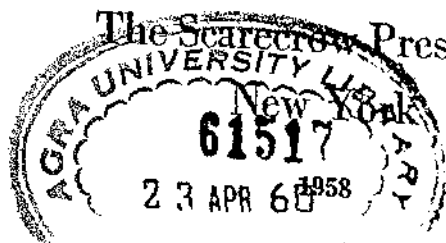# Personnel Administration
In Libraries

By

Kathleen B. Stebbins

Director of Personnel
Detroit Public Library

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Introduction

With the tremendous increase in the number of libraries of all types during the last decade, there has been urgent need for more information about modern personnel practices, regardless of whether the staff consists of fewer than ten persons, or many times that number, or whether they serve in public, county, school, college, university, or special libraries. Today, as in 1939, when Clara Herbert wrote her much needed *Personnel Administration in Public Libraries,* there is a continuing call for further information, as evidenced by the number of workshops and institutes on this subject in various parts of the United States.

Many of the suggestions in this book will need to be modified to fit local conditions, and none should be adopted without first considering the local situation. The needs of small libraries, which cannot afford and should not have a complicated pattern of personnel administration, have been born in mind constantly.

I am most grateful for the opportunity to round out a library career in public, college and special libraries in the great Detroit Public Library system and am happy to share some of the knowledge that has come to me from participating in this excellent organization.

I owe a special debt of gratitude to the Director, Ralph A. Ulveling, who has heartily encouraged me in all my endeavors, and whose recognition of the dynamic functions of a progressive library has made Detroit Public Library what it is today. Lucy Morgan, one of the first public library personnel directors in the United States, who pioneered in Detroit in many phases of personnel administration and Bernard Van Horne, my predecessor, who reorganized the mechanics of the personnel department in the Detroit Public Library and installed the present system and many of the records now in use, share my special gratitude.

Thanks also is due for permission to reprint portions of my articles which have appeared in the Stechert-Hafner *Book News, Library Journal, Wilson Library Bulletin,* and *Catholic Library World.*

If this book can help those who are responsible for a library staff, whether that staff be a few or many persons, it will have accomplished its purpose.

<div align="right">KATHLEEN B. STEBBINS</div>

Detroit
Spring, 1958

Chapter 1

Personnel Administration

No matter how long he has been trained for the post, or how varied his experience, any one who assumes final responsibility for the operation of a library finds he has become accountable for the destinies of a large number of people. At the same time, he is also aware that the staff controls both his success and that of the library. This new emphasis on relationship with people whose effectiveness as both staff members and as individuals is subject to the library director's competence to deal fairly and ably with others, gives urgency to his understanding of both the theory and practice of personnel administration.

What is personnel administration and how does it apply to libraries? One of the best definitions is that given in *The Management Dictionary*[1].

> That activity which directs human resources into a kind of dynamic organization which accomplishes its goals through provision of opportunities for maximum individual contribution under desirable working relationships and conditions; it includes selection, allocation, utilization, and development of employees, as well as improvement of working conditions to obtain maximum productivity and efficiency under specifically emphasized consideration for individual and human elements.

Nearly twenty years ago, John B. Kaiser, Director, Newark (New Jersey) Public Library, stated that personnel is the "key to all administration." This seems even more true today than when it was first written.

Through research sponsored by business, industry, and the foundations, a great deal more information is now available to those working in areas of personnel administration than was true in former years. It is amazing to learn, therefore, how far-sighted

some of the pioneers in this field were. Clara W. Herbert[2], former Librarian of the Washington, D. C. Public Library, wrote in 1939:

> 2.   That librarians may learn much from the personnel practice of progressive private enterprise as recorded in business literature, and that the literature of public administration is rich in suggestions for desirable personnel policies and practice.
>
> 3.   That the assignment of some authority of the responsibility for the administration of personnel activities is a requirement of good library administration.
>
> 4.   That the creation of a personnel division affords opportunity for more careful recruitment, more adequate follow-up procedure, better personal adjustment, in-service training and stimulation of high standards.
>
> 5.   That the establishment of library service on a career basis clarifies the objectives of selection and in-service training and affords principles of advancement.

The thirteen policy statements laid down by Edward A. Wight[3] are still very apt and are worth re-reading. The most recent publication and one which is important to librarians everywhere is: *Public Library Service: A Guide to Evaluation with Minimum Standards*[4]. The chapter on "Personnel" included under II, "Principles and Standards" (pages 38-45), contains thirty-two standards which all librarians, regardless of size or type of library, will want to check. Every one will agree with the opening paragraph of this chapter:

> No library can render effective service without adequate and competent personnel. The library's unique function of serving as the one unbiased, non-partisan bureau of information for the people, calls for personnel of the highest competence and integrity. The selection of qualified staff members as well as the organization and conditions under which they work, are basic considerations in an institution dedicated to public service.

