

had established part-time supervisory positions.³ These positions, part-time supervisor and part-time school librarian, differed from full-time supervisory positions, since the incumbents were usually school-based and had to carry on a regular school library program while performing some of the duties of a full-time supervisor. Peterson reported that the part-time supervisor usually reported directly to the superintendent. He was sometimes given additional salary and clerical help, and worked a longer contract year than other school librarians. Properly speaking, however, these positions are not at the system level, even though they have some of the responsibilities of system-level positions.

Mahar and Holladay's study, *Statistics of Public School Libraries, 1960-61*, gives the only national estimate of the number of professional positions in school librarianship at the system level. They reported 1,100 professional school library positions, of which 540 were school library supervisors, 370 librarians administering centralized processing, and 190 librarians of professional libraries.⁴ The largest number reported (517) was in school districts enrolling 3,000 to 11,999 pupils. Relative to the number of school districts in each enrollment category, however, the largest number was in school systems with 25,000 or more students. Supporting the professional positions were 1,491 clerical positions, 457 serving supervisors, 707 in centralized processing, and 327 in professional libraries. The proportion of clerical positions in school systems with 25,000 or more students was even higher than the proportion of professional positions. Regionally, the largest number of positions, both professional and clerical, was in the Far West (Alaska, California, Hawaii, Nevada, Oregon, Washington), followed by the South East (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia). The smallest number was in New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont), and the Rocky Mountains (Colorado, Idaho, Montana, Utah, Wyoming).

Mahar and Holladay also collected data on salaries of professional personnel in school system central office positions serving school libraries. They reported that nearly half of the school library supervisors (47.7 percent) earned between \$8,000 and \$9,999, while the next largest group, (30.3 percent) earned \$10,000 or more. Only 21.8 percent earned less than \$8,000.⁵ Among librarians administering

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centralized processing, a smaller percentage (47.4 percent) earned more than \$8,000, with 40.7 percent in the \$8,000 to \$9,999 range, and 6.7 percent at \$10,000 or above.⁶ The largest group of librarians of professional libraries (39.8 percent) earned between \$8,000 and \$9,999, and the second largest (33.9 percent), \$10,000 or more.⁷

In order to gather current data for this study, the author wrote to the head supervisor or director of school library services in one hundred school systems, requesting copies of job descriptions for professional positions in school librarianship at the school system level, and asking them to complete a brief questionnaire. Sixty-three school systems returned the questionnaire with usable data, and twenty-nine sent job descriptions for one to eight different professional positions. The sixty-three school systems, though not selected as part of a scientific sample, represented thirty states and the District of Columbia, with one or more from each of the regions identified in the Mahar study.

The questionnaire was intended to provide information concerning the number and kinds of professional positions in school librarianship at the school system level, the range of salaries for these positions, and the number of clerical positions supporting them in the participating school systems. While the sample is not representative of all school systems in the U.S., the majority of which have no professional positions in school librarianship at the local system level, it does include a large enough number of the school systems which provide services for school libraries at the system level to indicate trends in positions.

The professional positions were grouped in six categories (see Table 1): administrative and supervisory positions; centralized processing positions; librarians of professional libraries, materials centers, and curriculum libraries; audio-visual specialists; graphic artists; and others.

The largest number of positions was administrative and supervisory, including directors, supervisors, and other positions with supervisory functions, but without the title, such as consultant and library specialist. Several school systems reported the positions of director or assistant director of instructional materials as "other" positions, but for the sake of comparability, they were counted in the administrative and supervisory category. Many systems reported that the audio-visual services were the responsibility of an independent department.

