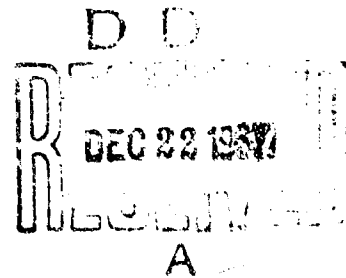


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A STUDY OF THE UNIVERSITY OF MINNESOTA
LIBRARY SCHOOL GRADUATES, 1951-1964

Judith R. Wallach

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SCHOOL GRADUATES, 1951-1964

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I. INTRODUCTION

Although librarians, in the sense of preservers of written materials, have existed since antiquity, it is only a recent innovation to speak of library schools and their graduates. In 1887 Melville Dewey began the first regularly organized class for training librarians.¹ The idea spread rapidly and by the 1920's, 14 library schools had been accredited by the Board of Education for Librarianship of the American Library Association (A.L.A.). These schools did not follow the present-day trend of awarding master's degrees after completion of a fifth year of study. Instead, they either awarded a second bachelor's degree in Library Science for study after completion of the undergraduate program, or permitted undergraduates to major in Library Science and to receive the degree of bachelor of sciences with a major in Library Science.²

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¹Carl M. White, Origins of the American Library School (New York: Scarecrow Press, 1961), p. 95.

²Bernard R. Berelson, Education for Librarianship ("University of Chicago Studies in Library Science," Chicago: American Library Association, 1949), p. 214.

A Division of Library Instruction was formally established at the University of Minnesota in 1928. However, training for work in school libraries had been offered previously.³ Students enrolled in the new program for the fourth year of their undergraduate instruction. By 1935, the school had acquired accreditation by the A.L.A. It grew from a student body of 98, with 36 graduates in 1929 to 157 with 62 degrees awarded in 1941.

Information about the graduates of these schools has occasionally appeared in the literature. In 1938, Eugene Wilson presented a detailed study⁵ of the background of the Library School students of the University of Illinois. He found that 47 percent of them majored in English and 18 percent in history. Seventy-eight percent of the students knew French and 48 percent knew German. The age range was 20 to 54. Twenty-five percent were from Illinois and 73 percent from the Midwest.

Harriet Howe's study of the University of Denver Library School graduates covers both types of bachelors' degrees.⁶ She found that 40 percent of the students were between the ages of 20 and 24 when they

³Frank K. Walter, Training for Librarianship at the University of Minnesota; a Historical Summary (Minneapolis: University of Minnesota, 1942), pp. 14-16. For details about the previous courses offered see, Ibid., pp. 3-14.

⁴Louis Wilson, "American Library Schools Today," Library Quarterly VII (April 1937), 211.

⁵"Pre-professional Background of Students in a Library School," Library Quarterly, VIII (April, 1938), 157-188.

⁶"A Study of the University of Denver School of Librarianship Graduates," Library Quarterly, X (October, 1949), 522-544.

entered the school, and 85 percent were between 20 and 34 years old. Library Science was the undergraduate major of 40 percent of the graduates; English and the social sciences were in second and third place, respectively. Eighty-one percent of the students knew Latin, and 37 percent knew both Latin and German. The majority of the students were from the Rocky Mountain area. At the time of the survey, 45 percent were employed in public and 23 percent in college libraries.

The finding that schools attract high percentages of their students from the surrounding area was corroborated in a study by John S. Richards for the University of Washington, in 1941.⁷ Although no figures were given, it was stated that most of the students were residents of the Pacific North West. Of the graduates between 1913 and 1939, 53 percent were still working in the field, and 6 percent had never worked in a library. Advanced degrees were held by 12 percent. Sixty-eight percent had attended the institution for their undergraduate work. In this study, 46 percent were working in public, and 27 percent in college libraries.

In a survey of public librarians, in 1947, it was found that the ratio of men to women was 2:23; however, twice as many men as women held master's degrees in library science, and three times as many held academic master's degrees.⁸

⁷"Regional Service of a Library School," Pacific Northwest Library Association Quarterly, V (January, 1941), 79-82.

⁸R. D. Leigh, "The Education of Librarians," in Alice Bryan, The Public Librarian (New York: Columbia University Press, 1952), p. 365.

Only 2 percent held a master's degree. One-third had majored in English and one-sixth in social science subjects.⁹

Of the 766 graduates of the University of Minnesota Library School by 1941, 644 were from Minnesota and 750 from the Midwest area. Other states and foreign countries were also represented. Two hundred had graduated from the University of Minnesota as undergraduates.¹⁰

A study was undertaken by Danton and Merritt of the graduates of the University of California Library School in the years of 1920 to 1948.¹¹ They received only a 50 percent return of a questionnaire from the more than 1,000 graduates. The majority of the students were from California and had received their undergraduate degrees there. The largest number of the students majored in humanities; social science was second. At graduation 53 percent were between the ages of 22 and 25. Again, a larger percentage were working in public than college libraries, 33 to 27 percent. Thirteen percent had received a master's degree after their science degree. In general men received higher salaries, and public libraries paid more than college libraries. Fewer persons belonged to the A.L.A. than to state library organizations, 41 to 46 percent. Eleven percent had published articles.

⁹Bryan, op. cit., p. 63.

¹⁰Walter, op. cit., p. 29.

¹¹J. P. Danton and L. C. Merritt, "Characteristics of the Graduates of the University of California School of Librarianship," (University of Illinois Library School, Occasional Papers, No. 22, University of Illinois, Library School, June 1951).

These graduates had received bachelor's degrees. After World War II, discussion was begun on the type of program best suited for the preparation of librarians. It was agreed that completion of both a four year liberal arts program and a master's degree should be required for librarians. Gradually the second bachelor's degree was replaced by a program which awarded a master's degree after a year of study. These changes were reflected in the bulletins of the Division of Library Instruction of the University of Minnesota. In 1941, although 4 years of college were advised, there was considerable discussion about the fourth year bachelor's program. In addition, such factors as good handwriting, typing, pleasant personality, training and experience were suggested.¹²

By 1949 some of the changes were reflected in the bulletin. The University of Minnesota Library Division called itself a "professional" library school. Now the stress was completely on the Bachelor of Science degree. In addition, a program for a master's degree in library science was offered.¹³

By 1953, following the lead of some of the other library schools, the bachelor's degree program was dropped. The master's degree was the only program, although school librarians were permitted to take library science as a minor.

¹²University of Minnesota. Division of Library Instruction. Bulletin, XLIV (60) (September 23, 1941), 4.

¹³Ibid., LII (47) (October 4, 1949), 3.

A recent survey of master's degree graduates was undertaken by Ruth Rockwood for the University of Florida Library School.¹⁴ In the period of 1947 to 1959, there were 273 graduates. Two hundred fifty-one answered that questionnaire, of these 23 percent were men. They were more active in publishing their ideas, with 34 percent writing books, compared with only 3 percent of the women. Again, a larger percentage of the graduates belonged to the state rather than to national library organizations, 63 to 48 percent respectively. Of the graduates 36 percent had been officers of some organization.

Another useful study of this type is one by Alice Reaves for the University of North Carolina.¹⁵ She studied the 122 graduates from 1953 to 1962. Seventy percent of these were women. She received a 93 percent response to her questionnaire. Thirty-nine percent of the students were between 21 and 25 years of age when they began the program. Forty-seven percent of the graduates came from the home state, North Carolina. At the present time the majority of them live in the Southeastern part of the United States. Since graduation, 111 out of 114 had worked in libraries,

¹⁴"The Relationship Between the Professional Preparation and the Subsequent Types of Library Positions of a Selected Group of Library Science Graduates" (unpublished Ed.D. dissertation, Indiana University, 1960).

¹⁵"A Study of the Graduate Students Who Received Master's Degrees from the University of North Carolina, 1953-1962" (unpublished Master's dissertation, Library School, University of North Carolina, 1964).

and 98 were working in libraries at the time of the study. Most of them earned between \$5,000 and \$5,999 annually. The range of salaries was \$2,500 to \$12,999. Seven taught library science full-time. Since graduation 7 monographs¹⁶ and 14 articles had been written, and 2 of them had received graduate and professional degrees. Eighty-six percent were members of some professional organization and 32 percent had served on committees. Nineteen percent had held office in a professional organization. In this study the percentage of membership in the A.L.A. was slightly greater than in state organizations, 67 to 59 percent, respectively.

