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ABSTRACT
            This study of full-time library students at the
George Peabody College for Teachers' School of Library Science was
undertaken (1) to delineate why each of the students decided upon
librarianshi as a career: (2) to determine what effect
library-relaed experiences had upon that career choice: (3) to
establish the personal conceptions of the candidates with regard to a
career in library science: (4) to measure the effect that the school
has upon the choice of librarianship as a career: (5) to identify
what branch cf library science the candidates wish to pursue: and (6)
to ascertain why particular candidates chose to attend Peabody.
Results of the study support existing views of why people choose to
become librarians. Humanities/social science backgrounds, work
experience, and personal contact with librarians were found to be
prime influences in career choice. (FM)

AN ANALYSIS OF FACTORS INFLUENCING

THE

CAREER CHOICE OF LIBRARIANSHIP

by

Charles A. Julian

L.S. 371
Special Problems in Librarianship

School of Library Science
George Peabody College for Teachers

May 1979

Advisor
Dr. Edwin S. Gleaves

Advisor: _____ Date: 5-15-79

Director: _____ Date: 5-15-79

ACKNOWLEDGEMENTS

My deepest and profound thanks are extended to my classmates who have made this investigation possible. Without their understanding and cooperation (which was sometimes elicited under the worst possible conditions on my part) the results of the survey would have been meaningless.

A special "Thank you" is offered to Dr. Edwin S. Gleaves, Director of the School of Library Science who advised me on this project. Although often occupied with more important matters, Dr. Gleaves always found time to give helpful advice and support.

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INTRODUCTION

In talking with various persons who have entered or are about to enter the field of librarianship, this writer has always been fascinated with the series of events important (or perhaps instrumental) in deciding whether or not a particular individual will choose library science as a career objective. Personally, several factors influenced my choice of librarianship as a career. Books and reading had always been consuming personal interests and were responsible for my early decision to become an English teacher; however, it was not until high school that I made a definite career decision on librarianship as a future profession. What had influenced my thinking about the future?

While a high school student I had accelerated my educational program so that in the senior year only two classes remained to be taken. The balance of the day was to be spent in study halls, a situation which to me appeared appalling. In a moment of inspiration, I approached the high school librarian and asked if it might be possible to work in the school library as a student assistant. Since she had enough help at the time, the only way I could convince her to use my talents was to suggest that I was considering librarianship as a career possibility. Working

in the school library was a pleasurable experience; therefore,
I decided that indeed librarianship would be a viable career
objective for me.

In searching for a topic to explore, this incident
came to mind which provoked the thought -- why not examine
influencial factors involving career decisions among my
student colleagues in the School of Library Science?

Basically, the study sets out to achieve the following
objectives:

1. To delineate WHY each of the full-time
   Peabody M.L.S. students decided upon
   librarianship as a career,

2. To determine what (if any) effect library-
   related experiences had upon the choice
   of librarianship as a career.

3. To establish what personal conceptions
   the candidates have in regard to li-
   brarianship as a career.

4. To measure the effect that the school
   has upon the choice of librarianship
   as a career.

5. To identify what branch of librarianship
   the candidates wish to pursue.

6. To ascertain why particular candidates
   chose to attend George Peabody College
   for Teachers' School of Library Science.

What follows is the result of the investigation.

The Questionnaire

In attempting to construct a questionnaire (or interview guidelines), a previous study done by Agnes Lytton Reagan (A Study of Factors Influencing College Students to Become Librarians. Chicago: Association of College and Research Libraries, 1958) proved to be invaluable. Although Reagan's purpose did not exactly match the purpose of this study, several questions offered possibilities for utilization.

Initially, several drafts of a suggested questionnaire were compiled in consultation with advisor, Dr. Edwin Gleaves. The original intent was to structure questions in an open-ended manner so that the participants might respond freely and objectively. However, it soon became apparent that most library school students were uncomfortable with such a questionnaire structure and the analyzation of data would prove to be very difficult using an open-ended format.