These standards emphasize that good personnel administration is concerned with the comfort and welfare of the employee as well as his efficiency, and that library positions should be clearly defined and differentiated in terms of duties, requirements, and responsibilities. "Personnel administrators have a

dual responsibility: to achieve maximum contributions from workers, and to recognize their rights and needs as individual human beings."

This is recognized by Phyllis Osteen[5] who says

> Personnel administration is concerned with but two components: personnel, which means people, and administration, which means responsibility for accomplishment. Combined, the two components indicate achievement of purposes of the library through its human resources rather than through its operational, mechanical, or financial elements. The two together also determine the objectives of personnel administration, of which there are two, both equally important: 1. To secure, retain, utilize, and develop an adequate staff by which to carry on efficiently the operations of the library; 2. To help fulfill the aspirations and capabilities of the individuals who compose the staff.

Miss Osteen correctly emphasizes the importance of inspiring workers to do the best job they can, meanwhile recognizing their individual rights as human beings. With varying abilities and temperaments it is not easy to make a good working team of a number of individuals. This must be done, however, if the library is to operate smoothly and efficiently. The current restlessness, with the idea that other fields are greener, also poses problems in holding personnel and keeping them contented.

Day-by-day happenings in individual lives greatly affect the work situation. This is where the personnel officer can be particularly helpful. The simple fact that staff members have an understanding person to whom they can talk may help smooth the path, quiet restlessness, and inspire persons to do their best. Personnel administration is concerned both with people and operation and he who is charged with this responsibility must see constantly that relations are harmonious and operation is smooth. Personnel officers must recruit, interview, select, hire, train, and communicate with employees. All these processes are so important that they will be discussed in detail in future chapters.

The Personnel Officer

Ralph E. McCoy, in his excellent *Personnel Administration for*

Libraries[6], calls attention in his foreword to the fact that there has been considerable less attention paid to library staffs than the books they use. He believes there has been a growing realization during the past thirty years that successful management of any enterprise, public or private, depends on getting effective results from people. This emphasis on the human aspects of management, selection and development of personnel, has resulted in a growing body of doctrine and techniques. Mr. McCoy urges that attention be given to personnel administration since over half of the budget of most libraries is spent on salaries.

Edward A. Wight[3] suggests there be centralized direction and control of personnel. This responsibility can be assigned to the director or assistant director or some other person. What is important, he says, is that the library policy-making authority determine general personnel policies and delegate the administration of these policies to its chief administrative officer. The latter should either act as the chief coordinating officer, or assign the necessary authority and responsibility to one or more staff officers.

E. W. and John McDiarmid[7] propose that there be a staff personnel officer in any public library employing one hundred and fifty or more persons. When the McDiarmids made their survey of American public libraries only Detroit and Washington, D.C. had established full-time personnel offices for centralized handling of personnel problems. The annual salary survey, issued by Enoch Pratt Free Library, indicates that, in 1957, seventeen of the thirty-eight large public libraries surveyed have designated personnel officers. Four additional libraries list the assistant director as carrying on the functions of the Personnel Officer.

An over-all ratio of one personnel staff member for each two hundred and fifty employees during the installation period is recommended by the Public Administration Service in *Merit System Installation*[8]. Mr. Wight in his article proposes that at least two per cent of the man hours of a public library would be well-spent in a personnel program. This would be the equivalent of two full-time persons per hundred employees. Mr. Wight does not recommend that these persons be employed exclusively in personnel work.

Personnel Organization and Procedure: A Manual Suggested for Use in Public Libraries[9] suggests that the chief librarian with

a staff of more than twenty-five may wish to delegate personnel duties to the assistant chief librarian. The American Library Association Board on Personnel Administration recommends a full-time personnel director for a library with a staff of more than seventy-five persons, and this ratio is also used as a library standard in *Public Library Service.*

Library directors, who are reorganizing libraries or expanding existing ones, have asked which to choose if it is not possible to find both a librarian and personnel officer in the same person. The foremost requirement is some one trained in library techniques and practices, i.e., a library school graduate. Next comes library experience, then training in personnel administration. Coupled with these should be a liking for people and the ability to understand them. If there is a choice between the librarian with the necessary personal qualities and the non-librarian with personnel background, it probably would be wise to assign the responsibility of personnel administration to the librarian, providing he takes the necessary courses in personnel administration so he may fill the position satisfactorily.

As Burleigh B. Gardner writes, what is really needed is a fresh approach in which the personnel man becomes a specialist in the field of human relations. He should have a broad knowledge of human behavior, of individual adjustment, and of social organization. He must be skilled in techniques of dealing with individuals and groups. And he should be constantly devoting his skill to the study of the organization, to analysis of the causes of difficulties, and to devising appropriate solutions[3].