The most recent study of library school graduates was done by Forsyth and Harvey for the Drexel Institute of Technology Library School.¹⁷ It was concerned with the geographic background of their students and they found that 60 percent of these were from the state of Pennsylvania, especially from Philadelphia where the institute is located. Only 7 percent had foreign residences when they were admitted. Forty-seven were graduates of the University of Pennsylvania. It was found that 58 percent returned to their states of origin, as defined by the location of their first positions. The authors also reported that 5 percent were not working in the profession, which was surprising to them due to the shortage of librarians.

¹⁶For her study monographs included theses, Ibid., p. 31.

¹⁷K. Forsyth and J. F. Harvey, "Drexel Library School Students, Where Do they Come From, and Where Do They Go?" College and Research Libraries, XXVI (March, 1965), 138-144.

In order to see the relative position of the University of Minnesota Library School in terms of the national picture, one should examine some of the statistics collected by the Strouts.¹⁸ In 1951, 29 schools reported a total of 1,242 graduates. By 1963, there were 33 schools and a total of 2,188 graduates. If all fifth-year degrees in library science are considered, 76 percent were awarded to women.¹⁹ Twenty-nine percent of the graduates of 1963 went to public, 20 percent to school, and 34 percent to college and university libraries. The category of "special and other" received 16 percent of the graduates.

It is interesting to note that since 1960 the government of Canada had conducted an annual survey of the new library science graduates as part of its statistical analysis of libraries. In 1963 212 out of 230 answered the questions. Of these 30 percent were men, and 40 percent had majored in English or another language. First positions which the graduates accepted were 50 percent in college, 22 percent in public, 20 percent in special and only 8 percent in school libraries.²⁰ In comparison with the

¹⁸Donald C. Strout and Ruth B. Strout, "The Malady Lingers On," Library Journal LXXXIX (June 15, 1964), 2544-2556.

¹⁹Bowker Annual of Library and Book Trade Information, ed. Phyllis B. Steckler, (New York: Bowker, 1965), p. 261.

²⁰Canada, Dominion Bureau of Statistics, Education Division. Survey of Libraries. Part II "Academic Libraries, 1961-1962" (Ottawa: Queen's Printer, 1964).

American pattern, this indicates a far smaller need and/or supply for schools and a greater relative demand by colleges.

One study was done on the graduates of the University of Minnesota Library School. However, it concentrated on the evaluations of courses and the methods of instruction. It covered the graduates from 1954 to 1960, who were working in the United States. It received a response of only 55 percent. Of these, 48 were women and 24 were men; 10 were under 25 years of age at graduation, 18 were between 25 and 29, 20 were between 30 and 39, and 22 were 40 and over. Ten were no longer working in libraries. Thirty-two had taken some courses since graduation.²¹

With this as a background, it was decided that a complete study of all the master's degree graduates was needed to obtain at least some of the basic background information for the University of Minnesota Library School. In addition this writer wanted to see if there were any correlations between some of the characteristics of the graduates before they entered graduate school and their subsequent careers and activities.

Two hypotheses were formulated: (1) graduates who had received their degrees earlier would tend to belong to more professional organizations, library oriented and other, and they would participate more extensively by

²¹Mary L. Hera and Joanne Anklam, "Survey of the University of Minnesota Library School Graduates, 1954-1960," (unpublished six-credit starred paper, University of Minnesota, Library School, 1960).

serving on committees or as officers for these groups; that they would be receiving higher salaries, be doing more work on an administrative level, and that they would tend to have published more and received more academic degrees. (2) In addition it was believed that differences in salaries could be explained by more than length of time since graduation. In particular, it was suggested that higher salaries could be correlated with greater participation in professional organizations, with more publications, with administrative work rather than other facets of library work, with employment in different types of libraries, with holders of additional advanced degrees, and with more experienced personnel.

II. METHODOLOGY OF THE STUDY

In the summer of 1964, the writer began a survey of the literature together with preliminary proposals for this project. It was decided to attempt to cover all the Master of Arts graduates in Library Science from the time when the first degree had been granted in June, 1951 until August, 1964. This involved a total of 370 persons.

The questionnaire and covering letter to elicit the current information were drafted and revised several times with help from several members of the Library School faculty during the late summer and fall of 1964. Pre-testing was accomplished on a limited scale by submitting the proposed questionnaire to several librarians on the staff of the Library of the University of Minnesota. Their comments and suggestions proved helpful for the final revision of the material.

Attempts were made to locate the addresses for all of the graduates; however, for 14, including two who were deceased, this was not possible. Although there were a few missing graduates from the period 1956 to 1960, the majority of them were from 1951 to 1956. The mimeographed, covering letter and questionnaire were mailed out together with a stamped, self-addressed return envelope in late November to 356 graduates. (See Appendix A).

Responses began to arrive quickly and by the end of December totaled 265. On December 31, a follow-up letter, together with all of

the earlier material, was sent to the 91 who had not yet responded. (See Appendix B). By the end of March the total number of answers was 317.

In Table 1 we can see the number of graduates in each year group, the number who were sent questionnaires and the number who responded.

It is interesting to note that the only group with a perfect response was the first group of graduates. For most of the groups the response was excellent; however, the graduates in the period September, 1954 to August, 1956 had the poorest rate of response.

For each graduate the results were coded onto McBee Keysort, edge-notched cards, 5 by 8 inches. The coding arrangement for analyzing the information was designed by the author. (See Appendix C).

For each graduate information was also obtained from the files maintained by the Library School office. From this source, the age at graduation, the number of years to complete the degree, the type of program followed, the undergraduate major, whether it was granted by the University of Minnesota, what other degrees were held by the graduate before his library science degree was awarded, indication of his previous residence, and whether he had any library experience before he received his degree was gathered. The rest of the information was taken from the questionnaires themselves. For the graduates who did not answer the questionnaire, the latest information available in their library school files was used, when such information was available.

Table 1
 RESPONSES TO QUESTIONNAIRE ACCORDING TO LENGTH OF TIME
 SINCE GRADUATION

Year Intervals in Which Degrees Were Awarded (Sept. -Aug.)	No. Graduates	No. Sent	No. Responding	Percent Responding ^b
1963-1964	53	53	51	96
1962-1963	52	32	30	94
1960-1962	67	66	57	86
1958-1960	58	57	53	93
1956-1958	48	47	41	87
1954-1956	66	61	47	77
1952-1954	38	34	32	94
1951-1952 ^a	8	6	6	100
Total	370	356	317	

^aThis interval is June, 1951 to August, 1952.

^bRefers to percent of the number sent.

III. CHARACTERISTICS COMMON TO ALL GRADUATES

Personal Background Information

For the entire group of 370 graduates it was possible to get certain information, especially of a background nature.

Previous residence was defined as the geographical area where the graduate had attended high school. Table 2 gives the number and the percentage from each area. In this table we see that one state, the one in which the school is located, contributed more than half of the graduates. Almost 80 percent of the graduates came from the Midwest section of the nation. The only other large group from the United States was from the East.

Of the 36 who attended high schools in a foreign country, 10 were from Taiwan, 4 from the Philippines and 6 from other Asian nations. Two were from Canada and 14 from Europe.

The age at graduation was also determined for each graduate. The range was from 22 to 58 years old. In Table 3, the age in 5 year intervals, when the degree was formally awarded is indicated. This shows that only 20 percent had not yet reached 25 years of age when they received their degree. A larger group, 119 graduates, received degrees between ages 25 and 29. In other words, slightly more than half of the graduates had their degrees before they were 30 years old. It is important to note that 10 percent of the graduates were at least 45 years old.

Table 2
 GEOGRAPHICAL RESIDENCE OF GRADUATES PRIOR TO ENTRANCE
 INTO LIBRARY SCHOOL

	Minnesota	Wisconsin	Midwest ^a	East ^b	South	West ^d	Hawaii	Foreign	Total
Number	212	13	73	14	7	13	1	6	370
Percent	57	03	20	04	02	03	e	10	

^aIllinois, Indiana, Kansas, Michigan, Missouri, Nebraska, North Dakota, Ohio, and South Dakota.

^bConnecticut, Delaware, District of Columbia, Maine, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

^cFlorida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Texas, Virginia, and West Virginia.

^dArizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

^eThe results are less than 1 percent.