While attempting to devise a categorized questionnaire which still could remain objective, it became obvious that those who were to be interviewed should become involved in the construction of the questions. Thus, six students (a ten percent sample of the entire group of interviewees) were interviewed utilizing the open-ended questions in an effort to devise realistic categorizations. Their responses were cumulated into a series of categories and built into the questionnaire.

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Additionally, Dr. Gleaves expressed a desire to investigate the reasons held by students in regard to their attendance at George Peabody College's School of Library Science. Gleaves had previously constructed a questionnaire which was incorporated along with several of his ideas in Question Twelve of the instrument used in this study.

Originally, an additional question was posed to interviewees in regard to merger prospect for George Peabody College; however, since that time events have resolved the situation and rendered such a question meaningless.

The final form of the questionnaire which was used in the investigation follows on the next few pages.

IDENTIFYING NUMBER: _____   AGE: _____

PERMANENT ADDRESS: _____ MALE

                                     _____ FEMALE

EDUCATIONAL BACKGROUND:

Degree(s):-   Field(s) of Study:

EMPLOYMENT (OTHER THAN LIBRARY):

I. PERSONAL BACKGROUND INFORMATION

    1. When was the first time you went into a library?

            _____ Before Age 6

            _____ Elementary School (age 6-10)

            _____ Junior High School (age 11-15)

            _____ High School (age 16-18)

            _____ College (18 -   )

    2. When did you FIRST CONSIDER librarianship as a career?

            _____ Elementary School

            _____ Junior High School

            _____ High School

            _____ College

            _____ After College Graduation

            _____ Other

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3. How did you get information on librarianship as a career?

_____ Exhibits/Displays   _____ Pamphlets

_____ Films   _____ Periodicals

_____ Radio   _____ College Catalog(s)

_____ Television   _____ Personal Contact

_____ Books   _____ OTHER

4. When did you decide DEFINITELY that you wished to
   become a librarian?

        _____ Before High School

        _____ During High School

        _____ During College

            _____ Freshman Year

            _____ Sophomore Year

            _____ Junior Year

            _____ Senior Year

      _____ Graduate School

      _____ OTHER

5. Before studying library science, would you say that
   your image of librarians was one of:

        _____ Caretakers

        _____ Service - Oriented

        _____ Resource Persons

        _____ Had No Particular Image

        _____ OTHER

6. Have you ever worked in a library?

        _____ YES

        _____ NO

    WHAT KIND?

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    WHAT DID YOU DO?

7. Which of the following attributes do you consider
   most important for a librarian to possess?

   _____ STRONG SUBJECT BACKGROUND

   _____ LIKING/APPRECIATION FOR BOOKS & READING

   _____ UNDERSTANDING & APPRECIATION FOR HELPING
           PEOPLE

   _____ STRONG ADMINISTRATIVE ABILITIES

   _____ OTHERS

8. What type of library work do you wish to pursue?

   _____ School   _____ Special

   _____ Public   _____ OTHER

   _____ Academic

II. CAREER INFORMATION

9. Who primarily influenced your choice of librarianship
   as a career?

   _____ Friend   _____ Employer

   _____ Teacher   _____ Admissions Counselor

   _____ Librarian   _____ OTHER

10. What primary factor influenced your choice of
    librarianship as a career?

    _____ EMPLOYMENT SITUATION (employer required more
                                              classes)
    _____ DESIRE TO HELP PEOPLE

    _____ LIKE BOOKS/READING

    _____ WANTED BETTER JOB OPPORTUNITY

    _____ RESULT OF WORKING IN THE LIBRARY FIELD

    _____ OTHER

11. Do you plan to be a librarian all of your life?
    If not, what do you expect to do?

12. What primary factors influenced your final choice
    to study at Peabody's School of Library Science?

    _____ Geographical Location

    _____ Library School's Reputation

    _____ Recommendation of Alumnus

    _____ Financial Assistance

    _____ A Personal Interview

    _____ Size of the College

    _____ Program/Course of Study

    _____ Library School Publications

    _____ Personal Correspondence - Individualization

    _____ Handling of Application (Efficiency/Promptne

    _____ OTHER

COMMENTS:

Methodology

Basically, the intended methodology was to attempt an interview with every full-time enrolled library school student. For the purposes of this investigation, full-time is defined as those students who are currently enrolled for nine semester hours or more of coursework (this definition is the college's official guideline). From the master list of students, a list was compiled of students who were full-time. This writer assigned each student an identifying number which was strictly confidential and used on the questionnaire for purposes of determining who did or did not respond to the interviewing. A master schedule for the purpose of planning interviews was placed in the Library Science office with a secretary.

