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A STUDY OF CERTAIN FACTORS IN INSTITUTIONS  
OF HIGHER EDUCATION WHICH INFLUENCE  
STUDENTS TO BECOME LIBARIANS

**BY**

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## CHAPTER I

## THE BACKGROUND AND DESCRIPTION OF THE STUDY

One of the major and continuing problems which confronts most professions is the problem of securing new personnel. The number and the quality of the individuals who seek entrance to a given profession can determine in large measure both its immediate and its long-range effectiveness. If the number of applicants is too few, the services which its members are uniquely equipped to give may necessarily be spread thin over a wide area or be unavailable to certain segments of the population. If, on the other hand, the applicants include an insufficient number of individuals of exceptional qualifications and abilities, the profession may fail to realize its greatest potentialities because of a lack of able leadership.

The library profession has not been immune to this particular problem. Indeed, within recent years the situation has grown increasingly serious. At the present time in terms of numbers alone, an undeniable shortage of personnel exists. Also, with other specialized fields experiencing similar shortages, it seems possible that librarianship's share of the most able individuals available to the several fields may in the long run be excessively disproportionate to its needs.

Librarians have recognized that in some respects they are at a disadvantage in the competition for recruits. Conditions in the profession which may limit its appeal have been pointed out both by librarians and by non-librarians.<sup>1</sup> In the face of these apparent handicaps, efforts at recruiting have

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<sup>1</sup>Conditions in the library field which may affect recruitment adversely are identified in related investigations reported in chap. II, *infra*, pp. 34-45.

been widespread and have been directed toward various groups, including college and university students. The feeling prevails that if library work is effectively presented to students in institutions of higher education, a larger number of recruits from this source will be forthcoming.

The present study was suggested by the situation described above. It is concerned with college and university students as a source of supply for the library profession. More specifically, an attempt is made to identify and study factors in institutions of higher education which may influence students in their choice of librarianship as a career.

In Chapter I the background of the study and the problems of the dissertation are discussed. Attention is given first to the supply of professional librarians, competition with other fields for college graduates, and efforts of the library profession to recruit students in colleges and universities. This is followed by a description of the problem investigated here and a statement regarding the organization of the remainder of the dissertation.

#### The Supply of Professional Librarians

For at least the past forty years the supply of qualified librarians has been a problem which has plagued the library profession. Except for the period of the depression and a few years following, the problem has been chiefly one of the shortage of personnel. Demand has exceeded supply, recently to such an extent that the difference between the two has reached alarming proportions. This undersupply of librarians has been more acute in some areas than in others, but at times it has extended to practically every kind of library work and every type of library.

At the time of the first World War the library field was experiencing, as it had been for some years, what Jorckel has described as an "employees'

market,<sup>2</sup> then, "beginning during the war itself, and accelerating in effect with great rapidity in the years immediately after, there came a period in which there was an almost desperate shortage in the number of available trained librarians."<sup>3</sup> The use of librarians in government work and in the war service of the American Library Association was partially responsible for this shortage. Also, in the period of expansion following the war, new library positions were created and the demand for professional librarians in positions where untrained personnel had previously been employed increased.<sup>4</sup> Library schools were unable to meet the requests which came to them,<sup>5</sup> vacancies were found in libraries of all kinds,<sup>6</sup> and employers encountered difficulty in attempts to fill positions at salaries which, at that time, were considered quite good.<sup>7</sup> Williamson took note of this situation in his 1933 report on library training, but he suggested as well that, because of the confusion between professional and clerical work in libraries, the shortage of qualified librarians might be something less than the demands indicated.<sup>8</sup>

For the next few years fluctuations in supply and demand in the library field can be traced through the reports of the Board of Education for Librarianship of the American Library Association. In 1935 in its first report, reference

<sup>2</sup>Carlton B. Joeckel, "Supply and Demand in the Library Profession," The Library Journal, LVII (February 1, 1932), 104.

<sup>3</sup>Ibid., p. 105.

<sup>4</sup>Mary Eugene Hageltine, "Recruiting for Librarianship," Wisconsin Library Bulletin, XVII (December, 1931), 194.

<sup>5</sup>Ibid.; Josephine Adams Rathbone, "Recruiting for Librarianship," The Library Journal, LV (May 15, 1930), 450.

<sup>6</sup>Joeckel, loc. cit.

<sup>7</sup>Rathbone, loc. cit.

<sup>8</sup>Charles C. Williamson, Training for Library Service, A Report Prepared for the Carnegie Corporation of New York (New York, 1933), pp. 8-9.

4

was made to the shortage of personnel: "The Board is convinced by its survey of the field that the repeated assertions concerning the scarcity of well-qualified librarians are in no way exaggerated."<sup>9</sup> The need for leaders, subject specialists, librarians for small libraries and extension work, and school librarians was mentioned specifically.<sup>10</sup> A year later administrators for well-equipped libraries, catalogers, and children's librarians had been added to the list, and it was felt that "from every standpoint of library service the lack of personnel is acute."<sup>11</sup>

The shortage of librarians continued for several years, and personnel needs were always greater for some types of positions than for others.<sup>12</sup> But by 1930 the gap between supply and demand was rapidly closing. The character of library education had changed, enrolments in library schools had increased, new schools had been started, and the prospect of an oversupply of professional librarians was recognized: "It is probable that the day of oversupply so far as numbers is concerned may be near at hand, particularly for students who have received general training and have no subject specialities."<sup>13</sup> At the same time, it was evident that there was still a demand for catalogers, school and children's librarians, county librarians, library administrators, library school

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<sup>9</sup>"First Annual Report of the Board of Education for Librarianship," *Bulletin of the American Library Association*, XIX (July, 1925), 227.

<sup>10</sup>*Ibid.*, pp. 237-38.

<sup>11</sup>"The Second Annual Report of the Board of Education for Librarianship," *Ibid.*, XX (October, 1926), 416.

<sup>12</sup>"The Third Annual Report of the Board of Education for Librarianship," *Ibid.*, XXI (July, 1927), 176-77; "The Fourth Annual Report of the Board of Education for Librarianship," *Ibid.*, XXII (June, 1928), 168-69; "The Fifth Annual Report of the Board of Education for Librarianship," *Ibid.*, XXIII (June, 1929), 161, 163.

<sup>13</sup>"The Sixth Annual Report of the Board of Education for Librarianship," *Ibid.*, XXIV (May, 1930), 177.

teachers, and librarians with certain subject specializations.<sup>14</sup> This same demand existed the following year, but the day of oversupply in numbers which was predicted had arrived: "During the past year a general economic depression created an unusual supply of unemployed librarians, both experienced and inexperienced."<sup>15</sup>

In 1931, in an address to the Association of American Library Schools, Joessel summarized the events of the preceding few years: "In the brief period between 1923 and 1931, then, we have run rapidly up the scale from a serious shortage in the number of trained librarians all the way to what seems to be certain over-production."<sup>16</sup> He concluded from estimates of the number of professional positions in American libraries and the average length of a library school graduate's professional career that about 1,250 graduates per year were needed in normal times.<sup>17</sup> In view of the fact that those particular times could scarcely be described as normal, Joessel strongly recommended that action directed toward limiting library school enrollments be taken. He also urged that greater attention be given to the quality of the students admitted to the library schools.<sup>18</sup>

For the next several years supply outran demand. Librarians were without jobs, employers were requested to raise requirements for library positions, establishment of new training agencies was discouraged, library schools were

<sup>14</sup> *Ibid.*

<sup>15</sup> "The Seventh Annual Report of the Board of Education for Librarianship," *Ibid.*, XIV (May, 1931), 200.

<sup>16</sup> Joessel, *op. cit.*, p. 106.

<sup>17</sup> The number of professional positions was assumed to be 15,000, and the average length of the graduate's professional career was estimated to be twelve years (*Ibid.*, p. 109).

<sup>18</sup> *Ibid.*, pp. 109-10.

urged to limit enrollments, and emphasis centered on the quality of the recruits.<sup>19</sup> In 1936 it appeared that for years to come both library school enrollments and the establishment of new library schools must be restricted in order to preserve a proper balance between supply and demand.<sup>20</sup> Soon after, however, the employment situation began to show signs of improvement. According to the Personnel Division of the American Library Association, conditions with respect to employment were better in 1937 than they had been at any time since 1930.<sup>21</sup>

From then until the war began to make inroads into the enrollments of library schools and the personnel of libraries, supply and demand were more or less equalized. But in 1942 a shortage of professional librarians was again imminent. A report on a study of personnel needs undertaken by the American Library Association Headquarters for the Wartime Commission of the United States Office of Education, forecast a situation similar to the one that had come after World War I:

From all parts of the country now comes evidence that a shortage in professional librarians has begun and will undoubtedly increase. With each succeeding vacancy libraries are finding it more and more difficult to secure qualified candidates and in some public libraries under civil service the eligible lists are completely exhausted.

Although few definite figures on shortages could be reported by libraries, those received indicate that an estimated shortage of 1000 to

<sup>19</sup>Objectives and Accomplishments in Professional Education: Eighth Annual Report of the Board of Education for Librarianship for Ten Months Ending January 31, 1933." *Bulletin of the American Library Association*, XXVI (April, 1932), 210; "Education for Librarianship in the Future: Ninth Annual Report of the Board of Education for Librarianship for Eighteen Months Ending July 31, 1933," *ibid.*, XXVII (October, 1933), 428-29; "Questions in Education for Librarianship: Tenth Annual Report of the Board of Education for Librarianship for Eight Months Ending March 31, 1934," *ibid.*, XXVIII (June, 1934), 293-94.

<sup>20</sup>Developments in Education for Librarianship: Twelfth Annual Report of the Board of Education for Librarianship for Ten Months Ending January 31, 1936," *ibid.*, XXX (May, 1936), 317.

<sup>21</sup>Personnel Division [Annual Report, 1936-37]." *Bulletin of the American Library Association*, XXXI (September, 1937), 334.

1500 professionally trained librarians within the next year is not unreasonable. The enrolment in library schools in the fall of 1941-42 showed a decrease of 12 per cent. Applications for enrolment in 1942-43 are now coming in more slowly than usual, according to reports from most of the library schools. Since the decrease in enrolment for 1941-42 totalled approximately 250 librarians a conservative estimate of the loss for the two years is about five hundred librarians. Other conditions contributing to the shortage are the induction of men librarians into the armed forces, now increasing rapidly, and the employment of women librarians in camp libraries. It is expected that library service to the armed forces will be expanded through the establishment of libraries in new locations and the appointment of additional assistants in established libraries. If women are inducted into service a considerable number of women librarians may be expected to enlist for other than library service.<sup>22</sup>

The point was also made that the profession had no surplus of librarians on which to draw in filling vacancies created by wartime conditions. In the several years preceding demand had overtaken supply, with the result that the library schools had placed most of their graduates in positions. Again, the dearth of children's librarians, catalogers, and special librarians was singled out for comment.<sup>23</sup>

In 1944 the American Library Association prepared an estimate of the need for professional librarians in the six years immediately following the war. This estimate took into account not only the current shortage and the replacements normally to be expected during the period, but also the number of professional librarians necessary for an expanded program of service in all types of libraries. On the basis of these considerations, it was estimated that 20,000 additional librarians would be required, one-half of whom would be used in the program of library expansion. Librarians returning from service in the armed forces would probably fill 2,000 of these positions. The number of new librarians needed in the six post-war years was therefore set at 18,000. The report further stated that library schools were planning for 2,500 graduates

<sup>22</sup>Anita M. Hostetter, "Shortage of Librarians," *ALA Bulletin*, XLVII (June, 1942), 384.

<sup>23</sup>*Ibid.*, pp. 384-85.

annually during the same period. This figure represented a two-thirds increase over the pre-war average of 1,500 graduates per year.<sup>24</sup>

In the first few years after the war several rather marked changes took place in the library schools. Most of the schools instituted new fifth-year master's programs. The composition of the student body altered somewhat, due to a percentage increase both of men and of part-time students. Also, there was an upward trend in library school enrollment generally.<sup>25</sup>

However, in spite of the upward trend in enrollment, the expectations of library schools in regard to the size of their post-war graduating classes failed to materialize. As may be seen from Table 1, the number of individuals graduated by the accredited library schools in 1951 was larger than the number of individuals who received degrees in any one of the years before the war, but in no other post-war year has the number of graduates reached the 1940 pre-war maximum. In the six years immediately following the war the library schools graduated less than half of the number of persons called for in the 1944 report. Actually, the number of new librarians was even smaller than the figures suggest, since persons who received advanced degrees as well as those who earned a first credential are included.

Perhaps the most reliable indication of the extent of the shortage of librarians in the last few years is to be found in Strout's surveys of the placement situation as it was reported by the accredited library schools.<sup>26</sup> These annual surveys (1951-1955) are based on the notices of vacancies received by the schools and the number of persons graduated by the schools. Granted that

<sup>24</sup>Post-War Library Personnel: A Report from the American Library Association on Post-War Educational Opportunities for Service Personnel (January 29, 1944), pp. 4-8. (Miscographed.)

<sup>25</sup>Robert D. Leigh, "Library School Enrollments," ALA Bulletin, XLVI (April, 1952), 110-12.

<sup>26</sup>[Donald E. Strout], "The Placement Picture--1951," Association of



TABLE 1

GRADUATES OF ACCREDITED LIBRARY SCHOOLS AND PERCENTAGE  
OF ANNUAL INCREASE OR DECREASE, 1924-1955

Year	No. of Schools <sup>a</sup>	No. of Graduates <sup>a</sup>	Percentage of Increase or Decrease
1924	12	475	....
1925	14	408	-14.1
1926	14	509	24.8
1927	15	558	9.6
1928	18	742	33.0
1929	19	873	17.7
1930	25	1,033	18.3
1931	25	1,309	26.6
1932	26	1,171	-8.9
1933	26	991	-16.6
1934	26	809	-18.5
1935	26	886	9.7
1936	26	1,025	15.7
1937	29	1,149	12.1
1938	31	1,318	14.7
1939	30	1,411	7.1
1940	30	1,677	18.9
1941	33	1,644	-2.0
1942	34	1,431	-13.0
1943	34	1,068	-25.4
1944	34	836	-21.7
1945	36	922	17.5
1946	36	1,072	9.2
1947	37	1,331	24.2
1948	36	1,342	.8
1949	36	1,299	-3.2
1950	36	1,638	25.6
1951	36	1,793	9.9
1952	39	1,539	-14.2
1953	38	1,396	-9.3
1954	39	1,569	12.4
1955	38	1,519	-3.2

<sup>a</sup>Source: American Library Association, Board of Education for Librarianship, "Annual Reports," 1925-1955.

there is considerable duplication in the notices, it is still evident that the shortage of librarians continues and that, in the five years covered by the surveys, conditions have worsened rather than improved. In 1951 the library schools were receiving four or five requests per graduate.<sup>27</sup> By 1955 the number of requests per graduate approximated ten.<sup>28</sup> It was estimated "that the placeable new graduate in 1955 had, on the average, a choice of at least 4 or 5 positions--and often many more--unless he was unusually limited in choice by personal considerations or preferences."<sup>29</sup> The greatest shortages were for the most part familiar ones--they were found in children's and young people's work, cataloging, small and medium-sized public libraries, and school libraries.<sup>30</sup>

The overall extent of the present shortage and the probable future demand for librarians are difficult to determine, and the figures available are difficult to reconcile. One estimate, which has been called conservative, placed the number of unfilled positions in American libraries in 1956 at 10,000.<sup>31</sup> A projection of the 1944 report on post-war personnel indicated that between 1947 and 1960 the profession would need to recruit over 60,000 librarians.<sup>32</sup> A more

American Library Schools Newsletter, IV (January, 1953), Part II, 1-6; Donald E. Strout, "The Placement Picture," Library Journal, LXXVIII (June 1, 1953), 952-55; Donald E. Strout, "Librarians--Supply Short--Salaries Strong," Ibid., LXXIX (June 1, 1954), 1016-21; Donald E. Strout, "Shortages Continue--Salaries Improve," Ibid., LXXX (June 15, 1955), 1452-57; Donald E. Strout and Ruth E. Strout, "Salaries Up, Positions Open," Ibid., LXXXI (June 15, 1956), 1573-79.

<sup>27</sup>[Strout], "The Placement Picture--1951," op. cit., p. 6.

<sup>28</sup>Strout and Strout, "Salaries Up, Positions Open," op. cit., p. 1577.

<sup>29</sup>Ibid., p. 1578. <sup>30</sup>Ibid.

<sup>31</sup>John S. Richards, "Report to Council," ALA Bulletin, L (March, 1956), 181.

<sup>32</sup>"Estimated Needs for Additional Professional Librarians, 1947-60. Projected from 1944 Report," Minnesota Librarian, XV (September, 1947), [213].

recent estimate of future personnel requirements fixed the number of professional library positions in 1970 at between 55,000 and 60,000, as compared with 41,000 in 1950.<sup>33</sup>

Despite the apparent inconsistencies in the above figures, in one respect they are in agreement--there is, and is likely to be for some time ahead, a need for additional librarians. Unless this need can be met, at least with some greater success than in the years since the war, development and expansion of library services may be severely hampered. The President of the American Library Association in a report to the Association's Council in 1956 spoke of the possible effects of the present shortage:

Certainly we must recognize that at present we are losing ground in that our personnel is not keeping pace with growing opportunities and new developments.

Our increased efficiency and know-how in adult education, to mention but one field, cannot be implemented because of lack of trained personnel. Our shortage of children's librarians has been of crisis proportions for several years now. If, as we have reason to hope, the Library Services Bill becomes law in 1956 the shortage of adequate trained personnel may well hold up seriously this program of bringing libraries to our rural people.<sup>34</sup>

To this statement a postscript should be added--in June, 1956, the Library Services Bill did become law.<sup>35</sup>

#### Competition with Other Fields

This current shortage of personnel is not peculiar to librarianship. In certain other fields as well there is a sizeable discrepancy between supply

<sup>33</sup>Arthur T. Hamlin, "A Statistical Survey of Library Personnel Now and for the Future." Recruiting Library Personnel: Automation in the Library. Report of the 41st Conference of Eastern College Librarians Held at Columbia University, November 25, 1955 ("ACRL Monographs," No. 17; Chicago: Association of College and Reference Libraries, 1956), pp. 15, 20.

<sup>34</sup>Richards, op. cit., pp. 151-52.

<sup>35</sup>"Highlights of the Miami Beach Conference," ALA Bulletin, I (July-August, 1956), [413].

and demand, and it is predicted that this discrepancy will continue for some time. In 1954 Wolfe, in the report of the Commission on Human Resources and Advanced Training, summarized the supply-demand prospects for specialized personnel:

When conservative predictions of future demand are compared with estimates of future numbers of college graduates, it appears likely that for the next few years there will be shortages in engineering and science, in schoolteaching, in medicine and nursing, and in some other fields. The total number of graduates in all fields combined will fall short of employers' desires, and the gap will be even larger between the number of jobs and the number of graduates available for civilian employment. For the next few years, upgrading and other such devices and the better utilization of available manpower will be necessary. In another decade college graduating classes will have increased to a point where some of the shortages may have been overcome. But if a high level of economic activity is maintained that point is years away. For the years ahead, shortages must be expected.<sup>36</sup>

The difficulty which the library profession faces in securing a sufficient number of recruits, both now and in the foreseeable future, is thus enhanced by strong competition from other fields also struggling with substantial shortages in personnel.

Although the situation may eventually ease insofar as the number of college graduates available for work in specialized fields is concerned, the caliber of the graduates entering the several fields is still a matter of consequence. Wolfe, in commenting on Harris'<sup>37</sup> prediction of an oversupply of college graduates, suggested that certain fields, including librarianship, might be expected to absorb the less able graduates:

From the evidence now available it seems clear that the presence of a large number of college graduates of only moderate ability is not a

<sup>36</sup> Dael Wolfe, America's Shortages of Specialized Talents: A Current Appraisal and a Look Ahead, The Report of the Commission on Human Resources and Advanced Training (New York: Harper & Brothers, 1954), p. 268.

<sup>37</sup> Seymour E. Harris, The Market for College Graduates and Related Aspects of Education and Income (Cambridge, Mass.: Harvard University Press, 1947).

national danger. Many students go to college without expecting to become members of the high-prestige professions. Nor do they think of themselves as members of an intellectual elite. They become farmers, businessmen, grade school teachers, journalists, librarians, county agents, druggists, morticians, and many other things. But they are not a frustrated intelligentsia. If they are better citizens and better workmen because they have been to college, there is no reason to put a brake on their educational ambitions if they want to enroll and if the costs can be met.<sup>38</sup>

In the event of a large number of graduates of only moderate ability in the population, it is doubtful that the library profession would be content to accept this solution to the problem and to assume an undue share of these graduates. The quality as well as the number of recruits attracted to librarianship has been a matter of concern to librarians. Prior to the revision of library school programs in the late 1940's, Reece found that in the opinion of some 200 administrators and supervisors in libraries of various types the field was then failing to attract its share of able personnel. The profession contained too large a percentage of individuals "who possess ability of a kind but lack strong and positive qualities."<sup>39</sup> While the individuals interviewed felt that there was a place for this "middle group" in library work, they indicated that the effectiveness of libraries would be extremely handicapped if the proportion of recruits with stronger and more positive qualities was not augmented.<sup>40</sup>

According to Reece:

The acquisition desired then is a reasonable proportion of persons of high capacity and perhaps attainment--able students at whatever stage in college they may decide to pursue librarianship, men and women having to their credit meritorious graduate or professional study in other fields, and people who have demonstrated success in allied lines of endeavor.<sup>41</sup>

<sup>38</sup>Wolfe, *op. cit.*, pp. 275-76.

<sup>39</sup>Ernest J. Reece, The Task and Training of Librarians, A Report of a Field Investigation Carried out in February to May 1947, to Assist with Curricular Problems Then Pending before the Dean and Faculty at the School of Library Service, Columbia University (New York: King's Crown Press, 1949), p. 65.

<sup>40</sup>*Ibid.*, pp. 65-66.

<sup>41</sup>*Ibid.*, p. 65.

Even though an increase in the number of college graduates will enlarge the pool from which the professions and other specialized fields draw their recruits, it seems improbable that the personnel problem of libraries will automatically resolve itself to the satisfaction of the profession. Individuals of the type described above are also sought by other fields. Thus the problem of the library profession becomes one of securing, still against heavy competition, enough of these individuals to fill the positions in which their qualifications and abilities are needed and can be utilized.

#### The Colleges and Universities as a Source of Supply

In its search for potential librarians, the profession has looked to the colleges and universities as a logical source of supply. Students attending these institutions seem to constitute a group from which a reasonable number of recruits might be expected. By and large, college students are concerned with problems relating to their future vocation;<sup>42</sup> also, as students, they presumably have some contact with a library. Through this contact, the library profession appears to enjoy an advantage in the competition for those students who may be undecided as to their choice of a career. As Leigh has

<sup>42</sup>In a study of the vocational plans of 4,246 seniors in forty-five Pennsylvania colleges and universities, Threlkeld found that close to 40 per cent of these students came to college to prepare for a vocation and that more than half of these decided upon their vocation while in college (Hilda Threlkeld, The Educational and Vocational Plans of College Seniors in Relation to the Curricula and the Guidance Programs in Forty-five Pennsylvania Colleges [Teachers College, Columbia University, Contributions to Education, No. 639; New York: Teachers College, Columbia University, Bureau of Publications, 1933], pp. 16-17, 47-51). These findings were in line with the results of previous investigations (*Ibid.*, pp. 17, 80-81). A study made more recently of the process of occupational choice indicates that the college years correspond generally to the period in an individual's life when a "realistic choice" of occupations is made (Eli Glasberg et al., Occupational Choice: An Approach to a General Theory [New York: Columbia University Press, 1931], pp. [95]-117).

pointed out, students "have a more direct picture of librarianship at first hand than do entrants to many other occupations, such as architecture, brokerage, or field geology, whose operations are remote from the college campus."<sup>43</sup> Ketchum, at the Princeton Conference on Library Education, commented on the presence of a librarian in every college: "Most colleges do not have a lawyer on the faculty or a doctor or representatives of other professions. In that respect we have a tremendous advantage over the other professions . . ."<sup>44</sup>

This apparent advantage has for many years been supplemented by active efforts on the part of the library profession to interest college and university students in the library field. The activities of the American Library Association's original committee on recruitment, the Committee on Recruiting for Library Service (1920-1935), were in the beginning aimed almost exclusively at students in institutions of higher education. Shortly after its appointment, the committee addressed the following letter to college and university librarians:

Of the problems confronting libraries probably none calls louder for solution than that caused by the dearth of trained librarians. To solve this problem the president of the American Library Association has appointed a Committee on recruiting for library service. It is the opinion of the committee that the most profitable field and the one to cultivate first is work among the students of our colleges and universities. We are, therefore, appealing to you as a college librarian to aid the committee by presenting to the undergraduates of your college an appeal for them to consider librarianship as a calling.

The committee offers three suggestions as to how this matter may be presented to your student body:

1. Attractively written articles in student publications.
2. Talks by convincing speakers at student assemblies. The speaker might well be the librarian of the college or an alumnus who is a librarian.

<sup>43</sup>Robert D. Leigh, "The Education of Librarians," *The Public Librarian. A Report of the Public Library Inquiry*, by Alice I. Bryan (New York: Columbia University Press, 1953), p. 332.

<sup>44</sup>Harold Lencour (ed.), *Issues in Library Education. A Report of the Conference on Library Education, Princeton University, December 11th and 12th, 1948* ([s.p.]: Council of National Library Associations, 1949), p. 35.

### 3. Personal interviews with students who seem adapted to library work.

A question that would need to be determined is when the matter should be presented, whether in the fall or in the spring and whether to freshmen, sophomores, juniors or seniors. We think it should be presented to all four classes and at least once every year.

The committee feels that it is especially important that this effort be coordinated with the vocational work or vocational department of your college. This will give your appeal additional backing and strengthen it in many ways.

You may have seen "Booze and a vocation," prepared by the Association of American library schools, and "A call to librarianship," published by the alumni of the University of Washington library school. A few copies of the former are available for free distribution from A. L. A. headquarters. "Training for librarianship," by Miss Plummer, revised by Mr. Walter, will soon be ready for sale from headquarters. The A. L. A. headquarters will endeavor also to furnish other information on librarianship as a vocation if you need it.

We trust that you will consider this matter seriously and that you will regard it not only a duty but a pleasure to assist the committee in the ways we have outlined.<sup>45</sup>

This letter was published in library periodicals and was mailed to the librarians of 300 colleges and universities. In addition to soliciting aid from librarians, the committee wrote to vocational advisers in the same institutions expressing a wish for cooperation between librarians and vocational guidance personnel in bringing the profession to the attention of students. Literature on librarianship was made available to advisers, and data on current salaries in the field were compiled for the information of persons counseling college students. American Library Association Headquarters supplied college newspapers with material for use in news stories and editorials, and a placard publicizing library work was distributed for display in college and university libraries. Library schools appointed recruiting committees composed of alumni, and it was suggested that alumni might address college graduating classes. In at least one instance, a library school director wrote to students on the campus where the school was located mentioning the possibilities of library science as

<sup>45</sup>"Recruiting," *Public Librarian*, LXVI (March, 1921), 139-40.



an undergraduate major or as a field for post-graduate study.<sup>46</sup> While all of the above means were considered useful in recruiting college students for the profession, the Committee on Recruiting for Library Service felt that "the most effective work is what librarians individually will do in presenting library opportunities before young people."<sup>47</sup>

During its second year of operation the committee's efforts at recruitment in the colleges were accelerated. Circular letters calling attention to librarianship were sent to the directors of some 100 private schools for girls. Over 600 college and university librarians received letters asking them to take steps to see that students were informed of the possibilities of library work as a career. These librarians were also supplied with sample letters to be used with individual students. Articles on the profession were sent to selected coeducational and women's colleges for use in college magazines, and students in various schools were addressed by members of state recruiting committees. As a further means of recruitment, the committee recommended that an attempt be made in areas where library schools were needed to interest college presidents in the addition of a library science course to the curriculum.<sup>48</sup>

Although this profession-wide drive to reach college and university students was more intense and direct in the early twenties than at any other time in the committee's history, concern with recruitment of students in institutions of higher education was evident also in the later thinking and activities of the committee. At one point it was suggested that "recruiting should come

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<sup>46</sup>Recruiting for Library Service [Annual Report of the Committee, 1920-21], American Library Association, Annual Reports, 1920-21 ([Chicago: American Library Association, 1921]), pp. 93-96.

<sup>47</sup>Ibid., p. 96.

<sup>48</sup>Recruiting [Annual Report of the Committee on Recruiting for Library Service, 1921-22], Bulletin of the American Library Association, XVI (July, 1922), 213-14.

early enough in the college career to permit shaping of the student's program toward a desired end.<sup>49</sup> Interest in the preparation of literature designed to appeal to college students continued.<sup>50</sup> On several different occasions the committee investigated the possibility of summer employment in public libraries for students who wanted an opportunity to see if they would like library work.<sup>51</sup> The effect on recruitment of the attitudes of college presidents, faculties, and vocational advisers was recognized, and the committee stressed the importance of correcting any misapprehensions which these groups might have regarding librarianship.<sup>52</sup> Also, the influence which a student's contact with libraries might have on his choice of the library profession was a subject for comment: "Many young people are attracted to library work, or turned away from it, by the impressions made upon them by the work as they see it done. Every library is unconsciously a recruiting agency or the reverse."<sup>53</sup>

Throughout the Depression and into the war period, recruiting in general, and consequently recruiting in the colleges, received less attention from the library profession than other more immediate and pressing problems. The Committee on Recruiting for Library Service was discontinued in 1935 and

<sup>49</sup> "Recruiting for Library Service [Annual Report of the Committee, 1927-28]," *ibid.*, XXII (June, 1928), 156.

<sup>50</sup> "Recruiting for Library Service [Annual Report of the Committee, 1928-29]," *ibid.*, XXIII (June, 1929), 139; "Recruiting for Library Service [Annual Report of the Committee, 1931-32]," *ibid.*, XXVI (April, 1932), 279.

<sup>51</sup> "Recruiting for Library Service [Annual Report of the Committee, 1924-25]," *ibid.*, XIX (July, 1925), 210; "Recruiting for Library Service [Annual Report of the Committee, 1926-27]," *ibid.*, XXI (July, 1927), 148; "Recruiting for Library Service [Annual Report of the Committee, 1928-29]," *ibid.*, XXIII (June, 1929), 139.

<sup>52</sup> "Recruiting [Annual Report of the Committee on Recruiting for Library Service, 1922-23]," *ibid.*, XVII (July, 1923), 201; "Recruiting for Library Service [Annual Report of the Committee, 1927-28]," *ibid.*, XXII (June, 1928), 156.

<sup>53</sup> *ibid.*, p. 156.

its responsibilities were assigned to the Board of Education for Librarianship.<sup>54</sup> But with the rapidly developing need for librarians in the early 1940's, the profession's interest again focused on recruitment. Various professional groups began to take action, and once more consideration was given to the colleges and universities as a likely source for recruits.

The recruiting efforts of several organizations were concentrated on students in institutions of higher education. In 1944 the Special Libraries Association announced a recruitment program designed to reach students through personnel directors, vocational counselors, and deans.<sup>55</sup> The Association of American Library Schools in that same year circularized selected college and university librarians for their advice on ways by which students could be interested in librarianship.<sup>56</sup> In 1947 the Association of College and Reference Libraries, many of whose members were located on college and university campuses, appointed a Special Committee on Recruiting.<sup>57</sup>

By November of 1947 the shortage of librarians was of such dimensions that concerted effort on a national level seemed necessary to remedy the situation. At that time the Board of Education for Librarianship called a conference on recruiting to which representatives of seventeen library groups with an expressed interest in the problem were invited. Discussions and recommendations of the conference were by no means limited to recruiting in colleges and

<sup>54</sup>"Midwinter Council Meetings," Bulletin of the American Library Association, LXX (February, 1936), 113.

<sup>55</sup>Ruth S. Leonard, "S. L. A. Plans a Recruiting Program," Special Librarian, LXXV (January, 1944), 23-24.

<sup>56</sup>"Recruiting for Librarianship," Association of American Library Schools, "Reports of Committees, 1944-1945," pp. 14-27. (Mimeographed.)

<sup>57</sup>"Recruiting for Librarianship," ALA Bulletin, LIII (June, 1948), 234.

universities, but frequent reference was made to methods by which librarianship could be presented to college students.<sup>58</sup>

As a result of the 1947 conference a Joint Committee on Library Work as a Career, composed of representatives of library associations, was established. The committee's function is "to plan, sponsor, and carry out a coordinated nation-wide and profession-wide program of recruiting new personnel for library work which will unify the recruiting programs of constituent national organizations."<sup>59</sup> Since its establishment the Joint Committee, through its newsletter,<sup>60</sup> has served as a clearinghouse for information on recruiting activities carried on both by member groups and by libraries, library schools, and individual librarians. From the accounts of these activities it can be seen that the colleges and universities have remained a field which the profession feels offers considerable promise for the recruitment of librarians. Associations, libraries, training agencies, and individuals have all been active in an effort to increase the number of recruits from this source.

From the report of the 1947 conference,<sup>61</sup> from the "Clearing House Newsletter,"<sup>62</sup> and from suggestions made by college librarians for recruiting in institutions of higher education,<sup>63</sup> it appears that many of the means

<sup>58</sup>Conference on Recruiting for the Library Profession, A.L.A. Headquarters, Chicago, November 22-23, 1947. (Miscographed.)

<sup>59</sup>ALA Joint Committee, 1955-56. "ALA Bulletin, XLIX (December, 1955), 535.

<sup>60</sup>Joint Committee on Library Work as a Career, Clearing House Subcommittee, "Clearing House Newsletter," Vol. I- (December 17, 1948- ; miscographed).

<sup>61</sup>Conference on Recruiting for the Library Profession . . . November 22-23, 1947."

<sup>62</sup>Joint Committee on Library Work as a Career, Clearing House Subcommittee, *ALA Bulletin*, Vols. I-VII, No. 1 (December 17, 1948-May, 1956).

<sup>63</sup>"Recruiting for Librarianship," Association of American Library Schools, *ALA Bulletin*; Association of College and Reference Libraries, Recruiting Committee, "An Open Letter to Librarians," *ACRL Recruiting Bulletin* (June, 1949; miscographed).

employed or suggested in recent years for the recruitment of college students are similar to those employed or suggested by the old Committee on Recruiting for Library Service. In some instances techniques have been refined, use of certain methods is more widespread, and new avenues for contact with students have become available. Yet, on the whole, most of the recruiting methods recommended today as effective with college students are essentially the same as those advocated earlier. The influence of the individual librarian, the attitude of the college faculty and administration toward librarianship, and the role of the vocational adviser--all of which were stressed in the 1920's--are at present emphasized as important factors in determining a student's choice of the library field.

At first, efforts to publicize librarianship in the colleges were limited primarily to use of printed materials and to talks given by librarians to groups of students, perhaps at a college assembly. More recently, in addition to these same media, traveling exhibits, radio, films, and television have been used for publicity purposes, and career conferences on college and university campuses have provided another opportunity for students to be introduced to librarianship. Good college library service in itself was thought to be, and is still considered, one means of recruitment. In addition, some libraries now try actively to promote interest in the profession through library-sponsored activities for groups of college students or through instruction in the use of the library.

The Committee on Recruiting for Library Service worked to provide summer employment for college students who expressed interest in librarianship; today, because of their close acquaintance with library work, student assistants in college and university libraries are believed to be a group which should contain a relatively large number of prospective librarians. With recruitment

as one end in view, it has been suggested that these student assistants be formally organized into a club or an association. In 1922 the first recruiting committee recommended the inclusion of a course in library science in college curricula; at the present time such undergraduate courses are felt by some librarians to be influential in the recruitment of students for the graduate library schools. In connection with these courses, clubs and fraternities for library science students and others interested in the field have gained prominence as recruiting organizations.

The reports of the Committee on Recruiting for Library Service mentioned the efforts of library schools to interest students in librarianship as a career. In recent years both library schools and the profession generally have endeavored to provide loans and scholarships for graduate study in order to attract promising students to the field. Since all of the library schools are now located in institutions of higher education, opportunities for contacts with students have increased and the potential influence of the library school as a recruiting agency on its own campus has been recognized. Also, because of the location of the schools, library school students have been placed in a strategic position insofar as recruitment of college and university students is concerned.