Table 3
AGE AT GRADUATION

Age Range (Years)	Number	Percent
Under 25	76	20
25-29	119	32
30-34	70	19
35-39	37	07
40-44	30	08
Over 44	38	10
Total	370	

In order to get an idea of who the graduates are it is also necessary to determine the number of men and women and their marital status. In Table 4 we can see that there is a much higher percentage of men graduates from this Library School than for the national average, 37 percent to 24 percent respectively.²² Fifty-two percent of the women are married, 42 percent are single and the rest are widowed or divorced.

Knowledge of foreign languages was also investigated. This is defined as the ability to read a language either with or without a dictionary. For those who did not answer the questionnaire or who could not be located, the information was taken from their files and reflects their knowledge when they were in school. For the others, the information is current and was taken from question 5 of the questionnaire.

In Table 5 we see that 56 percent of the graduates had reading knowledge of French and 46 percent in German. Since the category "other" was so large, it was decided to determine which languages were represented for those who answered the questionnaire. It was found that 30 percent of these graduates knew Spanish and almost 8 percent knew Latin. Table 6 lists these other languages and the number of graduates who could read each one.

²² Bowker Annual of Library and Book Trade Information, op. cit.,
p. 261.

Table 4

CURRENT SEX AND MARITAL STATUS OF ALL GRADUATES

Men		Women			Total	
Married	Single	Total	Married	Single	Widowed or Divorced	Total
95	41	136	121	98	15	234
70%	30%	100%	52%	42%	06%	100%

Table 5

READING KNOWLEDGE OF FOREIGN LANGUAGE

	Language				
	French	German	Russian	Chinese	Other
Number	206	172	16	15	173
Percent ^a	56	46	b	b	47

^aPercent of 370 graduates.

^bless than 1%.

Table 6

KNOWLEDGE OF "OTHER" FOREIGN LANGUAGES

Language	Number of Graduates
Spanish	94
Latin	29
Scandinavian	26
Italian	16
Greek	14
Japanese	9
Latvian	5
Estonian	3
Hebrew	3
Tagalog	3
Czechslovakian	2
Dutch	2
Arabic	1
Armenian	1
Hawaiian	1
Icelandic	1
Malay	1
Old English	1
Polish	1
Serbian and Bulgarian	1

Educational Preparation

The undergraduate majors of the graduates were also studied. There were four categories, natural sciences, humanities, social sciences and education. Respectively 6 percent, 45 percent, 32 percent, and 17 percent of the graduates had majored in each area. In addition, 5 graduates, not included in these totals, held the Bachelor of Science with a major in Library Science.

Twenty-five graduates held Bachelor of Science degrees in Library Science, 10 in education, 5 held Bachelors in Divinity, and one held a degree as a registered nurse. Of the graduates, 154 or 44 percent of the total received their first undergraduate degree from the University of Minnesota.

Thirty-seven students held master's degrees, with 3 in education, 11 in history, 13 in English, 4 in other humanities subjects, and 8 in other social sciences. One person held a master's in botany. Thus, as usual, English and history were the most common subjects in which a master's degree had been awarded. There were also two persons who held the Doctor of Philosophy degree when they entered graduate school, one in the humanities and one in the social sciences.

Length of Time to Complete the Program

The number of years to receive the Master's degree in Library Science was determined. This was based on the exact number of years, starting

with the first course that was applied for credit, no matter where or when it was taken, until the degree was finally awarded. The fifteen credits of prerequisite courses were not considered, only those for the master's program itself. For Plan A, a thesis was required. For Plan B, three starred papers were necessary. Three hundred forty-one of the students completed their requirements with Plan B.

Under Plan A none of the students had received their degree at the end of one year, while 23 percent of those under Plan B had been able to finish. At the end of the second year it was 21 percent and 55 percent, respectively.

Table 7
 LENGTH OF TIME TO RECEIVE THE DEGREE

		Number of Years Until Degree Was Awarded													
		1	2	3	4	5	6	7	8	9	10	11	12	13	Over 13
<u>Plan A^a</u>															
Number	0	6	7	6	4	1	1	1	1	1	0	0	0	0	2
Percent		21	24	21	14	3	3	3	3	3					6
<u>Plan B^b</u>															
Number	77	112	55	37	13	8	12	10	1	3	3	3	2	2	4
Percent	23	32	16	11	4	2	4	3	1	1	1	1	1	1	1

^a29 graduates.

^b341 graduates.

IV. INFORMATION ABOUT GRADUATES
WHO ANSWERED THE QUESTIONNAIRE

As the title of this chapter indicates there was much information which could only be gathered with the cooperation of the graduates.

It is interesting to compare their present residence with the geographical area where they attended high school. Table 8 uses the same categories as Table 2. In Table 8 we find that the majority of the graduates are still concentrated in the Midwest, especially in Minnesota; however, there was a decline from 57 percent, to 50 percent residing in the state now. The percentage living in Wisconsin is approximately the same. There are twice as many in the East now, 9 percent compared to 4 percent previously; 50 percent did not return to the South. The West showed a large increase in the percentage of graduates residing there, from 3.5 percent previously to 13 percent currently. The number in foreign countries is low and is accounted for by persons serving in the army and the Peace Corps. Only one person who answered the questionnaire was a foreigner who returned to his native country. These results show that there is, as expected, a concentration of the graduates in the area in which the school is located, but also, it must be mentioned that approximately 25 percent of them are not in this area. Thus, the school's influence is definitely more than merely state-wide.

Table 8
 GEOGRAPHICAL RESIDENCE OF GRADUATES WHO ANSWERED THE QUESTIONNAIRE

	Minnesota	Wisconsin	Midwest ^c	East ^b	South ^c	West ^d	Hawaii	Foreign	Total
Number	158	10	68	28	3	43	2	5	317
Percent	50	3	21	9	e	13	e	2	100

^aIllinois, Indiana, Kansas, Michigan, Missouri, Nebraska, North Dakota, Ohio, and South Dakota.

^bConnecticut, Delaware, District of Columbia, Maine, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

^cAlabama, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Texas, Virginia, and West Virginia.

^dArizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

^eResults are less than 1%.

It is true that 317 people answered the questionnaire; however, out of this number, 50 indicated that they no longer considered themselves in the profession. It is useful to see what kind of persons these were and their reasons for leaving Library Science.

Characteristics of Persons Not Currently in the Profession

It can be seen from Table 9 that the majority of graduates not currently in the profession are married women. The reasons given for not being active in the profession are also summarized in this table. Seventy-eight percent of these graduates are married women, and 75 percent of these women are inactive due to family responsibilities. Seven of these women are interested in finding a job soon, and 13 expect to return to the profession when their children are older.

The category "other" includes 3 people who are presently unemployed, and one person who stated that she did not like the work, but did not say what she was presently doing. The two full-time students are no loss to the profession, since they are both working towards their doctorates in library science and thus will be well qualified upon their return. Six people (2 percent) have never held a library position since their degree was awarded.

It should be noted that this inactive group has not completely divorced itself from the profession as can be seen by some of their activities since graduation. Currently, 11 are members of library

Table 9
 COMPARISON OF REASONS FOR INACTIVITY IN THE PROFESSION
 WITH SEX AND MARITAL STATUS

Reason	Number	Men		Women	
		Married	Single	Married	Single
Homemaker	33			33	
Traveling	2			2	
Full-time student	2	1			1
Employed in another profession	9	2	3	4	
Other	4			3	1
Total	50	3	3	42	2

organizations, with 7 in A.L.A. Three have served on committees and two have published articles. One has even written a book. Three are studying for Ph.D. degree and one for an advanced certificate on library science. Thirteen have taken courses with no specific degree program in mind.

Professional Employment of Graduates Still in the Profession

There are 267 graduates who answered the questionnaire and are currently active in the profession. Table 10 indicates the number and percent who were employed in public, school, college and university, or special libraries. Included in "college libraries" were 8 people who are not technically working in a library, but who are teaching library science. "Special libraries" was broadly defined and includes graduates working for the H. W. Wilson Company, the National Science Foundation, and research centers, among other places. It can be seen that 48 percent are working in college and university libraries. The public library ranks second with 25 percent of the graduates employed there, 16 percent are in schools and 12 percent are in special and other libraries.