Lowell A. Martin, in his introduction to the papers given at the tenth annual Institute of the University of California Graduate Library School in 1945, states that there are four concepts on which both personnel experts and libraries agree: that management has a constant responsibility toward the worker; that the staff must operate as a team devoted to a common purpose; that great stress should be placed not only in initial selection of a recruit but also in planning for his development and growth; and finally that the special character and techniques of personnel work require specially trained staff, and that a member of the staff having the necessary academic and personnel requirements undertake to obtain the necessary training.

Definition of Terms

There are many definitions of the kinds of administrative capacities described in personnel literature. In the small library, of necessity, each staff member will undoubtedly have to wear more than one hat. It is only in the large library that clear lines can be drawn between functions.

Miss Osteen differentiates three major administrative functions: line, functional, and staff, which she defines as follows:

> *Line* administrators are those who have direct control over personnel, operations and materials. They have the authority to say, "You do this. Do it at such a time, with these tools, in that place." Chief librarians, department heads, branch librarians, and other unit supervisors represent this kind.
>
> *Functional* administrators, represented by special-function directors, such as supervisors of children's work, have authority to say, "Do it this way" [but they do not hire or fire or make assignments or promotions.]
>
> *Staff* administrators are those executives who properly do not have direct authority, in the sense of being able to say "Do." Instead, they say, "Let me help you to do it" and give help by supplying information, correlation and consultation.

In the Detroit Public Library, the Coordinator of Community and Group Services is a staff administrator. The Personnel Director in Detroit has both staff and line functions, acting primarily in a service capacity to every one in the organization. The responsibility of the personnel director for designating the performance required and relating it to people is without any implication of order-giving but with the strong implication of guidance. Line and functional administrators are charged with the translation of policies and plans into action. The personnel officer acts chiefly by informing, advising and guiding line officers so they may maintain harmonious interpersonal relations among staff members.

A questionnaire sent by Miss Osteen to fifty libraries showed that sixty-five per cent of the large libraries having personnel offices have organized them as staff functions; twenty percent

assign line authority to their personnel offices, and fifteen percent assign both line authority and staff responsibility.

Robert Saltonsall[10] describes a way of working out the division of responsibility between line and staff in the major areas of personnel administration. Not only does the rest of the organization then know who is who, but more important, who does what.

Library organization will vary from institution to institution. It is wise for the director to delegate as much authority as possible and to limit the number of persons reporting directly to him. Expediency will often determine which responsibilities can be combined and which warrant separate status. New personnel will need to be briefed on the "chain of command" and will need to learn through which offices certain procedures should be cleared. If responsibility is clearly defined, and each one understands how the library operates and what his place in the institution is, the library should operate smoothly. Through meetings, committees and memoranda, the director may keep his staff informed so that each carries his own load without infringing on the rights of others.

In many libraries it is customary to prepare charts of the library organization and to distribute them to new staff members. By comparing those of similar type and size, it is possible to draw up an organization which will meet the needs of the particular institution. A simplified chart, which will appear in the new handbook for personnel of Detroit Public Library, is as follows:

LIBRARY COMMISSION

DIRECTOR

ASSOCIATE DIRECTOR

ASSISTANT DIRECTORS	SPECIAL SERVICES
(Heads of major areas of work)	(Directly responsible to Director)
1. Business Management (Including Bindery)	1. Book Selection
2. Home Reading Services	2. Building Maintenance
3. Personnel	3. Catalog Department
4. Reference Services	4. Community and Group Services
	5. Publications and Exhibits

Civil Service in the Library

Of the forty-three public and county libraries in the Personnel Practices Project (see the Appendix) maintained by Detroit Public Library, thirty-eight responded to the question as to the authority to whom they report. Twenty-seven are non-Civil Service libraries, ten are under Civil Service, and one has a mixed operation.

Civil Service has admittedly helped to correct many abuses that were prevalent under political patronage and many city, county, State and federal libraries are operating successfully under Civil Service regulations. Civil Service has established the opportunity for satisfactory careers for worthy employees and, in many cities, attempts to train and develop personnel. There is great diversity of opinion among librarians, however, as to which type provides the optimum operation.

The duties of the personnel officer often vary, depending upon whether or not the library is under Civil Service. In large public libraries like Chicago or the Free Library of Philadelphia, much of the recruiting, interviewing and examining may be done by the Civil Service Commission. In this era of full employment for professionally trained people, it has been found expedient in many areas to waive examinations for positions or to substitute unassembled examinations in order to attract applicants. Librarians, particularly in the beginning ranks, show reluctance to apply for positions which require examination for entrance so shortly after completing the library school requirements for a master's degree in library science.