On February 16, 1979 a letter was issued to all full-time students requesting their participation in the special study (see page 10). Response to this letter was slow and a few signs were placed in the hallway to encourage students to schedule an interview. On March 12, with approximately half of the students interviewed, another letter was sent to those students who had not yeat scheduled an interview (see page 11). Additionally, on March 15, faculty members were entreated to impress the importance of the project upon

Dear Colleague,

You may know that currently I am working with Dr. Gleaves on a Special Problems in Librarianship dealing with factors which influence persons who have chosen librarianship as a career. In other words, why did you decide to become a librarian?

The study is to involve all full-time students enrolled (taking nine hours or more) in the Peabody School of Library Science. To achieve that goal, I shall need your help. I want to hear about your background and career aspirations in a personal interview which should take no more than an hour of your time.

In this interview I should like to discuss:

A. PERSONAL BACKGROUND INFORMATION

    1. Your first library experience

    2. When you considered librarianship as a career

    3. How you received information on librarianship as a career

    4. Your image of librarians and librarianship

    5. Work experience in libraries

    6. What you hope to do in the future
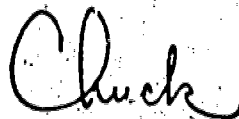
B. CAREER INFORMATION

    1. What factors influenced your choice of librarianship as a career

    2. Why do you want to be a librarian

    3. Why you came to Peabody's Library School

To achieve the best results in a personal interview with you, may I suggest that you spend a few days reflecting upon the above topics? For purposes of scheduling an interview, please see Mrs. Thompson in the Library Science Office to sign up for a date and time.

Your help will be greatly appreciated!

Sincerely,

Chuck

Chuck Julian

March 12, 1979

Dear Colleague,

To date I have not heard from you in regard to scheduling
an interview to discuss the factors which influenced your
choice of librarianship as a career.
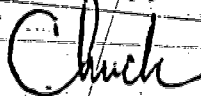
I am endeavoring to procure a TOTAL SAMPLE of all
Peabody School of Library Science full-time students.
Without your help this realization cannot be met.

The project is being conducted as a Special Problem
in Librarianship and carries two hours of academic credit,
so you can see that completion of the work is rather impor-
tant to me.

If you wish to cooperate with me on this project, I
should like to hear from you within the next week. No
interviews may be conducted after this month as time must
be allowed for analyzing the data.

I am looking forward to hearing from you on this
matter.

Sincerely,

Chuck Julian

their students (see page 13). Eventually, almost a 100
percent sample was achieved mainly through perserverance.

Initially, it was hoped that all interviews could be
tape recorded and held in a private, segregated area.
Moreover, it had been projected to include transcriptions
of the more interesting interviews in this report. Unfor-
tunately many students found the tape recorder to be inhibiting
so that eventually its use was abandoned. Likewise, many
students were too busy to come to a segregated area of a
particular building at a particular time. Thus, some inter-
views were held in a wide variety of places -- the cafeteria,
a dormitory room, the library, and other areas. Every effort
was made to conduct the interview in a private area where
the presence of others would not interfere with the con-
fidentiality or openness of the interviewee's responses.
In the majority of interviews this atmosphere prevailed.

All candidates were apprised of their answer's confi-
dentiality and urged to offer freely any comments. To
speed the interview time, a copy of the questionnaire was
given to each candidate so that he could follow along with
the interviewer. This move seemed to allay the fears of
many students but tended to stifle original comments.
Interpretations of the questions were offered if requested;
however, this was not a common practice. Every attempt
was made to strive for equality in presentation in regard to
the delivery and content of the interview situations.