Because of the library profession's thirty-odd years of experience and activity in recruiting students in institutions of higher education, it might be expected that a fair supply of recruits would come from the colleges and universities. In reality the supply from this source seems not to be commensurate with the profession's experience and activity. A sizeable proportion of the individuals who become librarians do not decide as college students to enter the library field. Instead, they make this decision sometime after

college graduation.<sup>64</sup> Such a situation is in contrast with that found in certain other fields whose entrants, in general, arrive at a vocational decision earlier than do librarians.<sup>65</sup> If librarianship by nature and in practice contains elements which may appeal to students choosing a vocation, all this raises a question regarding the effectiveness of the methods used to present the profession to students in institutions of higher education. It suggests also some further study of factors in colleges and universities which tend to influence

<sup>64</sup> Data from studies dealing with choice of librarianship as a career show that approximately 50 per cent of the individuals who become librarians make their choice after graduation from college. *Infra*, chap. II, pp. 41-44.

<sup>65</sup> Elbridge Staley found that 59 per cent of a group of 532 unselected graduate students in the social sciences decided either before entering college or while in college to pursue graduate study. The corresponding figure for a similar group of 533 students in the natural sciences was 73 per cent (The Recruitment, Selection, and Training of Social Scientists ["Bulletin," No. 38; New York: Social Science Research Council, 1948], p. 20). In selected groups of social scientists and natural scientists the percentages are higher. Among 144 Social Science Research Council fellows, 76 per cent chose their field of graduate study before college graduation (*Ibid.*), while approximately 90 per cent of 828 individuals whose names were starred in American Men of Science decided before or during college to become scientists (Stephen Sargent Fisher, Scientists Starred, 1903-1943, in "American Men of Science," A Study of Collegiate and Doctoral Training, Birthplace, Distribution, Backgrounds, and Developmental Influences [Baltimore: The Johns Hopkins Press, 1947], p. 526). Of the 24,182 law students who responded to an inquiry by Arthur T. Vanderbilt, nearly three-fourths knew by the time they were graduated from college that they would study law ("A Report on Prelegal Education," New York University Law Review, XIV [April, 1950], 208). Data on the ages at which theological students decided to enter the ministry suggest a situation similar to that found in the legal profession. Of 1,688 seminary students, 62.8 per cent chose their profession before they reached the age of twenty-one. An additional 35.6 per cent made their decisions between the ages of twenty-one and twenty-four. The ages most frequently given were seventeen and eighteen (William Adams Brown, Ministerial Education in America: Summary and Interpretation, Vol. I of The Education of American Ministers [4 vols.; New York: Institute of Social and Religious Research, 1934], p. 112). In a study of 1,143 teachers, prospective teachers, and former teachers in secondary schools, Robinson discovered that for the men who had taught the average age for the final selection of teaching as a vocation was 19.5 years, while for women with teaching experience the corresponding age was 15.8 years (Donald Wittmer Robinson, Appraisal of Motives for the Choice of a Teaching Career, An Essential Portion of a Dissertation . . . [Philadelphia: University of Pennsylvania, 1944], pp. 16, 64).

students in their choice of library work.

#### The Description of the Problem

On the basis of the preceding discussion the present problem appears to be justified. The supply of professional librarians is short, and an end to the shortage is not in sight. With other fields also suffering from a lack of trained workers, the competition for college graduates is keen. Even with the anticipated increase in college and university enrollments and the accompanying increase in the number of graduates, competition for superior individuals may well continue. The library profession's interest in the problem of securing new personnel is obvious, and efforts at recruiting have long been centered on the colleges and universities as an important source of supply. Nevertheless, there is some ground for doubt as to just how fully and how tellingly librarianship has thus far been able to exploit this particular source.

Statement of the problem.--This study, therefore, is an attempt (1) to identify factors in institutions of higher education which may influence students to become librarians; (2) to estimate the relative importance of these factors; (3) to determine the way in which the factors operate, either singly or in combination, in colleges and universities. To be more explicit, an examination of the educational backgrounds of some 8,500 library school graduates and students indicated that when institutional enrollments were taken into account, certain institutions of higher education had been attended by relatively large numbers of these individuals. The study is focused on fifty-one liberal arts colleges, teachers colleges, and universities which ranked high in this respect. From data supplied by the library school graduates and students who had attended these colleges and universities, factors which influenced students in the fifty-one institutions to become librarians are identified.



and studied.

Limitations of the study.—The limitations of the inquiry can perhaps be described best by indicating what the study is not, as well as by stating what it is. First of all, it is not an investigation of the complex of factors influencing any one individual in his choice of librarianship. It is centered on institutions and not on individuals. If the reverse were the case, there could be little justification for limiting the investigation either to one period in an individual's experience or to the influence of factors emanating from one source.

In an endeavor to arrive at a general theory of occupational choice, Ginsberg and his associates concluded that each step in the process of decision-making is related to steps that have gone before and to steps that have come after, that the whole process is for the most part irreversible, and that an individual's choice of an occupation is affected by a series of both internal and external factors.<sup>66</sup> However, in a study oriented toward institutions certain restrictions unsuitable in a study of individuals seem to be requisite. In order to isolate factors in colleges and universities which may influence students to become librarians, the inquiry is limited to a specified period of time in the experience of each individual—the period during which he was a student at a given institution. For the same reason, factors unrelated to the institutions in question are also excluded. This exclusion accounts for the omission both of factors associated with an individual's capacities, interests, and values, and of factors related to conditions in the several occupations

<sup>66</sup>Ginsberg et al., *op. cit.*, pp. [185]-86.

and professions--here particularly, in the case of the latter set of factors, to conditions in the library profession at large.

The omission of such factors suggests a second limitation. The study is not directly concerned with reasons for choice of librarianship as a career,<sup>68</sup> since these reasons are in large measure determined by factors outside the scope of the present problem. Instead, it deals expressly with the influence of factors that may be present in institutions of higher education. As a result, the emphasis falls on why or what was influential and how this influence operated, and not on why librarianship was chosen.

Finally, no attempt is made to determine the correlations of certain institutional variables, such as size, location, and control, with institutional rates of production of librarians. Quite often, a statistical analysis of this type is found in studies of educational backgrounds of individuals in other fields.<sup>69</sup> Here, however, only those factors mentioned in the literature as influencing students in their choice of library work are considered. Attention is given to the frequency with which these factors appear and to the tendency for certain factors to accompany others, but the study does not undertake to relate the factors statistically or to examine a possible relationship between

<sup>67</sup>In the "category scheme" used by Ginsberg in his analysis of case materials, these factors were included under the general heading of "the self" and "reality" (*Ibid.*, pp. 34-36).

<sup>68</sup>Several of the related studies reported in chap. II deal with reasons for choice of librarianship as a career. *Infra*, pp. 39-45.

<sup>69</sup>Recent examples of investigations in which institutional variables are correlated with institutional indexes of production of individuals in specified fields include: R. H. Knapp and E. B. Conrick, Origins of American Scientists, A Study Made under the Direction of a Committee of the Faculty of Wesleyan University ([Chicago]: The University of Chicago Press for Wesleyan University, Middletown, Conn., 1952); Robert H. Knapp and Joseph J. Greenbaum, The Immigrant American Scholar: His Collegiate Origins ([Chicago]: The University of Chicago Press and the Wesleyan University Press, Incorporated, for Wesleyan University, Middletown, Conn., 1953).

production rates and the institutional variables referred to above. In view of the nature of the data available, neither undertaking appeared to be feasible at this time.

Assumptions in the study.—The present investigation is based on three major assumptions: (1) that the period during which an individual is an undergraduate student is a suitable time for him to decide upon, or at least to consider, librarianship as a possible career; (2) that the group of individuals who replied to the inquiry is representative of the type of recruit the library profession wishes to acquire; (3) that factors influential with this group will also carry weight with similar groups.

Even though reports from former graduate as well as undergraduate students are included, the investigation was planned originally to identify factors influential with individuals in the latter group, and the bulk of the respondents is made up of these individuals. Hence, the first assumption, which relates to the desirability of choice of librarianship before graduation from college, is inherent in the study. Such an assumption is in no way intended to discourage choice of the profession by individuals other than college students or to depreciate the importance of choices made later. In this connection, Hughes has suggested that if the time of "crucial decision" for entrance to a profession is placed too low too many persons looking for security may be drawn to the field. Hughes felt that

there is a good deal to be said for the good maverick, the person of a high degree of intellectual curiosity and energy who either changes her or his mind or did not make it up early. In the early days of a profession the leaders, that is, the founders, are generally enthusiastic mavericks. And it is always a question how much a profession gains by becoming conventional, rigid, and unfriendly to the maverick.

<sup>70</sup>Everett Hughes, "Discussion [of The Public Librarian: A Study of Professional Personnel in the American Public Library, by Alice I. Bryan]," A Forum on the Public Library Inquiry, The Conference at the University of Chicago

Granted the soundness of Hughes' observation, two facts appear to support the validity of the assumption made here. Studies of the occupational choices of college students show that many students are concerned with plans for future work. One reason for their going to college is to prepare for an occupation or to receive information and guidance to enable them to select a suitable vocation.<sup>71</sup> This being the case, the library profession along with other fields should receive consideration. In further support of the assumption, it can be pointed out that preparation for librarianship as viewed at the present time extends from the beginning of a student's college program to the close of his year of graduate study. While most of the professional training, or all of it, is concentrated in the fifth year of work, evaluation of a librarian's education takes into account a five-year program of preparation.<sup>72</sup> Thus if a college student knows that he wants to become a librarian, his undergraduate work can be directed toward that end.

The second assumption refers to the qualifications, both personal and intellectual, of the library school graduates and students who reported their experiences in the fifty-one colleges and universities. It is assumed that more individuals such as these should be attracted to the library field. The assumption seems reasonable in view of the selection procedures exercised by the several library schools. Furthermore, there was some feeling at the time the new fifth-year programs were being contemplated that these programs, under

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Graduate Library School, August 6-13, 1949, ed. Lester Ashelm (New York: Columbia University Press, 1950), p. 110.

<sup>71</sup> Threlkeld, *op. cit.*, pp. 16-17, 47-51; Ginsberg *et al.*, *op. cit.*, pp. [95]-117.

<sup>72</sup> "Standards for Accreditation Presented by the ALA Board of Education for Librarianship and Adopted by the ALA Council, Chicago, July 13, 1951," *ALA Bulletin*, XLVI (February, 1952), 49.

which most of the respondents later studied, would appeal to able students.<sup>73</sup>

Finally, the investigation proceeds on the assumption that factors designated as influential by these respondents will be influential with other individuals like them. No attempt is made to distinguish factors which may influence either those individuals whose interests and abilities fit them unusually well to the profession or those persons believed most likely to contribute substantially to the development of librarianship. If the factors influential with these two groups differ from factors influential with other individuals, the difference is not recognized in the present study.

#### The Organization of the Study

The remainder of the dissertation is divided into seven chapters. Chapter II is a survey of related research studies in the field of librarianship. In Chapter III, the methods used in the collection and treatment of the data on which the present study is based are described. The next four chapters deal with factors which influenced students in the fifty-one colleges and universities to become librarians. Chapter VIII contains a summary of the findings of the investigation, a statement of conclusions drawn from these findings, and suggestions for further research in the same area.

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<sup>73</sup>Reece, op. cit., pp. 47, 66-67.

## CHAPTER II

## RELATED STUDIES IN THE FIELD OF LIBRARIANSHIP

The literature of librarianship contains numerous writings on the subject of recruiting,<sup>1</sup> most of which have been published during times when a shortage of librarians has been particularly acute. In the early twenties the number of articles about recruitment was conspicuous, but with the onset of the depression and the oversupply of librarians that came with it, such articles were almost non-existent. As a result of the shortage precipitated by the war, the situation changed, and references to recruiting again began to appear with impressive frequency.

Excluding publications prepared for the prospective recruit, the published materials dealing with this subject are for the most part either accounts of actual recruiting activities carried on by associations, schools, libraries, and librarians, or articles on what could or should be done by groups and individuals to increase the number of recruits to the profession. In addition, however, several studies of a research nature which relate to the present problem are available. These may be classified generally as follows: (1) studies of the collegiate origins of librarians; (2) studies of reasons or factors which affect choice of librarianship as a career; (3) studies of recruiting literature and activities, vocational materials, and guidance programs.

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<sup>1</sup>American Library Association, Junior Members Round Table, Library Literature, 1921-1932 . . . , ed. Lucile M. Korsch (Chicago: American Library Association, 1934); Library Literature, 1933-1956 (New York: The H. W. Wilson Company, 1936-1956).

Studies of the Collegiate Origins of Librarians

A few studies contain data on the institutions of higher education attended by certain groups of librarians. Where this is the case, the data may be analyzed by types of institutions or tabulated by individual colleges and universities. But in these investigations no attempt has been made to relate the number of future librarians graduated by an institution to its enrollment and, subsequently, to look for factors which may account for a school's record in producing librarians.

Thirty years ago the Board of Education for Librarianship prepared a list of the colleges and universities from which 2,827 graduates of seventeen library schools had obtained their bachelors degrees. At that time the high-ranking institutions were the University of Wisconsin (157), Smith (131), Vassar (121), and Wellesley (106). It was apparent from the list that even though some library schools drew students from colleges and universities throughout the country, students were inclined to attend schools located in the general area of their undergraduate institutions.<sup>2</sup>

A second study<sup>3</sup> examined, among other characteristics, the academic backgrounds of librarians of some prominence. Of the 187 librarians, exclusive of those retired, who were listed in the 1940-41 edition of Who's Who in America, Lyle found that 57 per cent had received degrees from private colleges and universities in the East. One-fourth of the total group had been graduated from Harvard, Princeton, or Brown. Middlewestern schools--most of them state

<sup>2</sup>"First Annual Report of the Board of Education for Librarianship," Bulletin of the American Library Association, XIX (July, 1925), 233-34, 253-60, 263.

<sup>3</sup>Guy R. Lyle, "They Have Made Their Mark," The Library Journal, LXV (November 15, 1940), 947-49.

universities--accounted for 27 per cent of those listed. However, Lyle suggested that this condition was unlikely to continue. Many of the librarians had obtained their undergraduate degrees before 1900, and, considering the rapid increase in both the resources and the support of libraries in the Middle West and Far West, it was predicted that more of the profession's leaders would in the future come from large state schools in those sections.<sup>4</sup>

Other investigations provide information on the collegiate origins of graduates or students of specific library schools, including Illinois,<sup>5</sup> Denver,<sup>6</sup> California,<sup>7</sup> Southern California,<sup>8</sup> Texas State College for Women,<sup>9</sup> and Texas.<sup>10</sup> From an examination of the records of 946 students enrolled in the University of Illinois Library School between 1925 and 1935, Wilson found that more than half of the students had received degrees either from state universities (33.8 per cent) or from liberal arts colleges with an enrollment of less than 500 (23.9 per cent). In all, 246 colleges and universities were represented. Of these,

<sup>4</sup>Ibid., pp. 947-48.

<sup>5</sup>Eugene Holt Wilson, "Pre-professional Background of Students in a Library School" (unpublished Ph. D. thesis, University of Illinois, 1937).

<sup>6</sup>Harriet E. Howe, "A Study of the University of Denver School of Librarianship Graduates, 1932-35," The Library Quarterly, X (October, 1940), 832-44.

<sup>7</sup>J. Perina Denton and LeRoy C. Merritt, "Characteristics of the Graduates of the University of California School of Librarianship" ("University of Illinois Library School Occasional Papers," No. 22; [Urbana: University of Illinois Library School], 1951; processed); Robert D. Leigh, The California Librarian Education Survey, A Report to President Robert G. Sproul of the University of California (New York: Columbia University, 1952; micrographed).

<sup>8</sup>Ibid.

<sup>9</sup>Harold Wayne Billings, The Education of Librarians in Texas, 1965 ("Texas Papers on Library Topics," No. 1; Austin: Graduate School of Library Science, The University of Texas, 1968; processed).

<sup>10</sup>Ibid.



the University of Illinois had contributed more students (8.6 per cent) to the library school than had any other institution.<sup>11</sup>

In a study similar to Wilson's, Howe reported that the 193 graduates of the University of Denver School of Librarianship for the years 1932 through 1938 had attended fifty-nine different institutions. These graduates came chiefly from endowed colleges and universities. Although Howe indicated that the difference in the types of institutions attended by the Illinois and Denver students might be partially attributed to the types of institutions with which the two library schools were associated, she also called attention to the fact that the Denver graduates came from some twenty-five endowed colleges and universities.<sup>12</sup>

At the University of California School of Librarianship, Danton and Merritt found that 1,134 first-year graduates (1920-1948), had received undergraduate degrees from 132 institutions of higher education. Almost half of these degrees were from Berkeley; four-fifths of them were from colleges and universities in California. Eleven schools had graduated 77 per cent of the students and, with one exception, these schools were located in the state.<sup>13</sup> According to Leigh in his survey of library education in California, the percentage of students from institutions in the state was slightly lower in 1951-52 than during the period covered by the Danton and Merritt study.<sup>14</sup>

<sup>11</sup>Wilson, *op. cit.*, pp. 34-40, 140-47.

<sup>12</sup>Howe, *op. cit.*, p. 533.

<sup>13</sup>Danton and Merritt, *op. cit.*, p. 2.

<sup>14</sup>Leigh, *The California Librarian Education Survey*, p. 71.

Leigh discovered a somewhat different situation at the University of Southern California. In the years 1947-1952, 48 per cent of the library school students had been graduated from colleges and universities located in other states or in foreign countries. The institution represented most frequently (18 per cent) was the University of California at Los Angeles. The University of Southern California was itself responsible for 11 per cent of the students.<sup>15</sup>

In a study of library education in Texas, Billings included estimates of the percentages of library school students at both Texas State College for Women and the University of Texas who had come from the institution where the school was located. These estimates, furnished by the directors of the two schools, showed that 60 per cent of the students in the library school at Texas State College for Women were drawn from that same institution, while in the library school at the University of Texas 35 per cent of the students were graduates of the university. Of the remaining 65 per cent of the students at Texas, 14 per cent came from teachers colleges in the state, 31 per cent from other Texas colleges and universities, and 20 per cent from out-of-state institutions.<sup>16</sup>

Studies of Reasons or Factors Which  
Affect Choice of Librarianship As a Career

Reasons why individuals may or may not become librarians and factors which influenced members of the profession in their choice of a career are covered in several investigations. The general public, high school and college students, non-professional workers in libraries, library school students, and practicing librarians have all been questioned in attempts to identify reasons

<sup>15</sup>*Ibid.*

<sup>16</sup>Billings, *op. cit.*, p. 49.

and factors related to selection of librarianship.

In 1946 Form,<sup>17</sup> a member of the Department of Sociology at Kent State University, obtained from 130 college students and non-college people their impressions of librarians. These impressions, 273 in all, were tabulated by the adjectives used in the descriptions of the librarians and were grouped into categories. The results were more unfavorable than favorable. More than half of the impressions were found to be negative, one-third were positive, and the remainder were neutral.<sup>18</sup> Form then concluded:

The dominant stereotype of the population as a whole is clear: librarians are a group of intelligent, educated, single women who appear quiet and self-possessed. Underneath they are inhibited, slightly neurotic, and conservative in their personal and social relations. Despite this, they manage to be helpful and co-operative in their work contacts with the public. This may be in part due to the fact that they are so bookish that they want others to enjoy books also.<sup>19</sup>

On the whole, the non-college group<sup>20</sup> thought better of the profession than did the college students. Among the latter, freshmen were more complimentary in their characterization of librarians than seniors were. This difference in the attitudes of the two classes was described:

College freshmen apparently are less critical of librarians than seniors. They believe that librarians are more helpful, more intelligent, more quiet, and more "unswilling" than do the seniors. The seniors apparently believe that librarians are more ignorant, impatient, pretentious, old-walish, and introvertic. Apparently four years of continued association with librarians does not necessarily help build up a favorable impression in college students. It is true that the stereotypes of the seniors were

<sup>17</sup>William H. Form, "Popular Images of Librarians," *Library Journal*, LXXII (June 15, 1946), 851-55.

<sup>18</sup>*Ibid.*, pp. 852-53. <sup>19</sup>*Ibid.*, p. 853.

<sup>20</sup>Form explained the composition of this group: "Impressions were obtained from the following occupations: bartender, high school student, barber, housewife, waitress, factory worker, president of a large brewery, soda fountain girl, machinist, vice-president of a large steel corporation, sorority house mother, store clerk, sales girl, manual workers, and a public stenographer" (*Ibid.*, p. 852).

less clearly defined and more diversified than those of the freshmen, yet they were at the same time more critical.<sup>21</sup>

At Western Michigan College of Education, Hilliard,<sup>22</sup> the Director of Student Personnel and Guidance, interviewed fifty students and administered a questionnaire to 149 others to determine their reactions to librarianship. The reactions of the students interviewed toward library work as a profession for themselves were largely negative. Of the students answering the questionnaire, 10 per cent had thought seriously about the library field. This interest was indicated by a larger proportion of women (16 per cent) than men (1 per cent). One-third of the group had previously had their attention called to librarianship as a career, and again the percentage of women (47 per cent) was higher than the corresponding figure for men (14 per cent). More than half of the students were of the opinion that the librarians they had known had not encouraged them by pointing out the advantages of library work.<sup>23</sup>

In recording their impressions of librarianship, 79 per cent of the group answering the questionnaire felt that librarians do not receive sufficient recognition in their communities to make the profession appeal to young people. Other factors which would have discouraged at least one-third of the respondents included: the personalities of librarians (57 per cent); the fifth year of study required for a degree (40 per cent); the routine nature of library work (36 per cent). Nearly two-thirds of the men thought of librarianship as being primarily a profession for women. Also, a larger proportion of men (36 per cent)

<sup>21</sup> *Ibid.*

<sup>22</sup> George E. Hilliard, "Recruiting College Students for Library Service," Address given at a Michigan Library Association District meeting, May, 1950; *ASLJ* Recruiting Bulletin ([n.d.]; mimeographed).

<sup>23</sup> *Ibid.*, pp. [1]-4.

than women (10 per cent) considered library salaries a deterrent to choosing the field.<sup>24</sup>

Jones,<sup>25</sup> in 1951, surveyed opinions of both college and high school students on the library profession.<sup>26</sup> In a group of 180 sophomores at Upsala College, one student expressed an interest in the library field. Reasons given by as many as twenty students to explain their negative attitudes toward librarianship could be summarized as follows: lack of interest in the type of work involved, 59 (38 per cent); other plans, 27 (15 per cent); a feeling that the work was boring, unstimulating, or too quiet, 26 (14 per cent).<sup>27</sup> Other reasons given less often included limited opportunities for advancement, low salaries, clerical nature of the work, over-feminization of the profession, and dislike for books and reading. Among 265 seniors at East Orange High School, East Orange, New Jersey, Jones encountered a like situation. In the two groups of students--college sophomores and high school seniors--were a few individuals who had worked in a library and a larger number who stated that they used libraries frequently. But a majority of both groups had evidently had little occasion to ascertain either through experience or through observation the type of work performed in libraries. Jones concluded that many of the students had no clear conception of what librarianship really is.<sup>28</sup>

<sup>24</sup>Ibid., pp. 3-4.

<sup>25</sup>Dorothy Scott Jones, "Library Work Is Exciting: A Study of Methods Used in Recruiting for Librarianship" (unpublished Master's report, Library School, Pratt Institute, 1951).

<sup>26</sup>Further data regarding the attitudes of high school students toward the library profession may be found in the report of a survey made by the Western Pennsylvania Unit of the Catholic Library Association. The group which supplied information included a few college freshmen, but was composed mainly of high school students (Kleanor McCann, "It Is Really More or Less of a Gift," The Catholic Library World, XVI (May, 1955), 272-73.

<sup>27</sup>Percentages were derived by the present writer.

<sup>28</sup>Jones, op. cit., pp. 18-21.

Because a fairly high proportion of the Upsala sophomores who furnished data for Jones's study apparently had no intimate knowledge of library work, it might be possible to ascribe a lack of interest in the profession on the part of college students to a lack of information about it. Such a relationship, however, does not always obtain--the opposite, in fact, may frequently be the case. Leigh,<sup>29</sup> in a survey of non-professional personnel in California libraries, found a similar disinterest in librarianship among individuals with work experience. Of the 1,317 persons in Leigh's sample, 34 per cent were working in the libraries of the institutions of higher education in which they were then enrolled, while an additional 11 per cent were attending a college, a university, or a school but were employed elsewhere. Thus the sample included a sizeable number of college students who were doing some kind of library work. Although from one-third to one-half of the entire group either already had or soon would have the academic preparation required for admission to a graduate library school, less than 10 per cent planned to study for a professional degree in librarianship. More than half of the respondents were considering leaving library work for another occupation. Insufficient interest in the work was given as a reason for not making a career of librarianship by more of these persons (41 per cent) than was any other. The second largest number (26 per cent) intended to work in a library only temporarily while they prepared themselves for another field. Leigh listed the reasons given by the remaining third of the group as follows: "Better opportunity for advancement in other fields" (14 per cent); "Salaries in library work too low to consider as a permanent career" (8 per cent); "Too difficult to obtain education necessary for advancement in library work" (8 per cent); "Other reasons: social status too low, work

<sup>29</sup>Leigh, The California Librarian Education Survey.

is uncreative, perfunctory, sterile, unfulfilling" (3 per cent).<sup>30</sup>

Better than one-third of the total number of respondents indicated that they would like to obtain professional training, if it were not impossible for them to do so. The principal obstacles related either to the difficulty of financing further education or to the fact that expected gains in terms of profit or advancement would not compensate for the money and time which would necessarily be expended upon additional training. Leigh reached the conclusion that non-professional workers in libraries provide a source of supply for the profession which is extremely limited, and that for many student workers library employment is simply a means of financing an education. Even after close association with the library field, these students do not have sufficient interest in the work to wish to continue in it.<sup>31</sup>

The findings of Fera, Billiard, Jones, and Leigh provide some understanding of the reasons why college students may not be attracted to the library profession. Examining the problem from a different angle, other investigators have looked for elements in librarianship which may recommend it to potential recruits and for factors which may be influential with prospective librarians. To this end, library school students and practicing librarians have been asked why they happened to decide upon the field and how library work as a career was brought to their attention.<sup>32</sup>

One such study<sup>33</sup> was undertaken by the American Library Association's

<sup>30</sup>*Ibid.*, pp. 84-91.

<sup>31</sup>*Ibid.*, pp. 89-91.

<sup>32</sup>In addition to the more general studies summarized here, an investigation including data on reasons for choice of one particular type of library work, i.e., work with children, is available: Viola K. Fitch, "What Becomes of Children's Librarians" (unpublished Master's essay, School of Library Service, Columbia University, 1950), pp. 14-18.

<sup>33</sup>"Recruiting for Library Service [Annual Report of the Committee, 1929-30]," *Bulletin of the American Library Association*, LXIV (May, 1930), 165-66.

Committee on Recruiting for Library Service as early as 1930. On the basis of questionnaires returned by 473 library school students and practicing librarians, the committee was able to identify factors which first prompted this particular group to enter library work. The findings indicated

that the rather costly experiment of providing publicity through posters has been only five-tenths of one per cent successful. The influence of the printed article gave reason for some entertaining answers, but only one and five-tenths per cent were swayed by the written word. The figures show also that the high school library is not yet a powerful factor as a vocational guide to librarianship, but that personal influence of some sort is the greatest single factor (nearly thirty-six per cent).<sup>34</sup>

With these library school students and librarians, the influence of the public library had been stronger than the influence of the college library, while the college library in turn had been more influential than the school library. Since some respondents checked more than one factor, it was not possible to distinguish individuals who were prompted to become librarians principally as a result of factors associated with institutions of higher education. Even so, the extent of the influence of these factors is suggested by the following figures:

"Personal satisfaction in the use or observation of the work of a College library," 77 (16 per cent); "Employment in a College library," 71 (15 per cent); "Acquaintance with or the personal influence of a College librarian," 70 (15 per cent); "As the result of a course in the use of books and libraries taken in College," 32 (7 per cent); "Influence of a teacher in College," 28 (6 per cent).<sup>35</sup>

Some eighteen years after the Committee on Recruiting for Library Service conducted its survey, three other studies were undertaken which added to the profession's knowledge concerning the vocational decisions of librarians. Library school students at the University of Michigan, practicing librarians

<sup>34</sup>Ibid., p. 166.

<sup>35</sup>Ibid. Percentages were derived by the present writer.



In libraries of all types in the state of Illinois, and a sample of public librarians from libraries of various sizes located throughout the country furnished information for these investigations. Although the inquiries did not deal specifically with factors influential with respondents while they were college or university students, the studies are helpful for the answers which they provide to certain general questions dealing with selection of librarianship as a career.

Skipper,<sup>36</sup> in 1949, asked forty-seven students enrolled in the Department of Library Science at the University of Michigan certain questions about their choice of the library profession. One-fourth of the group had chosen librarianship during high school, and close to one-half had arrived at this decision by the time they reached college. When the group was graduated from college, the proportion planning to enter the library field had increased to 52.3 per cent, but more than a quarter of the students were still planning to be teachers. The principal reasons given by the Michigan students for entering library work were: the opportunity which the profession offered to supplement or to satisfy another major interest; availability of positions and good chances for advancement; an interest in books, reading, and the advantages attached to an intellectual atmosphere; the opportunity which librarianship afforded for work with people. Skipper found that more than half of the library school students had worked in their college libraries and that approximately 50 per cent of these had received active encouragement from the library staff to consider the profession. He felt that for these particular students work experience had been an important influence in choice of librarianship, but, at the same time,

<sup>36</sup> James E. Skipper, "The Library Student Speaks," Association of American Library Schools Newsletter, II (January, 1950), Part I, 12-14.

it seemed clear that not all college librarians were using their contacts with student assistants to inform them of the possibilities of library work as a career.<sup>37</sup>

Also in 1948, 1,035 Illinois librarians were asked for their experience and opinions in regard to the "occupational lure" of librarianship.<sup>38</sup> In answer to the question, "Who was the first to interest you in library work?", over half of the respondents indicated that a librarian had been responsible for their initial interest in the field. References to other individuals were, by comparison, infrequent, although some 14 per cent mentioned parents or relatives. A little more than 2 per cent of the group traced their first interest in the profession to articles on library work. With respect to the chief impetus that caused these librarians to enter the field, three factors appeared to have been of first importance: "Love of books," 603 (58 per cent); "Familiarity with work through apprenticeship," 349 (34 per cent); and "Interest in people," 290 (28 per cent). The librarians remained in the field for four principal reasons: "Challenge of work," 634 (61 per cent); "Pleasant relationships with community," 266 (26 per cent); "Satisfaction in daily routine," 254 (25 per cent); and "Satisfaction in giving service," 195 (19 per cent). If given another opportunity to make their vocational decisions, a large majority of the group (87 per cent) would again choose to be librarians.<sup>39</sup>

In spite of their expression of satisfaction in library work, the librarians were still able to identify what they believed to be the principal drawbacks to the profession. To some 83 per cent of the respondents low

<sup>37</sup> *Ibid.*

<sup>38</sup> Ruth W. Gregory, "Illinois Looks at Recruiting: The Results of a Questionnaire," *Illinois Libraries*, III (May, 1948), [183]-86.

<sup>39</sup> *Ibid.*, pp. [183]-85. Percentages were derived by the present writer.

salary scales constituted a chief disadvantage. Other unfavorable aspects of librarianship included slow advancement, night work, and routine work. Yet in their recruiting efforts, the difficulties encountered by these librarians related less to the disadvantages of the profession as they saw them than to other conditions. The difficulty most generally reported was the length of time required for professional training—a handicap referred to by two-thirds of the group. Librarianship's apparent lack of glamour ranked second in frequency of mention, around 17 per cent of the respondents having found this a hindrance to recruitment.<sup>40</sup>

In her survey of personnel for the Public Library Inquiry in the spring of 1948, Bryan<sup>41</sup> included 1,837 individuals who were classified as professional librarians. Of this group, one-third had preferred librarianship to other careers at the time they completed high school, while 53 per cent had decided by the time they finished college that they wished to be librarians. However, on graduation from college an additional 21 per cent of the librarians had not even entertained the idea of a library career. A considerable number of the respondents to Bryan's inquiry had to their credit training or experience in another field, and in a majority of cases this field was teaching. When the librarians were asked why they had chosen the library profession in preference to other careers to which they had also given serious consideration, the largest number indicated that the work in other fields was "too uninteresting or too uninspiring." The second largest group had shifted to the library profession because they felt inadequate or insecure in their other preferred fields.<sup>42</sup>

<sup>40</sup> *Ibid.*, pp. 184-86.

<sup>41</sup> Alice I. Bryan, *The Public Librarian. A Report of the Public Library Inquiry* (New York: Columbia University Press, 1952).

<sup>42</sup> *Ibid.*, pp. [118]-28.

As their chief reasons for choosing librarianship, respondents gave a liking for libraries, books, or library work. A desire to be of help to people and a hope to further personal intellectual growth were also among the reasons given most often. Parents and relatives were the persons who had exerted the most influence on the vocational decisions of these librarians. Nearly three-fourths of the librarians would choose the library field again, but like the Illinois librarians they identified certain disadvantages in it. Over two-thirds of the group felt that inadequate salaries were a drawback. Other disadvantages included limited opportunities for advancement, too much work of an uninspiring or uninteresting nature, and unsatisfactory status, pension provisions, and conditions of work.<sup>43</sup>

In addition to the studies reported above, one further survey dealing with reasons for choice of librarianship as a profession<sup>44</sup> is available. In 1952, in an inquiry similar to the one made at Michigan, the Committee on Recruiting and Personnel of the Association of American Library Schools obtained data from 1,246 students in thirty-six accredited library schools. Forty-nine per cent of the students had settled on librarianship as their career by the time they completed college; 32 per cent had made the choice at some time during their college programs. Well over half of the respondents had been employed in a library before deciding to become librarians. Reasons given by at least 10 per cent of the students to explain their choice of the field were classified generally as follows: "Liking for books, literature, or reading" (44 per cent); "Liking for people" (28 per cent); "Liking for libraries, for library environment,

<sup>43</sup>*Ibid.*, pp. 129-35.

<sup>44</sup>Association of American Library Schools, Committee on Recruiting and Personnel, "Why Library School Students Chose the Library Profession" ([1953]; mimeographed).

or for library work in general" (17 per cent); "Opportunity which librarianship affords for service to people" (15 per cent); "Previous experience in a library" (15 per cent); "Employment opportunities" (13 per cent); "Personal qualifications" (11 per cent); "Intellectual stimulation" (10 per cent).<sup>45</sup>

The students were also asked to give the means by which library work as a career was first brought to their attention. The suggestion came more often from librarians (34 per cent), from library experience (19 per cent), or from use or observation of libraries (10 per cent) than from any other source. In comparison, the influence of college teachers and students, vocational guidance activities, and library education was slight. Moreover, publicity for the profession had to all appearances had little effect on the decisions of these students. Only 10 per cent of the respondents who had decided upon library work after recruiting activities were intensified following the war remembered seeing any of the materials used in recruitment for librarianship. A much smaller proportion had been influenced by such materials.<sup>46</sup>

*Studies of Recruiting Literature and Activities,  
Vocational Materials, and Guidance Programs*

Other aspects of the problem of recruitment have been dealt with in master's projects or theses. Three such studies were concerned primarily with recruiting literature or recruiting activities, but no one of the three attempted an evaluation of the effectiveness of either materials or programs. Kemp,<sup>47</sup> in 1954, prepared an annotated bibliography of publications useful in recruitment for library work. The list included both items for the librarian

<sup>45</sup>*Ibid.*, pp. [1]-4.

<sup>46</sup>*Ibid.*, pp. 10-15.

<sup>47</sup>Helen Lamon Kemp, "An Annotated Guide to the Literature of Recruitment for Librarianship, 1740-1953" (unpublished Master's project, School of Library Science, Western Reserve University, 1954).

and items of possible interest to the potential librarian. In an analysis of material in "The Clearing House Newsletter" of the Joint Committee on Library Work as a Career, Bowles<sup>48</sup> reported recruiting activities on the national, state, and local and individual levels, and also in the library schools. The purpose of the paper was to present facts from the newsletter on these activities, and the writer concluded that it would be difficult to determine the extent to which new librarians were influenced by any one of the media used in recruiting.<sup>49</sup>

Cox<sup>50</sup> also studied recruiting activities in the library field and, in addition, compared these with similar activities in the fields of teaching and nursing. She found that the three professions had certain common problems, and that in recruiting they tended to stress some of the same procedures and ideas. From her examination of the recruiting literature used in these fields, Cox felt that materials on librarianship compared favorably with materials on teaching and nursing, although nursing was thought to hold a slight edge when the variety and attractiveness of the publications were considered. From her study of evaluations and accounts of recruiting materials and programs in teaching and nursing, Cox made a number of recommendations for recruitment for librarianship. She also pointed out the need for a study to determine the success of specific recruiting programs in the library field.<sup>51</sup>

Other master's theses have evaluated the information about library work

<sup>48</sup>Virginia E. Bowles, "Methods Used in the Recruitment of Librarians: A Study of the Clearing House Newsletters" (unpublished Master's project, School of Library Science, Western Reserve University, 1952).

<sup>49</sup>*Ibid.*, p. [26].