In a detailed study of the kinds of work in which the graduates are currently employed, the category "general" is used for the one-person library where the librarian does all kinds of work. "Other" here also includes work in documentation. Table 11 shows that the largest number, 69 (26 percent), are doing administrative work, defined as a head of a department or of a library. The next largest group is working with

Table 10

TYPE OF LIBRARY GRADUATES CURRENTLY EMPLOYED IN

Type	Number	Percent
Public	66	25
School	42	16
College and University	127	48
Special and other	32	12
Total	267	

Table 11

KINDS OF WORK GRADUATES ARE CURRENTLY EMPLOYED IN

	Number
Acquisitions	10
Administrative	69
Cataloging	22
Circulation	4
Curatorial	7
Extension	6
General	36
Reference	39
Serials	4
Teaching Library Science	8
Working with children	53
Other	8
Total	267

children, 53 (20 percent of the total). The fact that there are so few graduates in the other categories is a reflection both of the predominance of these kinds of work and the specialization of the others.

One part of the questionnaire directed the graduates to rate the importance of their minors in relation to their present employment; therefore, the answers of people who were not in the profession at the time of the survey were excluded. It was felt that few graduates would express very strong feelings, that is, either consider the courses very important or very worthless. In Table 12 we see that it is true that few did say that they regretted taking the courses; these were in education and political science. An explanation of the large number who indicated "no importance" of the courses in relation to their current work is that the graduates are employed in libraries with different emphases than the ones in which they had minored. This was especially true for those who were working in technical libraries and had minored in humanities or social science. The only category in which there were more people who felt the courses were "very important," rather "moderately important" was English. Thus, if the minors are only evaluated in terms of their usefulness for current employment, there is not too high a regard for them. If however, as some of the graduates commented, they are seen as a background for an educated person, there is much more support and reason for them.

Table 12
 RATING OF MINOR COURSES BY GRADUATES IN RELATION TO CURRENT EMPLOYMENT

Minor Subject	Rating (frequency)			Regret Having Taken
	Very Important	Moderate	No importance	
Education	44	46	5	4
History	41	51	13	0
Political Science	17	21	16	3
English	33	24	8	0
Other humanities	24	29	10	0
Other social sciences	24	61	18	0
Natural sciences	4	8	2	0

An analysis of the salaries of the graduates was also made. It was decided to equate the salaries on a full-time basis. Graduates were asked to furnish their monthly rate. School librarians, thus, who worked only ten months a year, would be placed in a higher category on a monthly basis than their actual annual salary would warrant.²³ For persons working part-time, the salary was calculated as if they were working full-time at the same rate. Since each person was asked to indicate both his name and his salary, 35 people withheld the information even though they were assured the information would be kept confidential. Therefore, as can be seen in Table 13, of the 232 people who indicated their salary, 37 percent were earning between \$584 and \$749 a month. Sixty-two percent were earning between \$500 and \$749 monthly. It is difficult to state what salaries those who did not furnish the information are receiving. The four people whose salaries are below \$415 a month include a priest, a member of the Peace Corps, a mission school worker, and a graduate in a foreign country where the standard of living is quite different. Sixty-eight people (about 25 percent) are interested in changing positions with an additional 5 graduates considering the possibility, if the right situation became available.

²³For details, infra, Appendix C.

Table 13

MONTHLY SALARIES GRADUATES ARE CURRENTLY RECEIVING

Range	Number	Percent
Under \$416	4	2
416-499	30	13
500-583	59	25
584-749	85	37
750-916	41	17
917-1083	10	4
Over 1083	3	1
Total	232 ^a	99

^aSalaries were not indicated by 35 (13 percent of the 267)

Further Education

Five graduates have received additional degrees since completing the master's degree program in library science. Three of these were second master's degrees, and two were certificates in education. The number who are working towards additional advanced degrees is much larger. A total of 34 graduates (11 percent) are working for this goal. This includes:

4 Bachelor's in Education, 2 Master's in Education, and 7 other Master's degrees. Twenty-three are working at the doctorate level, 4 in education, 6 in history, 9 in library science, and 4 in other areas.

In addition, 49 graduates have taken non-credit courses. Twenty-six took courses in language, 19 in other humanities, 13 in library science, 12 in education, 7 in social sciences, and 4 in the natural sciences. Eighty-three other people are doing some kind of informal studying, especially reading, in many different areas.

The question, "What subjects would you want to study if you were able and had the time?"²⁴ furnished some valuable information. First of all, 19 graduates indicated that they would like to study for an advanced degree, 9 on the master's level and 10 on the Ph.D. level. In addition, by specifying the subject areas, they indicated those areas which they considered especially important. Twenty-nine graduates designated automation or information retrieval as the subject they would like to study. Eighty-five mentioned social sciences; 79, languages; 47, English literature; 40,

²⁴Infra, Appendix A, question 12.

library science; 38 other humanities subjects and 25, in sciences. Only 10 indicated education. This seems to mean that automation and its applications to libraries, and languages, are being singled out for attention by the graduates. In addition from both this analysis and that of courses taken, we see that the graduates seem to find that they need more training in languages.

Participation in Professional Organizations

This was divided into several categories: professional library organizations, other professional organizations, committee membership, and office holding.

Table 14 indicates that of the graduates who are in the profession, 80 percent hold current membership in some library organization. The category "other" was used to include such organizations as the American Association of School Librarians, the Pacific Northwest Library Association, the Medical Library Association, the Mountain Plains Library Association, the Philippine Library Association, etc. It did not include local staff associations or unions, nor the honorary library fraternity, Beta Phi Mu. More graduates are members of the national than the state library organizations, although it was close, 53 percent to 48 percent, respectively.

In Table 15 we see that 17 percent of the 267 graduates hold current membership in the National Education Association or its state divisions. Nine percent are members of the American Association of University

Table 14

MEMBERSHIP IN PROFESSIONAL LIBRARY ORGANIZATIONS

Library Organization	Number	Percent
Any professional library organization	213	80
A.L.A.	142	53
State library organizations	110	48
S.L.A. ^a	21	07
Other library organizations	76	28

^aSpecial Libraries Association.

Table 15

MEMBERSHIP IN OTHER PROFESSIONAL ORGANIZATIONS

Organization	Number	Percent
National or state education association	45	17
AAUP or AAUW	23	9
Other professional organizations	29	11

Professors or the American Association of University Women and 11 percent belong to other professional organizations. These include: the American Studies Association, the American Association for the Advancement of Science, the American Documentation Institute, the American Political Science Association, the American Bar Association, etc.

The number who either held an office or served on a committee in any of these professional organizations, since their graduation, was also determined. In all 43 (16 percent) were officers, and 77 (21 percent) served on a committee.

Publications

Fifty graduates had articles published since they received their degree. Of these, 4 published more than 5 articles, and the majority one or two. That is, 19 percent of the graduates had their material published. This does not include book reviews. Six people have served as editors and 3 have written books. The latter category includes one play; however, these were not considered as books.

V. ANALYSIS OF CHARACTERISTICS ACCORDING TO LENGTH
OF TIME SINCE GRADUATION

An important part of the study was concerned with the hypothesis that length of time since graduation would lead to increased professional activities, such as greater membership in professional organizations, more active participation in them through membership on committees or through holding office, publication of articles and books, additional study and degrees and some additional characteristics. The results for each of these comparisons will be presented in a series of tables. Graduates of one year and two years prior to the study were grouped in one-year intervals. The others are in two-year intervals except for the oldest group which is a three year period. This was done because there were so few graduates at that time. Only the 267 graduates who were in the profession at the time of the survey are included in the tables.

Participation in professional library organizations is shown in Table 16. One can see that people who graduated within one year of the study had a much lower membership in professional organizations, whether all are considered, or each organization independently. Thus, only 51 percent of them belonged to any professional library association, compared with anywhere from 77 percent to 100 percent for the older graduates. The same is true for membership in A.L.A., where the newest graduates had only a 28 percent membership, but where the other groups had from 53 percent to 73 percent. The same comment also applies to state library

Table 16
MEMBERSHIP IN PROFESSIONAL LIBRARY ORGANIZATIONS
ACCORDING TO LENGTH OF TIME SINCE GRADUATION

Year Intervals in Which Degrees Were Awarded (Sept.-Aug.)	Number of Graduates ^a	Member in Professional Library Organizations									
		Any ^b		A.L.A.		State ^c		S.L.A. ^d		Other ^e	
		No.	%	No.	%	No.	%	No.	%	No.	%
1963-1964	47	24	51	13	28	9	19	3	6	8	17
1962-1963	30	27	90	16	53	13	43	3	10	14	47
1960-1962	46	37	85	26	57	19	41	2	4	18	39
1958-1960	39	39	100	23	59	22	56	3	8	7	18
1956-1958	34	28	82	18	53	11	32	3	9	10	29
1954-1956	37	31	82	27	73	18	49	3	8	14	38
1951-1954	34	26	77	19	56	18	53	4	12	5	15
Total	267										

^aProfessionally active graduates who answered questionnaire.

