965-66	n
US	4226	(761)	4483	(1434)
Ohio	4190	(41)	4389	(72)

MA

	1961-62	n	1965-66	n
US	4542	(761)	4866	(1434)
Ohio	4448	(41)	4700	(72)

NEA: Research Division. Research Reports
1962-R3 Salary Schedules Classroom Teachers, Urban Districts 30,000 to 99,999
1961-R19 Salary Schedules Classroom Teachers, Urban Districts 100,000 and over in population, 1961-62
1965-R 15 Salary Schedules for classroom teachers, 1965-66.

Table 5. Continued.

Mean Statistical Salary
with MLS- cont.

In Constant Dollars

	1959	1967
US	5147 (n=351)	6809 (n=110)
Ohio(96% of US)	4941 (est)	6537 (est)

Sources: 1959 - Special Libraries, March 1960
1967- Special Libraries, April 1967

CONSTANT DOLLARS

Public School Library - Converted to 12 months
i.e. 10 months x 1.2

	58-59	62-63	65-66
US	5390	5872	6629
Ohio	4950	5736	6232

Teachers - Converted to 12 months
i.e. 9 months x 4/3

BA

	61-62	65-66
US	5635	5977
Ohio	5587	5852

MA

	61-62	65-66
US	6056	6488
Ohio	5931	6267

Table 6.1. All earned degrees in Library Science as a % of all earned degrees. Us and Ohio.

Earned degrees conferred in the United States:

Year	US (1) All degrees	US (2) Degrees in Library Science	(2)/(1) %
1951-52	403,078	1721	.427%
1952-53	374,189	1645	.440%
1953-54	358,699	1730	.482%
1954-55	354,445	1827	.515%
1955-56	379,495	1780	.469%
1956-57	411,058	1749	.425%
1957-58	440,304	1866	.424%
1958-59	464,008	1967	.424%
1959-60	479,215	2262	.472%
1960-61	490,628	2384	.486%
1961-62	516.996	2573	.4977%
1962-63	554,832	2842	.512%
1963-64	617,716	3240	.525%
1964-65	663,622	3846	.580%
1973-74	970,900	4830	.497%

Sources: For US and Ohio. USOE, "Earned Degrees conferred by Institutions of higher Education." USOE Circular numbers: 1951-52 (360), 1952-53 (380), 1953-54 (418), 1954-55 (461), 1955-56 (499), 1956-57 (527), 1957-58 (470), 1958-59 (636), 1959-60 (687), 1960-61 (721), 1961-62 (719), 1962-63 (777), and Misc. no 54 (1963-64). Projection from USOE Circular no. 754. "Projection of Educational Statistics to 1973-74."

Table 6.2. All earned degrees in Library Science as a % of all earned degrees. US and Ohio.

Earned degrees conferred in the state of Ohio

Year	Ohio (1) All degrees	Ohio (2) Degrees in Library Science	(2)/(1) %
1951-52	19,750	100	.506%
1952-53	18,086	88	.486%
1953-54	16,917	90	.532%
1954-55	16,524	104	.629%
1955-57			
1956-57	18,635	98	.526%
1957-58	19,876	95	.478%
1958-59	21,369	102	.477%
1959-60	22,041	97	.440%
1960-61	23,201	108	.466%
1961-62	24,623	96	.390%
1962-63	26,231	93	.354%
1963-64	29,982	123	.410%
1964-65	32.423		

Table 7.1. The U. S. Mix of Library Specialties

Date & Source	Public	Public School	Academic	Special*	Total
1961-62(Ennis)	12,355	19,603	11,025	7,201	50,184
%	24.6%	39.1%	22.0%	14.3%	100.0%
1961 (Schick)	19,800	20,600	9,700	9,900	60,000
%	33.0	34.3	16.2	16.5	100.0
1973-74 (Ennis)					
Projection "a"	24,370	34,725	19,162	10,587	88,844
%	27.4%	39.1%	21.6%	11.9%	100.0%
Projection "b"	24,370	34,725	19,162	11,048	89,305
%	27.3%	38.9%	21.5%	12.4%	100.0%
1973 (Schick)	24,500	26,700	20,600	12,300	84,100
%	29.2	31.7	24.5	14.6	100.0

* For Ennis figures this is special libraries excluding special libraries as part of college and university libraries or public libraries. Schick apparently includes both exclusively special libraries, and special libraries as part of the other two types.