<sup>50</sup>Marthe Baldwin Cox, "Recruiting for Librarianship: A Comparison of the Recruiting Programs and Materials in Library Work with Those Used in the Fields of Teaching and Nursing" (unpublished Master's study, Carnegie Library School, Carnegie Institute of Technology, 1953).

<sup>51</sup>*Ibid.*, pp. 40, 42-45.

continued in selected vocational materials. Fain<sup>52</sup> analyzed thirteen vocational books of fiction in the fields of teaching, journalism, and librarianship to determine the extent to which each book included pertinent factual information about the vocation treated. She concluded that the library profession was not presented well in either of the two titles chosen to represent the field.<sup>53</sup> Also in an investigation of vocational fiction, Denman<sup>54</sup> studied seven teen-age career books published between 1936 and 1954 to ascertain the treatment accorded librarianship. She felt that in these particular publications, which included the two books on library work evaluated by Fain, the profession was accurately and creditably presented.<sup>55</sup>

Travis,<sup>56</sup> in a study of the adequacy of several books and monographs on library work, used as evaluative criteria both the standards for occupational literature formulated by the National Vocational Guidance Association and statements made by authorities in the library field. When the publications were checked against the standards, it was found that they varied widely with respect to the type of information included, and some scored much higher than others. Most of the statements contained in the publications, however, proved to be

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<sup>52</sup>Susan Elizabeth Fain, "A Study of the Treatment of Teaching, Journalism and Librarianship in a Selected Group of Vocational Fiction Books Published, 1941-1951" (unpublished Master's thesis, School of Library Service, Atlanta University, 1953).

<sup>53</sup>*Ibid.*, pp. 91-92.

<sup>54</sup>Ruby Othella Denman, "Librarianship as Revealed in Seven Recent Teen-Age Career Books" (unpublished Master's thesis, Department of Library Science, Texas State College for Women, 1954).

<sup>55</sup>*Ibid.*, p. 62.

<sup>56</sup>Marie Simpson Travis, "The Adequacy of Vocational Material on Librarianship" (unpublished Master's thesis, Department of Library Science, Texas State College for Women, 1951).

accurate when compared with statements of authorities in the field.<sup>57</sup> Another master's thesis also made use of the standards of the National Vocational Guidance Association, but not for purposes of evaluation. These standards served as a guide in the preparation of a vocational monograph on library work with children which Mackassy<sup>58</sup> completed in 1954.

Only one study which looks specifically at the vocational counselor's part in recruitment for librarianship was located. In 1955 French<sup>59</sup> sent a questionnaire to vocational counselors in 315 colleges and universities and to this inquiry received 142 replies that were usable in full. General findings may be summarized as follows: (1) A very small proportion of college students were receiving information on librarianship as a result of vocational counseling, but most of the counselors were discussing the library profession each year with a few students. (2) Librarians on most of the campuses encouraged student interest in the profession, and a majority of the librarians were working in cooperation with the counselors. (3) Most of the counselors reported that they had in their possession some materials on librarianship as a career, and of these materials publications of library associations, monographs in career series, and government publications were mentioned most frequently. (4) Most of the counselors received some materials which were unsolicited, approximately one-half of the group receiving such materials from library associations and library schools. (5) On the whole, the counselors felt that the materials were adequate, but certain items considered adequate by the counselors were obviously out-of-date. (6) In their recommendations for improvement of career materials,

<sup>57</sup> *Ibid.*, pp. 102-10.

<sup>58</sup> Louise Mackassy, "A Vocational Approach to Children's Librarianship" (unpublished Master's thesis, Kent State University, 1954).

<sup>59</sup> Janet D. French, "Vocational Counseling and Librarianship Recruitment" (unpublished Master's report, Library School, Pratt Institute, 1955).



counselors referred to the need for specific and recent information on requirements, opportunities, and salaries in the field and to the desirability for wider distribution of materials. From the data obtained in the survey, French suggested that a probable relationship existed between a counselor's interest in librarianship and certain other factors, namely, the librarian's participation in recruiting activities on the campus, the adequacy of the career materials available, and the presence of library science courses in the curriculum.<sup>60</sup>

#### Summary

On the basis of the investigations reviewed above and at some risk of oversimplification, several tentative generalizations pertinent to the present problem can be formulated. By and large, little is known of the extent to which specific institutions of higher education supply students for the graduate library schools. The evidence provided on this point is either dated or circumscribed. If little is known about the absolute numbers of librarians who have come from specific colleges and universities, even less is known about the standings of the same institutions when these numbers are related to institutional size. Moreover, it appears that no attempt has been made to discover what factors, if any, may be responsible for the standing of a school which, when compared with similar institutions, ranks relatively high in this respect.

Turning from the colleges and universities to the students who attend them, it is possible to generalize within limits regarding the attitudes of college students toward librarianship. The proportion of students who contemplate library work is exceedingly small. As a group, college students hold an unflattering stereotype of the librarian, and they comment with disfavor on the

<sup>60</sup> ibid., p. 111.

personalities of librarians. With or without library experience, they seem more likely to dislike the profession as a possible career because of their impressions of the work, which they term uninteresting, than because of any other one consideration. They are inclined to feel, too, that librarianship's prestige in the community is questionable. Along with all this, the prospect of a fifth year of study contributes a deterring influence. Other conditions, such as low salaries and insufficient opportunities for advancement, also have a negative effect upon the attitudes of some college students, but from the evidence available, these conditions seem relatively less important than librarians may have been accustomed to believe.

Against the prevailing attitudes of college students toward the library field can be set the reasons and factors which influence librarians in their choice of the profession. In view of the comparatively few college students who elect to be librarians, it is not surprising to find that of the individuals who do eventually enter library work, around half make this decision sometime after college graduation. A good number of them have training and experience in fields other than librarianship, and they make a change primarily because they find work in these fields uninteresting or uninspiring--the same reason given by college students for librarianship's lack of appeal. Also, a fairly large proportion of librarians work in a library at one time or another before taking their professional training. Again, this situation affords an interesting contrast to student library workers in general who appear to be only slightly more interested in the field than are students without experience.

Librarians choose their profession because they love books, people, libraries, and library work, and, for a sizeable number, librarianship affords an opportunity to satisfy or supplement a major interest. Once a librarian makes his choice, the chances are about four to one that, given a second

opportunity, he would make the same decision all over once more. Generally speaking, librarians stay in the field because they find the work challenging, but simultaneously they feel that low salaries and limited opportunities for advancement constitute real drawbacks. The chief difficulty which they experience in recruiting, however, seems to relate more often to the length of the period necessary to prepare for professional librarianship and to the field's apparent lack of glamour than to the chief disadvantages of the profession as they themselves, as practicing librarians, identify them.

When it comes to the factors that influence librarians in their selection of the profession as distinguished from the reasons they give for this choice, the studies indicate that the influence of individuals has been the most important factor. Despite the stereotype, these individuals in a majority of cases are likely to be librarians. Still, in a good many instances, it seems that librarians are not taking advantage of their contacts with college students insofar as recruitment is concerned. Other individuals who exercise considerable influence on the vocational decisions of librarians are parents and relatives. In addition to the influence of individuals, work experience and contact with libraries through use or observation also appear to be factors of more than usual significance. By comparison with these three factors--the influence of individuals, work experience, and using or observing libraries--other factors, though influential with some persons, have been relatively unimportant in their total effect.

The case for publicity, if there is one, is yet to be made. A few investigators have studied selected recruiting materials and programs, but there has been no real attempt to evaluate the results of either materials or programs in terms of the number of new librarians added to the profession. The

weight of the evidence, based on the testimony of individuals who became librarians, indicates that little influence on their decisions can be attributed to publications on librarianship as a career or to other media for publicity which serve as channels for recruiting appeals. A similar situation exists with respect to the influence of the vocational counselor on college students. From what the counselors say they do and from the influence librarians ascribe to them, it can be seen that their part in suggesting librarianship as a career is thus far incidental.

How far most of these findings concerning factors influential in an individual's choice of librarianship can appropriately be applied to the recruitment of college students is uncertain. The factors generally influential with librarians have been identified, but librarians while they were students may or may not have been influenced by these factors. The relative influence of the factors on college and university students is, therefore, largely undetermined. Also, from the contradictions apparent in the attitudes and experiences of college students and librarians with respect to the profession, it is evident that a factor is capable of exerting both a positive and a negative influence. Thus, in an institution of higher education a factor's mode of operation may be of as much importance as its presence there. If this is the case, it then follows that the potential influence of some factors may possibly have been obscured in investigations which include, but do not isolate, factors in specific colleges and universities which have tended to influence future librarians in their choice of the profession.

## CHAPTER III

## THE METHODOLOGY OF THE STUDY

In order to identify and study factors in institutions of higher education which may influence students in their choice of librarianship as a career, the procedure described in the present chapter was followed in the collection and treatment of data for the investigation. Steps in procedure included: (1) the compilation of information on the educational backgrounds of recent graduates and students of library schools; (2) the selection of a group of colleges and universities for preliminary study; (3) the preparation and distribution of a questionnaire to the library school graduates and students who had attended these institutions; (4) the exclusion of certain institutions in the group from further consideration; (5) the identification and treatment of factors which influenced students in the remaining institutions to become librarians.

## The Collection of Data

Compilation of information on educational backgrounds.--As originally planned, the first step in the study involved an examination of the educational backgrounds of all students enrolled in fifth-year programs in accredited library schools for any part of the period which began with the academic year of 1948 and ended in the spring of 1955. More than one reason accounted for the selection of the beginning date. It was after the close of the war and enrolments in library schools were increasing. It was a year in which the introduction of new master's programs into the schools was apparent in a marked degree. It was

also a year when the profession, through the establishment of the Joint Committee on Library Work as a Career, offered tangible evidence of its interest and concern for matters relating to recruitment. The terminal date approximated the date that the dissertation was undertaken.

To ascertain the availability of data on the educational backgrounds of the library school students, a letter was sent in February, 1955, to the directors of thirty-six schools. Three criteria governed the selection of a library school for inclusion: (1) it was in operation at that time; (2) it was located in the United States; (3) during all or a part of the period 1949-1955, it had appeared on the list of schools accredited by the Board of Education for Librarianship.<sup>1</sup> The letter to the library school directors explained the nature of the study and asked for their cooperation in supplying information for the investigation. This information, as described in the initial request, consisted of the following data about each student enrolled in the fifth-year program during the period covered: (1) name; (2) all institutions of higher education attended, including those from which no degree was received and those in which graduate work was done.

Three limitations might have been placed on this request to the library schools. In the first place, it could have been limited to data concerning institutions from which the students had received degrees, as such a limitation is characteristic of studies of collegiate origins of individuals in other fields. However, it seemed plausible to believe that through a relatively brief contact with an institution of higher education--a contact briefer than that

<sup>1</sup>Lists for the period 1949-1955 are available in ALA Handbook 1949 (Chicago: American Library Association, 1949), pp. 107-08, and in the following issues of ALA Bulletin: XLII (October 15, 1948), 498; XLIV (November, 1950), 435-31; XLV (December, 1951), 499-10; XLVI (December, 1952), 436-37; XLVII (December, 1953), 549-90; XLVIII (December, 1954), 658-59; XLIX (December, 1955), 666-67.

required for a degree--an individual might become interested in librarianship. Another limitation could have confined the request to information on the colleges and universities attended by the library school students as undergraduates. But a previous investigation had found that sometimes a student in graduate school decides to enter library work because of factors associated with the institution where he is a student.<sup>2</sup> The request could, in addition, have been subject to a third restriction which would have limited the educational institutions included in the study to the ones that the students had attended during a specified period of time, preferably a recent period. Yet Bryan's study of public librarians showed that several years may elapse between an individual's graduation from college and his graduation from library school.<sup>3</sup> This situation suggested that for some persons it may also be a matter of years between completion of college and matriculation in library school. With the war years so near to the beginning date of the present study, it did not seem unreasonable to think that this condition might apply to a fairly large number of students in library schools after the war. It did seem, too, that even though an individual attended a certain institution of higher education a number of years prior to starting his professional study, factors in that institution still might have had some influence on his decision to become a librarian. In order to include such cases, this limitation, along with the other two, was discarded.

The replies from most of the library schools stated that the information requested was available. Occasionally, a reply indicated that a school could

<sup>2</sup>Association of American Library Schools, Committee on Recruiting and Personnel, "Why Library School Students Chose the Library Profession" ([1953]), p. 11. (Mimeographed.)

<sup>3</sup>For women, the average length of time between completion of college and graduation from library school was 2.9 years; the corresponding figure for men was 3.7 years (Alice I. Bryan, *The Public Librarian. A Report of the Public Library Inquiry* [New York: Columbia University Press, 1952], p. 120).

furnish the data on the educational backgrounds of its graduates only, or that a school was attended by a considerable number of students who took courses but who were not degree candidates. This being the case, it seemed advisable to limit the request to data on the backgrounds of library school graduates and of individuals who were actually pursuing a course of study aimed at a degree in librarianship. The request was modified, accordingly, to ask for the same information, not for all students, but for graduates of the fifth-year program (Fall, 1949-Spring, 1955) and for students then (Spring, 1955) working for the fifth-year degree.

Thirty-three of the thirty-six library schools supplied material for the investigation. Even if data had been available from the remaining schools, the educational backgrounds of only 100 additional individuals might have been examined.<sup>4</sup> None of the three schools is a large library school; furthermore, in 1948, the beginning date of the study, the professional programs of two of the schools were offered at the undergraduate level.<sup>5</sup>

Certain discrepancies and inadequacies in the data obtained from the several library schools must be recognized. Three schools apparently supplied only the names of institutions from which their students had received degrees. The lists provided by four schools were incomplete with respect to the period covered. Three of these schools sent information on the backgrounds of their graduates for six of the seven years covered by the investigation, while the lists furnished by the fourth school included students for five years only. Two

<sup>4</sup>Collectively, the three library schools graduated fewer than 100 fifth-year students between January 1, 1949, and July 1, 1955 (American Library Association, Board of Education for Librarianship, "Annual Report," 1949/50-1954/55). If current students (Spring, 1955) who did not receive degrees before July 1, 1955 were considered also, the number of individuals from these schools eligible for inclusion in the study would probably have been slightly higher.

<sup>5</sup>ALA Yearbook 1948, loc. cit.



additional schools could not provide the information sought, but they did send the names and addresses of their graduates for the seven years. Letters requesting information similar to that secured on graduates of the other schools were sent directly to these individuals, and replies were received from approximately 80 per cent of the graduates of both schools. Aside from the variations in the data available from the nine schools just mentioned, the material from most of the library schools was for their graduates through June, 1955. Some of these schools also included current students or active registrants who would not receive degrees until later.

All in all, material was provided on the educational backgrounds of 8,796 individuals who were recent or prospective graduates of a fifth-year program in librarianship. When the names of individuals who had attended only colleges or universities located outside the continental United States were deleted, a total of 8,459 names remained. The educational backgrounds of these 8,459 persons were then examined to determine the number of individuals in the group who, before beginning graduate work in the library field, had attended any one institution of higher education in this country.

Selection of institutions for preliminary study.—Preparatory to selection of the colleges and universities to be included in the study, some classification of the institutions of higher education attended by the library school graduates and students seemed desirable. Oetheimer's A Statistical Analysis of the Organization of Higher Education in the United States, 1949-1949 contains a list of schools classified by type, nature of control, characteristics of student body, and location.<sup>6</sup> The general criterion for inclusion of an

<sup>6</sup>Richard H. Oetheimer, A Statistical Analysis of the Organization of Higher Education in the United States, 1949-1949 (New York: Columbia University Press for the Commission on Financing Higher Education, 1951), pp. [199]-233.

institution on Ostheimer's list was its accreditation by a regional or professional accrediting body. Since most of the schools reported in any large numbers for the 8,459 library school graduates and students were accredited institutions, Ostheimer's classification was, in large part, followed in the present study. A few schools changed in type or in characteristics of the student body after 1948-1949, the date of the Ostheimer list, but such instances were rare. For the few unaccredited institutions appearing with sufficient frequency to warrant attention, information comparable to that provided in the Ostheimer list was obtained from educational directorates. A departure was made from the list in the case of coordinate colleges<sup>7</sup> and separate schools which were part of a larger educational system. When these could be identified, they were examined independently of other units.

In tabulating the data on the educational backgrounds of the library school graduates and students by individual institutions of higher education, records were made for all institutions reported and were not restricted to schools of any one type. However, when these records were examined, it was evident that the study had limited itself to a consideration of three types of schools—liberal arts colleges, teachers colleges, and universities. Specific institutions of other types, such as junior colleges and separate professional schools other than teachers colleges, were not reported frequently enough for them to be a part of the study.

When the data on educational backgrounds had been recorded, two criteria were applied in the preliminary selection of the liberal arts colleges, teachers colleges, and universities to be included in the investigation. These

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<sup>7</sup>A coordinate college is a college which is "separately organized for women but operating parallel with a college for men" (Mary Irwin [ed.], American Universities and Colleges [5th ed.; Washington: American Council on Education, 1953], p. 17).

criteria were: (1) the school had been attended by at least ten of the 8,450 individuals for whom data were available; (2) the school, when its enrollment was taken into account, ranked high among similar institutions in the number of former students who were represented among the 8,450 library school graduates and students.

The first criterion seemed necessary for two reasons. First of all, it would, when the second criterion was applied, keep a small institution from which one or two students had gone to library school from assuming undue importance. In this connection, statistical studies of the collegiate origins of persons in other fields recognize the unreliability of indexes based on small numbers.<sup>8</sup> As a second reason for the application of a criterion framed in terms of absolute numbers, it appeared likely that if only one or two persons reported on their experiences in a school, these reports would not provide enough information to add appreciably to the findings. After inspection of the number of individuals who had attended each of the several institutions, the figure "ten" seemed to be a reasonable minimum standard to apply to the selection of the colleges and universities to be considered further. The choice of this particular figure allowed the inclusion of a number of small colleges. Moreover, assuming that information could be obtained from 50 per cent or more of the persons who had attended a specific institution, it assured reports on a sufficient number of cases to indicate something of the operation of factors which influenced students in that school to become librarians.

<sup>8</sup>R. H. Knapp and R. B. Goodrich, Origins of American Scientists, A Study Made under the Direction of a Committee of the Faculty of Wesleyan University ([Chicago]: The University of Chicago Press for Wesleyan University, Middletown, Conn., 1952), pp. 21-22; Robert H. Knapp and Joseph J. Greenbaum, The Younger American Scholar: His Collegiate Origins ([Chicago]: The University of Chicago Press and the Wesleyan University Press, Incorporated, for Wesleyan University, Middletown, Conn., 1953), p. 13.

Also, in order to guarantee adequate representation of schools with relatively small enrollments, the second criterion was needed. A small institution could hardly be expected to compete with a large one for a place on the final list of schools if only absolute numbers of future librarians who attended the two institutions were taken into account. Several of the studies of collegiate origins referred to above took notice of differences in size in their comparisons of the records of institutions of higher education in furnishing individuals to other specialized fields.<sup>9</sup> To aid in the selection of the schools to be studied here, an index number was therefore computed for each liberal arts college, teachers college, and university listed by Oathemer. This index was based on the number of former students supplied by an institution to the library schools, per 1,000 students enrolled in that institution in the fall of 1952.<sup>10</sup> The year 1952 was chosen because enrollment of veterans in colleges and universities was declining<sup>11</sup> and, as a result, there was less likelihood of distortion in enrollment figures at that time than in any one of the years immediately preceding.

After both the absolute number of individuals who had attended each institution and the index number for each institution were determined, the schools listed by Oathemer as either liberal arts colleges (exclusive of complex colleges), teachers colleges, or universities received primary attention. The schools were first classified according to type. Liberal arts colleges were then subdivided into coeducational, men's, and women's colleges. In addition,

<sup>9</sup>Harra, p. 59.

<sup>10</sup>Fall enrollment figures for 1952 were taken from U.S. Office of Education, Education Directory, 1952-54, Part III, Higher Education (Washington: U.S. Government Printing Office, 1953). In cases where separate figures were not available for coordinate colleges or for the several units in a system of higher education, enrollment figures for the fall of 1951 were supplied from Irwin (ed.), See file.

<sup>11</sup>Robert C. Story, "1952 Fall College Enrollment," Higher Education, IX (December 15, 1952), 86.

note was taken of the universities with graduate library schools.

This consideration of schools by groups was necessary for institutions of various types and with different characteristics to be represented in the study. Generally speaking, indexes for the teachers colleges and the universities could not be expected to be as high as indexes for the liberal arts colleges. Teachers colleges are engaged primarily in educating prospective teachers, and universities are complex organizations which include a number of professional schools whose students are already committed to a specific vocation. In all probability, conditions like or similar to these do not prevail to so large an extent in the liberal arts colleges. Also, because in the library profession women outnumber men, there appeared little chance that the indexes for any of the men's colleges would be sufficiently high for such institutions to be included unless they were considered apart from the other colleges. It seemed possible, too, that the presence of a graduate library school on the campuses of some universities might mean that other universities, by comparison, would rank too low to be represented.

Once the schools were divided into the groups indicated above, the index for the median institution in each group was determined. Rank order of these indexes for the several types of institutions was as follows: women's colleges; coeducational colleges; teachers colleges; universities; and men's colleges. When the median index for universities with a library school was compared with the median index for other universities, it was clear that the former was considerably higher.

Although in almost every group of institutions there were schools whose indexes were conspicuously high, these schools were very few, and, as a rule, the high-ranking institutions did not automatically separate themselves from other similar institutions. This situation, therefore, called for a decision

in regard to the number of schools to be selected to represent each group. In general, and including the additions noted below, the number of schools chosen to represent a group approximated 10 per cent of the total number of schools in the group. Those selected were the schools with the highest indexes, provided they had been attended by at least ten of the library school graduates and students. In every group, the indexes for the institutions chosen were well above the index for the median institution.

As a result of this selection, the provisional list of high-ranking schools was made up of seventy institutions of higher education. On the list were thirty-six liberal arts colleges, including nineteen coeducational, fourteen women's, and three men's schools; twenty-two teachers colleges; and twelve universities, five of which had graduate library schools. Among the seventy schools were several treated by Ostheimer as parts of a larger educational system. Also, the indexes for two complex liberal arts colleges had been found high enough for these two schools to be included.<sup>12</sup> In addition, the group of liberal arts colleges contained two unaccredited institutions which Ostheimer did not list, but whose indexes compared favorably with the indexes of the high-ranking accredited colleges.

In view of the incompleteness of the data available from a few of the library schools, it should be noted that these seventy institutions of higher education were not necessarily the only schools attended in relatively large

<sup>12</sup>Ostheimer classified sixty-one institutions of higher education as complex liberal arts colleges--schools which approached the "university" concept in various ways and in varying degrees, generally by the presence of professional education in addition to liberal arts" (Ostheimer, *op. cit.*, p.12). In the present study, these particular colleges were not included with either the liberal arts colleges or the universities. However, their index numbers were derived and compared with the indexes of the other liberal arts colleges, with the result that two complex colleges ranked sufficiently high to be included among the seventy schools.

numbers by individuals who later entered the library field. If complete information on the educational backgrounds of all the graduates and students of all the library schools had been accessible, some colleges and universities not appearing on the list of high-ranking schools might have stood higher than the institutions which did. Certainly there would have been other schools which ranked as high. Moreover, if enrollment figures for a different year had been used in the derivation of the indexes, some institutions on the list would undoubtedly have been replaced by others. Even though this may be the case, the seventy colleges and universities selected for study appeared to make up a group of institutions adequate for the purposes of the present investigation. These seventy schools would, in any case, be close to the top of the list.

Preparation and distribution of the questionnaire.--After the high-ranking colleges and universities had been identified, the next step in procedure was to secure information on any factors in these institutions which influenced students to become librarians. Individuals who had been students at the schools which ranked high and who thereafter had attended library school were felt to be the persons best qualified to give the information. To obtain the data, a questionnaire addressed to these individuals was used.

In preparing the questionnaire, three forms designed to secure the necessary information were constructed. The three covering letters were similar, and like requests for data on the respondent's background were included on each form, but otherwise the three forms differed. One blank contained a request for a statement from the respondent with respect to contacts and experiences which influenced his choice of librarianship while he was a student at a given institution. In the case of the second form, the inquiry was composed of several rather general questions. The third form of the questionnaire combined a check-list with a number of open-end questions and included as well space for comments by

the respondent. Preliminary to the preparation of this particular form, the literature had been examined for librarians' experiences, opinions, and suggestions regarding factors in institutions of higher education which influence students to enter the library field. The form was then constructed to secure information on these factors as they might appear in the high-ranking colleges and universities.

The three forms of the questionnaire were pretested with groups of students in the Division of Librarianship at Emory University and in the University of Illinois Library School. The results of the pretest indicated that the third form was better fitted to obtain data pertinent to the problem than were the other two forms. Also, the length of the mailing list suggested that this form, which was largely a check-list, was the most suitable selection among the three. With a few revisions which were pointed up by the findings of the pretest, the third form of the questionnaire was therefore adopted for use in the present study. The appendix contains a copy of the final questionnaire and its covering letter.<sup>13</sup>

The questionnaire used in the study had been designed with experiences of college undergraduates chiefly in mind. Hence, there was some question as to its effectiveness in securing data from individuals who had attended an institution for graduate work or as special students, possibly during a summer term. For this reason, and also to keep the length of the mailing list within reasonable limits, it seemed advisable to sample individuals from eleven of the twelve universities. The twelfth university, when compared with the others, was a small institution, and the number of possible respondents was, by comparison, also small. Thus, a 10 per cent sample of the persons who attended the eleven universities, stratified first by institution and then by sex within each institu-

<sup>13</sup>*infra*, pp. 211-22.



tion, was drawn. This procedure permitted representation of the universities in the study, and, at the same time, it furnished an opportunity to test the questionnaire with a larger group of former university students than had theretofore been possible. Since space was provided on the questionnaire for respondents to mention factors in addition to those specifically covered by the inquiry, it seemed probable that any factors peculiar to the universities would emerge.

The mailing list for the questionnaires consisted of 1,517 names, some of which were duplicates. This duplication is accounted for by the fact that certain individuals had been students at more than one of the high-ranking schools and, consequently, were sent a questionnaire for more than one institution. When the list was compiled, addresses for the persons included were obtained from published directories or were supplied by the library schools.

Out of the 1,517 questionnaires that might have been sent, 1,491 were mailed. The discrepancy was due to the fact that addresses for several individuals were not available or were foreign addresses. When the questionnaires were returned, a few respondents reported that they had not been students at the college or university in question or that they had attended only the graduate library school of the institution about which they had received an inquiry. With the exclusion of cases such as these, the total number of questionnaires was reduced from 1,517 to 1,479.

The questionnaires were sent out in late February, 1955, and a second copy was mailed some seven weeks later to the persons who had not responded. Four months after the first request was made, replies had been received to 65.8 per cent of the adjusted total of 1,479 questionnaires. For sixty-six of the seventy institutions, 50 per cent or more of the persons on the mailing list replied to the inquiry. These percentages include letters and notes as well as questionnaires, since such answers were frequently as useful as completed

forms in explaining a respondent's experiences in regard to choice of librarianship. Table 2 shows the number and percentage of returns for liberal arts colleges, teachers colleges, and universities. The few questionnaires returned after these data were tabulated are not included in the table.

TABLE 2  
NUMBER OF QUESTIONNAIRES, AND NUMBER AND PERCENTAGE  
OF RETURNS, BY TYPE OF INSTITUTION

Type of Institution	No. of Questionnaires (Adjusted)	No. of Returns <sup>a</sup>	Percentage of Returns
Liberal arts colleges	690	470	69.1
Coeeducational	354	254	71.8
Women's	289	188	65.1
Men's	37	28	75.7
Teachers colleges	631	409	64.8
Universities	163 <sup>b</sup>	109	64.9
Total	1,479	988	66.8

<sup>a</sup>A total of seventy-one questionnaires were undeliverable or were returned by individuals who declined to answer.

<sup>b</sup>This figure includes only questionnaires mailed to the university sample. The total number of individuals who attended the twelve universities was 1,523.

Inasmuch as no answer was received to approximately one-third of the questionnaires, some question could be raised as to whether the experiences of the individuals who did not reply differed materially from the experiences of those who did. It seemed possible that a good proportion of the non-respondents might have felt that their choice of librarianship was in no way related to the colleges and universities about which they were questioned, and that their replies would add little or nothing to the study. Also, other individuals might have felt that they had been students too long before for their responses to contribute to the substance of the investigation. However, the replies received

Included responses from persons in both of these groups. Thus, if the experience of non-respondents differed markedly from the experiences of respondents in a manner likely to affect the outcome of the study, these differences were not discernible.

#### The Treatment of Data

Exclusion of certain institutions from further consideration.--When the questionnaires dealing with the seventy institutions of higher education were examined, it looked as though the factors in colleges and universities which influenced students to enter the library profession could be more readily and clearly identified if certain schools were excluded from the study at that time. Since less than 50 per cent of the individuals on the mailing lists for two liberal arts colleges replied to the inquiry, these two colleges were dismissed from further consideration. In the case of two additional schools--one, a liberal arts college, and the other, a teachers college--a respondent's report to the effect that he did not attend the institution for which he received a questionnaire reduced the number of former students from the two institutions to a point where the schools no longer met both criteria necessary for inclusion. Inspection of the questionnaires for ten liberal arts colleges and five teachers colleges showed that less than half of the respondents for any one of the schools were influenced in their choice of librarianship by factors associated with the institutions in question. For a majority of the individuals who attended the fifteen schools, factors unrelated to the period of their attendance were apparently responsible for their selection of library work. These fifteen institutions, together with the four previously mentioned, were eliminated from the investigation. As a result, the number of liberal arts colleges and teachers colleges was lowered to twenty-three and sixteen,

respectively, so that the group of liberal arts institutions then consisted of twelve coeducational, eight women's, and three men's colleges.

If universities had been excluded on the same grounds as liberal arts colleges and teachers colleges, the number of universities dealt with in the study would have been reduced to four. Fewer than half of the possible respondents for each of two universities replied, while the proportion of respondents who were influenced to become librarians by experiences at any one of six other universities was under 50 per cent. The four universities that would have remained in the study were not representative of the group as a whole. Furthermore, due to the complicated nature of university organization and the small size of the samples of individuals from most of these institutions, the odds were great that the impression conveyed by the questionnaires for any one of the twelve universities might not typify the situation in that institution.

As a means of dealing with this problem, two alternatives were considered. The study could be limited to liberal arts colleges and teachers colleges, or all of the twelve universities could be included. With some reservation, the latter alternative was chosen. This meant that the proportion of respondents attributing an influence to their experiences in a certain institution was smaller for a majority of the twelve universities than for any of the twenty-three liberal arts colleges and sixteen teachers colleges. Consequently, the frequency with which the factors were found in the universities could not, at the outset, be expected to be as great as in institutions of the other two types. For these reasons, the findings with regard to the universities must be viewed as highly tentative, and it is possible that the low standing of most of these institutions, when compared with the liberal arts colleges and teachers colleges, may be partially accounted for by limitations in the data.

With the exclusion of the nineteen liberal arts colleges and teachers colleges referred to above, the study was restricted to fifty-one institutions of higher education. Table 3 gives the number of institutions of each type included on the final list and the number of respondents for the three types of schools. The total number of replies for the fifty-one institutions was 700. In terms of specific schools, the number of respondents ranged from four for one of the universities to sixty-five for a teachers college on the list. There were eleven returns for the median institution, and, of the seventeen schools for which there were fewer than ten responses, nine were universities.

TABLE 3  
NUMBER OF INSTITUTIONS AND NUMBER OF RESPONDENTS,  
BY TYPE OF INSTITUTION

Type of Institution	No. of Institutions	No. of Respondents
Liberal arts colleges	23	301
Coeducational	12	154
Women's	8	119
Men's	3	28
Teachers colleges	16	290
Universities	12	109
Total	51	700

After the final list of schools had been compiled, it was evident that certain alterations in the original plan of the investigation were necessary. The working hypothesis of the study as it was first stated suggested that certain factors present in the library of an institution of higher education in conjunction with other factors operating in the same institution, tend to influence students to become librarians. From this statement it followed that the presence or absence of these factors in a college or university would be reflected

in the number of former students who had chosen librarianship as a career.

In line with such thinking, the early plan of procedure for the study included a comparison of the high-ranking schools with similar schools ranking low in the number of students who later entered the library profession. In addition, the original plan called for the collection of further data in both groups of institutions on the factors indicated as influential by respondents. The data were to be collected largely through correspondence or interviews with appropriate individuals at the institutions concerned. Such a procedure would also have made possible some study of general conditions in the several colleges and universities, and in their libraries, which appeared either to advance or to impair recruitment for librarianship.

However, in view of the length of the list of high-ranking schools, these steps did not appear to be feasible. More schools could have been dropped from the list, but scarcely without a loss of useful information. Certain changes in the original plan were therefore indicated.

When these changes were made, the study became largely an identification and examination of the principal factors that had been influential with the respondents while they were students at the institutions studied. The omission of the low-ranking schools meant that the absence, or possible negative operation, of the major factors in these schools could not be ascertained. It seemed, however, after inspection of the questionnaires for the fifty-one colleges and universities, that these schools among themselves offered considerable contrast in the ways in which the factors might operate, both positively and negatively, within institutions.

Nor is it certain that a study of low-ranking schools would have contributed substantially to the findings of the investigation. Of Osthelmer's complete list of 744 liberal arts colleges (complex and other), teachers

colleges, and universities, all but twenty-eight had been attended by one or more of the 8,459 individuals on whom data were collected. One of these institutions was a university with a curriculum which was largely technical, while the remaining twenty-seven schools were almost equally divided between liberal arts colleges and teachers colleges. Along with the negative record of those twenty-eight schools, attention should be directed to the fact that the indexes for a number of other institutions were extremely low. But in justice to some of the low-ranking institutions, it should be mentioned that they were located in the vicinity of a library school which had been unable to furnish complete data on the educational backgrounds of its graduates. If these data had been available, the showing made by several institutions might have been improved.

The deletion of the second step--the collection of additional information by means of correspondence or interview--meant that the available data concerning the nature and operation of each factor would be less full than would otherwise have been the case. This meant, too, that it would not be possible to deal to any great extent with more general conditions in institutions and in libraries that might be conducive either to choice or to rejection of librarianship. Thus, in the present study, the treatment given such conditions was governed by the amount and kind of material contained in the answers to the questionnaires.

Identification and treatment of factors.--By combining related items on the questionnaire, it was possible to identify a few major factors which had influenced a fairly large number of the respondents for certain institutions to enter the library profession. A factor was judged to be a major factor if at least half of the persons reporting for any one of the fifty-one colleges and universities noted its positive influence. With this standard as a basis for selection, five major factors appeared: (1) the influence of individuals, (2)

the influence of publicity, (3) the influence of use of libraries, (4) the influence of work experience in libraries, (5) the influence of library education.

The items composing each factor are given here along with references to corresponding sections of the questionnaire. The influence of individuals was limited to the influence of persons associated with the institutions studied; namely, to that of librarians and faculties in library science, faculty members of other departments and officers of the administration, students, and vocational guidance counselors and placement directors (II, A, 1-3). Publicity consisted of information on librarianship received from printed materials, career conferences, exhibits and displays, films, and radio (III, A, 1-10; IV, A, 11, b, and 13, a-c). Inasmuch as a student's use of libraries in connection with his academic program may not of necessity be confined to the library of one institution, the positive influence of libraries both on and off the campus was included (IV, A, 6-8). Work experience, on the other hand, was restricted to experience in the libraries of the colleges and universities covered by the investigation (IV, A, 1). Courses in librarianship and other contacts which an individual might have had with a library school or a department of library science (IV, A, 3-4) were the components of the last factor, the influence of library education.

Several items on the questionnaire, while not used in definition and identification of the five major factors, were related to one or another of the five and were therefore examined in this relationship. Instruction in the use of the library (IV, A, 6), student library committees and book clubs (IV, A, 9, c-d), and library-sponsored activities for students interested in the field (IV, A, 10) were associated with use of libraries. However, organizations of student assistants (IV, A, 9, b) appeared to be tied more closely to work experience. A library science fraternity or club (IV, A, 9, a), composed principally of



students taking courses in librarianship, was considered in conjunction with library education.

When viewed from the standpoint of the selected colleges and universities, certain other items seemed to have been of little or no consequence. Although such items may have been extremely important in the case of some persons, their institutional significance was not perceptible. This was true of both the influence of those individuals who had no visible association with the schools in question (II, A, 9-11), and the influence of work experience in other libraries (IV, A, 2). Vocational aptitude and interest tests (IV, A, 12) were influential with a small number of respondents scattered among several institutions, but their influence on students in any one college or university was negligible. The same situation existed in regard to personal counseling received from the college guidance service (IV, A, 11, c), and, in instances where counseling of this kind had been effective, the respondent was inclined to mention the counselor as an individual who had influenced his decision. Only one person had received information on librarianship from a class in occupations (IV, A, 11, a), and none had been exposed to publicity on the profession through television (IV, A, 13, d).