The residence factor, prohibiting application for qualified personnel living in other areas, has also been waived in many cases. Non-Civil Service libraries have an additional advantage in not requiring United States citizenship and today when so many foreign-born are in the library school graduating classes, this is important.

The Federal Civil Service, with its widespread libraries in the United States and abroad, does permit transfer from one location to another without leaving the service, which is of help to those needing to change geographic location or wishing to try another type of assignment. In some areas the freedom of choice

of candidates is limited by the necessity of selecting the person heading the examination list or one of the first three. At the present time the Federal Civil Service is having great difficulty in finding library school graduates for the many positions open. It is dismaying to learn that in August, 1957 there was not one trained librarian in libraries in federal prisons despite the great need. In other areas, it has been reported that persons with graduate training in fields other than library science, and with no library experience, are now being certified as professionals since there are no other candidates.

Considerable more awareness of the necessity of attracting and holding good people in government jobs is developing, but until there are more qualified candidates for library school training it is still going to be difficult to fill these positions. Library administrators, whose institutions are under Civil Service, have found ways of working with it and have had some freedom of choice in appointments. Often a Civil Service Examining Board will ask librarians in the area to sit on the Board when conducting an oral examination for a top position. The credit given for veteran's preference, so popular after World War II, is tending to assume its proper place when considering the best candidate for a particular position.

There are many libraries which operate very well under Civil Service or without this type of management. The quality and competence of the library board and the library director usually determine how well the library will function. Mr. T. T. Donovan[11], Associate Director of the Civil Service Assembly, has admitted the possibility that library administrators could select and manage library personnel better without Civil Service than with it, provided the library has a sympathetic and intelligent Library Board that would support wholeheartedly the merit system and be strong enough also to resist political and personnel pressures and has a competent personnel officer and office staff.

Classification and Pay Plans

One of the basic steps to be taken in any library organization is to compile a satisfactory classification and pay plan for all employees, both professional and non-professional. Every one would agree with the standards in *Public Library Service*:

All positions in a library should be established and organized as part of a career service . . . Appointments and promotions of personnel in libraries should be on the basis of merit . . . Within and between libraries there should be a clear ladder of advancement for qualified people . . . Library positions should be clearly defined and differentiated in terms of requirements, duties and responsibilities . . . Each library should have a position classification plan, grouping similar positions together for equitable personnel administration . . . The library should provide equitable pay scales based on the position classification plan.

Forty-two steps are included in *Position Classification and Salary Administration in Libraries,*" together with a selected bibliography, sample classification specifications, daily work sheets, forms completed, and job analysis questionnaire. This is geared to the medium-sized library with a staff of ten or more and is a step-by-step guide to position classification and salary administration. The reader is told that it would be best to hire a professional consultant or firm to inaugurate such a program and that, as positions change, they must be reanalyzed and reclassified in order to keep the plan current. It is important that all employees know the minimum and maximum for their grades, how they are classified, and what is necessary for promotion to a higher grade. In a city like Detroit, where the Public Library is not under Civil Service but the library in the Detroit Institute of Arts does operate under Civil Service, as does the Wayne County Library, the public library uses the job classifications which have been established for other positions which come under this category. The same job descriptions are used and the rate of pay is the same for similarly rated positions. This protects the individual and makes it possible for an employee with the proper qualifications to transfer elsewhere in the city at the same level should he desire a change of position.

The Committee on Position-Classification and Pay Plans of the Public Service of the Civil Service Assembly of the United States and Canada, issued the publication *Position Classification in the Public Service* (Chicago, 1941). The American Library Association Board on Personnel Administration, Subcommittee on Budgets, Compensation and Schemes of Service for Libraries Con-

nected with Universities, Colleges and Teacher-Training Institutions, issued still another authoritative source, *Classification and Pay Plans for Libraries in Institutions of Higher Education,* 2nd ed., 3 vols. (Chicago, 1947).

Library Salaries

The Library's Pay Plan; A Statement of Principles, drafted by the Board on Personnel Administration and adopted by the Council of the American Library Association on July 8, 1955 is an excellent source to be consulted when considering any classification scheme. It recommends that each grade should have an entrance salary based upon certain qualifications with opportunity to progress to the maximum of that grade for satisfactory work. Opportunity should be provided for movement by qualified personnel into the supervisory brackets. Library salaries vary in different parts of the United States and in different libraries. It is difficult, sometimes, to correlate the salary paid with the cost of living in the area, the salaries listed by other agencies in the community, or any other factor.

