

The U. S. Office of Education Statistics Survey

By JOHN CARSON RATHER

EARLY THIS MONTH the Office of Education of the U. S. Department of Health, Education, and Welfare, began the first of its series of annual statistical surveys of college and university libraries in the United States. The survey will gather basic data on library operations and staff salaries to be used by administrators, chief librarians, and others concerned with planning library budgets and the development of library service to higher education. This survey is in the direct tradition of Office of Education library studies since in many particulars it follows the form and content of a quinquennial series dating from 1939/40, and its increased frequency falls in step with the series of public library statistics compiled annually since 1945.

The survey continues statistical compilations for college and university libraries gathered by ALA since 1922. These statistics were for two decades incorporated into the annual tables of library statistics published in the *ALA Bulletin*. In 1943 their compilation was undertaken separately by ACRL and the resulting tables were published in *CRL*. During the remaining war years publication lapsed but was resumed in 1947. The compilation of the statistics became a responsibility of ALA's Library Administration Division upon ALA's reorganization in 1957. After that time the statistics were compiled by a committee of college and university librarians within LAD, but their publication as a feature of the first number of each volume of *CRL* continued through this year. The collection, analysis, and publication of statistics for other libraries (principally public libraries and school libraries) having been a function of the Office of Education for some years, LAD's committee agreed at its 1960 Midwinter meeting that the collection, analysis, and publication of college and university library statistics also be undertaken by that office.

The survey will be conducted by the Library Services Branch, a component of the

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Office of Education's Division of Statistics and Research Services. It will be under the supervision of John Carson Rather, whose basic responsibilities include reporting on the status of libraries of higher education as well as providing related consultative services. He will be assisted in the survey by the research and statistical staff of the Library Services Branch with technical advice from the Educational Statistics Branch.

COVERAGE

The survey aims to include all institutions of higher education in the United States. The mailing list for distribution of the questionnaire was the one used for the Office of Education's survey of fall enrollment in higher education.¹ This list comprises 1,952 institutions and is essentially the same as the slightly larger and longer list published as Part 3 of the *Education Directory, 1959-1960* (OE-50000; Washington, D. C.: Government Printing Office, 1959.)

The 1,952 institutions fall into the following categories:

<i>Type</i>	<i>Number</i>
Four-year institutions:	
Universities	141
Liberal arts colleges	756
Independently organized professional schools:	
Teachers colleges	198
Technological schools	51
Theological, religious	173
Schools of art	46
Other professional	75
Junior colleges	512
TOTAL	1,952

¹ *Opening (Fall) Enrollment in Higher Education, 1959* (Circular No. 606, OE-54003; Washington, D. C.: Government Printing Office, 1959.)

In responding to the questionnaire, each institution has been requested to report data on all library agencies of the institution, regardless of location, even if they are not under the general direction of the college or university librarian. Any libraries excluded from the report are to be listed in space provided on the questionnaire. The Library Services Branch will attempt to obtain the missing data so that final statistics will reflect the total library resources of each institution. With an adequate response from the 1,952 institutions, the individual statistics will contribute to a rounded view of the current state of higher education libraries.

THE QUESTIONNAIRE

The questionnaire for the survey is designated as "College and University Library Statistics, 1959-60" (Form LSB-8). Its twenty-six questions are divided into two parts: the first deals with collections, staff, expenditures, and related institutional data for 1959/60; the second with salaries of specific staff positions as of September 1, 1960. The questions and definitions of terms are substantially the same as those used in previous USOE or ALA surveys. They were reviewed and approved by members of the LAD Section on Library Organization and Management's Statistics Committee for College and University Libraries, formerly responsible for compiling the statistics.

PART 1

The exact wording of questions 1-17 comprised by Part 1 is as follows:

Library Collection

1. Number of volumes at end of fiscal year
2. Number of volumes added during fiscal year
3. Number of periodicals currently received (excluding duplicates)

Personal (Full-time equivalent)

4. Number of professional employees (FTE)
5. Number of nonprofessional employees (FTE)
6. Total number of employees (FTE)
7. Number of hours of student assistance during fiscal year

Library Expenditures (Include expenditures of all libraries. Give sums to nearest dollar; omit cents.)

8. Salaries (before deductions): Library staff

9. Wages (before deductions): Student service and other hourly help
10. Total salaries and wages (items 8 and 9)
11. Expenditures for books and other library materials
12. Expenditures for binding
13. Total for library materials and binding (items 11 and 12)
14. Other operating expenditures
15. Total operating expenditures (items 10, 13, and 14)

Institutional Data

16. Number of resident students at the campuses included in this report, regular session (fall through spring), 1959-60.
 - (a) Undergraduates and first professional
 - (b) Graduate
 - (c) Total (items 16a and 16b)
17. Total expenditures of institution for educational and general purposes

A few definitions of terms in these questions are worthy of discussion:

Full-time equivalent: "To compute 'full-time equivalents' (FTE) of part-time personnel, add the total number of hours worked per week by all part-time personnel of each type (i.e., professional or nonprofessional) and divide by the number of hours in your full-time work week." This instruction offers an easier way of computing full-time equivalents than juggling fractions.