Several sections of the questionnaire (I, V, VI, VII) were not designed to secure information on specific factors. Instead, they provided data on the backgrounds of individual respondents and on conditions that might possibly affect recruitment in the fifty-one colleges and universities. Although these data were helpful in interpreting various answers made to other questions, no attempt was made to deal with the material statistically.

Once the items which composed each one of the five major factors were identified, it was possible to determine the percentage of respondents for a specified institution who were influenced in their selection of the library

field by a certain factor. An individual might attribute an influence to one or to more than one of the items composing a factor, but, whichever the case, he was still one individual and was thus counted. The percentage of persons influenced by a factor in a particular college or university was computed on the basis of the total number of respondents for that institution. This number therefore included all individuals from the school who responded to the inquiry and was not limited to persons who completed the questionnaire in full.

When the percentage of respondents influenced by a specific factor had been determined for each institution, the mean percentages of individuals influenced by the five major factors were computed for the liberal arts colleges, teachers colleges, and universities, as well as for the fifty-one institutions as a group. Table 4, where these percentages are given, suggests the relative

TABLE 4  
MEAN PERCENTAGES OF RESPONDENTS INFLUENCED BY THE  
FIVE MAJOR FACTORS, BY TYPE OF INSTITUTION

Factors	Mean Percentage of Respondents Influenced			
	Liberal Arts Colleges	Teachers Colleges	Univer- sities	Total
Individuals	59	60	39	55
Publicity	31	24	19	26
Use of libraries	32	23	16	26
Work experience in libraries	23	33	20	22
Library education	16	29	6	18

importance of the five major factors. Actually, the influence of using libraries, work experience, and library education may have been somewhat greater than the figures imply. Comments from a few persons indicated that these individuals

apparently had misread the directions for checking one section of the questionnaire, and that one or more of the above factors, although not so designated, had, in fact, been influential.

Since the study is concerned chiefly with institutions and only incidentally with individuals--a fact which a reader should bear in mind--an attempt is made in the following chapters to examine each of the five major factors in terms of its effectiveness in the fifty-one colleges and universities. Consideration is given to the relative importance of a factor; its positive influence and the way in which this influence operated; the factor's negative influence, if discernible; and the tendency for the factor to appear in combination with other factors. In the presentation of a factor, extensive use is made of quotations from the "cases" supplied by individual respondents, inasmuch as these often provide a singularly cogent description of the factor's mode of operation. Except for minor editing, the removal of material which might identify institutions and individuals, and in some cases substitution of impersonal terms for this material, the quotations are reproduced as they appeared on the questionnaires. In order to differentiate the several quotations, these are numbered consecutively throughout a chapter.

The fact that, in this study of the five major factors, no endeavor has been made to go beyond the data provided by the respondents for the fifty-one institutions constitutes, possibly, another limitation to which the study is subject. But, if so, it is a limitation present in all investigations which rely heavily on the memories of a group of individuals. Some persons were asked about experiences which for them were fairly recent ones; other individuals, as some of them were careful to point out, were many years away from the specific period of time circumscribed by the inquiry. Still, despite the fact that this may be a limitation, it does not seem to be an insuperable one. As

has been reiterated, the investigation deals with institutions rather than with individuals. Even though some few questionnaires may contain inaccuracies, when the several reports dealing with one institution are considered together, the probability of distortion of the overall picture of that institution is reduced.

## CHAPTER IV

## THE INFLUENCE OF INDIVIDUALS

In the discussion that follows, the influence of individuals as a factor in students' choice of librarianship is confined to the influence of persons associated with the fifty-one institutions of higher education covered by the study. These individuals included librarians, library school directors, and teachers of library science; officers of administration and other faculty members; students; and vocational guidance counselors and placement officials. Respondents mentioned also other persons who had suggested the library field or who had stimulated an interest in library work. In this group were librarians of other libraries, parents, and employers. If such individuals had been included here, the frequency with which the factor appeared would have been greater in a number of institutions. Yet in the main, these persons seemingly had little or no connection with the colleges and universities studied, and were, therefore, excluded from consideration. It should be noted, however, that respondents for a few schools attributed an influence to librarians in libraries located close by, or to librarians or library school representatives who were on the campus for a short time.

## The Relative Importance of Individuals as a Factor

From Table 4 it is evident that within the fifty-one colleges and universities the influence of individuals was unquestionably the most important of the five major factors. This was true of institutions of all three types, but in the universities the appearance of the factor was not as frequent as in

the liberal arts colleges and teachers colleges. The deflection of the universities may, as was suggested earlier, be at least partially explained by the fact that for a majority of these institutions the proportion of respondents who credited an influence on their choice of librarianship to contacts and experiences as students was smaller than for institutions of the other two types. As a result, the influence of each of the five factors may not be as marked in the universities as in the liberal arts colleges and teachers colleges.

In thirty-nine of the fifty-one institutions of higher education, the influence of individuals was the factor which ranked highest. It was less important than certain other factors in seven schools, while in the five remaining institutions the influence of another factor was equally effective. Of these twelve schools, five were liberal arts colleges, two were teachers colleges, and five were universities. Percentage-wise and within institutions, 50 per cent or more of the respondents for thirty-five colleges and universities had been influenced in their choice of the library profession by individuals. These percentages are shown in Table 5. Among the fifty-one schools, the range was from zero to 100 per cent. None of the persons who had attended one of the universities attributed an influence to this particular factor; all of the persons reporting for one of the liberal arts colleges were influenced by individuals.

#### The Positive Influence of Individuals

When the questionnaires for the several colleges and universities were examined, it was clear that on an institutional basis the influence of individuals as a positive factor might operate in more than one way. The persons mentioned most frequently in some schools were librarians. In colleges and universities with a department of library science or a library school, individuals associated with the department or the school might well be the primary influence. The importance of the factor in a few institutions was increased by a perceptible

influence from administrative officers, faculty members, or students, but, on the whole, the influence of these individuals was referred to less often than the influence of librarians or faculties in library science. The exception was found in a small number of liberal arts colleges where teachers in departments other than librarianship were principally responsible for the factor's presence. Vocational guidance counselors and placement officials in any one college or university were named infrequently or not at all, although occasionally the importance of the factor in an institution was augmented by the influence of guidance or placement personnel.

TABLE 5

## PERCENTAGE OF RESPONDENTS INFLUENCED BY INDIVIDUALS, BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (23)	No. of Teachers Colleges (16)	No. of Universities (12)	Total (51)
0	.....	.....	1	1
1-9	.....	.....	.....	.....
10-19	.....	.....	2	2
20-29	1	.....	1	2
30-39	3	1	1	4
40-49	1	3	3	7
50-59	9	5	1	15
60-69	3	4	3	9
70-79	4	.....	1	5
80-89	2	3	.....	4
90-100	1	1	.....	2

When the reports from specific respondents were analyzed, it could be seen that these former college and university students had been influenced in different ways by the individuals whom they mentioned. The initial introduction of some students to librarianship as a profession came at an opportune time and as the result of a chance contact with an individual who knew about the field.

One questionnaire, for example, contained this statement:

I happened to meet him (a student) on campus--I didn't even know a library school existed. By and large, as one influenced my decision--I had one year of the GI bill left, was just married, and was looking for a field with a sure job possibility at the end of the year. I spoke to the LS student about five minutes. He mentioned, in passing, Library School. I went up to see what the course consisted of. That was that! [1]

In other cases a propensity to library work or a judgment already formed about the profession was strengthened by an individual who may have been unaware of his influence. A respondent who had settled upon librarianship while in high school described the influence of a librarian at the college which she later attended:

The circulation librarian looked and acted the way I felt a librarian should. She was efficient, pleasant, and appeared to be very happy in her work. To her, librarianship was the one and only profession to pursue. Her influence on my decision was more indirect than direct, for she could not have known that I surveyed many of her actions, and that I was impressed with her performance. [2]

The decisions of still other students were crystallized by consultation with individuals whose opinions they respected. A man who had attended a coeducational college wrote of faculty members in the English department there:

[They] helped me considerably by listening to me discuss possibilities in L[ibrary] S[ciences] and by so doing helped me to see the entire problem of a vocation more clearly. While they did not take the lead in suggesting librarianship, their general advice tended to strengthen my half-formed opinion that L.S. was for me. [3]

Cases similar to the ones described above were found in various colleges and universities in the group and contributed to the total number of students from the several schools who traced an influence to individuals. But in most of the institutions of higher education where this factor was of primary importance, such cases accounted for what seemed to be a fairly small proportion of the respondents who had been influenced in their choice of library work by individuals. Quite often in these institutions, the influence was inclined to be more direct, to come from a source which was more or less readily identifiable, and to result from a conscious effort on the part of the individuals concerned.



The influence of librarians and faculties in library science.--in

considering the influence of librarians and library science faculties, no attempt was made to distinguish numerically between the influence of the two groups. In several schools the faculty of the library science department was made up, either in whole or in part, of members of the library staff. A distinction between the number of respondents influenced by each group appeared, therefore, not only unrealistic, but, for some institutions, impossible to make.

Members of the library profession were the individuals whose influence was most generally felt by students in thirty-eight of the fifty-one schools, while respondents for six additional schools mentioned this group as frequently as any other. In three liberal arts colleges and three universities, either administrative officials and faculty members in departments other than librarianship or students exerted more influence than did librarians and library science teachers. The influence of individuals in the one remaining school, a university, was nil. In all of the sixteen teachers colleges, librarians and the personnel of library schools or departments were chiefly accountable for the presence of the factor. As can be seen from Table 6, one-half or more of the respondents for twenty-one institutions, most of which were liberal arts colleges or teachers colleges, had been influenced by individuals in this group.

Generally speaking, the colleges and universities in which the influence of members of the library profession was unusually strong could be separated into two groups. In one group of institutions, this influence could not be ascribed solely or primarily to one individual, for the influence of several librarians or library science teachers appeared to contribute rather evenly to the presence of the factor. One coeducational college apparently had three librarians in succession who were influential with students on that particular campus. One of these librarians had been associated previously with a second college included

in the study, and respondents for that institution also referred to his influence. At another college it could be seen that members of the library staff, as well as the librarian, were instrumental in bringing librarianship to the attention of students. In the case of one of the women's colleges, persons who had been in school before the establishment of a library science department mentioned the influence of librarians, while respondents who had attended the college after courses in librarianship were added to the curriculum were more likely to attribute an influence to their instructors.

TABLE 6  
PERCENTAGE OF RESPONDENTS INFLUENCED BY LIBRARIANS  
AND/OR FACULTIES IN LIBRARY SCIENCE,  
BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (23)	No. of Teachers Colleges (16)	No. of Universities (12)	Total (51)
0	.....	.....	2	2
1-9	1	.....	1	2
10-19	2	.....	1	3
20-29	2	1	2	5
30-39	2	1	3	7
40-49	2	7	2	11
50-59	5	3	.....	8
60-69	3	1	.....	4
70-79	4	1	1	6
80-89	.....	2	.....	2
90-100	1	.....	.....	1

In the second group of institutions where professional librarians were especially effective with students, the influence of one individual was predominant. This influence was, in some schools, discernible over a long period of time. One person who had attended a teachers college in the middle twenties wrote:

The Librarian . . . was quick and patient to point out the values and interests in library science. [4]

This same librarian was named by a graduate of 1932:

When I worked as a student librarian she was always praising my work and telling me I should be a librarian and also she was giving me literature to read on librarianship. [5]

A similar situation existed in a second teachers college where the influence of one instructor of library science was evident for some twenty years.

In certain other schools where the influence of one librarian or one library science teacher was notable, this influence operated within a relatively short period. Most of the respondents for each of two men's colleges had been in school at about the same time. At the first college, a library school director had been influential with all of the persons who responded to the inquiry. Two former students from the second college spoke of the impact of the librarian's influence in that institution:

Certainly the most important person to influence my decision was . . . the college librarian. In my four years there, he was personally responsible for influencing six students to enter library school after they graduated. [6]

In all, I think that the reason [the college] turned out so large a proportion of librarians is due specifically to the splendid recruitment of one man, the librarian . . . He was a vigorous man--almost zealous, I would suspect. He, combined with a first-rate curriculum and collection, turned out at least four other librarians from among the (possibly a dozen) student assistants I knew in my brief two years there. I have not found such an average since. [7]

With few exceptions, the reports from other persons who had attended this same college also mentioned the influence of the librarian. It appeared, too, that his influence extended beyond the group of student assistants, since not all of these persons had worked in the college library.

Frequently, for schools where the main influence on students' choice of the profession came from librarians or teachers of librarianship, respondents knew these individuals well enough to give some indication of the methods used

by them to direct students toward the library field. For purposes of illustration, statements taken from questionnaires dealing with certain institutions are quoted below. Such statements suggest the manner in which the influence of individuals in this group operated as a positive factor.

A respondent for a small coeducational college described the librarian there:

[The librarian] always seemed to be actively engaged in recruiting us student assistants. He was always available to answer questions and give us information about library schools and the profession. He was invaluable as an unofficial faculty advisor on what kind of courses would prove most helpful in the long run. And he showed us by his own example that librarianship could be dynamic and exciting.

From as far back as I can remember I've wanted and planned to be a librarian. I never received any opposition to the idea, but neither was there much encouragement. The idea had dimmed somewhat when I went to college and I was seriously considering science and modern languages as my life work. However, due to a large extent to [the librarian's] encouragement, I swung back to library work. His encouragement, attitude of "We need you" plus positive and specific advice on courses and experience were most effective. [8]

Comments from three other persons who had attended this same college were as follows:

[The librarian], by his own enthusiasm for library work, influenced my decision. He also made it possible for me to work in the College Library, giving me a position that was of interest and importance rather than the usual page work which I had done in high school. [9]

He was an excellent employer-- after an initial introduction to the work he let you on your own and corrected you when necessary. [10]

The recruiting activities were continuous and not spotty. It was more or less a constant urging and example which did the trick rather than the specific use of certain special materials. [11]

At another coeducational college, both the librarian and her assistant were credited by former students with having affected their decisions regarding the library profession. Three individuals who had worked in the library of this college helped to explain the influence of the two librarians:

[They] took a very active interest in me and taught me much as well

me delegated much responsibility so that I would learn routines.

I think perhaps I have [the assistant librarian] to thank most of all for in 1960 the Univ. . . . put through the Masters program which meant attending the summer session to pick up the "pre-professional credits." This was a financial blow, but [she] didn't let me get discouraged and was instrumental in getting financial assistance for me. If it hadn't been for these librarians' interest I might have changed to another profession at this time. [12]

The one person most responsible during the years that I was forming my decision was [the librarian]. It was not so much a strong enthusiasm that she displayed but more the encouragement she gave to me that I would do a good job. She was, more or less, the right person at the right time. The warmth and informality of the library while I worked there, which was due to [her], the ease with which we became a part of the library staff, plus [her] and [the assistant librarian's] genuine interest in me during my school years and after I started teaching gave me the real incentive to go into the library field. [13]

The two people I mentioned . . . were influential toward my selection of librarianship as a career in that they were most helpful in giving me the "basic facts." That is, building it into something glamorous, a job that has no problems, or frustrations attached. A typical remark was, "You'll never be rich in library work."

In other words the negative approach is realistic and quite sensible toward a profession noted for its few material rewards. [14]

Several respondents for one of the women's colleges attributed an influence to the college librarian. According to one former student:

The college librarian influenced my decision more than any other person listed through informal social contacts, favorable working conditions in the college library, individual guidance, delegating responsibility and by simply being interested in the girls. I feel that many of these factors were intangible and impossible to describe. I felt comfortable in the library. [15]

Other persons who had been students at the same college also indicated the nature of this librarian's influence. One respondent wrote:

[She] influenced me by her example as a librarian and also by letting me work in the various departments of the library during the summer so I could have a better idea of the various types of work in a library. She also talked to me about the library field and made it seem a rewarding profession. [16]

Another questionnaire for this college contained the following statement about the librarian:

She was eager to answer any of my questions, supplied me with information on library schools as to requirements and degrees offered, and with

information on job opportunities in various library fields. . . . She was active in trying to secure a scholarship for me. . . . When visiting librarians were on the [college] campus she introduced me to them and a few times asked that I be a student representative for the library at different campus functions. [17]

A fourth respondent in speaking of the same individual concluded her report with the following recommendations:

I believe the school should stop and realize how many young women [the librarian] has led into the field of librarianship. She is marvelous. She guides you so gently and patiently that all of a sudden you wake up and you are "taken in" hook, line, and sinker!  
She is such a shy person. She would not go out to make speeches. But through other ways the school should coax prospective librarians to [her]. Then she could do the rest. [18]

Among the questionnaires returned for a second liberal arts college for women were five which included comments descriptive of the librarian's influence on that campus:

By making the library one of the most appealing and helpful areas on campus. Nothing was ever too much trouble and one always received an answer. [19]

[The librarian] was one of the wisest, wittiest, most balanced people I have ever met. And she seemed to derive far more actual enjoyment from her work than average. [20]

[The librarian] is a remarkable person. After working for several years in various parts of the country I have yet to come across a library as fine as the one supervised by [her]. Also, she is up to date and broad-minded in all her thinking. She is not, fortunately, what the general public thinks of as a librarian. She has absolutely no "biddy" qualities. Her interest in her work is contagious and she was a great influence in my decision to complete library school. [21]

My interest in librarianship was aroused by personal contact with the librarian and her assistant. The librarian particularly suggested it to me as a possible profession and explained the many opportunities in it. [22]

By being completely unlike what is considered the typical librarian and by being efficient, congenial, and aware of the changing times. After working at [another library] for several months and surrounded by librarians pettiness it was only because of [her] personality that I continued in the field. [23]

A graduate of one of the men's colleges accounted for the librarian's influence with students in this way:

As college librarian [he] made his position seem to us students an eminently satisfying one. He was always aware of our interests and ready to talk with us. He was respected by the faculty who made his office a place to stop for good company. He was (and is) a fine person, a fine librarian. I was drawn to him by cultural interests. I do not remember that he ever expressly advised my going into library work, but when I indicated an interest he was pleased and proved of great help afterwards with advice. [24]

Remarks made by three other respondents about this same librarian were as follows:

I can't think of anything specific--it was just a general enjoyment of his work. He was proud of his profession and regarded it as a highly desirable one. This attitude was apparently contagious. [25]

[He] introduced me to Chem. Librarian at [an industrial library] who talked to me about field.

.....  
College librarian gave me special stack permission when he found out by discussion that I wanted to be librarian. [26]

When I applied to the Librarian, . . . he inquired if I would be interested in accepting a part-time position in the Library. I was, and I did. I went to his office to obtain a "stack-permit," and I left with a position in Circulation. [27]

Included on several questionnaires were somewhat detailed accounts of the associations of respondents with certain librarians who were influential in attracting students to library work. Three such accounts appear below. The first describes the experience of a student at a college for women; the second was written by a man who had attended a coneducational institution; and the third came from a woman who had been a student in a teachers college.

As a freshman at [the college], I was encouraged to select a club which corresponded with my interests. I, therefore, joined the Book Promotion group of which [the librarian] was moderator. Through such group projects as a study of the "Great Books," the publishing of a monthly page of book reviews and the planning of posters that illustrated the latest in good reading, she acquainted us with library tools and increased our interest in reading ourselves.

During my upper-class years, she introduced me to other groups and individuals who were interested in the library, i.e., visiting librarians, and attendance at meetings. . . . She obtained for me a volunteer position in a . . . library with the purpose of acquainting me with library procedure. And finally, as a senior, she provided me with graduate school catalogs which described courses leading to a master's degree in library science, and was a prime influence in my receiving a scholarship to the University . . . [28]

Their most lasting influence is the air of inclusion in the field, even though the students are still students and have so far to go. Students in general and library science students in particular are treated as equals in the profession as well as socially. A feeling of friendship is created and the above people are vitally interested in the growth of the students in all phases of their life--as students, professionally and as individuals growing toward their place in the adult world. Nothing is considered unimportant or trivial. Social life is created for the library science students as a group and outstanding people of the profession are brought as speakers and met socially afterward. Library science students are taken to all library professional meetings in the State and recognized at these meetings. By all the above, a warm feeling of friendship is created between the students and the librarians and an intense interest in professional growth is developed. This professional curiosity is always met with an answer giving all angles and reasons as to why the answer is what it is. [29]

The college librarians influenced me just by being the kind of alert, friendly, attractive, educated women they were. It was obvious that they enjoyed their work and believed in its importance. Perhaps they were an unusually congenial group--about the same age, having many interests in common. It seemed to me that theirs was a very pleasant kind of life and that it would be nice to associate with such women in my own career.

Most of them took a personal interest in me. They knew of my achievements and commented on them; they had confidence in me as a fellow worker even when I was a student assistant. They were sure I knew how to do things and do them right!

[The librarian] went farther than that. She discussed my interest in the library field with me; once I had decided on a school she offered to lend me whatever amount of money I needed to go to Library School then, not some time in the future when I had scraped the pennies together. She was as good as her word--there were no strings attached, no interest due until a year after I had graduated, and all the time I wanted to pay it off. I have no evidence but my knowledge of her as a person, but I suspect she had a financial interest in the making of some of the other librarians from [the college] as well. [30]

Up to now the influence of the practicing librarian, rather than the influence of the library educator, has been examined. In colleges where the personnel of the library and of a school or department of librarianship overlapped, no clear line of demarcation could be drawn between the influence of the two groups, since students might know an individual in more than one capacity. However, in some institutions the personnel was different, and it was possible to look at the influence of library school directors and teachers of library science apart from the influence of librarians.

The director of the library school at one of the teachers colleges was



influential with a number of undergraduate students. One respondent described her contacts with this individual:

The . . . library school director was the advisor and director of the student financial structure. As class treasurer I was in constant communication with him, and I frequently visited the library school offices. Here I had an opportunity to observe another librarian in a different sort of position. Once again he demonstrated an affability which belied my impression of the library personality. He seemed interested in his profession, and demonstrated the close relationship between the library and teaching professions. It was the realization of this relationship that ultimately decided my career. I knew that my love of books, my background of literature studies, and my training in education made the library profession a most appropriate and logical choice. [31]

A second person who had been a student in an introductory course in librarianship taught by this same library school director wrote:

When I was in my second semester of my senior year, he wrote a personal letter recalling our experience in the introductory course, and asking if I would like to come to see him about graduate work. A remark (in the letter) that I seemed like librarian material was most striking. [32]

Individuals who had attended a college for men which was affiliated with a university system felt that the director of the university's library school had been largely responsible for their entering library work. Three persons suggested points emphasized by the director in her contacts with students in the college:

[She] influenced me to become a professional librarian by:

1. explaining the opportunities that lay in the field
  - a. personal chance for advancement
  - b. job availability in many areas of the country
  - c. good beginning pay plus increases
  - d. a chance to fill an ever growing need. . . .

More than anything else [she] showed me as well as others that the Library field is ever in need of qualified men as well as women. [33]

The library school director indicated the many opportunities in library administration since my major was business administration. And, too, she encouraged me to take a course or two during the summer, thus I did. I suppose this "clinched" library service with me. [34]

[She] familiarized me with the great number of opportunities in the field. She made the point that in most instances librarians are better paid than teachers. She also pointed out that there was a great shortage of males in the profession, making the point that men are still desired by most

library boards of larger libraries. This approach was most convincing. [35]

On one university campus, the influence of a library school teacher on undergraduate students was a subject for comment. This individual taught not only in the library school but in another academic department as well, and his influence was described by two former undergraduates at the university:

I met and discussed this with [a faculty member] of the Library School . . . Much coffee was drunk. Possibly one of the greatest factors influencing me to enter library school was his approach to the problem. He studiously avoided influencing me one way or the other. He told me about the profession, mainly in a negative way, to see, I suppose, if he could discourage me. His honesty and broad knowledge impressed me. I made up my mind. [36]

[He] met often with students both inside and outside of the class. His informal discussions in the campus . . . snack shop with groups of his students have led a number of individuals to become interested in library work. He illustrated the challenges of the field in a forceful manner. Hearing about his own experiences in book reviewing, and in reference work, as well as professional activities, proved a guide to undergrade in all departments. [37]

Through their classes, teachers of library science in certain colleges seemed to be unusually effective in stimulating an interest in the profession among their students. Two instructors in one of the women's colleges where courses in librarianship were available were mentioned by respondents for that school. A former student spoke of the influence of one of these teachers:

[She] was by far the biggest influence on my becoming a librarian. . . . She is genuinely interested in all students and helps "channel" them into the right position after school. She made you aware of the interesting positions available and saw to it that you were challenged to meet the requirements. You had to "be on your toes" in [her] class. Just knowing the assignment was not enough. She made many of us broaden our scope of knowledge. I just can't praise [her] enough. She's a very warm person who encouraged us to see all sides of life, be well-rounded individuals, and above all to know books. Incidentally, it was [this instructor] who "got behind me" and pushed me into graduate school. [38]

The following observations regarding the second instructor were made by two respondents:

[She] taught the first library science course I took--Children's Literature. She brought so much enthusiasm to the course that it was practically impossible not to love the work. [39]

[She] made Children's Literature live for us . . . . [40]

One final comment from a person who attended the same college further illustrates the influence of these two individuals:

[They] aided in strengthening my interest in librarianship because of the indication and enthusiasm they showed in their work. They frequently pointed out the opportunities and rewards available to those entering library service.

I'll long remember these two for the sincere interest they exhibited in us as students and people. [41]

At one teachers college the influence of a certain instructor was exceptionally strong. Statements from three respondents identified qualities in this individual which students admired:

Her ability to communicate and inspire enthusiasm and interest in librarianship by her own example and patience coupled with superior teaching and professional dignity. [42]

Students who work with her always say that no matter what she asks them to do--they do it and only hope they can earn praise from her. She is [the school's] inspiration and model for school librarians. [43]

Even after graduate school, I still consider her the finest teacher I have ever known. A driver--but she drove herself; she expected the impossible and we strove to achieve it. [44]

In all of the above, no mention has been made of the influence of librarians and library school faculties on graduate students who change from a subject specialization to librarianship. Perhaps because of the smallness of the sample of persons representing the several universities, there was little evidence to indicate that such an influence was for any reason stronger in one school than in another. Some respondents, however, had been subject to this influence. Two former graduate students at the same university indicated the manner in which the factor might operate. One student was influenced by members of the staff of the university library:

[They] are the head and assistant head, respectively, of the Catalog Dept. in which I was employed as a Student Assistant. At the time I was a graduate student in English, and they suggested I consider the library profession as a career. They emphasized the shortage of trained librarians

in the Library Field and the opportunities for advancement; also the close connection of library work with the teaching profession. [45]

The second graduate student, discouraged by employment prospects in the teaching field, talked with the director of the university's library school:

I . . . talked over what I thought was my unique situation. She pointed out that at that time there were four people enrolled in Library School with more graduate work than I had, two with Ph.D.'s. . . . She indicated that my background should serve admirably with a Library Science degree, and that there was a good placement possibility, particularly if I wished to teach as well as work in a Library. I enrolled . . . [46]

The influence of administrative officials and other faculty members.--

In three liberal arts colleges and one university, administrative officials and teachers in departments other than librarianship were more influential than members of the library profession. In four other schools, the influence of persons in an administrative position or on the faculty appeared as frequently as the influence of individuals from the group composed of librarians and library science teachers. These four schools were either liberal arts colleges or universities. In none of the fifty-one institutions had as many as half of the respondents been influenced by individuals from the faculty or administration. It may be seen from Table 7 that, on an institutional basis, the influence of these persons tended to be stronger in liberal arts colleges than in teachers colleges and universities.

Although cases illustrative of the influence of one individual from this particular group on one student's choice of library work were scattered among the fifty-one schools, rarely did any special significance attach to such cases when they were examined within the framework of institutions. Still, a few schools did emerge where the influence exercised by members of the administration or the faculty, either directly or indirectly, appeared to be of more than usual import.

Replies for at least two colleges suggested that a favorable attitude

TABLE 7

PERCENTAGE OF RESPONDENTS INFLUENCED BY ADMINISTRATIVE OFFICIALS  
AND/OR FACULTY MEMBERS IN DEPARTMENTS OTHER THAN LIBRARY  
SCIENCE, BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (23)	No. of Teachers Colleges (16)	No. of Universities (12)	Total (51)
0	1	.....	7	8
1-9	1	3	2	6
10-19	7	3	1	17
20-29	3	3	.....	6
30-39	8	1	1	10
40-49	3	.....	1	4

toward librarianship on the part of the college president may have created an atmosphere on the campus conducive to choice of a library career. Both schools were colleges for women. Two respondents for one of these institutions mentioned the president of the college, and one person wrote as follows:

[The president] believed that young women should be trained for the three "service" or opinion-forming professions: teaching, social work and librarianship. Library work seemed the natural choice from these three. [47]

At the second college, the president's interest in librarianship was demonstrated by the establishment of a library science department. A former student described the president's influence:

He believed in the profession and still does. In his personal contacts with students, he recommended the profession and the department. . . . It was he who chose the faculty for the department, he who has set up the program of counselling to properly represent all careers or professions, alike in importance; and when the college president takes the lead, you can bet that the college will follow. He believed in librarians, and his leadership led many a young woman into the profession. [48]

In a few colleges it was evident that one teacher consistently suggested librarianship to students with an appropriate subject specialization. A chemistry instructor in a women's college, through a course in chemical litera-

ture, acquainted students with opportunities for librarians whose academic preparation was in a scientific field. Two respondents spoke of this teacher:

[She] gave me an interest in the literature side of chemistry. I believe that several of her graduates had gone into the special library field and found good positions. She gave us a course in chemical literature in our senior year. She also brought in a number of speakers from various companies and I was quite interested in what they had to say about their company libraries. It seemed to be a very good niche for a technically trained woman. [49]

[She] gave thorough course in chemical literature which gave me first consciousness of opportunities for scientifically trained librarians. The field had been rejected up to this time, because I had no interest in public, school or university libraries. [50]

A fairly large proportion of the individuals from a second college for women had taken their major work in the field of history. Nine persons remembered that a professor in that department had suggested library work as one field where a background in history could be put to good use, and seven of the nine felt that this teacher was partially responsible for their choice of the profession. One questionnaire contained this comment:

My faculty adviser . . . tried to influence quite a few girls to go to library school. She was very enthusiastic about it. [51]

In some institutions -- particularly in several liberal arts colleges -- where the influence of faculty members was reasonably strong, this influence was not as direct as in the situations just described. Instead, respondents often referred to a devotion to scholarship and learning, a respect for books and libraries, or an appreciation for literature which they, as students, had developed in the course of or as a result of their association with certain college teachers. Quotations from four questionnaires are descriptive of the kind of influence ascribed to these individuals:

The English professor by his scholarship and love of books may have indirectly influenced me. [52]

All these and perhaps to a lesser degree most of my other instructors were well-rounded, well-educated people who lived and emphasized the role of the general well-educated and well-rounded (liberal arts)

person and his role in society. Specialization seemed always less important than to obtain some grasp of the whole body of knowledge and wisdom particular to humankind.

Perhaps these people were all especially literary in addition to their practical achievements and honors. They had a harmonious philosophy of life and offered us the world and life as a laboratory--encouraged us to search. They could and would talk about books and ideas! They introduced and referred us continually to the treasures of the library where diligent search became exciting adventure. [53]

By their enthusiasm for books and literature, they inspired us to read and to use the . . . library facilities. [54]

[Two college English teachers] indirectly influenced us, I suppose, because of my interest in books as an English major. You could say it became an acceptable idea later although there was no suggestion on their part to become a librarian. [55]

For these institutions where the influence of faculty members was inclined to be indirect, respondents had not, generally, considered librarianship while they were students. The profession was brought to their attention later, and, looking back, they traced their compatibility with the field to teachers they had known before.

From the replies dealing with the teachers colleges and the universities, it appeared that in these schools students preparing to teach or students engaged in graduate study might sometimes be encouraged by an administrative official or by a faculty member to consider librarianship. There was some evidence to show that prospective teachers from time to time had their attention called to library work either because of an oversupply of teachers in some areas or because their aptitudes were found to be in fields other than teaching. Two statements, typical of several others which were received, exemplify this situation:

During a meeting of the freshman class, [the Dean] discussed the job availability for majors in the different fields. He stated that jobs were quite scarce for social studies majors and almost non-existent for German majors. Since these were my fields, and I wanted to teach in [a certain] area, I felt I would have no chance of getting a job I wanted. [He] then went on to say that librarians were badly needed and could find jobs anywhere. [56]

[This teacher] was my supervisor while I was practice teaching. Upon completion of my practice teaching, he did not feel I should go into teaching as a full-time career.

He suggested I try Library School for one summer and then make further decisions as to my future.

I tried it for one summer, liked it and decided to continue in Library School. I have never regretted the decision and am most grateful to [this teacher] for his suggestion and subsequent encouragement. [57]

The influence of faculty members was also present in the graduate schools of universities. But, as was the case with the influence of members of the library profession on graduate students, there was little indication that this influence was more pervasive in one institution than in another, and the extent of its operation on any one campus is doubtful. Even so, some graduate students in some universities were influenced by a teacher or a faculty adviser to enter the library field. The experiences of two individuals were pertinent to this point:

[The professor], during a history seminar course, mentioned library work to several students, though I was not one of them. However, it was then that I began to think of librarianship as a career. [58]

I had intended to teach history. . . . The preparation for college teaching required a lot longer time than I felt I could then afford to spend, and a degree in librarianship offered an immediate beginning to a career. As the war had used a lot of time I was anxious to get on with something in the way of a career, so I discussed it with [my adviser] and he encouraged me to enter the field of librarianship. [59]

The influence of students.--In five institutions--four of these universities, three of which had graduate library schools--the influence of students appeared as frequently as the influence of any other group of individuals, and, where two of these schools were concerned, even more often. However, due to the relatively small number of persons from most of these schools who ascribed any influence at all to individuals, this finding did not appear to be of any real consequence. More revealing, perhaps, was the fact that at least one person in thirty-four of the fifty-one colleges and universities was influenced in his choice of librarianship by another student. In one liberal arts college



and one university, over 30 per cent of the respondents had been influenced by fellow students. Table 8 shows the percentage of respondents for the several institutions whose decisions were affected by individuals from this particular group.

TABLE 8  
PERCENTAGE OF RESPONDENTS INFLUENCED BY STUDENTS, BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (23)	No. of Teachers Colleges (16)	No. of Universities (12)	Total (51)
0	9	2	6	17
1-9	2	3	.....	5
10-19	5	3	3	16
20-29	6	3	2	11
30-39	1	.....	1	2

In a number of schools where the influence of students was distinguishable, a department of library science or a library school was situated on or near the campus. Students who took library science courses talked to other students about their work and, by so doing, created an awareness of librarianship or stimulated an interest in the profession. Comments from respondents for three different institutions served to illustrate this kind of influence:

[The university] was just beginning its master's program in library science and the more I found out about it from a friend in attendance at the library school then, the more I decided to enroll in the new program. [60]

Since I lived in a girl's dormitory at [the university], I got to know some of the library students there. It was through casual dining-hall conversations that I became aware of the opportunities in library work. [61]

[Earlier] I had a friend (fellow student) at [the college] who was a library school student. Her interest in and devotion to the profession probably had a delayed influence. [62]

At one of the men's colleges, the influence of students was especially noticeable. Students who were taking library courses at an adjoining university were successful in bringing the attention of several other students to the field and in providing encouragement to these potential librarians. The comments below were taken from three questionnaires for this college:

We both had the same major and minor in college, and, said he, "Why don't you go into library science? I think you could make it." [63]

Two students a little ahead of me by class also encouraged me a great deal. . . . I remember that they were always busy searching for answers--I know why now. [64]

One of my fellow students who entered the field six months before I did encouraged me to do so too. He took it as a minor as I later did. [65]

It was apparent, too, that an institution's graduates in the library field could have an effect on the attitudes of undergraduates toward the profession. A man who had attended a coeducational college felt that the influence of students and recent graduates to a large extent explained the number of persons from his college who had become librarians.

In recent years (1948 to present) a number of . . . graduates have received very good jobs and have carried the word back to the college. I think this has done more than any other form of recruiting could do. It has meant that librarianship is no longer looked down upon as much as formerly. I believe that I was the first honor student to take up the profession. Since then a number of honor students have enrolled in library schools. [58]

In one of the women's colleges, the influence of students came not so much from persons who were taking courses in a library school or from graduates who had entered the field, as from students who were anticipating graduate study in librarianship. In this institution the influence of students was perceptible over a long period of time. Two persons who had been in college around 1930 had known several fellow students who were interested in library

work and who went to library school. Also, two individuals who had attended this same college some twenty years later had felt the influence of other students:

I knew several girls at [the college] who were definitely planning on being librarians before I ever even thought of it. In fact, knowing this may have influenced me and encouraged my first interest to grow for most of them were very nice, friendly girls. [67]

I think that I was influenced more by those fellow students who went to library school and whom I respected than by any of the professors or librarians . . . .