^bMembership in at least one organization.

^cIndividual state library associations.

^dSpecial Libraries Association.

^eOther professional library organizations.

organizations. The trend is not so apparent for the other two types of library organizations. An explanation might be that the percent of each group who are members of the Special Libraries Association is small and fairly constant over the whole time period. It is important to note that there are no real differences in an ascending direction after the first year. Rather, it seems that there is a sharp break and then, only moderate shifts up and down. Although one might expect the earliest graduates to have an especially high membership rate, this was not shown.

Membership in other professional organizations according to the length of time since graduation was also determined, (Table 17). The results do not seem to indicate any specific trend for increased membership in these organizations with time. This might indicate that membership is related to some other factors, such as salary.

More active participation in all types of professional organizations, as defined by serving as an officer or on a committee, on the other hand, does seem to show a correlation with the length of time since graduation, (Table 18). Graduates of up to one year seem to be far less active in this regard than the rest of the graduates. While only 6 percent of the newest graduates served on a committee, from 20 to 49 percent of the earlier ones had done so. The percentage who had been officers is naturally lower, but again shows the same tendency. Two percent of the first group of graduates had served as officers, and anywhere from 11 to 53 percent of the others had done so. With minor exceptions, there is a trend

Table 17

MEMBERSHIP IN OTHER PROFESSIONAL ORGANIZATIONS ACCORDING TO LENGTH OF TIME SINCE GRADUATION

Year Intervals in Which Degrees Were Awarded (Sept.-Aug.)	Organizations						No.
	N.E.A. or State E.A.T.		A.A.U.P. or A.A.U.W.S.		Other ^d		
	No.	%	No.	%	No.	%	
1963-1964	3	16	1	2	3	6	6
1962-1963	5	20	3	12	3	10	10
1960-1962	10	21	6	13	3	7	7
1958-1960	5	13	2	5	5	13	13
1956-1958	5	15	3	9	4	12	12
1954-1956	8	22	4	11	8	22	22
1951-1954	3	9	4	12	3	9	9

^aNumber in each year interval same as in Table 16.

^bNational Education Association or individual state education associations.

^cAmerican Association of University Professors or American Association of University Women.

^dSee text.

Table 18
 OFFICES HELD AND COMMITTEES SERVED IN RELATION TO
 LENGTH OF TIME SINCE GRADUATION

Year Intervals in which Degrees were Awarded ^a (Sept.-Aug.)	Committee Membership		Offices Held	
	No.	%	No.	%
1963-1964	3	6	1	2
1962-1963	6	20	6	20
1960-1962	16	35	5	11
1958-1960	12	31	6	16
1955-1958	8	24	5	18
1954-1956	18	49	9	24
1951-1954	14	41	11	33

^aNumber in each year interval same as in Table 16.

towards increasing participation in these activities corresponding to increasing time since graduation.

Publications

Table 19 presents the data for articles, books, and editorial work, arranged by length of time since graduation. The percentages of each group who had written articles does rise gradually in this respect. Again, we must note the low percentage of the most recent graduates who have written articles for publication, compared to the rest of the people. Since there is such a large difference between the graduates of one and two years, this cannot be accounted for merely by recency of graduation. The number who wrote books or edited them was so small, that it is really difficult to say much about this characteristic, however, it does seem that the longer the graduate held the degree, the greater the tendency, although slight, for him to have published.

Employment in the Professions

Table 20 indicates the number and percent of each group who are working in the four different types of libraries. The same comments apply to the categories as before, that is, "college libraries" includes full-time teachers of library science, and "special libraries" is broadly defined.

The percentage of first year graduates employed in college libraries is close to the average for the entire group. The former do have a

Table 19

PUBLICATIONS BY GRADUATES ACCORDING TO LENGTH OF
TIME SINCE GRADUATION

Year Intervals in Which Degrees Were Awarded	Books		Articles		Editorial Writing		Books
	No.	Per Cent	Over 5	Total	No.	Per Cent	
1963-1964	1	2	0	0	2	0	0
1962-1963	3	17	0	0	0	0	0
1960-1962	5	11	0	0	11	4	2
1958-1960	7	18	1	3	21	0	0
1956-1958	13	36	1	3	41	3	6
1954-1956	5	16	1	3	19	0	0
1951-1954	9	27	1	3	30	6	0

^aNumber in each year interval same as in Table 16.

Table 20
 EMPLOYMENT IN DIFFERENT TYPES OF LIBRARIES
 ACCORDING TO LENGTH OF TIME SINCE GRADUATION

Year Intervals in Which Degrees Were Awarded ^a Sept.-Aug.	Public		School		College and University ^b		Special and Other	
	No.	%	No.	%	No.	%	No.	%
1963-1964	12	26	9	19	23	49	3	6
1962-1963	3	27	7	23	12	40	3	10
1960-1962	8	17	9	20	26	57	3	7
1958-1960	15	39	8	21	12	31	4	10
1956-1958	7	21	7	15	18	50	4	12
1954-1956	6	16	7	19	20	54	4	11
1951-1954	10	29	3	9	16	47	5	15

^aNumber in each year interval same as in Table 16

^bIncludes 8 Library Science Faculty Members

slightly lower percentage in special libraries. For the group which received their degree earliest, there is, on the other hand, a relatively higher percentage employed in special libraries and a lower percentage in school libraries. In fact this last category as a whole shows the most variation from a high of 23 percent to a low of 9 percent. It is hard to say that there is any real trend over time for the graduates to seek employment in one particular kind of library. It is interesting to note that among the graduates from September 1958 to August 1960, there is a very high percentage who are employed in public libraries and a comparatively low percentage in college libraries.

An analysis of the kinds of work graduates, who are currently in the profession, are doing in comparison with the period in which the degree was awarded is presented in Table 21. A number of trends are revealed by this analysis. The percentage of each group who are in the category "administrative," shows a sharp division between the graduates of one year and the others. With one exception, there is a distinct tendency for the percentage in this category to increase with the length of time since graduation. The percentage of people who are doing reference or circulation work, or work with children, on the other hand, shows a general tendency to decline. With one exception, library science teachers, are the graduates of August 1958 or earlier. In other words, this is an attribute that is far more characteristic of the older rather than the more recent graduates.

Table 21
 KINDS OF EMPLOYMENT ACCORDING TO LENGTH OF TIME SINCE GRADUATION^b

Year Intervals in Which Degrees Were Awarded ^a (Sept.-Aug.)	Administrative		Cataloging		General		Reference		Working with Children	
	No.	%	No.	%	No.	%	No.	%	No.	%
1963-1964	1	2	5	11	9	19	12	26	11	23
1962-1963	7	23	3	10	3	10	0	0	9	30
1960-1962	11	25	5	11	5	11	9	20	10	22
1958-1960	10	26	2	5	6	15	7	18	7	18
1956-1958	12	35	4	12	2	6	2	6	6	12
1954-1956	8	22	2	5	9	24	4	11	7	19
1951-1954	19	56	1	3	2	6	5	15	4	12

^aNumber in each year interval same as in Table 16.

^bThe number of graduates employed in each of the other kinds of work mentioned in Table 11 is too small to demonstrate any trend; consequently, the categories have been omitted from this table.

It could be hypothesized that all the graduates of the past year, all of the second, all of the next group, etc., would be earning the same salary. This is not the case, as seen in Table 22, which contrasts the different monthly salary ranges against the length of time since graduation. Although the range of salaries was wide, there is a strong tendency towards higher salaries with increased time since graduation. Thus in the first year group, 74 percent earn between \$415 and \$583 a month, while the oldest group, only 15 percent are earning this rate. This same tendency can be seen when looking at a single salary range. For example, while only 13 percent of the most recent graduates are earning between \$584 and \$749 a month, 63 percent of the graduates from September 1958 to August 1960 are earning this figure. However, when we come to the oldest group we find only 43 percent earning within this range, since many are earning more than this amount. It is true that not everyone in the group of newest graduates is earning a small salary, and not everyone in the earliest group is earning a large salary.