Due to inflation and the upward spiral of the cost of living, it is not possible to name any set salary by type of position, which would hold true in each area. In order to pool information, Detroit Public Library collects and distributes to forty-three co-operating public and county libraries up-to-date salary information. Contributing institutions forward salary changes as made. It is not possible to accept additional libraries in the pool due to the size of the project. (The latest salary information is reproduced in the Appendix.) The criterion stated in *Public Library Service* that, "salaries for staff members should be at a level to attract and hold personnel with the qualifications specified in these standards," would appear to be about as fair a generalization as can be made.

Tests of Good Organization

The success of library operation will be determined to a large extent by how well the library is organized. The Detroit Harvester Company has prepared an excellent outline for discussing organization and management. Some of the tests of good organization listed here are just as important for libraries:

1. The people who are responsible for results have
   enough authority to get results. This is another way
   of saying, "responsibility must be matched with
   authority." No business can be flexible if executives
   are loaded with detail that should be handed to others;
   or, if the top man insists on supervising the routine
   of all departments. The only way to cure either con-
   dition is *through real delegation*, where both authority
   and responsibility are assigned to someone down the
   line.

2. The company has the responsibility for training and
   broadening executives . . . William B. Given Jr.,
   President of American Brake Shoe Company, ob-
   serves, "Intelligent guidance and development of those
   under him is the boss's most important job. Today
   a company cannot afford the extravagance of man-
   agers who are not competent teachers."

   The ability to develop the potential of the staff
   under him is a major criterion in promoting librar-
   ians to chiefs of departments or branches in the De-
   troit Public Library.

3. The organization can adjust itself swiftly to meet new
   conditions. In a flexible organization men and func-
   tions from different departments can be welded into
   an efficient team on short notice. Flow of ideas and
   information across formal lines is continual. Controls
   at the top are simple but effective. Authority is dele-
   gated well down the line.

4. The organization chart is kept up-to-date. Trouble
   appears when charts are misused, *not when they are
   used*—when they are regarded as finished and not
   subject to change. They should be used as a general
   guide to company structure but never to discourage
   an informal flow of information and ideas through
   channels outside formal lines of communications be-
   tween all ranks.

   Dr. William Whyte, Director, Social Science Cen-
   ter, Cornell University, emphasizes the need to look
   at the organization when individuals or groups have
   conflicts. Instead of personality difficulties, the source
   of conflict may be "built in."

5. Responsibilities and authority are defined by job de-
   scriptions. Job descriptions are important as a man-
   agement tool. They offer assurance that assignment

of functions is logical, and that no overlapping will occur. They help to speed decisions, to build confidence and initiative, and to pin down responsibilities for results. They should be kept up-to-date and be revised whenever conditions warrant.

6. A limited number of people report to each executive. The number of subordinates reporting directly to a department head or supervisor is a good test of how well authority and responsibility have been delegated. While experts cannot agree on the exact number, five to eight is sufficient for top executives and fifteen to twenty for first line supervisors. The exact number will depend upon the nature of the work, the position, and the ability of the executive. When too many people report to an executive, he does not have time to think and plan—his "number one" job.

7. Responsibilities are assigned clearly and definitely. No matter how sharply responsibilities are assigned, they mean little unless the organization is staffed with people able . . . to live up to them. One cause of scattered responsibility is the overuse of committees.

8. Communications among people in the company are good—up, down and sideways. Communications are the rivets that hold an organization together.

9. Executives from the top to the bottom realize the importance of human relations. An organization is nothing more than an arrangement which makes it easier for people to work together competently and productively. So it is no better than its human relations *and in particular those of the executive.*

Summarizing the organization function we find:

1. That organizations begin with a logical and practical arrangement of mechanical and human work into related work units.

2. That the organization structure is a framework of people who have been assigned duties and responsibilities which hold the building blocks of the structure (the work units) together.

3. That good *organization* can be tested by examining:
   (1) The way authority is delegated.
   (2) The development of personnel for advancement.
   (3) The ability of the company to change with new conditions.

(4) The organization chart of the structure.
(5) The limitations of authority and responsibility.
(6) The number of people supervised by executives.
(7) The communication system.
(8) The kind of human relations existing between management and the workers.

Conclusion

In the final analysis the test of good organization lies in the answer to these questions: How approachable is the director? Is the morale good of the library staff? How content are employees? Do they recommend their library to others? Are both library operation and staff welfare considered when making regulations? Does the library occupy its proper place in the community? Do the administrators and the staff work well together? Are the lines of authority properly drawn? Is the classification and pay plan comparable to those in similar institutions? Has a competent person been assigned personnel duties?

Subsequent chapters discuss the details of library administration and reproduce sample library forms and records, to help the library administrator to find the answers to some of these questions.