Many of the students who later went to library school had a lot of prestige and were leaders in student gov't, etc., and so exercised influence over their fellow students. Almost all of those who became librarians had worked as student assistants in the library. [68]

At several institutions where the influence of students appeared, this influence seemed to operate within a small group of individuals. The students saw one another more or less regularly and discussed their common interest in librarianship. In some schools they were associated as student assistants in the library; in others, as students in library science classes. This association acted to strengthen or to solidify decisions in regard to the profession.

The influence of vocational guidance counselors and placement officials.--In none of the fifty-one schools were vocational guidance counselors and placement officials the individuals most influential with students. Although they were referred to by persons from eleven institutions, it may be seen from Table 9 that the proportion of respondents influenced by this group was in no case as high as 20 per cent.

On the whole, vocational guidance counselors were mentioned less frequently than persons concerned with placement of students. In some institutions, an explanation may lie in the fact that counseling was centered in the placement office or that faculty members were responsible for advising students in both academic and vocational matters. Replies for one college where

guidance was in the hands of the faculty indicated that students interested in library work were assigned to the librarian. Aside from this, however, there were a very few respondents who had had librarianship suggested to them by guidance counselors. A counselor made one student aware of library work by discussion of my test results and calling my attention to the profession of librarianship. [69]

Another student had a similar experience:

According to psychology tests and according to my abilities (through vocational guidance) [librarianship] proved to be suited to my character, temperament and included skills which I could easily acquire. [70]

TABLE 9

PERCENTAGE OF RESPONDENTS INFLUENCED BY VOCATIONAL GUIDANCE COUNSELORS AND/OR PLACEMENT OFFICIALS, BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (23)	No. of Teachers Colleges (16)	No. of Universities (12)	Total (51)
0	17	13	10	40
1-9	3	2	.....	5
10-19	3	1	2	6

The influence of placement officials upon the students' choice of librarianship sometimes resulted from a shortage of positions in other fields or from a visible demand for librarians. These three respondents, all from different institutions, had been influenced by a placement official:

When I discovered that it would be difficult to get a job in the educational field without further training or experience they [faculty adviser and placement official] more or less suggested library training and concurred with my decision to go to library school. [71]

During the defense cut-back of the spring of 1950 all the male new and almost PhDs swamped the college physics teaching field. I started with the prospects of an MA to investigate the high school teaching field. The teacher's placement officer knew that [the university] was

opening its Masters in Library Science and that with librarianship added to the technical field I could probably get into industry or research and capitalize on my field [of] knowledge. [72]

[The placement official] said there were plenty of jobs available for librarians. I wanted to make sure I'd have a good job when I'd graduated. [73]

A different situation was found in a women's college, where a placement official was influential with two students who later became librarians. One student had become interested in the library profession before going to college, and the placement director knew of her interest. According to this former student:

[She] was most helpful as far as locating library school information, job openings, etc. were concerned. The only specific thing I remember is that she always asked me to help entertain and have dinner with any librarians who came to visit [the college]. [74]

The second student, whose academic specialization was in the social sciences, did not consider librarianship until after an interview with the placement director. An account of this interview and the student's subsequent contacts with the placement office follows:

As nearly as I can remember, it was while talking to the college placement officer that I first had thoughts of becoming a librarian. . . . She was a very friendly person with a young-in-spirit approach to life and working for a living in particular. Because of my college major and minor, I was not prepared for too many jobs and I did want to have a career. The college placement office had some excellent vocational material which I believe was published either by Glamour or Mademoiselle magazines. The material consisted of up to date pictures and well written factual material. I was also considering going into work with young people such as the Girl Scouts or the Y.W.C.A.—due to my interest in people. The college placement office knew of my interests and desires so that when they had a call for a student, I should say, a graduate with background in economics and especially labor economics to work in a special library . . . , they contacted me at once. I applied and finally took the job with the idea of working in a library to be sure I wanted to go on to library school. I also felt I was thus given a chance to use my college background in economics and political science as well. [75]

Other reports suggested that attempts were being made in this particular college to acquaint students with opportunities in various fields of work and that librarianship was one of the fields included.

the combined influence of individuals.--In the above discussion the influence of each of four groups of individuals--members of the library profession, administrative officials and faculty members, students, and guidance and placement personnel--has been described. When the combined influence of these groups in the various institutions was examined, it was evident that in some schools where the influence of persons in one group predominated, a substantial influence from other individuals could also be identified. In contrast to this situation, there were schools where individuals in one group, and one alone, were undoubtedly responsible for the presence of the factor. In still other institutions, no distinct pattern was discernible.

If the combined influence of individuals seemed to be especially important in a school, the influence of members of the library profession was generally found there. This was true, for example, of the institutions where the influence of a college president was noted, and of the colleges where the influence of faculty members was most direct. It was also the case in the teachers college where a dean had suggested librarianship to freshmen--there the influence of the personnel of the library school on students in the college was apparent. On campuses where students were particularly influential with other students, more often than not the influence of librarians or library science teachers was in evidence. On one such campus, the influence of students was accompanied by the influence both of the college librarian and of the placement director.

In schools where the influence of individuals came for the most part from persons in only one of the four groups previously mentioned, these persons, very likely, were either members of the library profession or teachers in departments other than library science. If the persons primarily responsible for the factor's presence were librarians, their influence on students was inclined

to be direct; if they were faculty members, their influence was more often indirect. Also, in institutions where librarians accounted mainly for the factor's influence, respondents had in all probability been cognizant of librarianship as a career earlier than had respondents who attended schools where faculty members exercised the prime influence.

The Negative Influence of Individuals

From the comments made by some respondents it could be seen that individuals were capable of affecting the attitudes of students toward librarianship in a negative as well as in a positive manner. In some schools where the positive influence of certain individuals was strong, other persons, either knowingly or unknowingly, tended to discourage students from entering the library field. Though the number of such instances reported for any one college or university was relatively small, in a few institutions the negative influence of individuals was more noticeable than in others.

At two schools, a negative influence from librarians seemed to be a distinct possibility. One individual who did not decide to become a librarian until three years after her graduation wrote about her experiences in the library of one of these institutions:

Too often, when I was there, I was told, "Find it yourself. You learned how to use the library in your English course." The librarians were thought of as unfriendly and not helpful. This isn't a very good advertisement for the profession. [76]

Two respondents for the second school, in describing the attitudes of students toward the library, mentioned the librarians:

A great many did not like the head librarian. [77]

They disliked the "policing" of the head librarian. [78]

According to another individual who had been a student at this same institution:

The attitude of the chief librarian discouraged one from asking for help. [79]

The negative influence of library science teachers was less evident, although it was suggested occasionally. A student at a teachers college in the early 1920's took a library science course, but it was some twenty-five years later that she decided to enter the profession. Her comment was:

I think I would have liked library work sooner, if I had not disliked the course and instructor so much . . . [80]

On some campuses, certain faculty members apparently held a negative attitude toward librarianship, but, from the data available, there was no basis for concluding that this attitude was any more prevalent in one institution than in another. When one student discussed her plans for the future with college teachers who thought that she should do graduate work in another field, she was told that library courses were uninteresting and not "intellectually stimulating."

[81] A former university student who had taken advanced work in a subject field wrote:

My major professor . . . was very disappointed that I should give up a scholarly career for "shelving books, collecting fines, and making budgets and work schedules". [82]

At one coeducational college a student who was encouraged in her choice of library work by the college librarian was discouraged by other individuals:

The head of my major dept., history, was very much opposed as were several other professors in history towards my decision. [83]

A respondent who had attended a college where undergraduate courses in library science were available was of this opinion:

The heads of various departments seem to be in competition to see who can add the most students--many were not interested in what was best for the student but what would look best on his enrollment list. [84]

Occasionally, too, a reply suggested that faculty members in teachers colleges were more interested in seeing their students become teachers than librarians.

Negative attitudes toward librarianship were also discovered among students. The influence of library school students was not always beneficial



in terms of recruitment for the profession. A respondent who had attended an institution with a graduate library school spoke of the negative influence which came from students in that school:

Their whole picture of the library course was too frightening to attract recruits. [85]

A second individual mentioned her contact with a library school student:

She tried to discourage me from taking library courses "because they were so difficult and time-consuming".

In this particular instance the student's influence was positive:

That made me take them anyway! She was a challenger for several of us-- she made us more determined to succeed, too. [86]

It seems probable, however, that similar advice may have served to dissuade other prospects.

Even in the colleges where students wielded considerable influence in persuading other students to become librarians, a few respondents reported unfavorable attitudes toward the profession among students whom they had known there. Four quotations from questionnaires for these colleges describe attitudes which may have influenced some possible recruits in a negative fashion:

They thought librarianship was strictly for women. [87]

Looking back, I would say that many students have a misconceived idea about librarianship. You realize the many different kinds of libraries and the work they entail. [88]

Students expressed opinion of why should anyone academically inclined go into library work? [89]

Most students thought that the work would not be interesting. Also low salaries and lack of marriage opportunities. One student approached me with statistics showing librarians listed last or next-to-last in occupations with marriage opportunities. [90]

In the main, in these colleges where the influence of students was relatively strong, the general attitude among students on the campus toward library work seemed no more favorable than in institutions where the influence of students did not appear to such a degree. The one possible exception to this was

found in the women's college previously mentioned where the students interested in librarianship were well-known to other students because of participation in college activities.

A few comments suggested a negative influence on the part of placement officials. In at least one case, this influence took the form of active discouragement:

Teachers were the sole concern of the placement and guidance dept. As a matter of fact, the guidance director, at the time, suggested I clerk in a store if "I were determined not to be a teacher". [91]

Another individual felt that a placement official had missed an opportunity to direct her toward librarianship, an omission which seems to qualify as a kind of negative influence. This respondent's experience was reported as follows:

I had never heard of a children's librarian until I graduated . . . . Nothing in the curriculum was pointed toward being a librarian; the placement officer grabbed his head and groaned "Oh, my God, another one!" when he saw that I had 60 credits in English and no education courses, and could only suggest kindergarten work. [92]

The overall effect in a particular institution of the negative influences generated by individuals could not be determined from the data at hand. Nevertheless, the deterring influences described here were encountered by students who later became librarians. It is conceivable that these influences were symptoms of conditions which kept other students from a career in librarianship.

#### The Presence of Other Factors

In the institutions of higher education where the influence of individuals was an important factor with the students who elected to be librarians, there was a tendency for other factors to be present also. The specific factors found in conjunction with the influence of individuals seemingly depended in large part on the persons chiefly responsible for the presence of the factor. If they were librarians, the influence of work experience in libraries might appear as a positive factor. Through their association with students who

worked in the library, these librarians encouraged an interest in the profession. If the individuals most influential with students were library science teachers, the influence of library education might be a significant factor. By means of courses and related activities, these persons were instrumental in bringing opportunities in the library field to the attention of their students. In schools where the influence of individuals could be attributed to members of the library profession, the influence of publicity might be discernible, too, as a positive factor. Most of these persons, though apparently not all of them, used materials dealing with the profession to provide information about library work to prospective librarians.

In general, a different situation was found in schools where the principal influence came from faculty members outside the library field. There the influence of work experience, library education, and publicity was much less likely to appear. Instead, the one factor inclined to be present was the use made of libraries by students.

#### Summary

The influence of individuals was the most important of the five major factors. In approximately three-fourths of the fifty-one colleges and universities, it was the factor which emerged most frequently as having been effective with students in their choice of the profession. In five other schools it appeared as often as any other factor. Fifty per cent or more of the respondents for thirty-five institutions attributed an influence to individuals associated with the schools in question.

Persons from thirty-eight of the fifty-one schools mentioned members of the library profession more often than individuals in any other group. Generally speaking, in these schools where librarians were primarily responsible for the factor's appearance, the influence stemmed from a relatively small number of

persons. From the testimonials provided by respondents, it was possible to identify certain characteristics which students liked in the librarians they knew. By and large, the individuals in this group who were most influential with students were intensely proud of their profession, and the satisfaction which they derived from its practice was obvious. As librarians, they were respected by their colleagues on the faculty and they operated good libraries. As employers, they assigned responsibility and gave varied experience to student workers who might be potential librarians. As teachers, they were thorough, knowledgeable, interesting, and enthusiastic.

These persons were interested in students as individuals, and they took unlimited time to advise and counsel students who were considering librarianship as a career. They provided them with definite and concrete information on the library field, including both its opportunities and its disadvantages. Furthermore, they seemingly knew which aspects of the profession would be most attractive and most congenial to an individual student. In addition to all this, they made contacts for students with other librarians and were helpful in finding means of financing graduate study. In short, by direct suggestion and assistance, as well as by their own example, they made librarianship as a profession appeal to students.

The influence of administrative officials and faculty members, students, and vocational guidance counselors and placement directors was less evident in most of the schools than the influence of members of the library profession. However, two college presidents, by their open approval of librarianship, may have fostered a climate of opinion favorable to choice of the profession. In a few institutions there were faculty members whose practice was to suggest librarianship as a field of work to students in their departments. In certain other institutions where college teachers were the individuals most influential

with students, their influence was largely indirect and its effect on students' choice of the profession was inclined to be deferred.

The influence of students was noticeable in several schools. If a library school happened to be located on the campus, library school students might exert a positive influence. Also, in one or two institutions, the influence of individual students appeared to be enhanced by the fact that they had earned academic honors or had gained prominence in campus activities. The influence of guidance counselors and placement officials in the fifty-one schools was slight, although in at least one college a placement official sought to encourage students who were fitted for library work.

On certain campuses the combined influence of individuals in two or more of the above groups was responsible for the presence of the factor. In other institutions, its presence could be ascribed primarily to the influence of persons in one group alone. In the latter case, these persons were either members of the library profession or teachers in departments other than library science.

The negative influence of individuals was also apparent in some of these same schools, although it was not possible to determine the dimensions reached by this negative influence in any one institution. Librarians were the group least likely to make a conscious effort to discourage students from entering the profession. The deterring influence exerted by librarians seemed to come, instead, from the unfavorable impression which students gained of them through observation and contacts in the library. Other groups, however, more often knowingly influenced students away from the library field, both by their advice and by their attitudes toward the profession. Faculty members questioned the scholarly attributes of librarianship or were overly interested in seeing students enter another field of study. Library school students discouraged

other students by accounts of the rigors of the educational program, while college students looked on the profession as one where work was uninteresting, salaries were poor, men were misplaced, and women did not marry. Guidance or placement personnel made librarianship subordinate to teaching or were unfamiliar with the field to the extent that they were unable to advise students concerning it.

Along with the influence of individuals, other factors might appear. If librarians or library science faculties were the individuals who were most influential, factors which might also be present were the influence of work experience, library education, and publicity. If faculty members of other departments were the persons who exercised the principal influence, the factor which probably appeared was use of libraries.

## CHAPTER V

## THE INFLUENCE OF PUBLICITY

In the literature dealing with recruitment for librarianship, various means for publicizing the profession have been suggested as useful for bringing library work to the attention of college and university students and for promoting interest in the field once students have received their initial introduction to it. Suggestions for publicity included utilization of printed materials, exhibits and displays, films, radio, television, and career conferences. As printed materials which offered possibilities for recruiting purposes, references were made to the following: pamphlets, leaflets, and folders on librarianship as a career; posters on opportunities in librarianship; letters or newsletters addressed to prospective librarians; library periodicals; announcements of scholarships or fellowships for study in librarianship; notices of position vacancies or part-time work in libraries; library school catalogs; and general college catalogs listing courses in librarianship. In addition to these materials, certain general sources were thought to be media suitable for publicizing opportunities in the library field: general periodicals; journals in subject fields; books on vocations; publications of the college library; the college newspaper; other newspapers; and other publications of the college.

The appearance of publicity as one of the major factors affecting students' choice of librarianship was due in the main to the influence of printed materials. The group of respondents included individuals who had been influenced by other media, but when the replies were examined, institution by institution, the influence of these media in any one school was not pronounced.

This being the case, data relating to exhibits and displays, films, radio, and career conferences, all of which had been influential with one or more students, are not analyzed statistically in terms of the several institutions as are the data on printed materials. Consideration is given, however, to the influence of such media when they appear to have been used to some effect in specific institutions.

#### The Relative Importance of Publicity as a Factor

From Table 4, which gives the mean percentage of respondents influenced by the five major factors, it may be seen that, on an institutional basis, publicity was decidedly less influential than individuals. But, compared with other factors, publicity appeared as often as using libraries and, in these particular schools, more often than work experience and library education. The mean percentage of respondents for the liberal arts colleges who attributed an influence to publicity is noticeably higher than corresponding figures for the teachers colleges and the universities. This fact is in part accounted for by the situation in one liberal arts college where all of the former students who returned questionnaires had been influenced by publicity of some description. In this one college and in two universities, the factor ranked as high or higher than any other, although for the latter institutions little significance was attached to the finding.

At seven schools, five of them being liberal arts colleges, publicity had influenced at least half of the individuals who replied to the inquiry. The influence of publicity appeared in all of the teachers colleges, while respondents for one liberal arts college and two universities attributed no influence to the factor. The percentages of respondents for the several institutions who were influenced by publicity are given in Table 10.



TABLE 10  
 PERCENTAGE OF RESPONDENTS INFLUENCED BY PUBLICITY,<sup>a</sup>  
 BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (23)	No. of Teachers Colleges (18)	No. of Universities (12)	Total (51)
0	1	.....	3	3
1-9	1	2	.....	3
10-19	5	3	4	12
20-29	7	7	4	18
30-39	2	2	1	5
40-49	2	1	.....	3
50-59	3	1	1	5
60-69	1	.....	.....	1
70-79	.....	.....	.....	.....
80-89	.....	.....	.....	.....
90-100	1	.....	.....	1

<sup>a</sup>Includes printed materials, exhibits and displays, films, radio, and career conferences.

#### The Availability of Information on Librarianship

Inasmuch as a factor's influence in an institution of higher education is conditioned to some extent by the number of students who are exposed to it, availability of information on librarianship in the colleges and universities studied was thus related to the influence of publicity in the same schools. If a student did not have some contact with printed materials or with other media which provided information on library work, it was improbable that his choice of the profession would be affected by them. For this reason, it seemed pertinent to determine the presence in these institutions of publicity dealing with librarianship--at least insofar as respondents indicated an awareness of it.

At least one respondent for fifty of the fifty-one schools had seen, while a student, one or more of the items classified as printed materials.

The one institution where the materials were not reported was a university, and the number of questionnaires for that school was too small to warrant the conclusion that printed materials on the profession were not available or even that they were not very much in evidence. One-half or more of the persons representing twenty-three schools, including eleven liberal arts colleges, nine teachers colleges, and three universities, indicated that they had seen such materials. Where certain other schools were concerned, a fairly large proportion of the respondents did not remember having seen any of the items on the list. These data are presented in Table 11.

TABLE 11  
PERCENTAGE OF RESPONDENTS WHO REPORTED SEEING PRINTED MATERIALS  
DEALING WITH LIBRARIANSHIP, BY TYPE OF INSTITUTION

Percentage of Respondents Who Reported Seeing Printed Materials	No. of Liberal Arts Colleges (23)	No. of Teachers Colleges (16)	No. of Universities (12)	Total (51)
0	.....	.....	1	1
1-9	.....	.....	.....	.....
10-19	2	1	1	4
20-29	3	2	4	9
30-39	3	1	2	6
40-49	4	3	1	8
50-59	6	3	3	12
60-69	1	2	.....	3
70-79	2	2	.....	4
80-89	.....	2	.....	2
90-100	2	.....	.....	2

Of the fifteen items classified as printed materials, four--library periodicals, library school catalogs, pamphlet material, and notices of position vacancies or part-time work--were reported in three-fourths or more of the schools. Library periodicals and notices concerning employment opportunities

were seen in all of the sixteen teachers colleges. Table 12 gives the number and percentage of institutions of the three types in which the various items were noted. From this table it appeared that a student's chance of seeing most of the materials on the list might be better if he attended a teachers college than if he attended a liberal arts college or a university. With the exception of pamphlet material, scholarship and fellowship announcements, library school catalogs, and articles on the profession in general periodicals, the several types of printed materials were reported in a larger percentage of teachers colleges than institutions of other types.

Table 12 shows only that certain items were known to be available to students in a certain number and percentage of the schools. It does not take into account the proportion of respondents for any one school who indicated that they had seen materials of a given type. When the data were analyzed to determine these percentages, the findings were not so impressive, as is shown in Table 13. At least one-half of the persons reporting for eight schools had seen library periodicals; for six schools, pamphlet materials; for three schools, library school catalogs; for two schools, announcements of scholarships and fellowships; for two schools, notices of position vacancies or part-time work; and for one school, posters. No other type of material was checked by as many as one-half of the individuals who had attended any given institution. Similar figures for the three types of institutions are presented in Tables 14, 15, and 16.

Exhibits and displays containing information on librarianship were mentioned by respondents for a little better than half of the fifty-one schools. This form of publicity was noted in three-fourths of the teachers colleges, in a smaller proportion of the liberal arts colleges, and in two universities out of the twelve. In thirteen schools, ten of which were teachers colleges,

TABLE 13\*

## TYPES OF PRINTED MATERIALS REPORTED BY RESPONDENTS, BY TYPE OF INSTITUTION

Types of Printed Materials	Liberal Arts Colleges (23)		Teachers Colleges (16)		Universities (12)		Total (51)	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Pamph., etc.	31	91	13	81	7	58	41	80
Posters	13	57	12	75	3	25	28	55
Letters, etc.	8	35	8	50	3	25	19	37
Lib. periods.	22	96	16	100	9	75	47	92
Scholarships, etc.	18	78	10	63	6	50	34	67
Position vac., etc.	16	70	16	100	8	67	40	78
Lib. acn. conts.	22	96	15	94	8	67	45	88
Gen. coll. conts.	17	74	14	88	5	42	36	71
Gen. periods.	12	52	8	50	3	25	23	45
Subj. Journ.	10	43	9	56	3	17	21	41
Bks. on vocs.	16	70	12	75	3	25	31	61
Coll. lib. publs.	5	22	7	44	2	17	14	27
Coll. paper	7	30	7	44	.....	.....	14	27
Other papers	4	17	5	31	2	17	11	22
Other coll. publs.	2	9	4	25	.....	.....	6	12

\*This table should be read as follows: One respondent or more for twenty-one, or 91 per cent, of the liberal arts colleges reported seeing pamphlets, leaflets, or folders on librarianship as a career.

TABLE 13<sup>a</sup>

PERCENTAGE OF RESPONDENTS FOR FIFTY-ONE INSTITUTIONS WHO REPORTED SEEING PRINTED MATERIALS, BY TYPE OF MATERIAL

Type of Material	Percentage of Respondents Who Reported Seeing Printed Materials									
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89
Pamph., etc.	10	7	9	11	5	3	5	1	...	...
Posters	23	8	11	5	2	1	...	1	...	...
Letters, etc.	53	9	5	3	2	...	...	...	...	...
Lib. periods.	4	3	15	11	6	4	3	1	4	...
Scholarships, etc.	17	7	18	7	...	2	1	...	...	1
Position vac., etc.	11	5	14	13	6	1	2	...	...	...
Lib. sch. catls.	6	5	14	15	6	1	2	...	...	...
Spec. coll. catls.	15	8	15	4	6	3	...	...	...	...
Gen. periods.	28	13	6	4	1	...	...	...	...	...
Subj. Journs.	30	11	7	3	...	...	...	...	...	...
Exs. on vocs.	30	8	15	4	4	...	...	...	...	...
Coll. lib. publs.	37	7	7	...	...	...	...	...	...	...
Coll. paper	37	5	5	3	...	...	...	...	...	...
Other papers	40	7	3	1	...	...	...	...	...	...
Other coll. publs.	45	3	2	...	1	...	...	...	...	...

<sup>a</sup>This table should be read as follows: None of the respondents for ten of the fifty-one institutions of higher education reported seeing pamphlets, leaflets, or folders on librarianship as a career.

TABLE 14<sup>a</sup>

PERCENTAGE OF RESPONDENTS FOR TWENTY-THREE LIBERAL ARTS COLLEGES  
WHO REPORTED SEEING PRINTED MATERIALS, BY TYPE OF MATERIAL

Type of Material	Percentage of Respondents Who Reported Seeing Printed Materials									
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89
Pam., etc.	2	4	2	7	4	1	3	...	...	...
Posters	10	3	6	2	1	...	...	1	...	...
Letters, etc.	15	4	2	1	1	...	...	...	...	...
Lib. periodics	1	2	7	5	3	2	2	...	1	...
Scholarship, etc.	5	2	8	5	...	2	...	...	...	1
Position vac., etc.	7	2	8	3	2	...	1	...	...	...
Lib. sch. cata.	1	3	6	9	4	...	...	...	...	...
Gen. coll. cats.	6	4	7	2	2	2	...	...	...	...
Gen. periodics	11	5	5	2	...	...	...	...	...	...
Subj. journ.	13	4	5	1	...	...	...	...	...	...
Mts. on voca.	7	5	9	1	1	...	...	...	...	...
Coll. lib. pube.	13	3	2	...	...	...	...	...	...	...
Coll. paper	16	3	2	2	...	...	...	...	...	...
Other papers	19	3	1	...	...	...	...	...	...	...
Other coll. pube.	21	1	...	...	1	...	...	...	...	...

<sup>a</sup>This table should be read as follows: None of the respondents for two of the twenty-three liberal arts colleges reported seeing pamphlets, leaflets, or folders on librarianship as a career.

TABLE 15<sup>a</sup>  
 PERCENTAGE OF RESPONDENTS FOR SIXTEEN TEACHER COLLEGES WHO REPORTED  
 SEEING PRINTED MATERIALS, BY TYPE OF MATERIAL

Type of Material	Percentage of Respondents Who Reported Seeing Printed Materials									
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89
Pam., etc.	3	2	3	2	1	2	2	1	...	...
Posters	4	4	4	2	1	1	1	...	...	...
Letters, etc.	8	4	2	1	1	...	...	...	...	...
Lib. periods	...	1	3	3	2	2	1	1	3	3
Scholarships, etc.	6	4	5	1	...	...	...	...	...	...
Position vac., etc.	...	2	3	6	3	1	1	...	...	...
Lib. sch. cats.	1	3	5	3	1	1	1	...	...	...
Gen. coll. cats.	2	3	5	1	4	1	1	...	...	...
Gen. periods	8	5	1	1	1	...	...	...	...	...
Subj. jour.	7	5	2	2	...	...	...	...	...	...
Ext. on vac.	4	2	5	2	3	...	...	...	...	...
Coll. lib. pubs.	9	2	5	...	...	...	...	...	...	...
Coll. paper	9	2	3	...	...	...	...	...	...	...
Other papers	11	2	2	1	...	...	...	...	...	...
Other coll. pubs.	12	2	2	...	...	...	...	...	...	...

<sup>a</sup>This table should be read as follows: None of the respondents for three of the sixteen teacher colleges reported seeing pamphlets, leaflets, or folders on librarianship as a career.

TABLE 16\*

PERCENTAGE OF RESPONDENTS FOR TWELVE UNIVERSITIES WHO REPORTED  
SEEING PRINTED MATERIALS, BY TYPE OF MATERIAL

Type of Material	Percentage of Respondents Who Reported Seeing Printed Materials						
	0	1-9	10-19	20-29	30-39	40-49	50-59
Pams., etc.	5	1	4	2	...	...	...
Letters, etc.	9	1	1	1	...	...	...
Lib. period.	3	...	5	3	1	...	...
Scholarships, etc.	6	1	3	1	...	...	1
Position vacs., etc.	4	1	3	3	1	...	...
Lib. sch. cats.	4	...	5	3	1	...	1
Gen. coll. cats.	7	1	3	1	...	...	...
Gen. period.	9	2	...	1	...	...	...
Subj. jour.	10	2	...	1	...	...	...
Ess. on vocs.	9	1	1	1	...	...	...
Coll. lib. pubs.	10	2	...	...	...	...	...
Coll. paper	12	...	...	...	...	...	...
Other papers	10	2	...	...	...	...	...
Other coll. pubs.	12	...	...	...	...	...	...

\*This table should be read as follows: None of the respondents for five of the twelve universities reported seeing pamphlets, leaflets, or folders on librarianship as a career.



students saw films on librarianship, while persons from one liberal arts college, one teachers college, and one university indicated that they had received information on the profession from the radio. In no case was publicity by means of television mentioned.

For seventeen of the institutions studied, respondents reported that librarianship had been included on programs or conferences designed to inform students of the requirements and opportunities of various vocations. These events appeared more often in the liberal arts colleges than in the teachers colleges or the universities. Thirteen of the seventeen schools where respondents had obtained information about the library profession from programs or conferences on careers were liberal arts colleges.

For some institutions where a good proportion of the respondents mentioned publicity given to the library field by one or several media, there was no indication as to how consistently the profession was publicized on these campuses or how generally available materials on librarianship were to students. By way of contrast, it could be seen that in certain other schools a definite and perhaps persistent effort was made to make students aware of library work as a career. Statements from five questionnaires for a college where 75 per cent of the respondents had seen printed materials on librarianship illustrates the former situation:

The college library owned a set of the vocational monographs published by Science Research Associates; these were kept in a special file, through which a student could browse. It would have been one of these that I saw. [1]

Announcements of scholarships were posted on the college bulletin board. [2]

I more or less dug deep for this material because of my own curiosity and not from college teachers' or librarians' interest. [3]

In doing part time library work I would read the library periodicals

provided by the college librarian. Pamphlets I got from the public library. [4]

For those who find it challenging and interesting to take courses in college, the catalog is most sought after for reading. It is "fun" to browse through one looking for a course that at once will be instructive and interesting. Although I must admit they weren't as challenging as history curricula, I knew by then that librarianship would mean much to me in the future [and] hence read every one I could obtain in order to further my knowledge of the field early. [5]

Other institutions are illustrative of the latter condition--widespread publicity for the profession through several media. In one coeducational college where the librarian provided certain students with materials about library work, printed items were also displayed on the college bulletin board and were available at a career conference. The college newspaper gave publicity to librarianship, and the annual conference on careers included a librarian or library school director. Furthermore, when meetings of library associations were held on the campus, students interested in the profession were invited to attend.

Reports for a men's college suggested that there, too, materials dealing with librarianship were much in evidence. College, library, and dormitory bulletin boards were used for recruiting purposes, and notices of position vacancies were posted in the library school adjacent to the college. The director of the school supplied publications about the library field and presented the profession to students at the college in one of a series of talks dealing with vocations.

Also, at a women's college where an undergraduate major in librarianship was offered, the profession received publicity through several media. These included exhibits, printed materials, and a chapel talk by a library school director. According to one respondent for this institution:

Because the college was a woman's college, I suppose, the college newspaper gave much space to the activities of the library and the library science department. And because we were a woman's college, emphasis was most definitely placed on a woman's place in society--in the job or in

the home. It seemed very easy to attract the student into the various professions, if the department was on its toes. [6]

In the liberal arts colleges and teachers colleges where library science courses were given, students, if they took these courses, saw materials dealing with the profession in connection with their class work or in the library science department. A respondent who had taken undergraduate courses in librarianship at a women's college wrote:

As a matter of course, all future librarians at [the college] were encouraged and expected to read library periodicals, etc. Library school catalogs . . . were available. My most vivid memory of all these materials is studying the ads for librarians in the ALA Bulletin and Library Journal. These ads seemed rather exciting to me at that time. What bearing this may have on my decision to become a librarian is to me, very vague, indeed. [7]

An individual who had attended a second college for women reported a similar experience and indicated further that library science students were made responsible for some of the publicity given librarianship on that campus:

Because I was a library science major I had the opportunity to see and frequently use the materials. . . . We had access to them in the library science department, and we were thus "exposed" to them every day. Several times the library science students themselves were responsible for planning exhibits on library work as a career--exhibits that were placed in the main lobby of the library or in the library science department. In this way we became familiar with pamphlet, periodical, and book materials about librarianship. Too, library school announcements were often tacked on the department bulletin board. Library school catalogs were available in the library science collection, and quite often, just while browsing, we would scan them. [8]

A man who had been a student at a teachers college where an undergraduate degree in librarianship was available had also had a part in the recruiting activities of the library science department there:

As students in library science--~~we~~ had to prepare some form of exhibits or displays to attempt to arouse others to join our ranks. [9]

In these colleges where library science courses were offered, publicity given the profession was not always limited to the types described in the above quotations. In the few institutions where students saw films dealing with

librarianship, they saw that because they were library science students. Also, respondents for two schools mentioned radio programs sponsored by the library science departments of those schools.

#### The Positive Influence of Publicity

The availability of information on librarianship as a career was a subject found to be more discussable in terms of institutions than was the influence of such information on recipients. Often, these recipients either supplied no description at all of the materials and programs used to publicize the profession, or, in so doing, limited their remarks to the brief and the general. For this reason, it was not possible, on the basis of their descriptions, to determine with any degree of confidence whether specific materials or programs had been more influential with respondents for one school than for another. It was possible, however, by disregarding content and the kind of appeal made-- which may well have been the determining factors-- to rate the relative effectiveness of printed materials, exhibits and displays, films, radio, and career conferences. These data are shown in Table 17, which is based on the number of respondents who reported that they had received information from each of the five sources.

This table indicates that printed materials were more influential with students than other media. Of these materials, notices of position vacancies and pamphlets on librarianship were more effective with the people who noted that they had seen them than other items were. Information on job opportunities in the library field ranked highest in both teachers colleges and universities; pamphlet materials carried more weight with students in liberal arts colleges. Other items which had influenced as many as one-third of the individuals who indicated some contact with them were library periodicals, scholarship and fellowship announcements, and posters. Letters or newsletters addressed to

prospective librarians, library school catalogs, and books on vocations had some influence on at least one-third of the respondents who reported seeing them in the liberal arts colleges. In the universities, library school catalogs, books on vocations, and newspaper publicity were effective with a similar proportion of respondents.

TABLE 17<sup>a</sup>  
 PERCENTAGE OF RESPONDENTS INFLUENCED BY INFORMATION WHICH THEY  
 HAD RECEIVED FROM FIVE SOURCES, BY TYPE OF INSTITUTION

Source	Percentage of Respondents Influenced			
	Liberal Arts Colleges (23)	Teachers Colleges (16)	Universities (12)	Total (51)
Printed materials	60	46	63	54
Exhibits and displays	25	23	25	24
Films	25	19	0 <sup>b</sup>	19
Radio	50	0 <sup>b</sup>	100 <sup>b</sup>	50
Career conferences	49	0	100 <sup>b</sup>	46

<sup>a</sup>This table should be read as follows: For the twenty-three liberal arts colleges, 60 per cent of the respondents who reported that they had received information on librarianship as a career from printed materials were influenced by the information.

<sup>b</sup>Percentage based on one reply.

Enough individuals commented on their experiences with printed materials and career conferences to provide some insight into the way in which these media operated in influencing students to become librarians. The former were seldom credited by these respondents with being responsible for their first interest in the field. Although occasionally there was a reference to an occurrence like one of the following where an individual's early interest had seemingly stemmed

from printed materials, these were relatively infrequent:

[The college] had a poster in the library showing pictures of various graduates in their work sitting in various libraries all over the United States. The selection included a librarian for a newspaper and one in a chemical corporation--can't remember any others. But this poster made me realize for the first time that librarians worked in other places besides public and school libraries. [10]

After decision to change major to English, I studied college catalog to decide on a minor. My class was offered an L.S. minor, and since it seemed like a happy combination with English, I was off to a career in school librarianship. No one advised me--pure and simple hap-in-stance. [11]

Insofar as printed materials were concerned, what seemed to be the more common situation is illustrated by quotations from three questionnaires:

The courses I saw were in the regular college catalog. I saw them because I looked for them. My interest antedated seeing them there. [12]

I obtained most of my material through the office of our Dean of Women. She counseled most of the women students. The rest of it I sought out for myself and then because my interest was first aroused by knowing and talking with other librarians. [13]

These were typical recruitment pamphlets always in evidence when the library did a vocational display. I noticed them perhaps more than others because I looked for them. [14]

Where students were influenced by printed materials, it was quite often evident that they were already thinking about the possibility of library work. The interest or the inclination was there, and the materials consulted tended to solidify, rather than to originate, interest in the profession.