Table 22
 AMOUNT OF MONTHLY SALARY RECEIVED ACCORDING TO LENGTH OF
 TIME SINCE GRADUATION

Year Intervals in Which Degrees Were Awarded ^a (Sept.-Aug.)	Under \$16		\$16-499		\$500-583		\$584-749		\$750-916		\$917-1083		Over \$1084	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1963-1964	47	0	17	36	18	38	6	13	4	9	2	4	0	0
1962-1963	30	0	5	17	10	33	9	30	6	20	0	0	0	0
1960-1962	39	0	4	10	16	41	15	39	4	10	0	0	0	0
1958-1960	32	1	1	3	4	12	20	63	6	19	0	0	0	0
1956-1958	25	1	2	8	3	12	10	40	6	24	2	8	1	4
1954-1956	31	1	1	3	5	16	12	39	9	29	3	10	0	0
1951-1954	28	1	0	0	3	11	13	43	6	21	3	11	2	7
Total	237													

^aNumber of graduates who indicated their salary.

VI. ANALYSIS OF CHARACTERISTICS OF GRADUATES
ACCORDING TO MONTHLY SALARY

This chapter discusses the relationships between salary received and participation in professional organizations, sex, type of employment, publications, and education. The 35 graduates who did not indicate their salary and the four earning less than \$415 a month were eliminated from this part of the analyses. All tables deal with 228 people. Graduates earning between \$917 and \$1083 a month and those who were earning more than \$1083 monthly were combined because the group was only 13.

Employment in the Profession

One of the possible causes of differences in salary was believed to be sex. If all the graduates are considered, the percentage of men to women is 37 percent to 63 percent. When those graduates who did not answer the questionnaire, those who are not currently in the profession, and those who did not indicate their salary are subtracted from the total number of graduates, 43 percent (98) are men and 57 percent (130) are women.

Table 23 compares the percentages of men and women earning each salary range. It shows that men as a whole earn a greater percentage of the higher salaries than women. While only 20 percent of those earning between \$416 and \$499 a month are men, 54 percent of those earning over \$917 a month are men. This means that at the lower salary range

Table 23

SEX AND MARITAL STATUS IN RELATION TO MONTHLY SALARY

Monthly Salary	Number of Graduates	Men		Women		Women	
		No.	%	No.	%	Married ^b No.	Not Married ^a No.
\$416-499	30	6	20	24	80	12	50
500-583	59	20	34	39	66	22	44
584-749	85	42	49	43	51	16	63
750-916	41	3	56	18	44	9	50
Above 916	13	7	54	6	46	3	50

^a Includes: Single, widowed, and divorced.^b Percent of total women.

there is a disproportionately small number of men while at the higher range the converse is true. It was, therefore, decided to investigate whether married women, who might be limited in the positions they could accept, were one cause of this tendency. The other half of Table 23 presents this information. No real trend is shown, since the same percentage of women are married at both the highest and the lowest salary rates. Here it would be useful to know the ages of the women at each salary interval; if many of the married women are over 40 years old, one could assume that they would have fewer family responsibilities.

The types of libraries in which the graduates are working is shown in Table 24. One can see that higher salaries are paid in school and college libraries. Although school librarians are receiving a high monthly salary, it must be noted that this is for a ten-month rather than a twelve-month year.

In Table 25 we compare the percentage of graduates at each salary level who are employed at different kinds of work. The percentage of the graduates employed in reference work declines at the higher salary intervals. The same trend is apparent for the category "general" work. It declines from 27 percent to 0 percent. On the other hand, the categories "work with children," "administrative," and "teaching library science" are more characteristic of higher salary levels.

Table 24
 EMPLOYMENT IN DIFFERENT TYPES OF LIBRARIES IN RELATION
 TO MONTHLY SALARIES

Monthly Salary	Type of Library							
	Public		School		College and University ^b		Special and Other	
	No.	%	No.	%	No.	%	No.	%
\$416-499	13	43	1	3	12	40	4	13
500-583	15	25	5	9	33	56	6	10
584-749	24	28	17	20	38	45	6	7
750-916	2	5	18	44	21	53	0	0
Above 916	2	15	5	38	5	38	1	8

^aNumber in each salary interval same as in Table 23.

^bIncludes 8 Library Science faculty members.

Table 25
 TYPES OF WORK IN RELATION TO MONTHLY SALARY^b

Monthly Salary ^a	Administrative		General		Reference		Teaching Library Science		Working with Children	
	No.	%	No.	%	No.	%	No.	%	No.	%
\$416-499	0	0	8	27	10	33	0	0	5	17
500-583	2	3	11	19	10	17	1	2	8	14
584-749	31	36	9	11		13	1	1	18	21
750-916	18	44	0	0	2	5	2	5	16	39
Over 916	7	54	0	0	1	8	0	0	4	31

^aNumber in each salary interval same as in Table 23.

^bThe number of graduates employed in each of the other kinds of work mentioned in Table 21 is too small to demonstrate any trend; consequently they have been omitted from this table.

Professional Activities

A number of related trends can be seen when comparisons are made between graduates earning a specific salary and the number who are members of professional library organizations. The same types of categories, their inclusions and limitations are used here as described in Chapter V. Table 26 gives this information. In general there is a real difference in membership in these organizations between those earning the lowest and the higher monthly salary rates. For example, only 53 percent of those earning between \$416 and \$499 a month are members of any library organization. For the other salary ranges, the percentage is never less than 86 percent and it rises to a high of 93 percent for those earning between \$750 and \$916 a month. For the categories "membership in A.L.A." and "other library organizations" the same tendency towards greater membership with higher salary rates is apparent. Only 40 percent of those earning the lowest rate, compared to 62 percent of those at the highest rate are members of A.L.A. With one exception, a similar trend is apparent for membership in state library organizations.

Membership in other professional organizations was also compared to monthly salary (Table 27). For the national and local education associations, there is also a trend towards increased membership with higher salaries. Forty-six percent of those earning over \$916 a month, compared with 7 percent of those earning less than \$500 a month, are members of these

Table 26

MEMBERSHIP IN PROFESSIONAL LIBRARY ORGANIZATIONS IN RELATION TO MONTHLY SALARY

Monthly Salary ^a	Membership in Professional Library Organizations									
	Any ^b		A. L. A.		States		S. L. A. d		Other ^e	
No.	%	No.	%	No.	%	No.	%	No.	%	
\$416-499	16	53	12	40	10	33	2	7	3	10
500-563	41	66	26	44	19	32	5	9	12	12
564-649	72	85	49	55	38	45	6	7	30	35
750-916	38	93	26	64	21	53	2	5	20	49
Over 916	10	77	8	62	3	23	0	0	4	31

^aNumber in each salary interval same as in Table 23.

^bMembership in at least one organization.

^cIndividual state library associations.

^dSpecial Libraries Association.

^eOther professional library organizations.

Table 27

MEMBERSHIP IN OTHER PROFESSIONAL ORGANIZATIONS IN RELATION
TO MONTHLY SALARY

Monthly Salary ^a	Organizations							
	N. E. A. or State E. A. b		A. A. U. P. or A. A. U. W. c		Other ^d			
	No.	%	No.	%	No.	%	No.	%
\$416-499	1	7	0	0	2	7		
500-583	6	10	5	9	4	7		
584-749	14	16	9	10	6	7		
750-916	17	41	6	14	11	27		
Above 916	6	16	1	8	1	8		

^aNumber in each salary interval same as in Table 23.

^bNational Education Association or state education associations.

^cAmerican Association of University Professors and American Association of University Women.

^dAny other professional organization.

organizations. This type of relationship is also true for membership in the American Association of University Professors or the American Association of University Women.

As hypothesized, more active participation in these organizations showed an even closer correlation with higher salary. In Table 28, we see that only 3 percent of those earning the lowest salary rate had served on a committee in any professional organization. The percentage rises sharply and almost proportionately. Of those earning the highest rate, 54 percent have served in this capacity. The same changes can be seen for the characteristic "holding office;" it is 7 percent at the lowest, and 40 percent at the highest, salary levels.

Publications

The same relationship exists between publication of material and rate of monthly salary. Table 29 indicates that only 3 percent of those earning less than \$500 a month have published articles, while 46 percent of those earning over \$916 have done so. Such a trend is also discernible for the authorship of books; however, because the total number is so small it is difficult to draw definite conclusions from this. It does indicate that no one earning less than \$584 a month, who reported his salary, has published a book or done editorial work.

Table 28
OFFICES HELD AND COMMITTEES SERVED ON IN RELATION
TO MONTHLY SALARY

Monthly Salary ^a	Committee Membership		Offices Held	
	No.	%	No.	%
\$416-499	1	3	2	7
500-583	8	14	3	5
584-749	30	36	11	13
750-916	20	48	10	24
Above 916	7	54	5	40

^aNumber in each salary interval same as in Table 23.