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Chapter II

Recruitment and Selection of Employees

Special issues of the library journals are devoted to recruitment; institutes and workshops for librarians are concerned with this important subject; and everywhere one hears of the shortage of *qualified* librarians. Most libraries maintain high standards. They want to hire the best possible people to fill their vacancies. That this is becoming increasingly difficult is shown by the number of library vacancies advertised in professional journals and by the fact that there is now one bulletin, *Library Placement Exchange,* devoted entirely to placement advertising. The seriousness of the nation-wide picture is also reflected in the fact that many libraries, large and small, no longer have trained librarians in what were formerly professional positions. In order to give service to patrons, no matter how limited that service may be, library administrators are filling their staffs with untrained and unqualified personnel.

Scores of positions are posted at the American Library Association conferences. Special Libraries Association (the only library association now undertaking a placement service with paid assistants) reports some 200 calls from employers at recent conventions and only a handful of applicants. Libraries, in common with other learned fields, are reaping the results of the low birthrate in the depression years, combined with continuing expansion in the number of library positions and low salaries.

Increasing Demand—Short Supply

Mr. Arthur T. Hamlin[1], former Executive Secretary of the Association of College and Reference Libraries, writes that the total personnel employed by public libraries has increased by more than 4000 between 1945 and 1950. He says that there have been similar increases every five years. The professional staffs of college libraries, according to Hamlin, will expand 40 per cent

in the next fifteen years. Between 55,000 and 60,000 librarians will be needed by 1970.

If there are 10,000 vacancies now, the figure most often used by the American Library Association, where will all these additional librarians come from? Mr. Hamlin's answer is to increase library salaries until the library field can compete with other professions. This is but one of the answers, however, as surveys year after year show that salary is not the only important consideration of an applicant in choosing a job. Security used to be the item most frequently mentioned, especially during the years following World War II, but the 1957 surveys indicate that opportunity to learn and advance is now of major importance.

Frank S. Endicott[2], Director of Placement at Northwestern University and President of the Midwest College Placement Association, reported early in 1957 that the June, 1957 graduates would be offered average starting salaries of $400 a month—the highest in history and double the starting salary offered college graduates ten years ago. His survey of 200 business and industrial concerns shows that business and industry will seek 32 per cent more graduates in 1957 than in 1956. Only a few firms, however will meet their full quota. Although engineers command the highest starting salaries, the survey reports that they are topped after ten years of employment by accountants, salesmen and general business employees. Liberal arts graduates are almost as heavily recruited by industry now as graduates in business administration, further depleting the ranks of those who might consider librarianship.

Even though college men and women who are planning their careers may not put salary in first place, this is difficult competition. The high cost of the Master's degree required in most libraries for employment; the time involved in a fifth college year of study during which a salary of over $4000 could be secured; the trend towards early marriage and large families; all add up to the necessity of making library careers more attractive to young people if the library profession is to get its share of recruits.

A Look at Library Schools

It is necessary to be realistic in examining what has happened in the past ten years since the accredited library schools changed

to the Master's program. It might seem that placing librarianship on a par with other professional schools would make the field more attractive to students. Instead of increased student bodies in the 31 schools now accredited by the American Library Association (a drop of 6 accredited schools in three years) the number of graduates in 1957 reached a new low with only 800 expected to receive degrees. Thus, in times of greatest shortage, the supply of librarians is diminishing.

Dr. Donald E. Strout and Ruth B. Strout[3] show the following comparison of the number of library school placements from 1951-1956:

1951	1952	1953	1954	1955	1956
1242	1369	1206	1233	1224	1087*

In 1956, say the Strouts, the schools graduated 1264 (four schools not reporting). Of these, 1087 were reported as having accepted library positions following graduation; 97 were reported as either not in library positions or (in a very few instances) unknown; 79 were not identified in terms of whether they took library positions or not; and the remaining 2 were not identifiable. Thus of the total number graduated, about 92 per cent took library positions, assuming that most of the graduates of the two schools not reported entered the library field. School after school reported a slight drop in placements for 1956 over the preceding year and this trend is expected to continue in 1957.

For many years the library schools considered 35 as the maximum age for entering students. Today, the type, as well as the number of students has changed. American students, many in their forties or fifties, are apt to be persons who have had experience as teachers, social workers or lawyers, etc. Foreign students, many not in the United States long enough to achieve citizenship, are found in almost every school. The foreign graduate poses a placement problem in that many libraries cannot hire non-citizens. The accent, which is pronounced in some cases, is a handicap in a busy library where quick comprehension of the patron's request is vital.

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* Does not include 78 reported graduated by two schools.