To all this, career conferences or programs offered a contrast. Statements from two respondents for a men's college follow:

Library school director spoke (to entire student body) on profession during career week. Profession appealed to me more than any other. [15]

During my sophomore year at . . . College, I was fortunate enough to hear [the director] give a lecture on "Librarianship as a Career." I was greatly impressed by her lecture, and was convinced that librarianship was an interesting field of endeavor. Deciding factors in her lecture were as follows: (a) the need for trained librarians, (b) the opportunity to work with people in general, (c) the need for more men to enter the field. [16]

At a women's college a student whose major field of study was economics heard a talk by a business librarian:

The biggest factor influencing my choice of vocation was the talk given by the special librarian in my senior year. She aroused my interest and I began looking into the field more thoroughly on my own. [17]

In two additional schools respondents reported similar experiences. A talk on librarianship interested a student at another college for women:

[The director of a library school] in a lecture to Seniors on choosing careers, made library work sound so challenging and enjoyable, that I soon decided to study library science.

Each week, during senior year, one assembly (compulsory) had a lecturer outstanding in his field, who spoke on various careers available. [18]

Two individuals who had attended the same coeducational institution referred to the college's spring conference on careers:

At a Career Conference in my senior year [a public librarian] spoke on Library Work as a career. I did not hear him speak, but a fellow student did, and told me about it and about the fact that [the librarian] was interviewing prospective employees. . . . Until that time I had never given library work a thought. But I spoke with [him] and he told me about the pre-professional plan . . . , so I applied for a job and got it. [19]

I, personally, missed the particular conference but heard a very little of the . . . Library's "Pre-professional plan" from those who had signed up. This information may have aroused in me a faint shred of interest. [20]

From the above statements it can be seen that inclusion of librarianship on career programs was a means of reaching students who, up to that point, had given little or no thought to library work. In this way, the influence of career programs seemed to differ somewhat from the influence of printed materials.

#### The Negative Influence of Publicity

This study of the influence of publicity on college and university students was designed to examine only the influence of publicity which was intended or which served to recruit for the profession or to furnish factual information about it to potential recruits. Hence, publicity unfavorable to librarianship was not studied, and no attempt was made to gauge its negative

effect on the attitudes of students toward librarianship. Possibly because of this exclusion, there was little evidence in the questionnaires to show that publicity, as a factor, operated in such a manner as to alienate prospective librarians.

When it came to the negative influence of the kind of publicity dealt with here, it seemed probable that, instead of setting off a reaction to librarianship that was definitely unfavorable, this publicity might make little impression, or none at all, on its recipients. In their replies, respondents were able to identify at least two reasons why attempts to recruit through certain types of publicity may not have been more successful.

In the first place--and this goes back to something that was said before--where these particular individuals were concerned, printed materials appeared to have been most effective with those students who were already aware of librarianship as a career and who wanted to know more about it. As the following comments from two respondents suggest, these materials were less likely to impress other students:

As I recall, I once saw a poster on the library bulletin board about librarianship--offering a scholarship or something of the sort. However, it made little impression on me as I was not even thinking of librarianship as a career at the time. [21]

During career talks Jr. and Sen. Yrs, I know these were around, but I never really read them. [22]

Also, in this connection, a student at one college where, to all appearances, more efforts were made than usual to publicize the profession, was seemingly quite unaware of all these until she heard about librarianship through a conference on careers. Her recommendation for recruiting on that campus was:

I'd suggest a lot more publicity--no mention in four years is too little. I'm surprised so many of us became librarians, considering the comparative lack of publicity about librarianship as a career. . . . It's (or it was) a virgin territory, since practically nobody but the library assistants ever heard anything about librarianship as a career, as far as I can remember. [33]



On the basis of the experience of these respondents, it looks, therefore, as if some types of publicity--printed materials, to mention one--may be relatively ineffective as a student's first introduction to the profession. When they are used for this purpose their influence, while not negative in an active sense, may fall short of positive operation.

The replies also suggested that the effectiveness of publicity may, in some instances, have been limited by a second condition which related primarily to content. In commenting on the several colleges and universities and in recommending ways by which students in these institutions could be recruited, respondents indicated that certain aspects of librarianship might appeal more to students in some schools than in others. This point can be documented by reference to two liberal arts colleges. Comments made by three respondents for the first, a co-educational institution, concentrated on the elements of the profession which would be most attractive to students there:

[The college] does place so much emphasis on research and scholarly pursuits . . . . [24]

Perhaps a small pamphlet distributed in library on what librarians do--stress active scholarship in reference and bibliography work in libraries.

I believe . . . students are greatly interested in finding scholarly employment utilizing their college subjects in a constructive way, which librarianship affords. [25]

Influence of [the college] was the high value placed on scholarly intellectual attitudes and judgement of scholarly, literary and related areas as those with high prestige and worth. [26]

For the second school, which was a women's college, three former students suggested an emphasis different from that recommended by individuals who had attended the first institutions:

Perhaps an acquaintance of work done in a Public Library would help many girls from feeling that library work is strictly dull and/or routine. Just as the teaching and nursing profession is given a "glamorized" publicity treatment, I think we could use some of that here. [27]

I am afraid that too many youngsters of college age still have the old fashioned notion that librarians are stuff old maids wearing horn rimmed glasses and who see nothing of the world except their four walls until they die. If our publicity (pictures, especially) could glamorize the profession and its opportunities, I think it would stimulate more interest. [28]

One of the chief drawbacks to the recruitment of librarians (anywhere, not just at [the college]) is the almost complete lack of glamour in the field. [29]

On the basis of the data regarding these particular schools, it appears that publicity effective in one institution of higher education may be comparatively ineffective in another, thus resulting in something less than a positive influence toward choice of librarianship.

#### The Presence of Other Factors

In most of the schools where a relatively large number of students received information on librarianship through the media discussed in the present chapter and where the influence of publicity appeared as a positive factor, the influence of individuals was often exceptionally strong. Generally speaking, these individuals were members of the library profession. They used materials dealing with library work to provide information about the field to students interested in it. Availability of these materials in an institution seemed to be a factor contributing to choice of library work by students. But there was little suggestion in the data that this factor, if isolated from the influence of individuals, was sufficiently strong to account for the presence of a school on the list of high-ranking colleges and universities.

Other factors which could be expected to appear with the influence of publicity were the influence of library education and the influence of work experience. Students either took library science courses or were employed in the library. They were, therefore, referred to materials about librarianship by instructors or librarians, or they saw these materials in the course of their

work.

In a few institutions the circumstances were somewhat different. Vocational guidance of students was evidently being rephased on these campuses. With such the case, information about library work, along with other vocations, was available from faculty members, placement officers, and at career conferences as well as from the librarian or from a library science department, if such a department existed.

#### Summary

The influence of publicity in the fifty-one schools was second in rank to one factor only--the influence of individuals. Fifty per cent or more of the respondents for seven schools had been influenced in their choice of librarianship by publicity in one form or another. Its influence was stronger in the liberal arts colleges than in the teachers colleges or the universities.

Of the various media used to publicize the profession, printed materials were primarily responsible for the presence of the factor. One or more persons from fifty of the fifty-one schools indicated that, as students, they had seen such materials, while at least half of the respondents for twenty-three schools remembered having seen them. Library periodicals, pamphlet materials, notices of job opportunities, and library school catalogs were reported in three-fourths or more of the schools. However, the only types of materials mentioned by as many as one-half of the respondents for any one institution were, in addition to the above, scholarship and fellowship announcements and posters. Exhibits and films, both of which were reported in fewer schools than were printed materials, were found in a larger proportion of teachers colleges than liberal arts colleges or universities, while career conferences were found more often among liberal arts colleges. No reference was made to television, and practically none to radio.

In certain schools where the influence of publicity ranked high, its presence, insofar as could be determined, was due more or less to chance. In other institutions where publicity was an important factor, it appeared that a conscious effort was being made to inform students through one or more media about opportunities in the library field.

Disregarding institutions and looking at individuals, printed materials were more influential than other forms of publicity, and of these materials notices of position vacancies and pamphlet materials were more effective than other items. By and large, printed materials served to further a student's interest in the field rather than to initiate his interest, while career programs seemed capable of originating interest.

The kind of publicity covered here apparently did not, as a factor, operate so as to create a strong aversion to librarianship among college students. Exposure to it seemed much more likely to end in no effect whatever. The data suggested two possible explanations for this. First of all, some types of publicity had evidently been more effective in arousing interest in the field than had others which, in turn, appeared to have been more effective in stabilizing interest once it had been originated. Secondly, in view of the differences discernible in the students who attended certain institutions, it was possible that publicity which was not planned to appeal specifically to students in a given school would be relatively ineffectual on that campus. These two conditions, if not taken into consideration, may have limited the effectiveness of publicity in the fifty-one colleges and universities.

In schools where the influence of publicity was an important factor, other factors which might be present were the influence of individuals--usually members of the library profession--work experience, and library education. If

separated from the influence of individuals, it seemed probable that the effectiveness of publicity as a factor would be considerably lessened.

## CHAPTER VI

## THE INFLUENCE OF LIBRARIES:

## USE OF LIBRARIES AND WORK EXPERIENCE IN LIBRARIES

The influence exerted by libraries on students' choice of the profession was usually brought about in one of two ways. The principal contact of some students with libraries came through their use of library collections and services. For other individuals, association with libraries had been chiefly through work experience as student employees. When the influences of these two factors--use of libraries and work experience in libraries--were examined within specific institutions of higher education, the factors were not found to be closely related. But since both of them, in one way or another, represented the influence of libraries, they are dealt with in the same chapter.

## Use of Libraries

In the present investigation, use of libraries as a factor was not limited to the use which respondents had made of libraries in the fifty-one institutions of higher education. Although students in some schools depended almost exclusively on the college or university library, students in other institutions drew heavily on the collections of public libraries. The latter situation might be found in schools located in a city which maintained a public library of considerable size and reputation. Also, respondents for various colleges and universities had, during vacation periods, used libraries situated elsewhere. The factor, as defined, comprised this kind of library use, as well as use of the library of the institution attended. Such a definition seemed

justified in view of the fact that a student's academic program or other elements in his college experiences could result in use of a library other than that of the institution where he was enrolled. No attempt was made, therefore, to exclude other libraries.

In defining the factor and in determining its relative importance among other factors, only the influence of actual library use was considered. There are, however, several related services or activities offered or sponsored by libraries which have sometimes been considered recruiting devices. They include instruction in the use of the library, student library committees and book clubs, and various functions for students interested in the field. Along with using libraries, these services and activities are discussed in the present chapter.

The relative importance of use of libraries as a factor.--It may be seen from Table 4 that, in these fifty-one institutions of higher education, using libraries was a factor as influential as publicity but, like publicity, considerably less influential than individuals. The liberal arts colleges accounted for the factor's rank. Its relative importance among other factors in both the teachers colleges and the universities was not so great. In three liberal arts colleges and one teachers college, use of libraries had been influential with more respondents than had any other one factor. In three additional schools--one liberal arts college and two universities--it was mentioned as often as any other factor.

For four institutions, 50 per cent or more of the persons reporting had been influenced in their choice of librarianship by the use they had made of libraries as students. These schools included three liberal arts colleges and a university. On the other hand, respondents for two liberal arts colleges

and three universities made no reference whatever to the influence of the factor. Circumstances in the teachers colleges were different. While in no case had as many as half of the respondents for any one of these sixteen institutions been influenced by their use of libraries, at least one person from each institution credited some influence to the factor. The percentages of respondents influenced by using libraries are shown in Table 18 for the three types of institutions.

TABLE 18  
PERCENTAGE OF RESPONDENTS INFLUENCED BY USE OF LIBRARIES, BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (23)	No. of Teachers Colleges (16)	No. of Universities (12)	Total (51)
0	2	.....	3	5
1-9	.....	1	.....	1
10-19	1	5	3	9
20-29	5	6	4	15
30-39	7	3	1	11
40-49	5	1	.....	6
50-59	3	.....	.....	3
60-69	.....	.....	1	1

The positive influence of use of libraries.--In a few institutions, influence of library usage on the decisions of students who became librarians assumed proportions of some magnitude. The frequent appearance of the factor in the one teachers college where it ranked higher than other factors was explained by the positive influence that students' use of the public library in the same city had on their choice of the profession. For the universities in this group, the number of replies was too small to provide an explanation of the factor's operation. For several of the liberal arts colleges where the factor was particularly influential, however, the replies suggested the manner



in which it worked.

Data provided by respondents for five colleges indicated the way that students in those institutions were influenced by their use of libraries. For three of these schools, at least 50 per cent of the individuals replying had been influenced by the factor. In both of the other schools, use of libraries, though influential with less than half of the respondents, was the factor appearing most frequently. Certain similarities were perceptible in the backgrounds, experiences, and opinions of the individuals who had attended the five colleges. A considerable number of these former students had taken their major work in either the humanities or the social sciences. Their academic progress had required extensive use of library materials, but, with the exception of a few individuals, they had made less use of the college library for non-curricular reading. This latter fact was, in some cases, explained by statements such as:

There was no time. [1]

Barely had time after doing my assignments for any non-curricular reading! [2]

On the whole, library service in the five colleges was rated as good, and students, as well as members of the faculty, thought well of the library.

Three respondents for one of these institutions--a coeducational college--pointed out the heavy use made of library materials by students at that college and indicated also the possible effect of this use on students' selection of librarianship:

The good impression formed by [the college] library and the whole intellectual atmosphere probably set the background.

The overall academic attitude of [the college] and the close and favorable relationship between the library and the students were a definite influence in creating an interest in and appreciation for the library. [3]

I would consent that because . . . students do have wide experience in library use and probably interest and familiarity with library resources

and services--there should be many who would be interested and able recruits. [4]

Students attracted to [the college] were usually studious and well read and used the library a great deal. Aside from the fact it was necessary.

Off hand I would say . . . policy [of the college] of emphasizing research and extensive use of the library are the best selling points of all. [5]

An individual who had attended a second educational college where using libraries was the most important factor wrote:

The stacks were open. I believe this fact alone, and the exploration of resources which it encouraged, did more than anything else in my school experience to attract me to libraries. [6]

The following statements were supplied by three individuals who had been students at a women's college in this group:

Two closely related factors at [the college] exerted a strong, if belated, influence on my choice of librarianship as a profession. These were: the academic program, which required extensive reading and research; and the library itself, which . . . provided the excellent well-arranged collection of materials needed to carry out this program. [7]

The very fine college library--my favorite place to study--was in itself an excellent advertisement for the profession, and influenced me more than [printed materials] which I don't even remember having seen at all. [8]

Through use of the [college] library I gained a favorable attitude toward library work. [9]

In the two remaining schools, both of which were colleges for women, conditions appeared to be much the same. A comment from a respondent for each college suggested the situation in these schools:

The library is essentially the center of campus life. . . . It would be impossible to graduate . . . without becoming very familiar with its facilities and services. [10]

Attending [the college] was a wonderful experience, and majoring as I did in Latin and the classics, I was made more aware than ever of the great wealth of information in libraries. Though I needed no encouragement to enter the library field, perhaps the choice of my major and minor subjects, along with a very pleasant association in the use of the college library, strengthened my determination to become a librarian. [11]

A majority of the persons who had attended these five colleges did not consider library work as a career for themselves while they were students there. Most likely, they began to think of it later as a result of more direct influences. A predisposition toward librarianship acquired during college years from use of libraries was felt by these individuals to have affected their eventual decisions.

In most of the fifty-one schools, active efforts to encourage the use of books and libraries were apparent. Through instruction in the use of the library, librarians, and also some faculty members, attempted to teach students how to use libraries more effectively. Through book clubs, student library committees, and activities planned for students interested in librarianship, a number of librarians worked to promote an interest in books and libraries.

At least one respondent for all except five of the institutions studied had received some kind of instruction intended to acquaint him with the library and to make him a more competent user of its resources. These five schools were universities where it was entirely possible that instruction was provided, but not to those particular individuals. There was little in the data to suggest that any appreciable number of students in a given college or university were influenced to become librarians by the library instruction which they received either in conjunction with the academic program or as part of their introduction to an institution as beginning students. Although this instruction in the use of the library seemingly had no institutional significance, for a few individuals it was extremely important. According to one respondent:

As I came from a small high school which did not have a library as such, I had no idea that people were librarians by profession nor that a librarian had special training. In fact I doubt whether I had been in a library up to that time. During our freshman year (first semester) we had a course in Library Orientation. The class met once a week for an hour. I completed the training for an elementary teacher, but in the back of my mind, I had an idea of becoming a librarian. [12]

Of the total number of respondents who reported that they had been given instruction in using the library, some 13 per cent felt that this had influenced their choice of library work. Freshman orientation programs were less effective in recruitment than either separate courses on library usage or instruction included in an academic course. A few respondents considered the individual instruction which they had received from librarians as influential in their selection of the profession.

Student book clubs were found in sixteen schools--all of them liberal arts colleges or teachers colleges. In several of the latter, the clubs apparently were sponsored by a library science department. A few organizations were described as being chiefly literary societies; others sponsored book reviews and were concerned with the promotion of good reading on the campus. One club was mentioned specifically as conducting a story hour for children. Relatively few respondents for any one institution had belonged to a book club, and of those who had an even smaller number were influenced to enter the library field by membership in the group. Fifteen per cent of the persons who had been members of a student book club attributed an influence to it. In one women's college in particular, it seemed likely that a book club was a means by which students came to know the college librarian, whose influence as an individual was exceptionally strong. A former student from another college for women wrote:

As a member of the college library club, . . . the college librarian became interested in me and my interest in books and encouraged me to develop that interest through a career in librarianship. [13]

Only one respondent for each of ten institutions had served on a student library committee, and three of these persons felt that being a member of such a committee had been influential. Replies describing the work of two committees suggested that student members were brought into fairly close contact with the library:

As senior I was nominated Women's League librarian in charge of all dormitory librarians. The dormitory librarians and I planned what could be done and spent a little money with the help of the college librarian. [14]

Study of relationship of the student and library. . . . [15]

Though respondents for twenty-eight schools indicated that they had attended activities sponsored by the library for students interested in librarianship, the relative effectiveness of these activities in the several institutions could not be determined from the replies. Library-sponsored functions were found in a larger proportion of teachers colleges than liberal arts colleges or universities, but they were influential with a greater percentage of the individuals who had attended them as students in liberal arts colleges. More than half of these students were influenced by their participation in such activities, while less than one-third of the total group found them effective.

In certain schools, the functions reported were apparently sponsored by the library science department rather than by the library, and were mainly for library science students. In other institutions, they were intended primarily for students who worked in the library. Activities planned to appeal to a wider group of students included: social events; book reviews and exhibits; library association meetings to which interested students were invited; special lectures by librarians; group or panel discussions on the profession; and visits to libraries. Occasionally, a respondent who attributed an influence to some function held by the library indicated the nature of it. Four statements descriptive of library-sponsored activities follow:

Receptions and informal parties at which librarianship was always brought up briefly at some time during the evening. [16]

Skit showing a day in a typical library career clinic. [17]

Teas given for outstanding people in the field as well as writers, etc. Monthly book reviews. [18]

Authors' tons held at [the] Book Shop--love 'em; actually met an author from my home town at one . . . . [19]

The negative influence of use of librarians.--It was not possible to identify the extent to which individuals in any one college or university were discouraged from choosing librarianship by their use of librarians. In the five institutions where no influence was ascribed to this factor by former students, there was no apparent reason for assuming that the negative influence of the factor was necessarily greater than in other schools. The absence of the factor in three universities could perhaps be explained by the small number of questionnaires for these institutions. Respondents for the two liberal arts colleges where the factor failed to appear rated the library service in those colleges as good. In one college, in fact, it came closer to being excellent. In both schools the influence of librarians was strong, possibly so strong that the influence of using the library itself appeared incidental by comparison.

In spite of all this, several persons, representing more than one institution, mentioned conditions in college and university libraries that might prevent students from considering library work as a career. In appraising student attitudes toward the library or in suggesting ways to interest students in library work, the seven individuals quoted below were among those who pointed to deficiencies in libraries of institutions of higher education:

College library was crowded--hush-hush atmosphere--not too attractive or functional.

. . . . .  
A few of librarians should have retired long ago. Most books or good ones on closed shelves. Strict on fines, [and on] students even whispering. Tables poorly arranged. [20]

Indeed, less emphasis of "paper shuffling" and glorified clerical tasks . . . . [21]

The library staff . . . was 100% female. I think some college men would need to see a man working on the staff to realize it is a profession for men. [22]

At that time the library was badly organized, a bad physical plant and utterly frustrating in its lack of materials to both faculty and students.

They seemed to make everything more difficult to get than was necessary--in fact it was a subject of many heated discussions. [23]

Most of my friends found it difficult to get books. One's only contact was with student clerks. Closed shelves kept the undergrad. student away from the books. Delays were long. Fines were high. Frustration was the keynote. [24]

I have seen clerical workers eating popcorn at the circulation desk; heard them tell every patron of their home problems, their operations--in a very loud voice. It is not surprising that a majority of the public think of librarians as super clerks. [25]

The library at the college was unattractive, mismanaged, poorly stocked and staffed generally by misfits who could (I supposed at the time) earn their keep in no other way. I'm sure if someone had suggested librarianship to me at the time I should have hoisted about or kicked him soundly. [26]

Interestingly enough, it looked also as if use of a library, even an exceptionally good one, might not in itself be sufficient to prompt college and university students to a career in librarianship. As was seen above, in the case of those colleges where library use was stressed and where library service was considered good, respondents, generally speaking, had not thought about the profession while there. A comment from one questionnaire illustrates this situation:

Although [the college] had, and still has, an extremely fine library and utilizes it in a wonderful way as a teaching device, I do not recollect that I was at all aware that librarianship was a career, as such, during my entire college career as an undergraduate. [27]

Another person who had attended this same college offered a possible explanation:

There may be insufficient awareness of the variety and depth of professional opportunity--especially since a small college library staff just in numerical terms does not create the impression of numerous opportunities. I think students lack insight and knowledge of just what librarians really do so that some efforts to give them opportunities to become acquainted with various professional activities within their own library would help. And because many of them are not yet acquainted with the larger academic and research libraries and the wide variety of special

libraries which could be of special interest to them, these should be brought to their attention along with public library services. [28]

Also, a respondent for a second school who had known before she attended college that she wanted to be a librarian felt that if she had not previously thought about librarianship, her use of the college library would have had little influence. Her observation was:

Librarianship was my choice before attending [the college] and although my contact with the library was a pleasant one I cannot truthfully say it effected my selection. Rather it gave me a broader aspect of the potential in library service and re-enforced my intentions--however, it is doubtful that these pleasant library associations would have given me the idea to select it as my vocation. [29]

The negative influence of instruction in the use of the library was not commented upon by respondents, although some persons felt that the kind of instruction they had received fell short of its purpose. They were not, as a result of it, more effective library users. Nor was the negative influence of groups or activities designed to interest students in books, libraries, or librarianship apparent to any degree. One person did, however, describe an open-house which he had attended at the library:

Grapefruit punch was served. Mostly full-fledged librarians attended. Everyone stood around and talked. It was not conducive to inciting one to [a] career in librarianship. [30]

The presence of other factors.--The influence of individuals was present in most of the institutions where using libraries was an important factor in influencing students to enter library work. But this influence seemed to come more often from members of the faculty than from librarians. The courses taught by these individuals necessitated use of libraries and, consequently, students developed an appreciation for library materials. Thus, indirectly more often than directly, the influence of faculty members was felt. A few students in these institutions were influenced by librarians, but, on the whole, this influence was not as evident as the influence of members of the faculty.



For the most part, in schools where use of libraries was present as a factor, the influence of publicity was absent. Apparently, little use was made of printed materials dealing with the profession, and librarianship as a career was not widely publicized. Nor was the influence of either work experience or library education easily discernible. Relatively few respondents had worked as student assistants, and library science courses were not included in the curricula. From the accounts, too, it seemed that vocational guidance activities were at a minimum when most of these persons were students, although in a few of the colleges guidance was evidently receiving more stress in recent years.

In the liberal arts colleges where using libraries was the most influential factor with respondents, the factor seemed to be more closely akin to the academic programs of these institutions than to the factors discussed in the present study. The kind of education which students received, particularly when coupled with the extensive use which they made of libraries, may have had an effect upon their choice of library work. Several persons suggested that the type of education provided by these colleges was more or less responsible for the number of librarians who came from the schools. Statements from four individuals represent this kind of thinking:

I must confess librarianship was far from my mind while I attended [the college]. In fact, I was discouraged by counselors from considering vocations or majors for at least the first two years. The emphasis was on a broad cultural background with technical training after college years. Since . . . students did not have specific training, as for teaching or nursing, perhaps librarianship better fitted the broad liberal arts knowledge they acquired while there. [31]

As an undergraduate student I studied Classical Languages as part of a liberal arts education. I was not specifically prepared for any profession. I taught Latin for one year in order to obtain funds to do graduate work. When I came to make a decision as to the type of profession that I wished to enter and the type of graduate study I wished to pursue, I decided that the opportunities afforded in teaching were extremely limited. I also felt that I had more aptitude for administrative work. The library profession offered more diversified opportunities and I felt that it was a profession for which my liberal arts education had provided an adequate background. [32]

[The college] should be a good recruiting station as a liberal arts background is very good for a librarian. Besides, after taking liberal arts for four years, what can you do but become a librarian? [33]

[The college], for reasons I really don't fully understand, is a liberal arts college that somehow (either through its presentation or its effect on students) gives the students an abiding liking for the humanities or the social sciences--or perhaps, contrarily, a distrust of the hubbub of a commercial or industrial life. . . . I conclude that it is the kind of school and not the especially library-connected activities, which attracts librarians. [34]

Summary.--In the colleges and universities studied, the influence of using libraries was less important than one other factor--the influence of individuals. In a few schools, however, notably a small group of liberal arts colleges, it was the most important factor. In four schools, it was mentioned by 50 per cent or more of the respondents.

The colleges where this factor was especially important were library-centered, and their academic programs encouraged heavy use of library materials. The influence of the factor on students from these schools was often delayed until after they had become aware of the profession by more direct means. But the factor did, apparently, create or foster a predilection for library work. Instruction in the use of libraries, and groups and activities to promote interest in books, libraries, and librarianship had influenced relatively few respondents.

It seemed that the negative influence of using libraries could result from poor service provided students by a college or university library, from library rules or regulations for which they saw no logical reason, or from unattractive and inadequate provisions for study. In addition, the prominence afforded the clerical aspects of library work and the inability of students to distinguish professional from clerical personnel may have encouraged negative attitudes toward librarianship. With all this, a preponderance of women on a library's staff did not seem likely to suggest librarianship as a profession suitable for men. It was evident, too, that even use of an extremely good

library, where the conditions just described may have been at a minimum, was seldom a strong enough factor in itself to make students think of librarianship as a career.

The factor which seemed most often to accompany the influence of using libraries was the influence of individuals. In the main, these individuals were faculty members rather than librarians, and their influence on students was primarily indirect. Using libraries, as a factor in choice of librarianship, appeared to be more closely allied with the academic program of a given institution than with the other major factors identified in the investigation.

#### Work Experience in Libraries

In considering the influence of work experience in libraries on students' selection of the profession, the factor was limited to the influence of experience gained by working in the library of one of the fifty-one institutions studied. Employment in other libraries was omitted for two reasons. In the first place, the replies indicated that employment elsewhere had little relation to the influence of the college or university in question. This is not to imply that the influence of work experience in other libraries was not an important factor with some students in certain institutions. It was--and especially in cases where an institution of higher education was situated in a metropolitan area and where numbers of its students were employed by libraries in the area. But aside from the fact that the school's proximity to these libraries made student employment possible, the influence of work experience in other libraries did not seem to be specifically related to the colleges and universities included in the study.

A second condition also suggested the desirability of excluding work experience in other libraries. Some respondents who reported experience of this

type did not confine their reports to work done while they were students. With an degree of certainty, therefore, could employment during the period under consideration be isolated from earlier or later employment.

For these two reasons, the present chapter is concerned only with the influence of work experience in the libraries of the fifty-one schools. The figures represent, in most cases, the influence of library work on individuals who were actually employed as student assistants. In addition, some few respondents included in this same category practice work in library science courses or in preparation for graduate study in librarianship.

The relative importance of work experience in libraries as a factor.--

As was shown in Table 4, work experience in the fifty-one institutions had less influence on the decisions of students with respect to library work than did individuals, publicity, and use of libraries. The factor was second in importance in the universities, but, in general, the relative importance of the factors in these schools is still largely undetermined. Also, in the three universities where the influence of work experience was referred to as often as any other factor, this fact had little significance, since relatively few respondents for the three schools were influenced by factors related to their university experiences. In the teachers colleges, work experience as a factor was not as influential as library education.

At least half of the respondents for four schools mentioned work as a student assistant as having affected their decisions to become librarians. The schools included one liberal arts college, two teachers colleges, and one university. The factor was of no influence with the individuals from six institutions. For three of these six schools--one liberal arts college and two teachers colleges--none of the respondents indicated that they had been employed in the library. The percentage of individuals influenced by work experience is

given in Table 19 for the three types of institutions.

TABLE 19  
PERCENTAGE OF RESPONDENTS INFLUENCED BY WORK AS  
STUDENT ASSISTANT, BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (23)	No. of Teachers Colleges (16)	No. of Universities (12)	Total (51)
0	1	3	2	6
1-9	4	.....	.....	4
10-19	6	5	3	13
20-29	2	2	5	9
30-39	7	3	2	12
40-49	2	1	.....	3
50-59	1	2	1	4

The positive influence of work experience in libraries.—The figures in Table 19 are based on the total number of respondents for each institution. When only the questionnaires returned by individuals who reported that they had worked as student assistants were examined, the influence of the factor, as seen in Table 20, was more pronounced. In thirty-five schools, 50 per cent or more of the persons who had been student workers were influenced by that experience; in fifteen schools the proportion was from 90 to 100 per cent. Only one respondent for six of these fifteen schools, however, had been a student assistant. A similar condition accounts for the two universities where none of the respondents had been influenced by work in the library. Of the total number of persons who had worked in the library as students, 64 per cent had found the experience influential. These figures are given in Table 21, along with corresponding percentages for schools of the three types.

The operation of work experience as a positive factor in affecting

TABLE 20  
 PERCENTAGE OF RESPONDENTS REPORTING EXPERIENCE AS STUDENT ASSISTANT WHO  
 WERE INFLUENCED BY THAT EXPERIENCE, BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (22) <sup>a</sup>	No. of Teachers Colleges (14) <sup>a</sup>	No. of Universities (12)	Total (48) <sup>a</sup>
0	.....	1	2 <sup>b</sup>	3 <sup>b</sup>
1-9	.....	.....	.....	.....
10-19	.....	.....	.....	.....
20-29	3	.....	.....	3
30-39	2	2	.....	4
40-49	1	1	1	3
50-59	4	2	.....	6
60-69	2	2	1	5
70-79	2	.....	.....	2
80-89	3	4	.....	7
90-100	5 <sup>c</sup>	2	5 <sup>d</sup>	15 <sup>c,d</sup>

<sup>a</sup>None of the respondents for one liberal arts college and two teachers colleges reported work as student assistant.

<sup>b</sup>Only one respondent for each of the two universities reported work as student assistant.

<sup>c</sup>Includes two colleges where only one respondent reported work as student assistant.

<sup>d</sup>Includes four universities where only one respondent reported work as student assistant.

choice of librarianship can be seen most clearly in a few institutions. A fair number of the respondents for these schools had worked in the library, and a relatively large proportion of those who had felt that they had been influenced by the work there. Some persons described their experiences fully enough to show the way in which the factor operated.

TABLE 21  
PERCENTAGE OF RESPONDENTS REPORTING EXPERIENCE AS STUDENT  
ASSISTANT WHO WERE INFLUENCED BY THAT EXPERIENCE

Type of Institution	Percentage of Respondents Influenced
Liberal arts colleges	64
Teachers colleges	61
Universities	73
Total	64

Six respondents for one of the men's colleges had been student assistants in the college library, and five of them had been influenced in their selection of library work by this experience. According to one former student worker:

Working conditions at the Library . . . were very pleasant. The staff, including student assistants, were unusually close. Of course, this is understandable in a small library.

. . . [The] Circulation Librarian under whom I worked was a miracle of patience. And once she was sure a student assistant had mastered certain duties, she gave him responsibility. This, I believe, created interest in librarianship as a career.

Discussing careers in the library field with [the librarians] and fellow students who planned to continue education in this field helped to form my decision. The entire situation of actually working in a library contributed the most, I believe. Isolating a specific factor seems to lessen the impact. [35]

Nine of the ten respondents who had been employed in the library of a women's college attributed an influence to work as a student assistant. One questionnaire contained this comment:

The largest single factor which influenced my decision to become a librarian was my experience as a student assistant in the [college] library. The working conditions were always pleasant. The library staff worked hard to establish rapport with student assistants and they were never too busy with routine to talk to us about librarianship as a profession. Our work schedule was well-planned and our duties were diversified and never dull. While student assistants we came to realize some of the satisfactions of working with people and books and that the opportunities for service in this profession are great.

This same individual, in her recommendations for recruiting students in the college, continued:

The atmosphere (working conditions) of the college library seems conducive to influencing girls to choose librarianship as a profession. Most of the girls I worked with in the library later attended library school. Certainly if there were more library assistants more girls would become interested in librarianship as a profession. [36]

A second person who had attended this college wrote:

My work as a student assistant under [the librarian's] supervision gave me an insight into the practical nature of the work and I greatly profited from this experience. I benefited from the several types of routine work that I did by gaining an overall view of what it takes to make a library function. [37]

Another respondent for the same institution made this statement:

Library student assistants seemed to have some prestige among other students if I remember correctly; that enhanced the work! [38]

Ten persons who had attended a teachers college had worked in its library. Of this group, eight individuals had found the experience influential in their choice of a career. One wrote:

At the time I was a student there were no classes in library science, but I was assigned to several different kinds of duties and got a good taste of library work, which later influenced my decision to go to library school. [39]

At a coeducational college, six out of nine former student assistants ascribed an influence to work in the library. A graduate of the college described the instruction which she had received:

Their program of training familiarized the student assistants with all phases of library work. They never became tired of my many questions. They



taught me much about library work which is still invaluable to me.

I hope they continue using student assistants. [40]

The number of respondents for a certain university was too small to indicate the extent to which work experience in that institution may have affected the decisions of potential recruits. However, the one individual who had worked in this university's library felt that her experience as a student assistant had been the most important factor in her choice of librarianship:

I chose librarianship . . . because of my experiences as a student assistant at [the] University.

The librarians who supervised my work gave instruction designed to make the student assistant aware of how his small tasks fitted into a larger scheme. I was frequently given work of some responsibility and challenge. As a result, I have never held the very prevalent notion that library work is composed of so many cards to be typed and filed and so many books to be shelved. Although I performed all these tasks, I was made aware that they fitted into a larger pattern. [41]

From the questionnaires returned by persons who had worked as student assistants in the schools where this factor was so effective, it could be seen that the tasks assigned to students included many of a routine or clerical nature. Shelving, filing, charging and discharging of books, pasting, and clipping were among the jobs mentioned. But quite often, after students gained experience, they were given less mechanical duties, possibly in addition to their first assignments. With these duties came a certain amount of responsibility. Several respondents who had been employed as pages were later given work involving some knowledge of professional librarianship. Among other things, they answered simple reference questions, planned displays, and ordered books. Just how much freedom students were granted in all of this was not evident, although for most schools careful supervision on the part of professional librarians was the impression given. Still, one respondent injected a note of caution into his reply which bore on this aspect of the problem. He described the attitude of the faculty toward the library as unfavorable and gave as one

reason the fact that student assistants performed all of the reference work.

In a few institutions where the influence of work experience was an important factor, an occasional respondent had belonged to an organization for student assistants. However, these organizations, which were found in fifteen institutions, were not reported in all of the schools where the influence of the factor was strong. A respondent for one such school felt that an organization of student workers would have been superfluous:

Due to the smallness of the college, it was not necessary or desirable to have such organizations, since we saw each other very frequently and in addition had such close relations. [42]

Most of the organizations were described as partly social, but at the same time they served as a means of informing student assistants about the policies and practices of the library. In the main, the groups were loosely organized and informal. About one-fourth of the persons who had belonged to a student assistant organization felt that it had influenced their choice of librarianship.

The negative influence of work experience in libraries.--The negative influence of work experience in libraries was less apparent in the fifty-one colleges and universities than its positive influence. Even so, it was clear that in several schools librarians had not been drawn in any large numbers from the ranks of student assistants. In a few of these institutions, the negative operation of the factor was discernible.