Number of resident students: "Data on enrollment should be obtained from the registrar. The figures should be consistent with the definitions of Items 7c, 8c, 9² of Schedule III, Form RSH 50-59, 'Comprehensive Report on Enrollment (Summer Session and Fall): 1959.'" The form cited and its related definitions are well known to registrars, but there is a pitfall here: *The enrollment should only be for campuses included in the library report.* If a report excludes library data for a branch, the enrollment of that branch also must be excluded, otherwise the figure for library operating cost per student will be distorted.

Total expenditures for institution for educational and general purposes: "Data on total expenditures of institution for educational and general purposes should be obtained from the comptroller or business officer. The figure should be consistent with the definition of Item E-32 of Schedule II

²That is, total undergraduate and first professional students, graduate students in liberal arts and sciences, and students beyond the first professional degree, and total students.

of Form RSS-041 (58), 'Financial Statistics of Institutions of Higher Education.'" The definition cited requires reporting of expenditures for organized research. Regardless of the source of these funds, they are part of the total institutional budget and cannot reasonably be excluded.

It will be noted that the questions in Part 1 do not include either library operating cost per student or the percentage of total institutional expenditures for educational and general purposes allocated to the library. These calculations will be made by the statistical staff of the Library Services Branch as the questionnaires are edited.

PART 2

Part 2 of the questionnaire is concerned with salaries of full-time personnel as of September 1, 1960. Instructions and questions in this part were formulated differently from those in earlier surveys.

The most important point to note is the limitation of salary data to full-time personnel. Earlier surveys have accepted salaries of part-time staff inflated to full-time equivalents. The main defect of this approach is that the fact that an institution pays a given amount for (say) a half-time employee does not guarantee that it would pay twice as much for a full-time employee. Moreover, when the part-time staff member divides his time between library work and teaching, it is misleading to report his salary on the same basis as that of a full-time librarian or to work out the full-time equivalent of the salary ascribable to the library. In either case the resulting salary figure is artificial and adds little or nothing to our knowledge of library salaries. For the same reasons, estimates of salaries for staff who contribute services (as in Catholic institutions) and the full-time-equivalent salary of anyone who works less than the full academic year have been excluded from this part of the questionnaire.

This limitation will cause some salaries formerly reported in the statistics to be excluded from the USOE study. However, the absence of these data will be offset by the greater reliability of bona fide full-time salaries reported. Further accuracy will be achieved by asking each institution to indicate whether its salaries are paid for the academic year (9-10 months) or the fiscal year (11-12 months).

The table of salaries requests information on the following positions: chief librarian or director; associate or assistant librarian; department and division heads; heads of school, college, or departmental libraries; all other professional assistant; all nonprofessional assistants. For each type of position, the responding library should list the number of full-time salaries reported in that category, the highest salary actually paid, the lowest salary actually paid, and the mean (average) salary of all full-time persons in that category. Since actual salaries are requested, when only one person is employed in a given category, only one salary should be listed. In such a case, the salary must be entered as the "highest salary." This arbitrary instruction is intended to facilitate analysis of the data.

The question about mean salary has been introduced to permit calculation of a single median salary for each category as well as median salaries for all professional and non-professional positions. The mean salary is determined by adding individual salaries in a category and dividing by their number. The arithmetic will be laborious only for larger institutions that have many full-time employees in various categories.

The final questions in Part 2 of the questionnaire ask about the beginning salary of a library school graduate without experience and the number of budgeted professional positions (in full-time equivalents) vacant on September 1, 1960. This last query attempts to establish a firm figure for existing vacancies in academic libraries as a contribution to an evaluation of the overall professional employment situation. The question has already been asked by the Library Services Branch in its survey of public libraries and will be asked in a forthcoming survey of school libraries.

PUBLICATION PLANS

Data collected in this survey will be published in two parts. The first will be a listing of institutional data, arranged by state. It is intended primarily to serve the needs of chief librarians and administrators concerned with preparing budgets for the coming fiscal year. Since their deliberations are based on specific figures from comparable institutions, no attempt will be made to analyze the data in this first report.

Part 2 of the survey report will present analytical summaries of the data grouped by type of institution and control (i.e., public or private), and by enrollment size and control. In the enrollment tables, a distinction will be made between four-year institutions and two-year institutions. The tables will show ranges and medians for all significant categories of information and an effort will be made to lay the foundation for discerning trends in the growth and development of academic libraries. Of course, full development of this trend analysis will not be realized until the statistical series has been continued for several years.