TABLE 1
 NUMBER OF PROFESSIONAL POSITIONS IN SCHOOL
 LIBRARIANSHIP AT THE SCHOOL SYSTEM LEVEL

| <i>Enrollment size of school district</i> | <i>Number of school districts</i> | <i>Total positions</i> | <i>Type of Professional Position</i> | | | | | |
|---|-----------------------------------|------------------------|---|---|--|---------------------------------|------------------------|--------------|
| | | | <i>Administrative and supervisory positions</i> | <i>Centralized processing positions</i> | <i>Positions in professional libraries, materials centers, curriculum laboratories</i> | <i>Audio-visual specialists</i> | <i>Graphic artists</i> | <i>Other</i> |
| Over 500,000 | 3 | 62 | 29 | 15 | 6 | 2 | — | 10 |
| 100,000-499,999 | 14 | 106.7 | 46.5 | 19.6 | 18.1 | 11.5 | 5 | 6 |
| 50,000-99,999 | 16 | 105.5 | 26.6 | 27.2 | 16.9 | 14 | 7 | 13.8 |
| 25,000-49,999 | 14 | 61.5 | 18.4 | 23.5 | 7.6 | 11 | 1 | — |
| Under 25,000 | 16 | 40.6 | 16.9 | 10.5 | 3.6 | 9 | 0.6 | — |
| Total | 63 | 376.3 | 137.4 | 95.8 | 52.2 | 47.5 | 13.6 | 29.8 |

Positions so reported were not included in the tabulation although in other cases it was not always clear whether audio-visual positions were separate or integrated with other library services.

The data in Table 1 reveal that more school systems have created supervisory positions than have developed other central office positions for school libraries. The second most frequently reported positions are in centralized processing. Only a few report audio-visual specialists or graphic artists as a part of school library service at the school system level, indicating, perhaps, that such services are administered independently in most of the school systems reporting. A few school systems, however, reported fully integrated media programs, with a variety of types of positions.

The "other" category included a variety of positions related to media services, including the following types: (1) teacher-specialists (in-service education, review and evaluation); (2) education specialist for Title II, E.S.E.A.; (3) book selection librarian for new schools; (4) television specialists; (5) elementary and secondary school department staff; (6) visiting librarians; (7) audio-visual resource teachers; (8) textbook selection resource librarians; (9) curriculum laboratory research assistants; and (10) assistants for television and field trips. Though the number of "other" positions is not great, it does indicate a variety of positions in some systems.

The second question in the survey asked for information on salaries of professional positions in school librarianship at the school system

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level. The replies indicate that a majority of persons in administrative and supervisory positions earn more than \$12,000 annually (Table 2).

TABLE 2
NUMBER OF SCHOOL LIBRARY ADMINISTRATIVE
AND SUPERVISORY POSITIONS AND
NUMBER BY SALARY DISTRIBUTION

| Enrollment size of school districts | Number of positions | Salary Distribution | | | | | |
|---|---------------------------|---------------------|-------------------|-------------------|---------------------|---------------------|----------------------|
| | | \$4,000- 5,999 | \$6,000- 7,999 | \$8,000- 9,999 | \$10,000- 11,999 | \$12,000- 13,999 | \$14,000 and over |
| 500,000 & over | 29 | | | | | 3 | 26 |
| 100,000-499,999 | 48 | 1 | 2 | 2 | 18 | 13 | 12 |
| 50,000-99,999 | 26 | | | 6 | 10 | 5 | 5 |
| 25,000-49,999 | 18 | | | 2 | 3 | 2 | 11 |
| Under 25,000 | 16 | | | 1 | 3 | 6 | 6 |
| Total | 137 | 1 | 2 | 11 | 34 | 29 | 60 |

More than one-third of the administrators and supervisors earn more than \$14,000 a year. Though the questionnaire did not distinguish between ten, eleven, and twelve month positions, the job descriptions indicate that most of these jobs have an eleven or twelve month contract year.

Professional positions in centralized processing tended to have lower salaries (Table 3).