Table 29

PUBLICATIONS OF GRADUATES IN RELATION TO MONTHLY SALARY

Monthly Salary ^a	Articles				Editorial Work		Books	
	1 - 5		Over 5		No.	%	No.	%
	No.	%	No.	%				
\$416-499	1	3	0	0	0	0	0	0
500-583	4	7	0	0	0	0	0	0
584-749	12	14	0	0	2	2	2	2
750-916	11	27	1	2	1	2	0	0
Above 916	6	46	0	0	1	8	0	0

^aNumber in each salary interval same as in Table 23.

Additional Education

The number and percentage at each salary level who held academic degrees, other than the first undergraduate one, before they received their Master's in Library Science is shown in Table 30. The number of graduates who are working towards or have received degrees since graduation are also indicated in this table. If these three categories are combined, it can readily be seen that the graduates at higher salaries have had more education.

Competence in foreign languages also seems to be a valuable asset. In Table 31 we see that only 17 percent of those earning the lowest monthly salary have a reading knowledge of more than two languages while 31 percent of those earning the highest salary rate had these skills. In addition, the few graduates who knew more than five languages are earning at least \$584 a month.

Table 30
EDUCATIONAL ACHIEVEMENTS OF GRADUATES IN RELATION
TO MONTHLY SALARY

Monthly Salary ^a	Degrees Held		Degrees Received Since Graduation		Studying Towards Degrees		Total		Courses	
	No.	%	No.	%	No.	%	No.	%	No.	%
\$416-499	3	10	0	0	3	10	3	10	6	20
500-583	8	14	0	0	6	10	6	10	13	22
584-749	17	20	3	4	10	12	10	12	24	28
750-916	16	39	1	2	8	20	8	20	8	20
Over 916	9	69	0	0	0	0	0	0	2	15

^aNumber in each salary interval same as in Table 23.

Table 31

COMPETENCE IN FOREIGN LANGUAGES IN RELATION TO
MONTHLY SALARY

Monthly Salary ^a	Number of Languages				Total %
	3 to 4 No.	%	More than 4 No.	%	
\$416-499	5	17	0	0	17
500-583	15	25	0	0	25
584-749	17	20	1	1	21
750-916	8	20	2	5	25
Above 916	4	31	0	0	31

^aNumber in each salary interval same as in Table 23.

VII. SUMMARY AND CONCLUSIONS

Summary

This study attempted to survey all of the Master of Arts graduates from the University of Minnesota Library School from the time the first degree was awarded in 1951 until August of 1964, a total of 370 people. A questionnaire was sent to the 356 graduates whose addresses could be located. After one follow-up letter, there were a total of 317 responses.

A number of general characteristics were discerned. More than half (57 percent) had attended high school in Minnesota. Altogether, the Midwest supplied 80 percent of the future graduates. Of those who attended high school in a foreign country, 55 percent were from Asia. The majority of the graduates were between 21 and 29 years, with most between 25 and 29, when they formally received their degrees. Ten percent were at least 45 years old when they graduated. If knowledge of foreign languages is based on reading ability, 56 percent of the graduates knew French and 46 percent, German. Thirty percent of the graduates who answered the questionnaire knew Spanish. For their undergraduate program, 45 percent had studied humanities, 32 percent social sciences, 18 percent education, and 6 percent the natural sciences. Forty-four percent of the total had received their first undergraduate degree from the University of Minnesota. A total of 37 (10 percent) held another Master of Arts before receiving it in library science. Most of these degrees had

been awarded in English and history. Two people held doctorates. Under Plan B, 56 percent of the graduates were awarded their degrees by the end of their first year of study, while under Plan A, only 20 percent had done this in the comparable time period.

When only those who answered the questionnaire were considered, it was found that 50 percent lived in Minnesota and 74 percent in the Midwest. Twice as many resided in the East and three times as many in the West in comparison to the percentage who attended high school in these areas. Only 5 (2 percent) lived in foreign countries at the time of the survey. Fifty people were not employed in the profession at the time of the study, 44 women and 6 men. Three-fourths of the women stated that homemaking and family responsibilities were their reasons for leaving their careers. Two graduates were full time students for the Ph.D. in Library Science. Six have not held a library position since their degree was awarded.

Of the remaining 267 graduates, 48 percent are employed in college and university, 25 percent in public, 16 percent in school and 12 percent in special libraries. Twenty-six percent are either heads of departments or of libraries, and 20 percent are working with children. In regard to their opinions about the relationship of their minor course to their present work, few graduates regretted taking them. In most cases, however, the courses were rated as of minor importance to the graduates' current employment. The monthly salary was supplied by 232 of the graduates.

Sixty-two percent are earning between \$500 and \$749 a month, and 37 percent of the total, between \$584 and \$749. Approximately one-fourth are interested in changing positions. At the time of the survey 5 graduates had received, and 34 others were studying towards, additional degrees. Twenty-three of the latter are at the doctorate level. In addition, 18 percent of the graduates, in the profession, have taken non-credit courses, generally in languages. Of this group, 80 percent hold current membership in some professional library organization, with 53 percent of them members of the American Library Association and 48 percent in state library organizations. Seventeen percent are members of state or national education associations. Of the graduates, 16 percent and 21 percent, respectively, have held office or served on a committee in such organizations. Fifty people (19 percent), have published articles, 6 have served as editors and 3 have written books.

Two hypotheses were investigated. First, that length of time since graduation would show differences in the number and percentage of graduates who were members of professional organizations, who held office or served on a committee, and who wrote articles or books; second, those earning higher salaries would be more active in professional organizations, that they would be men, that they would be employed as administrators or professors of library science, that they would have published and would have more education.

For the first hypothesis, many of the expected results were found. It was also true that those who had graduated within the last year had a much lower percentage of membership in professional library organizations. In addition, only 6 percent of the newest graduates had served on a committee, while 20 percent to 49 percent of the other groups had done so. This same trend holds for holding office. The newest graduates have published less than the others, including those who graduated only one year earlier. There is no trend over time for the graduates to seek work in any one kind of library. In terms of kinds of work done, there is a definite difference between the newest and the oldest graduates. This holds for the categories, "administrative," and "teaching library science," which are more characteristic of the older graduates. The opposite is true for "reference," "circulation," and "work with children." As expected there was a correlation between higher salaries and increased length of time since graduation.

In general, the assumptions of the second hypothesis were borne out. There was a much lower percentage of men earning low monthly salaries than women, even considering the ratio of men to women. It appeared that marriage had no effect on a woman's salary. In this regard it would be useful to investigate age, since if a woman were older, she would tend to have fewer restricting family responsibilities. As a rule, school and college libraries paid higher salaries on a monthly basis than public or special libraries. However, for school libraries one must remember that

while the rate is high it is for a shorter period. The graduates in the categories, "work with children," "administrative" and "teaching library science" were generally earning higher salaries. Membership in professional organizations, in general, was lower among graduates earning lower salaries. In addition, those earning lower salaries did not participate as actively as the other graduates in serving on committees, holding office, or in publishing articles. It was also true that additional education beyond the minimum required was more characteristic of the higher paid graduates.

Suggestions for Further Study

As mentioned above, it would be useful to have some indication of the graduates' date of birth so that comparisons about activity, in terms of education, publication, professional organizations, etc. would have more meaning.

It would be a good idea to indicate whether the graduates have had professional experience in a library before they received their master's degree. This also would probably serve to increase the understanding of differences in salary and activity by the graduates.

A different focus for this study would be to investigate whether there are any differences in the characteristics of the graduates who are employed in the different types of libraries.

Conclusions

Based on the responses to the questionnaire as analyzed in this study, it can be seen that there were differences in membership and activity in professional organizations, publications, types of employment and salary among the graduates according to length of time since graduation. In all cases the more recent graduates were less active.

Of the graduates who are still in the profession, 87 percent indicated their salary. Based on this group, it was found that those earning a higher salary tended to be men, members of professional library organizations, officers, employed in a college or university library as administrators or professors of library science, persons who had published and received additional education. Because of the number of graduates who did not answer the questionnaire, and those who did but did not give their salary, it is impossible to say that anyone who has any one of these characteristics would automatically receive a higher salary; however, there is a clear trend in that direction.