Part 1 (institutional data) is scheduled for publication as early in 1961 as possible; Part 2 (analysis) will appear approximately three months later. Obviously, speedy publication demands adherence to a tight schedule.

The questionnaires were distributed as close to September 1 as possible. The deadline for responses to be listed in Part 1 is October 1. However, all returns received by December 1 will be used in the analysis, so chief librarians have been urged to submit reports even when they will be too late for listing. Reminder-cards and follow-up letters are being sent during September to insure the largest possible response for the section on institutional data.

Each form is being carefully edited and discrepancies noted. In general, data will be used as submitted, but an effort will be made to clarify obvious inconsistencies. The edited form will then be sent to the Statistical Processing Branch of the Department of Health, Education, and Welfare so that a set of IBM cards may be punched. Every card in the set will include common coding for state, institution number, type, control, enrollment category, geographical region, as well as size categories for book stock and total operating expenditures. These codes will facilitate immediate analysis and will prepare for future machine-processing of the cards in the interests of library research.

The IBM cards will be used to print a listing of institutional data, and as raw material for analysis. The IBM tabulation will be reproduced directly by multilith as Part 1 of the published report; IBM tapes of the analysis will be converted to conventional tables for Part 2. Both publications will appear as circular-size publications

(about 8 x 10 inches). Copies of each report will be sent automatically to all institutions of higher education. Individual copies may be obtained from the Publication Inquiry Unit of the USOE. Multiple copies should be purchased from the Government Printing Office. The price of the reports has yet to be determined.

SUMMARY

The Library Services Branch has formulated the content and format of the questionnaire with full awareness of the requirements of potential users of these data and of the desirability of simplifying the effort of responding. Plans for listing and analysis take account of the uses of these data and the urgency of prompt publication. However, despite this care, chief librarians and administrators must cooperate wholeheartedly if the results of the survey are to be of maximum value.

As yet there is no valid means of sampling higher education institutions to determine the characteristics of the entire group by statistical expansion of partial data. Thus each library should report in this survey. Full participation will insure comprehensiveness in the listing and accuracy in the analysis.

Secondly, each library should answer all questions that apply to its operations. The required information should be found readily in the records of the institution. If it is not, a reasonable estimate (properly designated) should be made; a guess is better than a blank. Although each library should answer the questionnaire fully, for purposes of listing, an incomplete form submitted before October 1 is preferable to a form submitted too late. Reports should not be delayed merely to obtain a missing piece of data; for example, the total institutional expenditures for educational and general purposes. If the information becomes available after October 1, it can be submitted in a supplementary report.

The advantages of complete responses may be counterbalanced by the unwillingness of some libraries to state actual salaries for specific positions. Some colleges and universities have a policy against divulging this information, especially when it may be listed for publication. It is hoped that this re-

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striction will not apply to furnishing data for analysis. The USOE guarantees that individual salaries will not be listed in Part 1 of the survey report only with institutional approval and, moreover, that the analytical summaries in Part 2 will conceal any relationship between these salaries and specific institutions.

Library statistics are essential for planning, not only on the institutional level but also on the national level. Although current planning more immediately concerns administrators and librarians, the long-range issue cannot be ignored. During the past decade when college enrollments rose 40 per cent, academic libraries that improved their resources and services were fortunate. But even they are confronted by heavy bur-

dens during the 1960's when enrollments are expected to increase by 70 per cent. How much more serious then are the problems of less favored libraries that strain to meet the demands of the present.

Traditional means of support for higher education are slowly giving way to newer sources of income. What this trend implies for libraries is unclear, but one thing is certain: any consideration of the requirements of college and university libraries will be greatly facilitated by the existence of a substantial body of current, complete, and reliable facts about them. The USOE urges all administrators and chief librarians to cooperate in laying a firm foundation for planning the development of academic libraries.

A Pamphlet in Your Hand

Dr. Richard P. Feynman, professor of physics at the California Institute of Technology, is the author of "The Wonders That Await a Micro-Microscope, Including an Encyclopaedia Britannica on a Pinhead," in the *Saturday Review* for April 2, 1960. His proposal for placing the EB on a pinhead is just the beginning. He writes further:

"Now let's consider all the books of the world. The Library of Congress has approximately nine million volumes; the British Museum has five million volumes; there are also five million volumes in the National Library in France. There are many other collections, but duplications occur among them, so let us say that there are some twenty-four million books of interest in the world."

Thus, if you put twenty-four volumes on one pinhead, there would be a need of one million pinheads for the twenty-four million volumes. Dr. Feynman writes:

". . . we would need a million pinheads, and these can be put in a square of a thousand pins on a side, about three square yards altogether, approximately the area of thirty-five pages of the Encyclopaedia. That is to say, all the information in all the books of interest in the world could be carried around in a pamphlet in your hand—not in code, but as a simple reproduction of the original pictures, engravings, and printed text."