First projection is based on a special library growth rate over the next decade identical to the one over the past thirty years. See notes to Table 1.21 and 1.31. Second projection is based on the growth in professional, technical, and kindred workers. Continuing their 1960-65 growth rate of 20% in the half decade to 1973-74 and assuming a proportional growth rate in special libraries yields this figure.

Schick estimates from Frank L. Schick. "Professional Library Manpower" ALA Bulletin, April, 1964, Page 316.

Population figures for professional, technical, and kindred workers from 1966 Statistical Abstract as based on Bureau of Labor Statistics figures.

APPENDIX B

Western Reserve Library School Placements

1958-1967

1958

	Number	Average Salary
Public		
Ohio	20	$4391
Other	17	4498
Academic		
Ohio	9	4409 4974 *
Other	6	4480
Special **		
Ohio	3	4200
Other	5	5165
School		
Ohio	6	5401
Other	12	4974

86 Graduates (February, June and September, 1958)
79 Registered with Placement Office
78 Reporting positions
53 Reporting salary
0 Not in library work or no employment

* Includes one at $7800.
** Special includes public and academic, e.g. law, science, art, music, etc.

1959

	Number	Average Salary
Public		
Ohio	21	$4392
Other	17	4705
Academic		
Ohio	7	4694
Other	9	4589
Special		
Ohio	4	4837
Other	8	6010
School		
Ohio	4	5400 *
Other	8	4600 **

89 Graduates (February, June and September, 1959)
82 Registered with Placement Office
78 Reporting positions
63 Reporting salary
4 Not in library work or no employment

* One reporting in Ohio
** One reporting out of Ohio

1960

	Number	Average Salary
Public		
Ohio	13	$4626
Other	11	4976
Academic		
Ohio	8	4743
Other	14	5031
Special		
Ohio	12	5611
Other	3	6700
Schools		
Ohio	13	4775 *
Other	5	5124

90 Graduates
88 Registered with Placement Office
79 Reporting positions
54 Reporting salary
8 Not in library work or no employment

* two reporting in Ohio

1961

	Number	Average Salary
Public		
Ohio	16	$5006
Other	12	5184
Academic		
Ohio	8	5301
Other	10	5292
Special		
Ohio	4	5760
Other	6	7420
Schools		
Ohio	10	4550 *
Other	5	5500 **

82 Graduates
78 Registered with Placement Office
71 Reporting positions
50 Reporting salaries
7 Not in library work or no employment

* two reporting in Ohio
** one reporting out of Ohio

1962

	Number	Average Salary
Public		
Ohio	19	$5187
Other	10	5368
Academic		
Ohio	5	5307
Other	17	5847
Special		
Ohio	6	5920
Other	9	5831
Schools		
Ohio	14	5912 *
Other	8	7081 *

95 Graduates
92 Registered with Placement Office
88 Reporting positions
64 Reporting salaries
3 Not in library work or no employment

* 1/3 reporting

1963

	Number	Average Salary
Public		
Ohio	20	$5580
Other	12	5708
Academic		
Ohio	8	5776
Other	6	5738
Special		
Ohio	11	6955
Other	12	6952
Schools		
Ohio	13	5779 *
Other	1	--

94 Graduates
85 Registered with Placement Office
83 Reporting positions
66 Reporting salaries
2 Not in library work or no employment

* 4 reporting

1964

	Number	Average Salary
Public		
Ohio	30	$5655
Other	5	5879
Academic		
Ohio	8	6129
Other	6	6233
Special		
Ohio	4	7018
Other	9	6378
Schools		
Ohio	14	6293
Other	4	6557

92 Graduates
86 Registered with Placement Office
80 Reporting positions
69 Reporting salaries
4 Not in library work or no employment

1965

	Number	Average Salary
Public		
Ohio	27	$5994
Other	6	6201
Academic		
Ohio	16	6172 6494 *
Other	6	6401 7210 **
Special		
Ohio	10	6690
Other	6	7450
Schools		
Ohio	10	6408
Other	4	5494

90 Graduates
88 Registered with Placement Office
85 Reporting positions
78 Reporting salaries
2 Not in library work or no employment

* Including one $11,000
** Including one $11,316

1966

	Number	Average Salary
Public		
Ohio	20	$6248
Other	14	6367
Academic		
Ohio	9	7062
Other	13	6674
Special		
Ohio	6	6740
Other	7	7688
Schools		
Ohio	14	6464
Other	3	6500