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March 15, 1979

Dear Faculty Member,

As you probably know, currently I am working on
A Special Problems in Librarianship with Dr. Gleaves
surveying members of the School of Library Science's
student body in regard to factors which influenced their
choice of librarianship as a career.

To date, my response rate of participation has only
measured approximately 50% of th sixty full-time enrolled
LS students.

May I respectfully request that you cooperate with
me by urging students in your classes to agree to an
interview? Time is running out and I feel that a better
response rate can be achieved.

The interviews are typically:
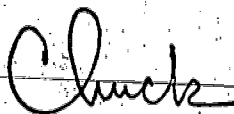
        15 minutes long
        categorized questions easy to answer

The following students have not indicated a willingness
to cooperate:

    (IN THE ORIGINAL LETTER, HERE FOLLOWED A LIST OF NAMES)

If you would have a chance to impress the importance of
this project upon the above, I would appreciate it very much.

Thank you!

Chuck

Chuck Julian

Characteristics of the Sample

Part of the survey's data reveals basic characteristics of the entire sample including age, sex, permanent address, educational background, and major employment other than library work. The potential sample consisted of 57 students; however, one student refused to participate due to a family-related illness. Since this student was unavailable indefinitely, for purposes of easy analysis this study will assume that a 100 percent response was obtained. The following data does not include any information relating to the author of this study.

Of the 56 students interviewed, 10 persons were male which represents 17.85 percent of the sample while 82.15 percent or 46 students were female.

The age distribution is given below for 55 of the persons interviewed as one student refused to divulge his/her age.

21	23	24	26	32	45
21	23	24	26	33	47
22	23	25	28	34	48
22	23	25	28	34	48
22	23	25	28	35	52
22	23	25	28	35	
22	23	26	29	37	
22	23	26	30	37	
22	23	26	31	38	
23	24	26	32	39	

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From these figures one may calculate the mean, median, and mode ages which are listed below:

    Mode Age   23
    Median Age   26
    Mean Age   28.76

Geographically, the distribution of the sample and the percentage of that distribution follows:

Permanent Address by State:

Alabama	1	(1.7%)
Arkansas	1	(1.7%)
Florida	2	(3.5%)
Illinois	1	(1.7%)
Kentucky	2	(3.5%)
Mississippi	3	(5.3%)
Missouri	1	(1.7%)
Montana	1	(1.7%)
New Jersey	1	(1.7%)
Tennessee	30	(53.5%)
Texas	2	(3.5%)
Virginia	4	(7.1%)
Foreign Countries	7	(12.5%)

The high figures for Tennessee most probably represent a skewing of the data. The response to this question depends solely upon the personal interpretation of the student being interviewed. Many students who have not lived in Tennessee for a long period of time nevertheless perceive their permanent address as Tennessee.

Regarding educational experience, most members of the sample possessed only a bachelor's degree. The figures for the distribution of educational experience follow:

```
One Bachelor's Degree................54
Two Bachelor's Degrees................2
One Master's Degree...................5
Some Graduate Courses.................2
Associate Degrees.....................4
Some Lib. Sci. Coursework.............9
```

The fields of study in which these degrees were obtained are listed below:

Field	Bachelor's	Masters	Cert.	Assoc.	Some Grad. Wk
Asian Studies	1	0	0	0	0
Bible	1	0	0	0	0
Business Educ.	1	0	0	0	0
Education	10	1	1	0	0
English/Lit./ Drama	32	0	0	1	0
Fine Arts	4	0	0	1	0
Folklore	0	0	0	0	1
Forestry	1	0	0	0	0
General Studies	0	0	0	1	0
History	8	3	0	0	0
Library Science	2	1	1	0	0
Mass Communication	1	0	0	0	0
Miscellaneous	0	0	0	0	1
Music	2	0	0	0	0
Physics	1	0	0	0	0
Portugese	1	0	0	0	0
Russian	1	0	0	0	0
Science	0	0	0	1	0
Social Studies	2	0	0	0	0
Sociology/Social Work	3	0	0	0	0
Spanish	2	0	0	0	0
Theology	1	0	0	0	0

One may easily see from the previous table that the
majority of interviewees have educational backgrounds either
in education or English/literature/drama. Further, one
might note that most of the educational backgrounds lie
in humanities or social science-related subjects.