Recruiting for the Profession

Something must be done soon to provide more library school students. It is often too late to guide a boy or girl into librarianship by the time the information reaches the student. Some young people decide on their career while still in high school. Career days sponsored by libraries for high school students provide the means of demonstrating the many varied aspects of librarianship. Brooklyn Public Library reported on such career day activities for both high schools and colleges in the symposium on recruitment at the June, 1957 conference of the American Library Association. The "Future Librarians" clubs in high schools, similar to those of "Future Teachers," have worked successfully in California and other states.

If teams of recruiters, familiar with the many exciting opportunities that librarianship offers, could compete on college campuses with the many representatives from business and industry, perhaps the picture soon would be different. There are still hundreds of eligible young men and women who have never heard of the variety of positions open in libraries nor the satisfactory careers that are possible. Dean Lucile Allen of Chatham College, Texas, offers some excellent suggestions on "Recruiting the Undergraduate[4]." Individual librarians in colleges and universities also have made the most of their contacts, by talking to freshmen and sophomore classes, through courses on the use of the library, by counselling with student assistants, and by individual conferences with those seeking career information.

Since learning by doing provides the most practical demonstration, cadet librarians have been tried successfully in many areas. A plan used by the Public Library of Youngstown and Mahoning County, Ohio, is reported in the March, 1956 *Gaylord Triangle*:

> Following recruiting visits to library schools last spring, staff interviewers agreed that the only hope of solving the professional staff problem lay in some long range plan which would induce more local young people of ability to enter the library profession. Accordingly, a program of cadet librarianship was devised and put into operation in the fall. Under this plan Youngstown University students of high scholastic attainment will be employed by the library as cadet librarians. They will

work 24 hours a week and be paid $70 monthly, plus tuition at the University, with a $10 increase after each year of service. Each year the cadets will be given sufficient in-service training to prepare them to accept more responsibility.

During their senior years, it is expected they will be able to perform subprofessional tasks in the public departments under immediate professional supervision. It is hoped that a fair percentage of these cadets will want to continue in library work and that they can be encouraged to secure a fifth year of professional training with the grant of scholarships from the library's trust funds. Four young women are now working as the first cadets and there have been several inquiries for appointments for next year.

Many industrial firms, in addition to a work-study program with nearby colleges, carry on similar programs for clerical employees with local high schools. By having two girls fill one job, taking turns working half-time and studying half-time, available positions can be filled. Experience shows that many young women stay as full-time employees after high school graduation. Some of these will go to college at night, and a few may eventually reach library school. The very best place for each librarian to recruit is from his own non-professional staff.

Other Work-Study Programs

Examination of the bulletins of the various library schools in the United States will show that many of them offer a work-study program of two years in addition to the one year program. This helps the student to finance the Master's degree and, at the same time, gives him first-hand knowledge of the work actually done in the library. A third benefit, in those schools requiring "field service," is that this field service can sometimes be secured without extra time being added to the school year.

Rutgers University offers opportunity to work three or four days per week in libraries in the New Jersey and New York areas. In the case of work-study plans developed with libraries at a greater distance, the plan provides for job employment and university study in alternate terms.

A full description of the work-study or trainee plan is given by Lowell A. Martin, Dean of the Graduate Library School of Rutgers University, in the *Library Journal* for November 1,

1957. Martin presents information of current interest from the standpoint first of the recruit to the profession, then of the co-operating library, and finally of the library school.

Syracuse University appoints six graduate students each year to posts on the library staff for a two-year period instead of securing work experience for students in local libraries. These cadets work a 30-hour week at a salary of $1200 for the first year and $1320 for the second year of service. In addition, they are permitted to attend two courses each in the fall and spring terms and one course in the Summer Session free of tuition charge. Thus the standard one year library program can be completed in two years. Many of the students employed in metropolitan areas, such as New York City and Washington, D. C. are able to attend classes in the evening at local library schools and thus secure their degrees.

Dr. Louis Shores, Dean of Florida State University Library School, told the Armed Forces Librarians Section of the American Library Association in June, 1957 that Florida State University could be prepared to contract for Armed Forces trainees under a Cooperative Education Program. Under this plan two trainees would alternate between work and study. While one trainee is on the job, the other is in school. The alternations are made six times in two years, providing the Master's degree for both trainees.

Professional Training Programs

A work-study program of a different type is that undertaken by large public libraries such as Newark (New Jersey) Public Library, Brooklyn Public Library, New York Public Library, Philadelphia Free Library, and others. The small library, although not able to undertake a formal program, may send one or more persons to library school courses given in the area. The major problem in such an arrangement is to be able to provide the proper courses taught by competent teachers. Library schools, such as the University of Michigan, are giving courses in widely scattered sections of the state, i.e., Flint, Grand Rapids and Detroit. Local librarians who have had the necessary training and who show competence in teaching are engaged for such courses, and the faculty of the library school may teach some extension courses.