98 Graduates
91 Registered with Placement Office
86 Reporting positions
74 Reporting salaries
5 Not in library work or no employment

1967

	Number	Average Salary
Public		
Ohio	26	$6415 6702 *
Other	8	6549
Academic		
Ohio	8	7360
Other	9	7110
Special		
Ohio	6	6677
Other	12	8078
Schools		
Ohio	8	7784
Other	2	8250

116 Graduates
98 Registered with Placement Office
79 Reporting positions
73 Reporting salaries
6 Not in library work or no employment

* Includes two at $10,000 each

APPENDIX C

Public Library Manpower Questionnaire

Please indicate about what per cent of your time in an average week is spent in each of the following:

Technical services (cataloging, acquisition, preparation . . .	_____ %
Circulation	_____ %
Readers services	_____ %
Community relations	_____ %
Children's work	_____ %
Reference services	_____ %
General administration	_____ %
Other (Please describe)	_____ %
	100 %

What is the highest degree you have earned?

High school diploma	1
BA or BS	2
MA (MS) in other than library science .	3
MA (MS) in library science	4
PhD in other than library science . . .	5
PhD in library science	6
Other (Please specify)	7

At what school did you earn that degree?

School	City	State

Are you currently working for an academic degree?

Yes. . (ANSWER A) . .	1
No . . (GO TO Q.) .	2

A. IF YES: For what degree are you working?

How old are you?

What is your sex?

Male	1
Female	2

What is your marital status?

Single	1
Married	2
Widowed	3
Divorced or separated.	4

Please fill in the chart below, starting with your positions in this library/system and working backwards to the first job you held after leaving school--or if you've held more than ____ jobs prior to the one you now hold, working backwards through your ____ most recent jobs. For all jobs we would like to know the title of the job you now hold (or held when you left, for earlier jobs), the length of time you worked there, whether or not that job was in Ohio, and the size of the community you worked in. For your jobs in libraries/library systems, we would also like to know what type of library/system it was, and your job title when you first began to work in that system. The top lines are for your current job.

JOB TITLE (FOR NON-LIBRARY JOBS, INDICATE OCCUPATION & INDUSTRY)	HOW LONG WERE YOU EMPLOYED THERE?	WAS THAT IN OR OUT OF OHIO?	WHAT WAS THE SIZE OF THAT COMMUNITY?	FOR LIBRARY JOBS ONLY: WAS THAT A PUBLIC LIBRARY, A SCHOOL LIBRARY, OR OTHER?	FIRST JOB TITLE WHEN YOU ENTERED LIBRARY/SYSTEM
	Less than 1 yr.. 1 1-5 yrs......... 2 6-10 yrs........ 3 11-15 yrs....... 4 16 yrs or more.. 5	Ohio...... 1 Other (Specify) 2	250,000 or more.1 100,000-249,999.2 10,000-99,999...3 Under 10,000....4	Public library....... 1 School library....... 2 College/Univ. lib.... 3 Special library...... 4 Other(Specify)....... 5	
	Less than 1 yr.. 1 1-5 yrs......... 2 6-10 yrs........ 3 11-15 yrs....... 4 16 yrs or more.. 5	Ohio...... 1 Other (Specify) 2	250,000 or more.1 100,000-249,999.2 10,000-99,999...3 Under 10,000....4	Public library....... 1 School library....... 2 College/Univ. lib.... 3 Special library...... 4 Other (Specify)...... 5	
	Less than 1 yr.. 1 1-5 yrs......... 2 6-10 yrs........ 3 11-15 yrs....... 4 16 yrs or more.. 5	Ohio...... 1 Other (Specify) 2	250,000 or more.1 100,000-249,999.2 10,000-99,999...3 Under 10,000....4	Public library....... 1 School library....... 2 College/Univ. lib.... 3 Special library...... 4 Other (Specify)...... 5	
	Less than 1 yr.. 1 1-5 yrs......... 2 6-10 yrs........ 3 11-15 yrs....... 4 16 yrs or more.. 5	Ohio...... 1 Other (Specify) 2	250,000 or more.1 100,000-249,999.2 10,000-99,999...3 Under 10,000....4	Public library....... 1 School library....... 2 College/Univ. lib.... 3 Special library...... 4 Other (Specify)...... 5	
	Less than 1 yr.. 1 1-5 yrs......... 2 6-10 yrs........ 3 11-15 yrs....... 4 16 yrs or more.. 5	Ohio...... 1 Other (Specify) 2	250,000 or more.1 100,000-249,999.2 10,000-99,999...3 Under 10,000....4	Public library....... 1 School library....... 2 College/Univ. lib.... 3 Special library...... 4 Other (Specify)...... 5	
	Less than 1 yr . 1 1-5 yrs......... 2 6-10 yrs........ 3 11-15 yrs....... 4 16 yrs or more.. 5	Ohio...... 1 Other (Specify) 2	250,000 or more.1 100,000-249,999.2 10,000-99,999...3 Under 10,000....4	Public library....... 1 School library....... 2 College/Univ. lib.... 3 Special library...... 4 Other (Specify)...... 5	