None of the respondents for three schools had worked in the library as students. Assuming that these libraries used student help, the individuals who had worked there apparently were not attracted to the library profession. In two of the three institutions, the librarians evidently were somewhat less popular with students than was the case on other campuses. "Authoritarian," [43] "strict," [44] "unfriendly," [45] and "guardian of materials" [46] were terms used by respondents to describe the opinions which students held regarding one

or the other of these individuals. To what extent these characteristics were reflected in working conditions in the library and in staff relations with student workers is a matter of conjecture. But it does seem plausible to think, in view of the dearth of former student assistants among the respondents for these institutions, that work experience in the library may have been a negative influence. In answer to the question, "Did you work as a student assistant in the library?", a former student from one of these schools wrote:

Wanted to, but never made it--hiring at the time on a somewhat subjective basis, we disappointed applicants felt! [47]

In the third school whose respondents included no former student workers, the situation seemed to be slightly different. A reply received too late to be tabulated did come from an individual who had been a student assistant at this college:

Until about ten years after graduation . . . I somehow remained unaware that librarianship involves pursuits extending far beyond the clerical or mechanical duties involved in maintaining and circulating a collection . . . [48]

Persons who had worked in the library of a fourth school may have had a like experience. Questionnaires were returned by nineteen former students and, of the four who had been student workers in the library, only one felt that the work there had influenced her choice of librarianship. One graduate of the college who had been employed as a student assistant in the circulation department wrote:

I didn't know specifically what I wanted to do, while I was in college; I only was sure that I didn't want to teach English, the only reasonable alternative in my mind. I worked while I was in college at the College Library as student assistant, got reasonably well acquainted with . . . the librarian, and found her and the work at the library pleasant but not inspiring.

This same individual, who did not consider librarianship until after graduation, made the following suggestion for promoting interest in the library profession

among student assistants:

Let the student assistants help in some other phase of library work than routine clerical circulation work; this would give them a glimpse of another side of librarianship, and perhaps take away the impression that being a librarian would be a dull, uninteresting thing. [49]

The presence of other factors.--In the institutions where the influence of work experience appeared frequently as a positive factor, the other factor generally present was the influence of individuals. Work experience was rarely mentioned by respondents for these schools without reference also being made to a librarian. It was a librarian who was responsible for the assignment of duties, the supervision of work, and the relationship of students to members of the professional staff, all of which tended to make work experience a positive influence on the students' choice of librarianship. In the four schools where to all appearances work experience operated as a negative factor, the individuals who were most influential with respondents were not librarians. They were, instead, library science teachers or faculty members in other departments.

On the strength of the above, it might be possible to conclude that in institutions where the influence of work experience appeared as a positive factor, the influence of a librarian was present; and that in institutions where the influence of work experience did not appear as a positive factor, the influence of a librarian was absent. But when other institutions on the list were examined, only the first half of this statement seemed to hold. In some schools, a sizeable number of former student assistants had been influenced by a librarian, but a noticeably smaller number attributed an influence to the work they had done in the library. A situation like this may give added importance to the influence of individuals.

In most of the schools where work experience had been an influential factor with respondents, the influence of publicity was also present. Materials

on librarianship were brought to the attention of student assistants by members of the library staff, or they saw these independently in the course of their work in the library.

Summary.-- The influence of work experience was a factor found less frequently in the fifty-one institutions of higher education than the influence of individuals, publicity, and using libraries. Half, or better than half, of the respondents for four schools had been influenced by work as student assistants, while none of the persons who represented six schools attributed an influence to this factor. Of the individuals who had worked as student assistants, almost two-thirds felt that the work had been influential.

In institutions where the influence of the factor was unusually strong, respondents reported similar experiences. As student workers, they had been delegated a measure of responsibility. They had performed a variety of duties and, in some cases, had worked in more than one department of the library. Though their duties may have been largely clerical and routine, they had been introduced to work of a professional nature and given an opportunity to try their hand at it. Finally, they had been closely associated with the professional staff and made to feel that their contribution to the library's operation was an important one.

Conditions in certain schools suggested that the negative influence of work experience could function in at least two ways. In the first place, if administrative procedures and practices in a library were questionable from the point of view of sound administrative policy, working conditions and staff morale might possibly be affected to such an extent that student workers would find the library field uninviting. Secondly, if, in a library, student assistants were assigned solely to routine and clerical work with no explanation of the significance of that work in the operation of the library as a whole and

with no introduction to professional librarianship, there appeared small likelihood that these students would be attracted to the library field. Their impressions of the work, in all probability, would not be conducive to choice of librarianship as a profession.

When work experience was a positive influence in an institution, the factor most likely to accompany it was the influence of individuals who were librarians. Also, the influence of publicity might be present in these same schools.

## CHAPTER VII

## THE INFLUENCE OF LIBRARY EDUCATION

When library education as a factor influencing students' choice of librarianship was examined, it appeared that the fifty-one institutions could be placed, very generally, into one of three groups. For schools in the first group, respondents had had little or no contact with a library school or a department of library science. In the second group of schools, a noteworthy number of individuals had been enrolled in library science courses. On the campuses of institutions in the third group, the influence of a graduate library school was more perceptible than in certain other colleges and universities.

Both library science courses and other less formal contacts with library education and its representatives were cited by respondents as having influenced their decisions regarding the profession. The courses reported in the several schools ranged from an introductory unit taught by the librarian to some thirty-six semester hours of work offered by a department of library science. In between were courses intended to prepare teacher-librarians; courses designed as prerequisites for graduate library school and taken either on the campus or at a university near by; courses given at a work-shop or institute for practicing librarians; and a few courses offered by an academic department in the literature and bibliography of a subject field.

In other ways, too, students had some contact with a library school or a library science department. Through correspondence, visits to a library school, meetings with library school representatives who were on the campus, or talks by library school personnel at career conferences, a number of students

were influenced by library education. The decisions of others were affected by association with library school students, while still others felt that a library science department, through activities sponsored for students interested in the field, had exerted a positive influence.

The Relative Importance of Library  
Education as a Factor

As shown in Table 4, the influence of library education in the fifty-one institutions was not as marked as the influence of the other major factors. To this, the teachers colleges constituted an exception. There, the influence of library education carried less weight than the influence of individuals, but, as a factor, it was more important than publicity, use of libraries, and work experience.

Table 22 shows that 50 per cent or more of the respondents for three schools--two liberal arts colleges and one teachers college--credited library education with influencing their choice of librarianship. In this particular teachers college, where 70 per cent of the respondents mentioned its influence, the factor appeared more frequently than did any other. None of the persons from thirteen institutions, all either liberal arts colleges or universities, had been influenced by courses or by other contacts with education for librarianship. In the case of several of these schools, certain respondents did indicate an influence from individuals associated with a library school. Apparently, however, these respondents considered the individual and not library education as the influential factor. If cases like these were included, there would be fewer institutions where the influence of library education did not appear. In several other schools, the influence of the factor was present but was slight, and its presence could usually be accounted for by one or two persons whose contact with library education had no visible connection with the college or university in question.



TABLE 22

PERCENTAGE OF RESPONDENTS INFLUENCED BY LIBRARY SCIENCE COURSES  
AND/OR CONTACTS WITH A LIBRARY SCHOOL OR DEPARTMENT OF  
LIBRARY SCIENCE, BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (23)	No. of Teachers Colleges (16)	No. of Universities (12)	Total (51)
0	8	.....	7	13
1-9	4	1	2	7
10-19	3	4	.....	7
20-29	7	5	3	15
30-39	1	2	.....	3
40-49	.....	3	.....	3
50-59	2	.....	.....	2
60-69	.....	.....	.....	.....
70-79	.....	1	.....	1

#### The Positive Influence of Library Education

Library science courses.--When the reports for the fifty-one institutions were analyzed, it was evident that in the schools where library education is a factor was particularly strong, its influence could often be traced to library science courses. The percentage of the respondents for each school who had been influenced by courses in librarianship is given by type of institution in Table 23. None of the persons from twenty schools ascribed an influence to library science courses, but for sixteen of these schools some of the respondents reported that they had taken such courses while there. The replies indicated that in several institutions courses in librarianship were not available, a condition that may have prevailed in most of the sixteen schools. Library science courses were of some influence in all of the teachers colleges, while for one liberal arts college and one teachers college, 50 per cent or more of the individuals who responded to the inquiry felt that the courses which they had

taken had influenced their selection of library work.

TABLE 23  
PERCENTAGE OF RESPONDENTS INFLUENCED BY LIBRARY SCIENCE  
COURSES, BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (27)	No. of Teachers Colleges (16)	No. of Universities (12)	Total (55)
0	12	.....	8	20
1-9	1	2	2	5
10-19	2	3	.....	5
20-29	6	5	2	13
30-39	1	2	.....	3
40-49	.....	3	.....	3
50-59	1	.....	.....	1
60-69	.....	.....	.....	.....
70-79	.....	1	.....	1

Table 24 shows for the thirty-five institutions where library science courses were known to be available, the percentage of the respondents having had these courses who were influenced by them. The extremes of the distribution were accounted for by one individual who either was or was not influenced by his experiences as a student in the courses he had taken. When Table 24 is considered, the effect of library science courses on the decisions of the students who became librarians is more evident. In seventeen schools, 50 per cent or more of the persons who reported that they had taken these courses attributed an influence to them. In Table 25, which is also limited to persons who had been students in library science courses, are shown the overall percentages of these individuals influenced by the courses in the three types of schools. Close to one-half of the total number of respondents who had taken courses in librarianship felt that the courses had been influential. The percentages for the

TABLE 24

PERCENTAGE OF RESPONDENTS REPORTING LIBRARY SCIENCE COURSES WHO WERE INFLUENCED BY THOSE COURSES, BY TYPE OF INSTITUTION

Percentage of Respondents Influenced	No. of Liberal Arts Colleges (13) <sup>a</sup>	No. of Teachers Colleges (16)	No. of Universities (6)	Total (35) <sup>a</sup>
0	2 <sup>b</sup>	.....	2 <sup>b</sup>	4 <sup>b</sup>
1-9	.....	.....	.....	.....
10-19	.....	1	.....	1
20-29	.....	2	.....	2
30-39	3	2	1	6
40-49	.....	5	.....	5
50-59	3	3	1	7
60-69	3	2	.....	5
70-79	1	.....	.....	1
80-89	.....	1	.....	1
90-100	1 <sup>b</sup>	.....	2 <sup>b</sup>	3 <sup>b</sup>

<sup>a</sup>None of the respondents for ten liberal arts colleges and six universities reported taking library science courses.

<sup>b</sup>Only one respondent for these institutions reported taking library science courses.

TABLE 25

PERCENTAGE OF RESPONDENTS REPORTING LIBRARY SCIENCE COURSES WHO WERE INFLUENCED BY THOSE COURSES

Type of Institution	Percentage of Respondents Influenced
Liberal arts colleges	54
Teachers colleges	48
Universities	44
Total	49

teachers colleges and the universities were noticeably lower than for the liberal arts colleges.

Fairly often, the individuals who traced an influence to library science courses made no comment on the manner in which the factor had operated. Because of this scarcity of comments, an examination of the influence of courses in terms of institutions presented a difficulty. Still, some individuals wrote at considerable length, and a few questionnaires for certain schools contained enough information to provide at least a partial picture of the way in which the factor worked in those institutions and perhaps in smaller ones.

Replies for two liberal arts colleges suggested that the courses given there may have been quite effective in recruiting students who had not seriously considered librarianship as a career for themselves or who were not sure as to whether or not they wished to enter the library field. In the opinion of two respondents for a women's college, library science courses on that campus gave students who might otherwise never have thought of librarianship an introduction to the profession. One person who had attended this institution commented:

Several courses in the department--children's literature, adolescent literature, and library materials for teachers--are required for elementary education majors. And often (in my years there) the courses in children's and adolescent literature were taken as electives by other students. I believe these personal contacts with library courses, librarians, and those interested in becoming librarians were instrumental in influencing some students to consider librarianship as a career. [1]

Another respondent for the same college felt that the course in children's literature had served to draw students into other library science courses.

In a coeducational college where it seemed that an intensive program to interest students in the profession was carried on by the librarian, courses in library science constituted one phase of the program. A man who had been a student at the college wrote:

In the . . . program as arranged by [the librarian] it was essential

that all of the people that worked in the library take some of the courses that he offered so that they would be better prepared to deal with the problems of the institution as they would arise. It was during this course that I began to realize the immense value of the library in the socio-cultural program of the college and the everyday world. The gradual evolution of my desire to enter this profession is one that was just gradual and which was strengthened throughout the entire college program. [2]

The replies from persons who had attended this college suggested that the library science courses offered there were less closely related to teacher-training than were the courses found in some institutions.

Occasionally, a respondent for another school indicated that he had been subject to an influence similar to that attributed to the library science courses in these two colleges. Cases resembling the ones quoted below were found in a number of schools, including both liberal arts colleges and teachers colleges. Although such cases may have been more prevalent in some schools than in others, the evidence necessary to support such an observation is tenuous.

A respondent who had considered library work as a possible career for herself while she was still in high school mentioned the courses in librarianship that she later took at a coeducational college:

After taking several electives in Library Science, I felt that I would definitely like to become a librarian. [3]

A former student at a women's college reported her experience:

While at [the college], I decided to take a course in library science to help me in my English work. I became very much more interested, and decided I wanted to be a librarian. [4]

At two different teachers colleges respondents had become interested in librarianship in much the same way:

I more or less stumbled into the field of Library Science. I had no minor until my major professor . . . urged me to try Library Science. It fitted into my program of study so I decided to give it a chance.

The two librarians who taught me . . . were just wonderful. They made Librarianship sound so very interesting and were so enthusiastic about their work that I decided immediately to do my graduate work in Library Science rather than in English as I had planned. [5]

I planned to take some library science courses as electives after talking about these classes with a fellow student enrolled in these. (I also knew two of the members of the library staff that I admired). I believed these classes would help me in my teaching. It was after I had taken about two classes that I began to think of it as a profession for myself. [6]

The effect of library science courses on students in the teachers colleges where a major in the field was offered apparently differed to some extent from their effect on students in other schools. Furthermore, as several respondents made clear, the recruiting efforts of these institutions were more frequently directed toward high school students than toward college students. A fairly large number of persons who had attended schools in this group had thought about librarianship or had decided that they wished to be librarians before they ever went to college. The availability of courses in library science was often a determining factor in their choice of a school. Hence, the particular influence of library science courses on these individuals was to reinforce a decision already partly, if not fully, reached. Three quotations illustrate this point:

I had definitely made up my mind about being a Librarian before I went to [the college]. Fortunately all Librarians along the way and my training at [the college] made the field look more and more favorable. [7]

I went to [the college] because it was a tuition-free college offering courses in librarianship, and most of my contacts were people attending for the same reasons. To my way of thinking, we were, as a group, already firm in our intentions to become librarians, and should not be regarded as potential recruits. [8]

[The college] offers a four year course for school librarians. Most students went there with the idea of becoming librarians. [9]

A few replies suggested that in institutions such as these the number of professions for which a student could prepare was limited. Thus, for persons who did not wish to teach, library science courses furnished an alternative. According to one respondent:

Truthfully, . . . I must say that I do not know whether I would have

chosen librarianship as a career if my family had been able to pay tuition to a private college. My choice of vocations was limited. I had rather wanted to be a Journalist, but I could not take that in a tuition-free, state-supported college. [10]

It was apparent also from replies for several institutions giving an undergraduate degree in librarianship, that individuals from these schools had sometimes felt impelled to undertake further study in library science. The courses that they had taken did not afford them sufficient recognition as librarians. As a result, they were more or less forced by their undergraduate preparation into a graduate library school. Reports from three respondents represent this point of view:

I had already decided on school librarianship as a career when I entered [the college], and entered the course in my junior year. When I graduated, it was not with a B.S. degree, of course, but a B.S. in Education. I thought at the time it was adequate. Later, when I wanted to do graduate work, I found that it wasn't. And so, eventually, I found myself bowing to the inevitable and entering [a graduate library school] to work at Library Science again. I found that while there was some repetition, much of the material was either new or in other areas of librarianship, so that it was not the waste of time I feared it would be.

All this leads me to the statement that I entered [a graduate library school], . . . because I was in the field and needed an AIA accepted degree to make any progress. [11]

After completing work at [the college] and one year's experience in the field I decided to attend [a graduate library school] so I could be considered professional by any library standards--school, technical, public. [12]

[The director of the library science department] realized [the school] was not an accredited library school, so during our 30 semester hours of work in library science he told us again and again the importance of going on and getting a degree from a library school. [13]

Another group of individuals had been influenced in still a different manner by library science courses. These persons were to be found more often in the teachers colleges than in the liberal arts colleges, and, for these, one or two undergraduate courses in librarianship had led to library work in connection with a teaching assignment. After experience in both teaching and librarianship, they had discovered a preference for library work and had therefore enrolled in a

graduate library school. The influence of library science courses was, in these cases, delayed and perhaps indirect, but their influence was nevertheless recognized by respondents. Three persons from the same teachers college had been similarly influenced by courses in librarianship:

The placement office made no secret of the fact that graduates who planned to enter the teaching field would have a much better time in getting a good job if he or she had something "extra" to offer. Music, Sports, and a library certificate were stressed. At that time . . . one needed 4 sem. hours of lib. sci. to qualify for a teacher-librarian certificate. I elected the 4 sem. hours of lib. sci. [The instructor] was an excellent teacher (cataloging) and whetted my interest in librarianship as a possible career.

My first teaching position . . . consisted of teaching one class History, two classes English, and organizing a library. Naturally I didn't know too much about it, but the instruction in two library courses at [the college] gave me confidence and some background. . . .

The organizing of this library was most interesting and challenging and I decided to pick up a few more credits in librarianship. I had already started a Masters Degree program in Education. After the summer . . . I switched my program to a Master of Arts in Librarianship . . . [14]

My later decision [about nine years after graduation] may have been influenced by the fact that I had a background of 4 semester hours in Library Science; hence, I knew something of what it consisted of.

When I graduated from college, cities required a couple of years experience in a smaller school before considering one as an applicant. All small schools had a delectable little assortment of odd jobs for every poor English teacher who was lucky enough to be hired. There was the class play (junior and senior), the school yearbook, the paper, the library, five classes, a study hall, the home room and statistics. Who was better equipped than the English teacher? As I worked on the library part of this assignment, I knew that I had a real interest there, and to protect myself from dissipating my energies with a dozen duties and not being satisfied with the outcome of any, due to lack of time, back I went to library school and have never regretted my decision. But it was partly a protective measure! [15]

[The librarian] was my instructor in Library Methods, a four credit (semester) course which I took in connection with my English major. This course qualified the student to serve as a teacher-librarian.

[For four years] I taught at the . . . Jr. High School. . . . It was just being organized at that time; and a few books had begun to accumulate so the principal asked me to set up a library. My experience there as teacher-librarian proved to be very interesting and rewarding.

[Later] while teaching in . . . High School, I was assigned to assist . . . [the] librarian . . . [She] was highly pleased with my work and expressed much surprise that I had been able to get such good library training in just a four credit course. I then went on to [a graduate library school] to get my library degree . . . [16]



For other individuals who were also influenced by library science courses, the courses had some after assignment to a position involving library work. Teachers who were asked to operate a library in addition to their teaching responsibilities attended school, often at a teachers college, for the purpose of taking courses to qualify for a specific position. In the process, they became interested in professional librarianship and in further study at the graduate level. In one state, when courses were set up in institutions of higher education to provide the training necessary for teacher-librarians,

many teachers from schools all over the state returned to summer school to take these courses to qualify for the responsibility of setting up libraries in their schools. Practically all were teacher-librarians. Being an English instructor and major and one who had always been interested in books and libraries . . . , I was drawn . . . into these courses as naturally as air into the lungs. [The librarian] taught the first course of library science I ever took--the introductory course in which we used Douglas' Teacher-Librarian Handbook. From that first course I knew that someday when I could begin work on my Master's Degree it would be in the field of Library Science. [17]

A person who had attended another teachers college wrote of a similar experience:

I was taking care of the library in a small country high school . . . because there was no one to do it. However, I had no training of any kind. [The state librarian] visited our school, and I asked her to give me some advice. Later she arranged for me to receive a scholarship provided I would take two courses in library science. I did take them and liked them so well that I often expressed regret that I had not used library science as a minor. My instructor was so enthusiastic about her work that it created a desire to know more of it. [18]

Other contacts with library education.--Individuals from thirty-three of the fifty-one schools reported that they had had some contact, aside from courses, with a library school or a department of library science. In most of the thirty-three institutions, these individuals made up a relatively small proportion of the respondents, and the kinds of contacts mentioned by them showed considerable variation. This being the case, the data are not presented numerically in terms of individual institutions. Table 28, however, does give for the three types of schools the percentage of the total number of persons

reporting other contacts with library education who had been influenced by those contacts. With no distinction made as to types of institutions, the ratio was approximately one to one. But when the data for the several types of schools were examined separately, the liberal arts colleges ranked noticeably higher than either the teachers colleges or the universities.

TABLE 28

PERCENTAGE OF RESPONDENTS REPORTING OTHER CONTACTS WITH LIBRARY EDUCATION WHO WERE INFLUENCED BY THOSE CONTACTS

Type of Institution	Percentage of Respondents Influenced
Liberal arts colleges	66
Teachers colleges	39
Universities	33
Total	52

In most of the schools where undergraduate library science courses were offered, the relations between students and teachers apparently were close. As one person observed:

Perhaps because of our small group (usually 7-9 students in a library science class) they were able to be not only instructors but also our counselors and friends. Looking back it was certainly wonderful to be a part of the rapport that existed in that department. [19]

In these institutions, the association of students with members of the library science faculty was not always confined to the classroom. Social activities were scheduled for students in the department, and opportunities were provided for students, both as individuals and as a group, to meet librarians of some prominence.

In thirteen schools, respondents had belonged to a library science fraternity or club, which was usually sponsored by a department of library science. Nine organizations were located in teachers colleges; two, in liberal

arts colleges; and one, in a university. In the one remaining case, a college student belonged to an organization for library school students at an adjoining university. Both social and professional activities were scheduled by most of these groups, which also engaged in recruiting for librarianship. An individual who had attended a coeducational college where there was no formal organization for students interested in the library field, suggested that such a group might have served a recruiting purpose on that campus:

I feel . . . that there should be some sort of student library organization. Those of us who were student assistants felt a kinship among us and we might have drawn others into the field had we been organized. [20]

Slightly less than 20 per cent of the persons who had belonged to these organizations in teachers colleges were influenced by them, while the corresponding figure for liberal arts colleges was 50 per cent.

Insofar as the graduate library schools were concerned, their contacts with certain individuals seemingly had little to do with the institutions which these persons had attended. Through correspondence or through a visit to a library school on his own initiative, a student's interest in the profession might be accelerated or his previous decision to become a librarian might be strengthened. Experiences of three individuals exemplify this kind of influence:

I had correspondence with Dean . . . which influenced me a great deal towards attending library school. [21]

During my senior year in college, I visited the . . . library school and was given a very cordial reception--and much help in applying as a graduate student, etc. [22]

Visits to sister attending [library school] resulted in contacts with school and other students. [23]

For the five universities with graduate library schools, the data were too limited to justify any reliable conclusion as to the comparative effectiveness of the library schools in reaching students on their own campuses. In all five universities, at least one respondent had known someone, either a

student or a member of the faculty, who was associated with the library school. A few of these contacts, however, seemed somewhat remote from the school itself and were not identified by the respondents as contacts with the school.

The five universities apart, it could be seen that in two other institutions a library school was active in bringing librarianship to the attention of undergraduate students. The first institution was the graduate unit of a university system with which two liberal arts colleges were affiliated. The influence of the library school on students in one of these colleges was especially notable. All of the respondents for the college referred to the influence of the director of the library school, who had presented opportunities in the library field in talks to groups of students at the college and also in conferences with individuals at the library school. Literature on the profession was made generally available on the campus, and the library school was apparently responsible for its presence there. Some individuals had, as college students, taken the library science courses which the school offered to undergraduates as prerequisites for the graduate program that followed. In this particular college, the respondents had known about the library school and had known library school students.

The second institution where the influence of a graduate library school was particularly noticeable was a teachers college. As the three statements quoted below will show, students who attended this college were introduced to librarianship early in their college program:

The lecture [on opportunities in library careers] to the freshmen by [the director] was the actual factor which got me to enroll in the library dept. [24]

The library school director frequently announced the possibilities of a library career, the need for librarians, and the scholarship . . . available for a student each year in the library school. I also had a few

conferences with him as an undergraduate in which he found out about my background and interests.

The library school director personally contacted all freshmen who indicated an interest in librarianship. [25]

As an undergraduate student, I took a two hour introductory library course from [the director]. His intense interest in library work awakened me to an interest in the many services which a library renders. I was able to appreciate and use these services more fully because I had secured a more skilled knowledge of library techniques. [26]

On campuses without a graduate library school, a college librarian was sometimes instrumental in providing contacts for students with library educators and library schools. In several institutions where the director of a library school participated in a career conference or talked to the student body about library work, the librarian was evidently responsible for his inclusion on the program. One college librarian who also taught several courses in library science took his students to visit a library school in a neighboring city. At other institutions, librarians arranged for individual students to visit library schools or to meet representatives of these schools when they came to the campus. Two respondents for a women's college wrote:

On three different occasions she took me to . . . visit . . . libraries . . . or to talk with [the director of a graduate library school] about coming to library school. [27]

I remember meeting [the director of the library school] when she came to [the college] for a conference during that summer. From her and from [the librarian] I received the impression that the . . . lib. school must be very good! [28]

According to an individual who had attended another college for women:

[The college's] record for producing librarians probably has a connection with the closeness of the college to a library school. . . . I believe the cordial relations existing between the college librarian and the director of the library school is of great benefit to those students interested in librarianship. [29]

Furthermore, some college librarians, because of their relations with library schools, were able to secure fellowships or library assistantships to

aid students in financing a year of graduate work. When one individual told the college librarian that she wished to go to library school:

She promptly offered me a chance at two fellowships . . . [30]

At a second institution, the librarian's contact with a library school worked to the advantage of another student:

[The librarian] . . . helped me obtain an assistantship . . . so that I might go to library school without having to worry about how I would finance it. [31]

#### The Negative Influence of Library Education

Just as has been the case with other factors, the replies at times attested to the fact that the influence of library education could be negative as well as positive. Comments of respondents concerning their own experiences with library schools and departments of library science, along with their reports of the attitudes of other students on the several campuses toward education for librarianship, suggested that certain aspects of library education could work to discourage students who might otherwise be interested in the profession. Both graduate library schools and undergraduate courses in library science received a share of the criticisms. Faculty, students, curriculum, status of undergraduate courses in librarianship, cost of library education, and isolation of library schools, were all seen as possible deterrents to potential librarians.

Usually, when a specific faculty member was cited by a respondent as a negative influence on choice of librarianship, this same teacher was also mentioned by a second individual as a positive influence. Thus, one reply tended to cancel out another. Several criticisms, including the following, were more general:

A more colorful faculty group with more stimulating and inspiring courses to teach would help the library schools of most colleges which I have contacted. [32]

Another criticism dealt with the size of the faculties in certain schools and departments:

Outside of classification and cataloging the entire course was taught by 2 teachers. [33]

I had one teacher for 30 hours of library science. [34]

Some persons felt that the composition of the student body of a graduate library school or of an undergraduate department of library science could sometimes be such as to make other students question the desirability of librarianship as a career. This point of view was expressed by two respondents:

Too often misfits were in the department which made a bad impression on others who might otherwise have been interested. [35]

Out of a group of between 12 and 15 in my library science class . . . there was one girl whose company I enjoyed and two other women whom I felt had a fair chance of succeeding in their chosen profession. The rest were utter social misfits. They didn't even know how to meet people--let alone how to deal with them. Several years later when I did some graduate work at [a graduate library school] . . . I was most surprised to discover the same type in library school there--a much smaller percentage to be sure--but any percentage whatsoever is too high. [36]

The reputation which library science courses appeared to have on several campuses was thought by some respondents to influence college students against the profession. Typical comments included:

The library courses are notoriously rugged. [37]

Our classes in library science were small because too many former (and present) students complained about how the work was "piled on" by library science instructors. (The graduate program I attended later on was no different.) [38]

Most said the courses were too hard. [39]

Most students felt the library students worked too hard, were never seen at bridge games, and just could not find time to mingle between classes. [40]

Library school was described as a "rat race", "too much work;" appeared to have too great a danger of failure. [41]

The content of courses in librarianship was also subject to criticism.

Among the respondents who expressed an opinion, there was not always agreement as to which subjects should receive stress. Nor did there seem to be a consensus with respect to practice and theory in library school curricula. One man who felt that more emphasis might well be given to the practical aspects of librarianship wrote:

The prospective library science student on his first glance at courses (and some of the results of the courses) comes to the conclusion that it is much smoke and very little fire. [42]

A second individual had found the opinion of graduate students in other fields to be something different:

Most of the M.A. candidates thought of library school as a "vocational school"--not intellectual enough for them . . . . [43]

All in all, the negative influence of the content of library school curricula, as revealed through the questionnaires, seemed to depend quite often upon individual proclivities and aversions.

At the undergraduate level, a possible negative influence of library science courses was pinpointed by several persons who had attended institutions where these courses were given. Their replies suggested that programs aimed primarily at the preparation of school librarians were not likely to attract potential college, public, and special librarians. A man who had taken a few undergraduate courses, who did not consider them influential, and who had not decided until two years later to be a librarian, described the courses:

[The college] offered several courses for teacher-librarians, taught by members of the library staff. The two that I took dealt with reference work and simple library procedures (housekeeping). [44]

A man from another liberal arts college where courses for school librarians were available wrote:

I had the impression that the girls taking library courses were interested primarily in high school libraries.

I can suggest that [the college] was doing a good job of recruiting



women students for library school courses but that more efforts could be made to make students aware of the variety of positions available. [45]

This individual had not thought of librarianship as a profession suitable for himself until after he had attended a large university where opportunities in other types of library work came to his attention. A respondent for this same college made a similar recommendation:

Have the library courses less closely related to teacher training. [46]

A second way in which undergraduate library science courses might operate to discourage recruits to the profession was indicated by several individuals who had attended teachers colleges. Some persons felt that these institutions were handicapped in any effort they might wish to make to interest students in librarianship either because their programs were not accredited or because their courses were not accepted by the graduate library schools. Statements from four respondents voice this feeling:

Since the . . . course is not accredited by the A.L.A., if students wish to work for higher degrees or to get positions in other branches of the library field, the courses which they took . . . must be repeated at an accredited library school. [47]

I do think that if ALA accreditation were given--which would mean additional faculty, etc.--~~more~~ of the present student body would become interested in receiving a degree which has ~~some~~ degree of national acclaim! [48]

Much of the time spent in pursuing the undergraduate courses in library science . . . was a waste as the same courses had to be repeated before I could get a graduate degree from [a graduate library school]. [49]

My one disappointment came when I found out that the courses I took in undergraduate school were not applied toward my degree. Consequently, at least three courses which I had in undergraduate school . . . had to be repeated again on the graduate level. I feel that this is the biggest drawback in taking library science as a minor if you plan to get a masters degree later. If this situation could be remedied in some way, I think it would help in recruitment because students wouldn't feel they were wasting their time by taking library work on an undergraduate level. [50]

As a further handicap to recruiting college and university students, respondents cited the cost of a fifth year of study. They pointed out that

some students would from necessity, rather than from choice, select another occupation or profession for which the requisite education could be obtained in a four-year college program. A number of persons felt that the solution to this problem lay in increased financial aid for library school students; others believed that the training needed for library work could be obtained without a fifth year of study. The three respondents quoted below spoke to this point:

Many students hesitate to put a 5th yr. of college on top of four, and many, like myself, consider a year in L.S. a financial burden and thus welcome any available aid . . . . [51]

Since library science is not offered as an undergraduate course a fifth year at library school is necessary. For many of the girls this factor holds them back either for financial or personal reasons. [52]

I believe that most girls feel as I do: four years is enough to go thru to prepare for any career. You can become a teacher in four years. You can graduate from a general course in four years, why go five years? . . . Perhaps the best solution would be to make it a part of the regular 4-years live teacher education. Why the fifth year? Why can't you major in library science just as you would major in Spanish? Then you would get more librarians. Those who were ambitious, wanted to teach, or do extensive administrative work could then work for their master's degree during the fifth year. [53]

Last of all, according to some respondents, certain library schools and departments of library science were little-known to students on the same campus, and, as a result, their influence was limited. The following comments from six questionnaires are typical of this observation:

I venture to say 90% of the student body did not even know of its existence. [54]

[Students] have little contact with [the school]. Also any unfortunate who inadvertently wanders into either the library [of the school] or the study is aware that he has committed a grave transgression. [55]

While I was at [the college] the library school faculty kept very much to themselves. I hardly knew they existed. [56]

As far as I know, the Department is still high up in its ivory tower. In my time, it was almost unknown to students in other departments. [57]

I would say that the . . . Library School has kept itself isolated from the main stream of University activities. [58]

I think the lack of information on campus caused most students to express surprise when you mentioned that the University had a Library School. This was something that they had never heard of before. [5]

#### The Presence of Other Factors

In institutions where the influence of library education was an important factor, in all probability the influence of individuals was also present. If students took courses in library science, the teachers of these courses were the individuals most frequently named. Also, in some schools, the influence of other students was noticeable. On the campuses where library science courses were available, the profession was publicized to a greater extent than in institutions where there were no courses, and, consequently, a larger percentage of persons from schools in the former group mentioned the influence of publicity. Often, in connection with their courses, they had become acquainted with materials about librarianship as a career.

If the influence of a graduate library school was perceptible in an institution, the factor would again, in all likelihood, be accompanied by the influence of individuals. If the library school happened to be situated on the same campus, the individual who was most influential might well be the director of the school. Otherwise, the influence of a college librarian who served more or less as an internellary was inclined to be strong. In the two institutions where the influence of a graduate library school was most in evidence, the influence of students was present. In the case of one of these institutions, every respondent had been influenced by publicity of some kind.

#### Summary

The influence of library education was less apparent in the fifty-one colleges and universities than the influence of individuals, publicity, use of libraries, and work experience. But in the teachers colleges, the factor was

more important than the last three factors named. At least half of the respondents for three schools had been influenced by library education, while in the one teachers college in this group the proportion was as high as 70 per cent.

Library science courses were mainly responsible for the influence of the factor in the institutions where it appeared most frequently. The absence of the factor in thirteen schools could be attributed in large measure to the absence of library science courses. In seventeen of the thirty-five schools where respondents had taken courses in librarianship, 50 per cent or more of these persons had been influenced toward a library career by their experiences in the courses. Of the total number of respondents who reported that they had taken library science courses, nearly half felt that the courses had been influential.

If the factor's influence was attributable to library science courses, this influence might operate in one of several ways. There were indications in a few schools that the courses served to introduce students who might not have considered the profession to the library field and thus to arouse an interest in librarianship as a career. In other schools, particularly in the teachers colleges where an undergraduate major in library science was available, the courses tended to strengthen decisions which students had already made regarding the profession. Also, courses in teachers colleges could have a delayed effect upon individuals who, trained primarily to be teachers, decided after experience in a library, along with teaching, to become professional librarians. Somewhat in reverse, these courses were influential with other persons who, assigned to library work, found through the courses which they took to qualify for their positions that they wished to obtain a graduate degree in the field.

Students who attended institutions offering library science courses, and also students who attended certain other schools, had opportunities of a

different kind for contacts with library education. In schools with a library science department, the department was often responsible for sponsoring social and professional activities for its students. Organizations for persons interested in the library field were found in thirteen schools, most of which gave courses in librarianship. On a few campuses the principal influence of library education came from contacts which students had with a graduate library school. If located on the same campus, the library school might initiate these contacts, or, in institutions where there was no library school, a librarian might be responsible for the contacts afforded students with graduate education for librarianship. In the latter case, the influence of the factor was generally less evident, but in some colleges it was none the less present.

The negative influence of library education could be attributed both to undergraduate courses in librarianship and to education at the graduate level. The composition, as well as the size of some faculties, and the proportion of unsuitable candidates for librarianship to be found in the student bodies of some library schools, were thought to be handicaps to recruitment. The content of the curriculum and the reported difficulty of library science courses were felt to have influenced some students negatively. Also, undergraduate courses designed to prepare for school librarianship could have discouraged individuals who might have been interested in college, public, or special library work. The unaccredited status of undergraduate programs in librarianship and the reluctance of graduate library schools to accept undergraduate library science courses were suggested as other restraining elements. In addition, the cost of a year of graduate study could, in some cases, have been prohibitive. Finally, the comparative isolation of some library training agencies on their own campuses may have seriously restricted what might otherwise have been a positive influence.

The factors most likely to accompany the influence of library education were the influence of individuals and the influence of publicity. Whether the individuals who were most influential were library science teachers, library school directors, or college librarians, seemed to depend on the presence of library science courses or on the proximity of an institution to a library school.

## CHAPTER VIII

## SUMMARY, CONCLUSIONS, AND FURTHER PROBLEMS

An attempt has been made in all that has gone before to present material pertinent to the central problem of the investigation: the identification and study of factors in institutions of higher education which may influence students in their choice of librarianship as a career. At this point, it is possible to summarize the findings relative to the several factors and to arrive at a few general conclusions concerning recruitment of college and university students for the library field. In addition, since numerous problems in the same general area either appeared or were suggested in the course of the study, these are proposed as topics which may merit and invite further consideration.