TABLE 3
NUMBER OF POSITIONS IN CENTRALIZED PROCESSING
AND NUMBER BY SALARY DISTRIBUTION

| Enrollment size of school districts | Number of positions | Salary Distribution | | | | | |
|---|---------------------------|---------------------|-------------------|-------------------|---------------------|---------------------|----------------------|
| | | \$4,000- 5,999 | \$6,000- 7,999 | \$8,000- 9,999 | \$10,000- 11,999 | \$12,000- 13,999 | \$14,000 and over |
| 500,000 & over | 14 | | | 2 | 1 | 4 | 7 |
| 100,000-499,999 | 18 | 1 | 1 | 3 | 11 | 2 | |
| 50,000-99,999 | 23 | | 7 | 9 | 6 | 1 | |
| 25,000-49,999 | 20 | 1 | 6 | 7 | 5 | 1 | |
| Under 25,000 | 10 | | | 3 | 4 | 3 | |
| Total | 85 | 2 | 14 | 24 | 27 | 11 | 7 |

Only seven of the eighty-five positions in centralized processing paid \$14,000 or over, compared to sixty of the 137 administrative and supervisory positions. Slightly more than half earned \$10,000 or more, however. This compares favorably with salaries of professional posi-

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tions in professional libraries, materials centers, and curriculum laboratories, where slightly more than half earn less than \$10,000 a year (Table 4). Except for the three very large school systems with more than 500,000 enrollment, the size of the school system and the level of salaries do not correspond consistently, indicating that other factors, such as region and local wealth may be overriding elements in determining salary levels.

TABLE 4
NUMBER OF POSITIONS IN PROFESSIONAL LIBRARIES,
MATERIALS CENTERS, AND CURRICULUM LABORATORIES,
AND NUMBER BY SALARY DISTRIBUTION

| Enrollment size of school districts | Number of positions | Salary Distribution | | | | | |
|---|---------------------------|---------------------|-------------------|-------------------|---------------------|---------------------|----------------------|
| | | \$4,000- 5,999 | \$6,000- 7,999 | \$8,000- 9,999 | \$10,000- 11,999 | \$12,000- 13,999 | \$14,000 and over |
| 500,000 & over | 6 | | | | 4 | 1 | 1 |
| 100,000-499,999 | 18 | 2 | 2 | 4 | 8 | 2 | |
| 50,000-99,999 | 16 | | 2 | 10 | 3 | 1 | |
| 25,000-49,999 | 5 | | 1 | 2 | 1 | 1 | |
| Under 25,000 | 5 | | | 3 | 1 | 1 | |
| Total | 50 | 2 | 5 | 19 | 17 | 6 | 1 |

Table 5 shows the salary distribution of the audio-visual specialist positions reported. The relatively high number in the two upper ranges, especially in school systems under 50,000 enrollment, may indicate that some of the positions reported here would more properly be included with administrative and supervisory positions.

TABLE 5
NUMBER OF AUDIO-VISUAL SPECIALISTS
BY SALARY DISTRIBUTION

| Enrollment size of school districts | Number of positions | Salary Distribution | | | | | |
|---|---------------------------|---------------------|-------------------|-------------------|---------------------|---------------------|----------------------|
| | | \$4,000- 5,999 | \$6,000- 7,999 | \$8,000- 9,999 | \$10,000- 11,999 | \$12,000- 13,999 | \$14,000 and over |
| 500,000 & over | 2 | | | 1 | | 1 | |
| 100,000-499,999 | 11 | | | 2 | 5 | 2 | 2 |
| 50,000-99,999 | 5 | | 3 | 1 | 1 | | |
| 25,000-49,999 | 9 | | | 3 | 2 | 1 | 3 |
| Under 25,000 | 8 | | | | 3 | 4 | 1 |
| Total | 35 | | 3 | 7 | 11 | 8 | 6 |

Salaries reported for graphic artists tended to be lower than in any

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other group, with more than half earning less than \$8,000 a year (Table 6). The lower range for these positions, admittedly based on a very small number reported, raises the question of whether they are paid on a professional or non-professional salary scale. The one position for which a job description was provided was not considered a professional position.