The final component of the sample characteristics is
major employment other than library work. Responses were
varied and interesting but not statistically significant
other than the figure for secondary school teachers which
was 8 persons or 14.28 percent of the sample. The following
list represents the other types of employment cited by the
respondents of this survey:

> Advertising
> Bank Teller
> Bookstore Cashier
> College - Staff Development Officer
> Construction Work
> Cook
> Elementary School Teacher
> File Clerk
> Industrial Purchasing
> Lab Technician
> Microforms Secretary
> Receptionist
> Sales Work
> Secretary
> Secretary/Clerical - United Nations
> Self-Employed Tax Consultant
> Silk Screen Printing
> Social Services Elligibility Clerk
> Staff Reporter/Editor - Newspaper
> State Employment
> Substitute Teacher
> Teacher's Aide
> Television - Production/Cameraman
> U. S. Army
> Waitress

Personal Background Information

Utilization of the terminology of "personal background information" is rather loose in the respect that some of the questions in this section of the interview refer to career background. However, the primary emphasis was intended to have been placed upon information/attitudes for which the interviewee had personal control as opposed to career information which emphasizes other outside factors.

1. When was the first time you went into a library?

   Most respondents to the survey had early library experiences as evidenced in the figures below:

   Before Age 6.................. 27   (48.21%)
   Elementary School............ 23   (41.07%)
   Junior High School........... 5   (8.92%)
   High School.................. 0
   College...................... 1   (1.78%)

   Thus, 89.28 percent of the sample had visited a library before age ten. Such a high response is not particularly surprising for library school students -- people who are and probably always have been interested in books and reading.

2. When did you FIRST CONSIDER librarianship as a career?

   It was emphasized when asking this question that one may not have made a definite career decision at this point in time. More important was

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the initial suggestion of librarianship as a career

objective. The responses were as follows:

```
Elementary School............ 5      ( 8.92%)
Junior High School........... 2      ( 3.57%)
High School..................11      (19.64%)
College......................19      (33.92%)
After College Graduation....17      (30.35%)
Other........................ 2      ( 3.57%)
```

It is interesting to note that the more recurring

periods are college and after-college graduation

(64.27 percent). Many respondents indicated that

it took some work experience before they considered

a career in librarianship.

3. How did you get information on librarianship as
    a career?

Personal contact played a major part in pro-

viding career information as evidenced in the data

below. Figures cited represent the total number

of responses and not persons as an interviewee may

have indicated that more than type of medium was

used to obtain career information.

```
Exhibits/Displays................ 1

Films............................ 0

Radio............................ 0

Television....................... 0

Books............................14

Pamphlets........................13

Periodicals...................... 9

College Catalogs.................22
```

Personal Contact..............46

(Person was librarian).......28

Other............................ 2

The two ~~~~~~~~~~~~~~~~~ indicated that career
information was not a factor and that career in-
formation had been obtained as a result of work
experience. Basically, the primary information
sources seem to indicate the average means in which
one would access career-type information in any
field of endeavor.

4. When did you decide DEFINITELY that you wished to
become a librarian?

The type of response received mandated that
several other categories be added for the purposes
of analysis. The responses are listed below:

Before High School...........2   (3.57%)

During High School...........4   (7.14%)

During College
    Freshman Year............1   (1.78%)
    Sophomore Year...........3   (5.35%)
    Junior Year..............2   (3.57%)
    Senior Year.............13   (23.21%)

Graduate School.............6   (10.71%)

Bet. Grad. Sch. & Coll......8   (14.28%)

While Working..............12   (21.42%)

Other.......................4   (7.14%)

No Decision Made Yet........1   (1.78%)

The largest percentage of the students interviewed decided sometime after college graduation that they definitely wished to become librarians. Of interest is the figure which indicates that almost one-fourth of those interviewed related a definite career decision to work-related experience.