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Appendix A

COVERING LETTER AND QUESTIONNAIRE

University of Minnesota
College of Science, Literature, and the Arts
Library School · Minneapolis 14

November , 1964

Dear

As part of the requirements for the Master of Arts degree in Library Science, I am doing a thesis, under the direction of Dr. E. W. McDiarmid, on the post-graduate activities of the alumni of the University of Minnesota Library School. Your answers to the enclosed questionnaire will be most helpful in this survey. It should also assist the Library School to evaluate its programs and advise future students more effectively.

The answers, naturally, will be kept strictly confidential. No individual as such will be identified in the study at any time. The results will be published in the Alumni News of the Library School.

Your cooperation in completing and returning the enclosed form in the stamped, self-addressed envelope before December 21, 1964, will be greatly appreciated.

Sincerely,

(Mrs.) Judith Wallach

In addition, the placement office needs certain information to keep its records up to date, so that it may provide effective service. To save you time and inconvenience, just this one questionnaire is being sent to you. Of course, even if you are not interested in a new position, it would still be helpful if you filled out the form. Mrs. Wallach's study has my approval, and I urge you to help her by returning the enclosed material as soon as possible.

D. K. Berninghausen
Director, Library School

Note. Please feel free to add any additional comments for the questions on the reverse side.

Name (Last) (First) (Maiden) _____ Marital Status _____

Address _____ Year Degree Granted _____

1. Are you still in the library profession? No ___; Yes ___. If NO, please give reasons.

2. What positions have you held since your graduation from Library School? Please indicate if the position also involved teaching. Information about your latest salary would be appreciated. If more room is needed, turn page over.

Employing Institution City, State Type of Work Dates Worked

Latest position _____ Monthly Salary (optional & confidential) _____

3. Please indicate if you wish to change positions. No ___; Yes ___.
If YES indicate when: Now ___; End of season ___; Other _____.

Types of positions interested in _____

Preferred locations _____
_____ Minimum salary acceptable _____

4. Check below the importance to you, in your present position, of the courses you took as minors in your M.A. degree program. (One check per minor, please.)

Name of minor 1. _____ 2. _____ 3. _____

Regret having taken it	_____	_____	_____
No importance	_____	_____	_____
Moderate	_____	_____	_____
Very important	_____	_____	_____

5. Indicate fluency in foreign languages.

Language Read Easily Read with a Dictionary

6. To which professional organizations, of any kind, do you belong?

Name of Organization Date of Membership

7. Have you held office or served on a committee in any of these?
No ____; Yes _____. If YES, please specify.

8. Have you had anything -- periodical articles, books, etc. -- published?
Yes ____ No _____. If YES, please list on the back of this sheet.

9. Have you done any graduate work since you received your Master's degree? No _____.

Degree Received Major/Minor Institution Date

10. Are you doing any additional studying for a degree? No ____; Yes _____.

Expected Degree Major/Minor Institution(s)

11. Indicate here any additional studying you are doing, whether formal or informal.

Subject How being studied

12. What subjects would you want to study if you were able and had the time?

13. Have you received the Spring 1964 edition of the Library School Alumni News? Yes ____; No _____.

Appendix B

FOLLOW-UP LETTER

University of Minnesota
College of Science, Literature, and the Arts
Library School - Minneapolis 14

December 31, 1964

Enclosed is a copy of a letter and questionnaire originally sent in late November to all graduates of the University of Minnesota Library School. Many have responded, but perhaps because of the seasonal rush in the mails, you did not receive your first copy. Since we are attempting to make this study as complete as possible, we are hoping you will take this opportunity to complete the questionnaire.

Sincerely,

(Mrs.) Judith Wallach

Appendix C

KEYSORT CARD

1	2	3	4	5	1	2	1	2	3	Ch	1	2	Go	BS	Ed	Hi	En	SS	Hu	Ns	Ta.	Study	No.	Lan.																																																																											
Lang.														Un. Mj. In Prof.										Job										Other Degree:																																																																	
1	2	3	4	7	1	2	4	7	1	2	4	7	TA	MnU	Address										Name																																																																										
P. Res.										Res. N.										GLA																																																																															
1	2	3	4	7	1	2	3	4	7	1	2	3	4	Y	2	Y	2	1	2	3	1	2	3	4	Y	2	Y	2	1	2	3	4	Y	2	Y	2	1	3	5	7	1	2	4																																																								
Type										Age										Ed.										Bk.										Articles										Oth.										Comm.										Of.										Lib. Org.										Yrs.									

Appendix C

EXPLANATION OF CODE

Years since graduation 1) Sept. 1963-Aug. 1964 5) Sept. 1956-Aug. 1958
2) 1962- 1963 6) 1954- 1956
3) 1960- 1962 7) 1952- 1954
4) 1958- 1960 8) 1951- 1952

Member, professional library organizations

- 1) American Library Association
- 2) Special Libraries Association
- 3) State Library Associations
- 4) Other library organizations

Officer

- 1) Yes
- 2) More than 2 years or two offices

Member of a committee Same code as officer

Member of other professional organizations

- 1) National Education Association
Deep punch - State Education Association
- 2) American Association of University Professors
Deep punch - AAUW
- 3) Other professional organizations

Published articles

- 1) One - two
Deep punch - 3-5
- 2) 6 or more
- 3) Library Science
Deep punch - education
- 4) Other

Editor

- 1) Was an editor one time
- 2) Was an editor more than once

Author of books

Same code as author

Monthly salary

	10 months	12 months
1) Not indicated		
2) Under \$416	Under \$4,160	Under \$5,000
3) \$416-499	\$4,160-4,990	\$5,000-5,999
4) 500-583	5,000-5,830	6,000-6,999
5) 584-749	5,840-7,490	7,000-8,999
6) 750-916	7,500-9,160	9,000-10,999
7) 917-1,083	9,170-10,830	11,000-12,999
8) Over 1,083	Over 10,830	Over 12,999

Age at graduation

- | | |
|-------------|------------|
| 1) Under 25 | 4) 35-39 |
| 2) 25-29 | 5) 40-44 |
| 3) 30-34 | 6) Over 44 |

Type of library employed in

- | | |
|-----------|--------------------------|
| 1) Public | 3) College or university |
| 2) School | 4) Special |

Type of work

- | | |
|-------------------|------------------------------|
| 1) Curator | 7) Acquisitions |
| 2) Reference | 8) General |
| 3) Circulation | 9) Extension |
| 4) Administrative | 10) Serials |
| 5) Children's | 11) Other |
| 6) Cataloging | 12) Teaching Library Science |

Number of years required to receive the degree

- 1) up to one year
- 2) over one and up to two years
-
- 14) up to and more than 14 years

Sex Ma.) Male

Marital Status

- S) Single
W) Widower)
Deep punch - Divorced

Library experience

Y in) had experience in any kind of library

Nature of program for degree

A) Done under Plan A

Languages 1) French 4) Chinese
 2) German 5) Other
 3) Russian

Undergraduate major 1) Natural sciences
 Deep punch - humanities
 2) Social sciences
 Deep punch - education

Not in the profession
 H) Homemaker 4) Ill
 1) Traveling 5) More interested in other
 3) Going to school full-time professions
 6) Other

Desires a new position Ch)
 1) Teaching school full time
 2) Held no position since graduation

Formal education

Top line Held prior to receiving the M.A. in L.S.
Bottom line Received after
Go. Presently studying for degree

- L.S.) Degree in library science
- Ed) Degree in education
- Hi) Degree in history
- Eng) Degree in English
- SS) Degree in other social sciences
- Hu) Degree in other humanities
- NS) Degree in other natural sciences

Taught or is teaching library science

Top hole) Formally,
Bottom) As part of the job

Studying - not for a degree

- 1) Languages
 Deep punch - social sciences
- 2) Library Science
 Deep punch - other humanities
- 3) Education
 Deep punch - natural sciences

Number of languages known

- 1) one to two
- 2) three to five
- 3) more than five

Part-time work Pt.

Questionnaire returned R) Yes

Past residence

- | | |
|-----------------|----------------------|
| 1) Minnesota | 5) Southern |
| 2) Wisconsin | 6) Western |
| 3) Middle West | 7) Alaska and Hawaii |
| 4) Eastern U.S. | 8) Foreign |

Present residence

Same code as for "past residence"

Assistantships held during study for degree

- TA) Held a teaching assistantship
GLA) Held a graduate library assistantship

Received first undergraduate degree from the University of Minnesota Mn) Yes

Other studying

- 1) Courses taken, but not for credit
- 2) Might be interested in an M.A. degree
Deep-punch interested in a Ph.D. degree