TABLE 6
NUMBER OF GRAPHIC ARTISTS BY SALARY DISTRIBUTION

| Enrollment size of school districts | Number of positions | Salary Distribution | | | | |
|---|---------------------------|---------------------|-------------------|-------------------|---------------------|---------------------|
| | | \$4,000- 5,999 | \$6,000- 7,999 | \$8,000- 9,999 | \$10,000- 11,999 | \$12,000- 13,999 |
| 500,000 & over | | | | | | |
| 100,000-499,999 | 5 | | 3 | 1 | 1 | |
| 50,000-99,999 | 6 | 3 | 1 | | 2 | |
| 25,000-49,999 | 1 | | | 1 | | |
| Under 25,000 | 2 | | 1 | | 1 | |
| Total | 14 | 3 | 5 | 2 | 4 | |

The salaries for "other" positions ranged from the \$6,000-\$7,999 group to \$14,000 and over. However, there were not enough positions of one type to make comparisons possible.

A third question asked for the number of non-professional positions serving administrators and supervisors; processing centers; and professional libraries, materials centers, and curriculum laboratories (Table 7).

Several positions were reported in an "other" category, but since

TABLE 7
NUMBER OF SCHOOL LIBRARY NONPROFESSIONAL
POSITIONS AT THE SCHOOL SYSTEM LEVEL

| Enrollment size of school districts | Number of positions | Type of Non-professional Positions | | |
|---|---------------------------|---|--------------------------------------|--|
| | | Serving administrators and supervisors | Serving centralized processing | Serving professional libraries, materials centers, and curriculum laboratories |
| 500,000 & over | 112 | 41 | 59 | 12 |
| 100,000-499,999 | 330.75 | 40.25 | 141.5 | 149 |
| 50,000-99,999 | 216.3 | 21.5 | 117.9 | 76.9 |
| 25,000-49,999 | 151.25 | 17.5 | 85.25 | 48.5 |
| Under 25,000 | 64.35 | 9.8 | 41.1 | 13.45 |
| Total | 874.65 | 130.05 | 444.75 | 299.85 |

explanatory notes usually indicated the "other" was a film library or a similar central office agency, they were included in the third group as positions serving materials centers.

The figures in Table 7, when related to the figures in Table 1, reveal a low ratio of supporting positions to administrative and supervisory positions, but a higher ratio for the other categories. The nature of the services provided in processing centers, professional libraries, and materials centers explains the higher ratio. The tables, however, conceal startling differences among school systems. In one large city school system for example, the only position in school librarianship at the district level was a single supervisor. One processing center in a school system under 25,000 enrollment had two professional positions and three non-professional, while another system about the same size had a half-time professional and three non-professional positions. Similar differences can be identified in each category and in each enrollment group.

Thirty school systems submitted job descriptions for one or more positions each. The descriptions divide into three types: (1) job descriptions to announce vacancies and solicit applications, (2) descriptions of the duties related to the position, and (3) job descriptions for other local purposes, such as professional advancement programs, and as announcements to schools to guide them in requesting assistance. More than half of the school systems had no available job descriptions or no up-to-date ones. Only a few systems sent job descriptions for all of the professional positions reported in the questionnaire. Three school systems also sent charts of their table of organization.

The different types of job descriptions show marked differences. In general, those used to announce vacancies are longer and give more information concerning the position. This type of job description usually includes most of the following details: (1) job title; (2) department to which the position is assigned; (3) salary or salary classification; (4) length of contract year; (5) title of position to which the job described is responsible; (6) qualifications—(a) education required, including degrees and special subjects, (b) experience, and (c) certification required for position; and (7) duties and responsibilities.

The statement of duties and responsibilities, in this type of job description, whether short or long, tends to be general in its intent,

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describing the scope of the position and not the specific procedures for day-to-day work.

The second type of job description tends to include only the job title and the duties and responsibilities of the position. Many of the descriptions of this type outline specific routines, often in minute detail, and are intended to serve as a guide to fulfilling the requirements of the job, and not merely to delimit it.

The job descriptions in the third group range from a single paragraph to long descriptions resembling the first group. The very brief, one-paragraph descriptions are actually too limited to provide an understanding of the position, or a guide to its duties.