5. Before studying library science, would you say that your image of librarians was one of:

The following statistics pertain to the number of responses and not interviewees as some students listed multiple responses.

```
Caretaker............ 9      (13.23%)
Service-Oriented.....26      (38.23%)
Resource Person......17      (25.00%)
Had No Image......... 8      (11.76%)
Other................ 8      (11.76%)
```

Over half of the respondents indicated that before studying library science they viewed librarians as either service-oriented or resource persons. This positive attitude toward image may be related in some way to early library experience and the career decision to become a librarian. "Other" responses included the following:

Between no image and deadbeats
Generalist - knew something about everything
Sh!!! - a very negative image (3 persons)
Literary-type person
Support personnel who instills the love
   of books and library use
All of the characteristics: caretaker,
   service, and resource

6. Have you ever worked in a library?

A whopping 87.5 percent (49 persons)
indicated that they had worked in a library
while 12.5 percent (7 persons) had not.

The breakdown on type of library experi-
ence follows:

Library	Head/ Prof. Pos.	Stud. Asst.	Cler.	Semi- Prof./ Cler.	Other
School (13)	3	8	1	0	1
Academic (34)	3	26	5	0	0
Public (21)	0	3	12	5	1
Special (18)	3	8	5	0	2

The above figures represent the positions held
and are not a tally of persons interviewed as
many respondents have held various positions in
different types of libraries. The figures in
parentheses indicate the total response for each
type of library. As these figures represent
not only past but also current library exper-
ience, the large figure for academic libraries
may be due in part to student assistant positions
now held in those libraries.

7. Which of the following attributes do you
   consider _most_ important for a librarian to
   possess?

   This question aims to uncover some atti-
tudinal factors in prospective librarians.
The results are listed below by total responses
and percentages of that total response according
to a ranking of first, scond, third, fourth,
or fifth choice of preference.

		Choice			
Attributes	1	2	3	4	5
Strong Subject Background	7 (6.08)	7 (6.08)	4 (3.47)	0	0
Liking and Appreci for Books & Reading	14 (12.17)	13 (11.3)	3 (2.6)	2 (1.73)	0
Understanding and Appreciation for Helping People	38 (33.04)	10 (8.69)	1 (0.86)	0	0
Strong Administrative Abilities	4 (3.47)	5 (4.34)	4 (3.47)	1 (0.86)	0
Others	2 (1.73)	0	0	0	0

Responses in the "other" category include
A strong liberal arts education and Broad
educational background.

   One interesting aspect or component of
the above choices is the selection of admini-
strative abilities as a desirable trait. Of
those persons who made the selection, the

following data is available:

First Choice

    Total 4 persons - All Females
    Age: 30, 35, 37, 39

Second Choice

    Total 5 persons - All Females
    Age: 23, 23, 24, 26, 31

Third Choice

    Total 4 persons - 3 Females/1 Male
    Age: Male - 45
        Females.- 22, 26, 47

Fourth Choice

    Total 1 person - Female
    Age: 26

The above data is interesting when one considers the fact that administration has been traditionally thought of as a male dominion in librarianship.

8. What type of library work do you wish to pursue?

The data below is again listed by response since multiple responses were given by the students who were interviewed.

    School................ 6

    Public................18

    Academic..............29

    Special...............21

    Other.................2

The respondents to "other" were undecided and
interested in an alternate career.

Career Information

The primary influence of the questions in this section of the interview is to ascertain what forces acted upon the students who have chosen librarianship as a career objective.

9. **Who primarily influenced your choice of librarianship as a career?**

Friend....................	9	(14.51%)
Teacher...................	6	(9.67%)
Lib arian................	21	(33.87%)
Employer.................	2	(3.22%)
Admissions Counselor.....	0	
Other....................	24	(38.7%)
Personal Decision.....	20	(32.25%)

Total Responses..........62

The above figures represent total responses and not respondents, however, since the response rate is close to the number of students interviewed, a significant comparison may be made. Other responses which did not cite a personal decision included personal influence from a mother, father, and husband. Aside from a personal decision to pursue librarianship as a career, the next most significant influence came from librarians.