APPENDIX D

A Note on the Definition of Professional Librarians

There is considerable ambiguity in the term "professional librarian". Surveys carried out by governmental agencies and professional associations vary in the degree they predefine the term "professional librarian". Most often they simply ask their respondents (typically head librarians) to enumerate information on the number and characteristics of "professionals" and the "non-professionals" they employ. Even when the survey attempts to predefine the term more precisely, the respondent still determines the operating definitions. This generally places the burden of definition on each library. Thus the consensus of the profession is expressed in the results, but the difficulty lies in discerning what that consensus is, since different kinds of librarians do have different perspectives as to what is and what should be the criteria defining the professional.

In this study the only opportunity for examining the librarians' definitional practices came from the survey of Ohio public librarians. The questionnaires sent to the more than 200 public libraries asked the head librarian to distribute to his or her professional staff a brief questionnaire on their education and work history. They were also asked to specify the number of professionals in their library. The two estimates are very close for the largest and the smallest libraries but diverge for the moderately large and small ones.

Table 1

Numbers of Ohio "Professional" Librarians as defined by:

	Head Librarians	Personnel Sheets Returned by Employees*
Size of Library: Volumes		
500,000 or more	614	678
100,000 - 500,000	188	154
25,000 - 100,000	166	242
Less than 25,000	72	81

* head librarians are excluded from these totals.

Most of these discrepancies derive from the differences between the head librarian and his or her staff in defining who is a professional librarian. The research staff analysed the library employees' descriptions of their current job and, as noted above categorized these jobs into eleven professional groups and one "sub professional" group. The latter were positions designated with such terms as "clerk" or "non-professional assistant". About seven percent of all positions fell into this category. The question arises as to the relation between the librarian's designation as professional or sub-professional. The tables below show for each group of libraries this relationship:

Table 2

Educational Level and Professional Status

Size of Library:

A. 500,000 + Volumes

Level of Education	Professional Status	Sub-professional Status	
MLS	56%	0%	
BLS	18	0	(PerCent sub pro-
Other Higher Deg.	4	13	fessionals =
BA, BS	16	69	8.2)
No College Degree	6	18	
	100%	100%	
	(626)	(56)	

B. 100,000 - 500,000

	Professional Status	Sub-professional Status	
MLS	27%	(0)%	
BLS	18	(14)	
Other Higher Deg.	1	(0)	4.2
BA, BS	19	(28)	
No College Degree	35	(58)	
	100%	100%	
	(162)	(7)	

C. 25,000 - 100,000

	Professional Status	Sub-professional Status	
MLS	20%	0%	
BLS	16	0	
Other Higher Deg.	2	7	
BA, BS	20	43	4.3
No College Degree	42	50	
	100%	100%	
	(311)	(14)	

D. Less than 25,000

	Professional Status	Sub-professional Status	
MLS	3%	(0)%	
BLS	9	(0)	
Other Higher Deg.	1	(0)	1.9
BA, BS	22	(33)	
No College Degree	65	(67)	
	100%	100%	
	(153)	(3)	

The impressive finding here is that while the proportion of self designated sub-professional librarians decline as the libraries get smaller, there is a counter trend of an increasingly large percentage of professional librarians in the smaller libraries who have no college degree, and conversely a paucity of professionals with M.L.S. degrees in these smaller libraries. The designation of a person as professional thus clearly is made on other grounds than formal training; and calling a person a "professional" does not indicate such educational levels. This is not a criticism; there are important and inescapable reasons for such practices. These facts, however, do provide a factual baseline for policy proposals designed to raise the educational levels of library personnel.