The job descriptions for administrative and supervisory positions divide conveniently, for discussion purposes, into those for positions with head responsibility for system-wide library services, and those at a subordinate level. This distinction may not be consistently valid in terms of over-all authority and responsibility, but does tend to indicate the placement of a position in a school system's hierarchy.

The top level positions carry a variety of titles; among them are Director of Library Services; Director of Instructional Materials; Supervising Director, Department of Library Science; Coordinator of Instructional Materials Services; Coordinator, Media Services; Coordinator of Library Services; Supervisor, Department of Libraries; Supervisor of Library and Audio-Visual Service; Supervisor of Library Services, and Consultant in Library Service. Despite the variety in titles, these positions have a number of elements in common. The incumbents in the positions are responsible directly to assistant or associate superintendents of instruction or curriculum. They require, where qualifications are indicated, a minimum of a master's degree or higher, including courses in administration, supervision, and curriculum. Initial appointment requires at least five years of successful experience. Each of the positions carries over-all responsibility for the development of school library services, some directly and some indirectly. All have responsibility, usually shared with other officials, for school planning, budget planning, recruiting of personnel, selecting and purchasing materials.

In other respects responsibilities related to these positions differ. Of the eighteen job descriptions for the chief positions in school library service system-wide, eight indicate that the incumbent also has top responsibility for audio-visual services, four include radio and

television, and several positions include responsibility for the textbook program. At least one includes data processing and business machines services. The fact that almost half of the positions carry responsibilities well beyond traditional school libraries seems to indicate that school librarians employed at the school system level are assigned broad responsibilities related to the total instructional program.

The subordinate administrative and supervisory positions in school librarianship at the system level also exhibit a variety of titles—assistant director, supervisor, coordinator, library specialist, and visiting librarian. The job descriptions indicate that the incumbents in these positions report to the head supervisor or director of school library services. Most of them have positions of more limited scope, with responsibility for extension services, supervision of schools at one level, such as elementary schools, or for serving as an assistant in carrying out the responsibilities of the top position. Those job descriptions which include qualifications require a master's degree and extensive experience.

The job descriptions for positions in centralized processing were for two different levels: (1) administrators of processing services, and (2) catalogers. The administrative positions are directly under the head supervisor or director, and have clearly defined responsibilities for management of processing, including supervision of catalogers and clerical employees. One job description only included qualifications, but it required more years of experience than that for the Director of Instructional Materials to whom the employee reported.

The job descriptions for catalogers set out the duties usually related to such positions. Several indicate that the cataloger is directly responsible to the chief supervisor or director. Several descriptions demand a special area of responsibility, such as the cataloging of non-print materials.

Two job descriptions for librarians of professional libraries were received; both included qualifications, salary classification, and the title of the person to whom the librarian is responsible, as well as duties and responsibilities. The job descriptions for audio-visual specialists indicate that these positions, in the three systems which provided information, are directly under the head supervisor or director of school library services.

Other job descriptions included one in graphic arts, two in television services, two in textbook selection and management, and one in

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instructional materials in-service education. In each case, the incumbent reported directly to the head supervisor. Many of these positions, and audio-visual specialist positions, did not require formal education in librarianship.

The job descriptions, as a whole, were often too detailed, resembling procedure manuals as much as job definitions. A few school systems had carefully defined each job and its relationship to others. Certainly the number of documents submitted indicate that a goodly number of systems have attempted to define their positions in school librarianship at the school system level, and some have done an excellent job.

The questionnaires indicated that the largest numbers of positions fall into three groups—supervisors and administrators, positions in centralized processing, and positions in professional libraries. However, they also revealed a variety of other positions, most of them relating to media other than traditional school library material. More extensive and systematic research should show whether the number of such positions is increasing. The number of supervisors and directors of school library services with responsibility for varied media gives some evidence that the number of different types of positions is likely to increase. Greater understanding of professional positions in school librarianship at the school system level can come from a study of these positions in the wider context of organizational patterns for school library supervision in general. Educational administration would benefit from such a study.

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