## Summary of Findings

In the fifty-one colleges and universities whose students became librarians in relatively large numbers, five factors were chiefly responsible for influencing these students in their choice of the profession. These five major factors were individuals, publicity, use of libraries, work experience in libraries, and library education. Though other factors may have been of greater importance for specific individuals, they were, when compared with the major factors and considered in terms of institutions, either incidental in their effect or possessed of no apparent institutional characteristics.

The relative importance of the major factors.--From the standpoint of all institutions, the influence of individuals was clearly the most important of the five factors. The mean percentage of persons from the several colleges and

universities attributing an influence to individuals was noticeably higher than corresponding figures for other factors; also, in three-fourths of the schools, this factor appeared most often. After individuals, two factors which were of equal importance were next in order: publicity, and use of libraries. Library experience, and library education were fourth and fifth, respectively, in rank.

When the teachers colleges were considered alone, the relative position of library education in the list of factors shifted from fifth to second place. Likewise, in the liberal arts colleges, the influence of publicity was noticeably stronger than in other institutions, even though it appeared in all of the teachers colleges. Also, the effect of using libraries was more evident in the liberal arts colleges, where its strength was especially pronounced in a small group of schools.

The positive influence of the major factors.—The high-ranking colleges and universities offered evidence of the ways in which the five factors operated to exert a positive influence on career selection. On some students a factor's influence could be intended; on others its effect could be a by-product of an operation directed principally to some other end. A factor could serve either to introduce a student to the profession or to strengthen or confirm leanings in that direction. Again, it could work mainly to give a student an inclination toward the library field, making him receptive to the idea of librarianship. Thus, in the case of an individual student, a factor might contribute either directly or indirectly to choice of the profession.

The individuals exercising influence were more often members of the library profession than any other group. For the most part, on the campuses where librarians or library science teachers were singularly influential, a small number of persons--frequently only one individual--accounted primarily for the



presence of the factor. Their influence was both direct and indirect. It was likely to be marked by an interest in students as individuals and a conscious endeavor through suggestion, assistance, and example, to make students aware of librarianship as a profession.

In comparison with the influence of librarians, the influence of other groups--administrative officials and faculty members, students, and vocational guidance and placement personnel--was, on the whole, extremely limited. Still, in several institutions, persons in one or more of these groups added a strong supporting influence to a librarian's. Also, in a small group of liberal arts colleges, members of the faculty, and not librarians, were chiefly responsible for the appearance of the factor. The influence of these individuals tended to be indirect and belated in its effect.

Availability, as differentiated from influence, was the characteristic of publicity that could most readily be examined in an institutional framework. In this connection, it could be seen that efforts to publicize librarianship were more consistently made in some schools than in others. With respect to the influence of publicity, this was usually attributable to printed materials, the most effective being notices of employment opportunities in the field and pamphlet materials on the library profession. Exhibits and displays, films, radio, and career conferences had affected the decisions of relatively few people, while television had influenced none at all. By and large, printed materials were not the cause of a student's beginning interest in library work. They acted, instead, to corroborate an interest in the work by providing definite information about it. Career conferences at which librarianship was presented were, on the other hand, more inclined to set students to thinking about the profession.

The way in which use of libraries operated as a positive influence was most evident in several liberal arts colleges. Generally speaking, library service in these colleges was considered good, and, because of the nature of the academic programs, the libraries were widely used by students. As a result, students developed a congeniality to librarianship. However, the effect of the factor was usually delayed until a more direct impetus toward the profession was felt.

In institutions where work experience in libraries was influential, the influence seemed to come as much from the spirit in which the work was assigned and from the explanations of what came before and after it, as from the kind of work it actually was. The duties were often routine, but, at the same time, students were given a taste of professional librarianship. There was variety in their jobs, and they had a feeling of responsibility toward their work. Also, an effort was made in the libraries where this factor was important to bring student workers into close touch with professional librarians.

The presence of library education as a factor was due largely to undergraduate library science courses, although in a few institutions its presence could be ascribed to contacts of a different nature, often with a graduate library school. The influence of courses in library science seemed to differ somewhat from one institution to another, and several variations in the factor's mode of operation were distinguishable. In a few schools the courses may have been unusually effective in recruiting students who took them originally for reasons other than to prepare for a library career. In such cases, the courses provided an introduction to the profession, stimulating an interest in library work that led forthwith to professional librarianship. In several teachers colleges with an undergraduate major in library science, the principal function

of the courses as it related to recruitment of college students was to reinforce decisions previously made concerning library work. Also, and especially in the teachers colleges, it was evident that library science courses taken by prospective teachers could belatedly affect the decisions about librarianship made by these individuals after practical experience in both teaching and library work. Finally, and once more with particular reference to the teachers colleges, it seemed that undergraduate library science courses could be a decisive factor with teachers who, along with their teaching duties, were made responsible for a school library. They went back to school--frequently to a teachers college--to take the necessary library science courses. Through these courses they became interested in librarianship as a career.

In the schools where contacts with library education by means other than courses were influential with students, these contacts might or might not have institutional significance. Where they did have, they were generally initiated by a library school or a department of library science, if one or the other was situated on the campus, or by a college librarian. Whichever the case, attempts were made to inform both individual students and groups of students of opportunities in the field and of requirements of professional education for librarianship.

The negative influence of the major factors.--In the fifty-one institutions of higher education where the five major factors operated as a positive influence, evidences of the negative influences of these same factors were perceptible. Though no attempt was made to gauge the magnitude of a factor's deterring influence in any one institution, it seemed that with some factors this influence was more pronounced in certain schools than in others. It appeared also that the negative influence of a factor could operate in more than one way.

Depending upon the specific factor, this influence could be either conscious or unintended. Simultaneously, the effect of the factor could be one that created an aversion to librarianship or one that left an impression at all.

A negative, as well as a positive influence, could come from individuals on college and university campuses. Librarians, by example, and other individuals--faculty members, students, placement personnel--by active discussion, unfavorable attitudes toward the profession, or unfamiliarity with the field, could affect the decisions of students in a negative manner. Inasmuch as the study was not concerned with adverse publicity, but with publicity that to all intents and purposes was calculated to attract students to librarianship, this factor did not emerge as one which operated strongly to prevent students from becoming librarians. The chances were such better that no effect whatever would result. This condition could perhaps be charged in part to a lack of discernment as to the purposes best served by the several types of publicity, and also to a disregard for the special interests that might differentiate students in one college from students in another. It was evident that the third factor, use of libraries, could be responsible for a feeling of antagonism toward librarianship that might be detrimental to recruitment. From observation of libraries or from unpleasant experiences in using libraries, students could be made to feel that the profession was not one to which they cared to belong. On the other hand, use of a good library, without frustrating experiences, was not by itself sufficiently strong to suggest library work as a career.

Similar to use of libraries in its negative operation was work experience in libraries. It seemed reasonable to think that this factor could, because of conditions indicative of dubious personnel practices in a library, deter student workers from the field. Also, it appeared that library work of

the type commonly assigned to student assistants was not, solely of itself and apart from other factors, of enough interest to make students think seriously about a library career. Finally, elements contained in the last factor, library education, could also operate as restraining influences. Certain characteristics of the faculties, student bodies, and curricula of library schools and departments, the undefined status of undergraduate courses in librarianship, and the expense of graduate study--all these appeared as discouragements to college and university students. At the same time, the library school, so often in isolation on its campus, could be relatively ineffective in attracting students to the profession.

The major factors in combination.--When the five factors were viewed in combination within institutions, the fifty-one colleges and universities were inclined to break into three groups. In one group, which included most of the universities, were schools where the factors formed no distinct pattern or had only limited influence, thus allowing no conclusions regarding the tendency for one factor to accompany another. But in the institutions composing each of the other two groups, a fairly consistent pattern of factors was observable.

The influence of individuals was strong in the first group of schools. These individuals were members of the library profession--either practicing librarians or library educators. Three other factors--publicity, work experience, and library education--sometimes singly and sometimes in combination, could be looked for in the same schools. No matter whether the individuals concerned were librarians or library educators, students were quite often exposed to the influence of printed materials, and possibly other media of publicity, dealing with librarianship. As a result, the influence of publicity had a tendency to appear. Additionally, and contingent upon the specific individuals involved, work experience and library education could be expected to appear as influential

factors. If these individuals were librarians and if respondents had worked in the library, the influence of work experience was likely to be present. If they were library science teachers and if respondents had taken courses in librarianship, the influence of library education, in all probability, was in evidence.

In the second group of schools where a pattern of factors was visible, two factors in particular seemed to be interrelated. As in the institutions described above, the influence of individuals was present, but these individuals were college teachers in subject areas other than librarianship. Through their courses and by personal example, they encouraged an appreciation for libraries and library materials. Therefore, a closely related factor, and one with a proclivity to appear in conjunction with the influence of individuals, was the influence of using libraries. Also, in the same institutions, it seemed that an academic program which strongly emphasized the liberal arts might constitute a third factor that, allied with the other two, had a bearing on students' choice of the profession.

The first group of schools comprised a good proportion of the liberal arts colleges and most of the teachers colleges. A smaller number of liberal arts colleges made up the second group of institutions. In schools where the first-mentioned combination of factors was found, the influence exerted by the factors was, generally speaking, more direct than the influence exercised by the factors present in colleges in the second group. Furthermore, the influence of the first set of factors appeared to be quicker in effect than the second combination of factors.

This categorizing of schools into two such definite groups and the subsequent inferences drawn therefrom should not, by any means, be taken to indicate that the problem could be resolved into "either" and "or." Certainly there

were schools, as well as individuals, to dispute these findings. A factor from one pattern might combine with a factor from the other to make a special case. Indeed, in a few institutions, there was a suggestion of a combination of factors closely resembling the ideal recruiting situation which is described later in this chapter. In spite of these exceptions, the two combinations of factors discussed above seemed to be more or less representative of conditions in a sizeable number of institutions.

The findings as they relate to the findings of previous investigations.--

When the findings were examined alongside the findings of previous studies which had also dealt with factors influencing individuals to become librarians,<sup>1</sup> there was, on the whole, general agreement. The influence of individuals was, assuredly, the factor of principal significance, and, of these individuals, members of the library profession accounted in the main for the factor's influence.

While at first glance it might seem that the findings relative to publicity were marked by considerable disparity, this could be explained by the type of information sought in the various inquiries. Most of the investigations made earlier were concerned primarily with printed materials designed expressly for recruiting purposes and with the effectiveness of these in suggesting librarianship as a career. Here, a broader definition of publicity was used which included not only other types of printed materials but other media as well. Furthermore, the influence of publicity was not restricted to its effectiveness as a means of suggesting library work. It comprised, in addition, its effectiveness as a means of strengthening interest in the field after interest had already been aroused. If a more limited definition had been given to publicity and its influence, the findings would likely have approximated those of other studies.

With respect to the influence of use of libraries and work experience

1. Library and work experience

in libraries, the findings were more or less in line with the results of preceding investigations. However, the former factor seemed not to have been as distinctly identified heretofore as contributing indirectly rather than directly to choice of the profession. The influence of the fifth factor, library education, was apparently greater in these selected institutions, particularly the teachers colleges, than it had been with the individuals who had participated in other investigations. But, like publicity, the importance of library education may have been augmented by the fact that a factor's influence, as considered in the present inquiry, included reinforcement as well as origination of interest.

In the findings that related to the negative influences of the five factors there was little new. The study did not attempt to identify these influences directly or to measure their proportions on any one campus; thus, the data collected on this phase of the problem were limited. Most of the deterring aspects of the major factors which emerged in the course of the inquiry had been pointed out before--if not always in research studies, then in critiques of librarians, libraries, and education for librarianship.

#### Conclusions of the Study

From the study's findings several general conclusions can be drawn regarding factors in colleges and universities which influence students to become librarians. These conclusions, which seemingly hold certain implications for recruitment for librarianship, are summarized below.

Considering as a whole the findings relative to the five major factors, it is evident that the mere presence of a factor in an institution of higher education is not sufficient to guarantee its positive influence in recruitment. All of the fifty-one colleges and universities had librarians and libraries, and, it may be assumed, at least a few materials dealing with librarianship as a



career. Yet, in some institutions, the individuals who were librarians, the use made of libraries by students, and publicity concerning the library field were not factors which could be described as influential. Similarly, although always more restricted than the aforementioned factors in the number of students exposed to its influence, work experience was more effective in certain schools than in others. As demonstrated by the several colleges and universities where library science courses were known to be available, library education, like work experience, was relatively more productive of librarians in some schools than it was in others. Conditions such as these lead to the conclusion that the way in which a factor is made to operate does, in the last analysis, determine its influence in an institution of higher education.

Less expected, perhaps, than these differences among institutions, was the presence in at least some degree of the negative influences of certain factors in many of the schools where the same factors operated positively to influence a notable number of students to become librarians. Sometimes this divergence could be accounted for by the fact that conditions in an institution had altered between the time one student left and another came. At other times it seemed probable that differences in individual respondents were responsible for the disparity. Whatever the case may have been, the presence of negative influences in these particular schools may be indicative of difficulties to be encountered in attempts to recruit students in other colleges and universities for the profession.

Looking now at the several factors in turn, it is possible to suggest the way each factor can be made to operate to best advantage to interest college and university students in the library field. If, among the factors studied, there is an essential factor, it is the influence of individuals. To be even

more explicit, it is the influence of librarians. The support of other individuals--persons from the administration, faculty, student body, and counseling staff--is to be sought, for it can, as was the case in several of the institutions considered here, enhance and supplement a librarian's influence. But it is extremely doubtful that it can ever replace a librarian's influence, or that, in a school where the positive influence of a librarian is lacking, any one of these other groups will have an immediate and pronounced effect on students' choice of librarianship.

With the individual librarian identified as a key factor in influencing students to become librarians, attention then centers on the way in which the factor must operate to be a positive force. This, apparently, will be conditioned by the methods most suitable and utilizable in a given institution and by the individuals concerned. Dependent upon conditions in a specific college or university, a librarian's most effective contacts with students can be either in or out of the library or the classroom, and can result from association either with individual students or with groups of students. To be influential with these potential recruits, a librarian, generally speaking, must have two qualities--a genuine interest in students as individuals and a manifest belief in the worth of librarianship.

For publicity to produce its intended effect, special consideration must be given to the purposes best served by the several types and to the particular individuals toward whom the publicity is to be directed. Thus far, it appears that the most effective use of printed materials has come after interest in the field has already been aroused, a chief function of these being to furnish factual information about the library profession. Career conferences, however,

offer considerable promise as a means of first focusing attention on librarianship as a field of work. This is not to suggest that the two media should be used exclusively as indicated. Nevertheless, it does seem that if due regard is given to their use for the purposes specified, their effectiveness as recruiting devices may, in the long run, be heightened.

In addition, and with reference to the several types of publicity that can be used in recruitment, it appears to be extremely important in publicizing the library profession on a given campus to place special emphasis on the aspects of librarianship most likely to appeal to students in that institution. This can perhaps be done best by an individual thoroughly familiar with the school and with the type of student to be found there. If such a distinction in appeal is a valid one to make where specific colleges are concerned, it may also have implications for impersonal publicity aimed at a much wider audience whose members are unlike not only in interests but in age level as well.

In spite of the relatively good showing of use of libraries, this factor, if not supplemented by a more direct stimulus toward librarianship, does not seem likely to mitigate a shortage of librarians. This statement appears to hold true of the use of unusually fine libraries, as well as poor ones. General improvement in college and university libraries, and in others, will undoubtedly make the task of recruiting less difficult, for the students who use good libraries intensively seemingly have a predisposition to the profession. Even so, this factor in itself is rarely enough to suggest librarianship as a career. If students are to be drawn directly into library schools from the colleges and universities, including those institutions with superior libraries and excellent library service, they must, as a number of respondents pointed out, be made aware of the fact that librarianship is a profession.

The influence of work experience in libraries will depend mainly upon the individuals who are responsible for the planning and supervision of the work and upon the importance which they attach to it as a means of recruiting. At best, a limited number of students can be subject to the influence of work experience, for the number of student workers employed in a college or university library will be a small proportion of the student body. Among these student workers it is only reasonable to expect to find individuals who are preparing for another vocation and, through library employment, are earning a part of their educational expenses. The factor's potential influence is therefore further restricted, since, to begin with, a group of student assistants is not customarily composed wholly of prospective recruits to librarianship. If work experience in libraries can be influential with students in colleges and universities--and in some institutions it has been shown to be especially so--then the number of prospective recruits exposed to its influence should be increased. One way in which this could be done would be by giving some preference in library employment to students who had expressed an interest in the profession and to students who had not explicitly committed themselves to another field.

Of the five factors, library education is perhaps the greatest enigma. While it can be seen with some clarity what may or may not make work experience an influential factor, this is less the case with library education. When undergraduate courses in librarianship are considered, the picture is clouded by the diversity of the library science program of the schools studied, by the various purposes that these programs are intended to serve, and by the different ways in which the several types of programs seem to influence students. Here, again, individuals may play an important part. The persons primarily responsible for an undergraduate program in librarianship may, in addition, be primarily responsible for the effectiveness of library science courses in encouraging

students to take further work in the field. The content of a course and the stage in his experience at which a student takes a course seem to be instrumental too. In some institutions, library science courses are to all appearances effective in recruitment, but to generalise beyond this on the basis of the data available would be unsound. To what extent these courses further the supply of recruits to the graduate library schools and to what extent they may impede it is still problematical.

A graduate library school, in turn, can, by determined and consistent effort, exercise a positive influence on undergraduates students. However, unless this effort is made, the negative influence of graduate education for librarianship, as students see it, may lose more recruits to the profession than its positive influence is calculated to gain.

A final conclusion relates to the combined influence of the major factors. The findings suggested that in a fairly large number of schools one or the other of two combinations of factors had been influential with students who entered the library field. By and large, the factors composing these two patterns were not the same. Moreover, the institutional antecedents of one pattern were considerably clearer than were those of the other. Thus, by taking the pattern of factors which was so closely tied to a particular type of institution and by superimposing upon it the second pattern of factors, it is possible to describe a kind of situation that might be unusually productive of librarians.

The type of institution in question is the liberal arts college where narrow specialization and early preparation for a specific vocation are discouraged and whose graduates, because of their academic backgrounds, seem exceptionally well adapted to a career in librarianship. The program of the college requires extensive use of library materials and tends to encourage an appreciation for books and libraries. The library is generally recognized by

administration, faculty, and students as the educational center of the college. By all suitable evaluative criteria, the library's collections and services are good, and the attitudes of both students and members of the faculty toward the library are favorable. In the atmosphere of a college such as this, where students are library-users and where they are agreeably oriented toward libraries, the prospects for recruitment seem to be especially advantageous.

When the second pattern of factors is superimposed upon this situation, the principal addition appears to be a librarian who embodies all of the characteristics mentioned earlier as being liked by college students. This librarian creates on the campus an awareness of librarianship as a profession--an awareness which, ideally, is engendered not only in students but in administrative, teaching, and counseling personnel as well. Also, information dealing with the profession--its requirements, its opportunities, and even its drawbacks--is readily available both from individuals and from printed materials. In any effort of the college to inform students of the possibilities for careers in various fields of work, librarianship is ably and adequately represented, and emphasis is given to aspects of the work most likely to be congenial to the interests of these particular students. Beyond this, the librarian, in any program of recruitment that he may initiate, chooses with discrimination from among the various recruiting methods and materials the ones most appropriate for use in his college.

The situation described above seems to be one that might exert considerable influence on the decisions which college students make regarding the library profession. It is, at any rate, probably as close to the ideal situation, insofar as recruitment at the college level is concerned, as it is possible to visualize it.

#### Further Problems for Investigation

As the study progressed, a number of related problems developed. Some were limited aspects of the problem considered here and were to a certain extent encompassed by it. Others, while not as integrally connected with the study at hand, were tangential to it and were estimated as capable of shedding additional light on factors affecting choice of librarianship as a career. Of the problems suggested below for further investigation, several have been touched on by the surveys reported in Chapter II. These problems, however, seem not to have been treated exhaustively and they appear to deserve a more intensive scrutiny than has thus far been accorded them.

1. Of the five major factors identified as influential with college and university students who become librarians, one in particular seems to ask for further attention—library education as represented by undergraduate library science courses. As was indicated earlier, the diversity of the course offerings of the schools studied allowed no definite conclusions as to the actual or potential influence of the several types of courses as recruiting media. Occasionally, the possible negative influence of these courses was commented upon by a respondent or could be inferred from a reply, but this did not happen often. As a result, only one side of the coin could be examined. There was no indication of what proportion of the students who were enrolled in library science courses at a given college later entered a graduate library school. A study seeking information of this type could provide additional data on the effectiveness of undergraduate courses in librarianship as recruiting devices.

2. In the present study the data dealing with the universities were too limited to furnish any conclusive evidence of the importance of the several factors there. This being the case, further consideration could be given to the operation of the factors in the universities. Such an investigation could

include, specifically, the identification of reasons and factors influential with graduate students who elect to be librarians. It could explore also the relative success of the *graduate library schools of universities* in attracting students on their own campuses to the profession.

3. In order to respect the anonymity of the fifty-one colleges and universities, this investigation did, of necessity, result in a divorcement of factors within institutions and in a lack of continuity in the treatment accorded a school. Therefore, case studies such as those conducted by Knapp and Goodrich of institutions notable for their records in producing scientists,<sup>2</sup> could appropriately be made of selected liberal arts colleges with enviable records for the production of librarians. These studies would allow for a careful consideration of the interrelatedness of the several factors in a single college and would permit examination of an institution's effectiveness in supplying students to the library schools over a period of years. At the same time, they would provide opportunity to look more closely at the possible effect of the educational program of a college on the number of future librarians graduated by it.

4. As a corollary to the present inquiry, an investigation could be made of several institutions of higher education whose records for producing librarians are low. Even though a study of low-ranking schools did not appear feasible as a part of this inquiry, it might be of interest to determine the extent to which the negative influences found here, as well as other deterring factors, are present in these schools.

<sup>2</sup>R. H. Knapp and N. E. Goodrich, *Origins of American Scientists. A Study Made under the Direction of a Committee of the Faculty of Wesleyan University* ([Chicago]: The University of Chicago Press for Wesleyan University, Middletown, Conn., 1952), pp. 55-232.



5. On an institutional basis, a study could be made of all the whys for choosing librarianship--a subject with which this investigation did not profess to deal. Occasionally, the replies suggested that even though two colleges might be the same in type and general characteristics of the student body, they tended to attract, or at least to graduate, a different kind of student. It appeared, therefore, that students from College A and students from College B might become librarians for quite dissimilar reasons and might not be attracted to librarianship by identical aspects of the profession. A study of reasons for choice in terms of selected institutions could further identify any differences that may exist.

6. The reasons given by librarians for their choice of the profession might also be examined from a different point of view. Beece's survey indicated that individuals of two types were needed in libraries--the so-called "middle group" and "a reasonable proportion of persons of high capacity and perhaps attainment."<sup>3</sup> If library school students or practicing librarians representative of the two groups could be identified, a study could be undertaken to determine differences, if any, in the reasons given by the two groups for selecting librarianship as a career.

7. The answers of several respondents indicated another study along these same lines. It was felt that librarianship was a profession more likely to appeal to individuals of some maturity than to much younger people. A study designed to compare the reasons given by persons who had decided to become librarians some years after college graduation with the reasons given by persons who

<sup>3</sup>Ernest J. Beece, The Task and Training of Librarians. A Report of a Field Investigation Carried out in February to May 1947, to Assist with Curricular Problems Then Pending before the Dean and Faculty at the School of Library Service, Columbia University (New York: King's Crown Press, 1949), p.65.

had made the same decision before entering college, could be revealing of any possible differences.

8. A problem related to the above was suggested by Ginzberg's general theory of occupational choice. One characteristic of the process of decision-making is its irreversibility--that is, an individual's possible decisions with respect to selection of an occupation are limited by decisions made earlier. As he advances, certain vocations become an impracticable choice for him, one reason being that he does not have the requisite preparation.<sup>4</sup> In view of the proportion of librarians who decide relatively late upon their profession, Ginzberg's finding could have a special application to choice of librarianship as a career. It suggests that the number of vocations which were congenial to these individuals and for which, at the same time, their previous academic training was suitable was somewhat restricted. Librarianship, because of the amount of leeway possible in pre-professional education for the field, may have been one of a comparatively few such fields still open, and choice of library work may have been largely determined by this fact. This aspect of Ginzberg's theory as it relates to the library profession might serve as the subject of another study.

9. In the evolution of the theory, Ginzberg used the genetic method, drawing upon intensive case studies of individuals from one social group who represented three different levels of age and maturity.<sup>5</sup> This method suggests an approach for a study of the ways in which attitudes toward librarianship may differ at various stages in an individual's development. It also offers a possibility for obtaining further information on experiences likely to affect the

<sup>4</sup>Ill Ginzberg et al., Occupational Choice: An Approach to a General Theory (New York: Columbia University Press, 1951), pp. [185]-86; 193-98; 247-48.

<sup>5</sup>Ibid., pp. [39]-48.

attitudes of individuals in elementary school, high school, and college toward the library profession.

10. Replies were received from a few persons who stated that their experiences as librarians had been disillusioning or disappointing. Cases like these suggested that there might be such a thing as "over-recruitment" of an individual. A study of the factors influential with students who began but did not finish library school could perhaps throw light on this question.

In addition to the specific problems noted above, it is possible to identify others which pertain to the two sets of factors declared out of bounds in the present inquiry--factors associated with an individual's capacities, interests, and values, and factors related to conditions in the library profession at large. Considering the importance of such factors to an individual who is choosing an occupation,<sup>6</sup> investigations which add to existing knowledge in these areas should be of value to librarians concerned with recruitment. Any attempt to increase the supply of recruits from the colleges and universities by means of the factors identified in this study and without reference to the two sets of factors just mentioned could result in a distinct disservice both to individual recruits and to the library profession.

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<sup>6</sup>*ibid.*, pp. [185]-86.

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A LIST OF WORKS CITED

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APPENDIX:  
LETTER AND QUESTIONNAIRE USED IN THE STUDY

EMORY UNIVERSITY  
EMORY UNIVERSITY GEORGIA

DIVISION OF LIBRARIANSHIP

With the present shortage of librarians, recruitment for librarianship has become a major concern of the entire profession. For this reason, I have chosen for my doctoral dissertation at the University of Illinois Library School a study of certain external factors which may tend to influence students while in colleges and universities to choose librarianship as a career. If we knew which of these factors were most influential, perhaps more students could be interested in librarianship while in college or graduate school. A check of the educational backgrounds of some 8,500 graduates and students of thirty-three accredited library schools for the past seven years shows that students from certain colleges and universities have attended library school in relatively larger numbers than have students from other similar institutions. This letter is addressed to the library school graduates and students who attended colleges and universities which rank high in this respect. \_\_\_\_\_ is among these institutions. Because you were a student there before you attended library school, I hope you will be willing to supply information for the study.

On the basis of the literature, a questionnaire covering items suggested as influential in the recruitment of students in colleges and universities has been prepared. I am asking that you review your contacts and experiences at \_\_\_\_\_ and in the light of these answer the questionnaire. You may have been a student at \_\_\_\_\_ quite recently or some years ago. You may have been there for all of your college program or for a relatively brief period. You may have decided to become a librarian before, during, or after the time you were a \_\_\_\_\_ student. You may feel that the factors which worked to influence your decision were simple and concrete, or complex and somewhat intangible. Whatever the case may be, I trust that I may have the benefit of your thinking and experience in this matter. If the questionnaire as constructed does not fit your particular situation, please feel free to supplement this in any way necessary to describe adequately your experience. If the omission of questions dealing with reasons for choice, such as a liking for books, is somewhat striking, it may be explained by the fact that the primary concern of the present study is who and how and what, rather than why.

The importance of your part in the study cannot be overemphasized. I hope you will feel that the undertaking is of sufficient potential interest and value to the library profession to warrant your participation. I will appreciate hearing from you as soon as you have the opportunity to think back over the time you were a student at \_\_\_\_\_ and to fill in the questionnaire. May I suggest that this be read in its entirety before it is answered? An envelope is enclosed for your reply. Names of individuals obtained through the questionnaire will not be used in the report of the findings. You will be sent a summary of the results of the study.

Sincerely yours,  
Agnes L. Reagan  
Assistant Professor

REQUEST FOR INFORMATION  
REGARDING CHOICE OF LIBRARIANSHIP AS A CAREER BY STUDENTS  
IN COLLEGES AND UNIVERSITIES

Name \_\_\_\_\_

Address \_\_\_\_\_

Library school attended \_\_\_\_\_ Date of entrance \_\_\_\_\_

PART I.

A. Please give the following information regarding your attendance at \_\_\_\_\_

1. Dates of attendance \_\_\_\_\_ Degree received, if any \_\_\_\_\_

2. Course of study:  
Major subject \_\_\_\_\_ Minor subject \_\_\_\_\_

3. If a university, specify school or college (e.g. arts and sciences; graduate; law) in which registered \_\_\_\_\_

4. If your work was done by correspondence, extension, or on a campus other than the main campus of the institution, please so indicate \_\_\_\_\_

B. When did you first consider librarianship as a career? (Please check one)

1. Before attending \_\_\_\_\_  
Approximately how long before? \_\_\_\_\_

2. While attending \_\_\_\_\_  
Freshman \_\_\_\_\_ Junior \_\_\_\_\_ Graduate student \_\_\_\_\_  
Sophomore \_\_\_\_\_ Senior \_\_\_\_\_ Special or irregular student \_\_\_\_\_

3. After attending \_\_\_\_\_  
Approximately how long after? \_\_\_\_\_

C. When did you decide definitely that you wished to become a librarian? (Please check one)

1. Before attending \_\_\_\_\_  
Approximately how long before? \_\_\_\_\_

2. While attending \_\_\_\_\_  
Freshman \_\_\_\_\_ Junior \_\_\_\_\_ Graduate student \_\_\_\_\_  
Sophomore \_\_\_\_\_ Senior \_\_\_\_\_ Special or irregular student \_\_\_\_\_

3. After attending \_\_\_\_\_  
Approximately how long after? \_\_\_\_\_

(Over)

PART II.

A. When, if any, of the following individuals tested during the time you were a student at \_\_\_\_\_ to influence your decision to become a librarian? Even if you had considered or definitely decided upon librarianship as a career earlier, please check for us whom you feel strengthened this tendency or reinforced this decision while you were at \_\_\_\_\_. If you did not consider librarianship or definitely decide to become a librarian until after leaving \_\_\_\_\_, indicate individuals you knew while there whom you feel may have influenced your later decision. Check as many as are applicable in your case and, whenever possible, give the names of the individuals.

1. College librarian or library staff member \_\_\_\_\_  
Name \_\_\_\_\_
2. College teacher \_\_\_\_\_  
Name \_\_\_\_\_ Department \_\_\_\_\_
3. Faculty adviser \_\_\_\_\_  
Name \_\_\_\_\_ Department \_\_\_\_\_
4. College administrative official \_\_\_\_\_  
Name \_\_\_\_\_ Position (e.g. dean) \_\_\_\_\_
5. Vocational guidance counselor \_\_\_\_\_  
Name \_\_\_\_\_
6. College placement official \_\_\_\_\_  
Name \_\_\_\_\_
7. Library school director or faculty member \_\_\_\_\_  
Name \_\_\_\_\_ Library school \_\_\_\_\_
8. Fellow student \_\_\_\_\_ If library school student, check here \_\_\_\_\_
9. Librarian other than member of the college library staff \_\_\_\_\_  
Name \_\_\_\_\_ Library \_\_\_\_\_
10. Parent \_\_\_\_\_
11. Others \_\_\_\_\_  
Please specify position held or relationship to you:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







PART IV.

A. Please note that questions 1-11 (pages 5-7) below refer to experiences during the time you were a student at \_\_\_\_\_

While you were a student at \_\_\_\_\_:

1. Did you work as a student assistant in the library? Yes \_\_\_ No \_\_\_ If Yes, please indicate nature of work: \_\_\_\_\_

2. Did you work in a library other than the \_\_\_\_\_ library (e.g. summer employment; part-time work)? Yes \_\_\_ No \_\_\_ If Yes, please give name of library or libraries and indicate nature of work: \_\_\_\_\_

3. Did you take courses in library science? Yes \_\_\_ No \_\_\_ If Yes, please give names of courses or subjects covered and school or department in which courses were given: \_\_\_\_\_

4. Did you have contacts with a library school or department of library science other than through courses in library science? (Include correspondence as well as direct contacts) Yes \_\_\_ No \_\_\_ If Yes, please identify school or department and indicate nature of contacts: \_\_\_\_\_

5. Did you receive formal instruction in use of the library? Yes \_\_\_ No \_\_\_ If Yes, please check type of instruction:

- a. Separate course on library usage \_\_\_\_\_
- b. Part of a specific academic course Name of course \_\_\_\_\_
- c. Part of Freshman orientation program \_\_\_\_\_
- d. Other (Please specify) \_\_\_\_\_

(Over)

PART IV. (cont'd)

A. (cont'd)

While you were a student at \_\_\_\_\_:

6. To what extent did your academic program require use of library materials? Rarely \_\_\_\_\_ Moderately \_\_\_\_\_ Extensively \_\_\_\_\_ List here specific academic courses which required particularly extensive use of the library:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. To what extent did you use the \_\_\_\_\_ Library for non-curricular reading? Rarely \_\_\_\_\_ Moderately \_\_\_\_\_ Extensively \_\_\_\_\_

8. To what extent did you use other libraries? Rarely \_\_\_\_\_ Moderately \_\_\_\_\_ Extensively \_\_\_\_\_ List here specific libraries which you used:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Were you a member of a:

- a. Library science fraternity or club? Yes \_\_\_\_\_ No \_\_\_\_\_
- b. Student assistant organization? Yes \_\_\_\_\_ No \_\_\_\_\_
- c. Student library committee? Yes \_\_\_\_\_ No \_\_\_\_\_
- d. Student book club? Yes \_\_\_\_\_ No \_\_\_\_\_

If your answer to one or more of the above is Yes, please describe the activities of the organization(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Did you attend activities sponsored by the library for students interested in librarianship? Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, please indicate nature of activities:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PART IV. (cont'd)

A. (cont'd)

While you were a student at \_\_\_\_\_

11. Did you receive information on librarianship through:

- a. A class in occupational? Yes \_\_\_ No \_\_\_
- b. A career day, week, or conference? Yes \_\_\_ No \_\_\_
- c. Personal counseling from college guidance services? Yes \_\_\_ No \_\_\_

If your answer to one or more of the above is Yes, please give type of information received and relative emphasis given to librarianship as compared with other occupations:

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12. Did you take a vocational aptitude or interest test? Yes \_\_\_ No \_\_\_ If Yes, please give, if possible, name of test, indicate where or under what circumstances test was administered, and list vocations which were found suitable for you:

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13. Did you receive information on librarianship through:

- a. Exhibits or displays? Yes \_\_\_ No \_\_\_
- b. Films? Yes \_\_\_ No \_\_\_
- c. Radio? Yes \_\_\_ No \_\_\_
- d. Television? Yes \_\_\_ No \_\_\_

If your answer to one or more of the above is Yes, please describe as fully as you can the material presented and indicate where or under what circumstances it came to your attention:

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(Over)

PART V. (cont'd)

6. In view of what you know now about the elements of good college library service, how would you evaluate the service of the library while you were a student there? Good \_\_\_ Average \_\_\_ Poor \_\_\_

Comment:

PART VI.

Please use the space below for any comments you may wish to make regarding factors which influenced your choice of librarianship as a profession.

Lined area for writing comments.

(Over)



## VITA

Agnes Lytton Bengtson was born on August 12, 1914, in Fayetteville, Arkansas. She was graduated from Rogers High School in Rogers, Arkansas, in 1931 and from the University of Arkansas with the Bachelor of Arts degree in 1935. The following year she received the Master of Arts degree from Emory University. After teaching for two years, 1936 to 1938, at Rogers High School, she attended the Library School of Emory University and, in 1939, was graduated with the degree of Bachelor of Arts in Library Science. From 1939 to 1943 she was an assistant in the Agnes Scott College Library. She was a reviser in the Emory University Library School in the summer of 1943, and, during the latter part of that summer, worked in the Reference Department of the Carnegie Library of Atlanta. During the academic year 1943-1943, she was a student at the University of Illinois Library School, and received the Master of Science in Library Science degree in 1943. For the next four years, 1943-1947, she was on the staff of the Wellesley College Library, first as Circulation Librarian (1943-1946) and then as Readers' Librarian (1946-1947). In the summer of 1945 she studied at the Graduate Library School of the University of Chicago, and in the summer of 1947 taught at the University of Illinois Library School. During the year 1947-1948, she was an Assistant Professor in the Emory University Library School, and, since 1948, when the Library School became the Division of Librarianship, she has held this same position in the Division. She was on leave of absence for the year 1953-1954 to study at the University of Illinois Library School.