This high percentage rate concurs with the previous figures on how information was obtained about librarianship.

10. What primary factor influenced your choice of librarianship as a career?

Having delineated who was most influential in regard to career choice, it was necessary to determine what primary factor persuaded students to become librarians. The data in rank order is listed below.

Choice Ranking

Factors	1st	2nd	3rd	4th	5th	6th	7th
Employment Situation	5	1	1	1	1	0	0
Desire to Help People	12	8	1	2	0	0	0
Like Books and Reading	12	11	4	0	0	0	0
Wanted Better Job Opportunity	16	2	2	1	1	0	0
Result of Working in the Field	12	4	3	1	0	0	0
Other	6	2	0	0	0	0	0

Other responses included a means of being able to fulfill a goal of world unification, mother's direct influence, wanted an enjoyable profession, an extension of a teaching career, more money, wanted another career after the military, desire to edu-

cate without teaching, and the shortness of time
involved in getting an M.L.S. degree.

Responses to this question reveal an evenness
not found elsewhere during the interviews. No
large differences occur among desire to help people,
like books and reading, wanted better job oppor-
tunity, and result of working in the library field.

11. Do you plan to be a librarian all of your
life? If not, what do you expect to do?

Yes.............38   (67.85%)

No.............17   (30.35%)

Undecided..... 1   (1.78%)

For those persons who responded "no" to the
above question, the following reasons were given:

Alternative career
Archival work
Could not stay in any field for a length
                                of time
Get married
Later - go into a related field
Not considering any alternative related
                        to librarianship
Sell books
Teach (4 persons)
Travel
Undecided
Would like to have a family
Write (2 persons)

It is not surprising that at this point in time
the majority of library school students plan
to be librarians for the remainder of their
lives!

Factors Influencing Choice of Library School

The Director of the School of Library Science requested that some effort be made to determine what primary factors influenced students final choice to study at Peabody's School of Library Science. Responses to this question in rank order are listed on the following page.

Surprisingly enough, the only significant factors appeared to be geographical location and the library school's reputation. Responses listed as other included:

Collage is private

Recommendation of another librarian

ALA accreditation (2 persons)

Recommendation of a teacher

Father's recommendation

College catalog

Recommendation of a library science professor

Transferred from another program

Frances Neel Cheney

FACTORS INFLUENCING FINAL CHOICE TO STUDY AT UNDYING SCHOOL OF LIBRARY SCIENCE

Factors	Ranked Choices					
	First	Second	Third	Fourth	Fifth	Sixth
Geographical Location	21	6	7	0	0	C
Library School's Reputation	16	13	3	1	1	1
Recommendation of Alumnus	2	4	2	3	1	C
Financial Assistance	8	4	3	2	0	C
Personal Interview	2	2	5	1	0	0
Size of College	3	2	0	2	1	1
Program/Course of Study	6	4	2	0	0	0
Library School Publications	0	1	0	0	1	0
Correspondence	0	2	3	2	0	C
Handling of Application	1	0	2	1	1	0
Other	8	0	0	1	0	C

Conclusion

Any attempt to condense the statistics presented herein would result in a gross oversimplification unrepresentative of the findings. Therefore, the reader is left to his own conclusions.

Most of the results support existing views of why people choose to become librarians. A majority of the persons interviewed came from humanities/social science backgrounds--areas which are easily related to librarianship. Work experience and personal contact made by librarians also seemed to be prime factors in considering librarianship as a career objective.

The investigation served other purposes than just a means for data collection. Students were forced to formulate why they decided to become librarians which many had not given much thought before this time.

Should any other survey such as this be conducted, the transformation of the data into machine-readable form would be highly desirable. During the analyzation stage, this writer became sadly aware of the prospects for a more complete analysis had the data been programed through a computer. Alas, the time was not available to do so.

As the study progressed, more and more students became interested in the findings. To those persons go the wishes for health, happiness, and professional success!