Courses are usually rotated, with emphasis on such basic courses as book selection, bibliography, reference, cataloging and classification in the early years. The drawbacks to such a program are numerous. Trainees require more supervision than normal clerical or professional staff. Duties assigned fall between the two categories, becoming increasingly professional as the trainee nears graduation from library school. There is some turnover among the trainees, but experience shows that about one-third remain with the training library after receiving the library school degree. Before starting an extension program library schools will want to publicize it widely in local newspapers, community papers, local Boards of Education, and colleges and universities in the area.

The Detroit Public Library, in conjunction with the University of Michigan's Extension Service in Detroit, adopted a preprofessional training program in February, 1957. A few courses in library science had previously been offered in the fall and spring semesters but many of the basic courses were not given. It was previously necessary to take a number of courses in Ann Arbor to secure the M.A. degree. With the cooperation of the University of Michigan faculty and qualified staff members of Detroit Public Library, all the basic library science courses are taught in Detroit. Only the last summer is required on the campus in Ann Arbor.

The following regulations were drawn up:

Only persons with a Bachelor's degree from an accredited institution should apply.

Applicants must be matriculated at the University of Michigan Department of Library Science before entering the preprofessional training program.

Trainees may remain in this classification as long as they continue their studies at the University of Michigan. Should they discontinue their studies for a semester they may be dropped from the program.

All work for the library school degree must be completed satisfactorily within four years. At least eight credits a year must be secured in order to continue in the program.

Upon securing an M.A. degree in library science the trainees will become qualified for professional appointment.

All persons accepted for this program, after matriculation at the University of Michigan, will start at an annual salary of $4002 (September, 1957). At the completion of each four credits, if the work at Detroit Public Library is satisfactory, increments of $79 each will be given to a maximum of $4555.

All trainees will work a five day, thirty-six and one-quarter hours week. Two hours paid time will be allowed for each two credit course.

Only persons with aptitude and personality for librarianship will be considered. Preference will be given to persons under 35 years of ago.

Other trainee programs vary in their regulations. Some permit one or two years of work before matriculation at library school. Others allow more time in which to secure the Master's degree or have other variations. The important points would seem to be: to select individuals who show aptitude and personality for librarianship; to provide good work experience which will not only encourage trainees to complete their training but also make them want to continue working in the library thereafter; and to offer an adequate salary while attending library school.

The Need for Scholarships

It seems ironical in this era of high cost of education that some library scholarships go begging, but every year this is the case. The $100-$500 scholarship is attractive only to the boy or girl who can live at home and whose major needs will be met by his parents. In order to attract the bright boy or girl who would like to go on to a graduate library school after college, more scholarship funds are needed. The library schools, the library associations, and a few of the publishing companies are offering some loans and scholarships but mostly in the $100 to $500 bracket. One source yet relatively untapped is industry, which is beginning to feel some responsibility for the education and training of the specialists it needs. Foundations have not as yet recognized fully the urgency of the need for more and larger library school scholarships. It would be splendid, indeed, if each year a number of $2000-$2500 scholarships could be awarded to outstanding students for study in accredited library schools.

Other means of adding to the supply of librarians are being tried by library directors to fill their immediate needs. The

Toledo, Ohio, Public Library has had considerable success with attracting English librarians to the United States by advertising in the London papers. Other libraries have arranged with the U. S. State Department to hire exchange librarians from foreign countries for one year.

Ways of Filling Professional Vacancies

Most accredited library schools are receptive to personnel officers and others who are interested in interviewing students. It is not always possible to address the entire student body, due to the number of requests received at each school, but if arrangements are made in advance, it usually is possible to interview interested students. Some libraries may find it impossible to include such travel funds in their budgets. A cooperative arrangement with other libraries in the area sometimes makes it possible to finance a joint representative. The person selected can be briefed on the needs of the institutions he represents and will do his best to fill the vacancies.

As each student who is recommended by his library school currently receives ten to twelve offers before graduation, it is difficult to predict which positions will have the most appeal. In one library school, recently, over one thousand inquiries were received regarding a class of forty students. The type of work, opportunity for development, geographic location, family ties, or employment of friends, will be the deciding factors for some candidates. Some libraries, unable to compete favorably with the salaries offered, have been able to attract desirable graduates by means of the benefits offered, extra-curricular activities available, or pleasant social life.

Library schools prefer that recruiters' visits be made during the spring semester after the first semester grades and faculty recommendations are received. Some libraries arrange for library school students in the area to visit institutions so that they may see the library in operation. This provides an excellent opportunity to discuss positions with those who show interest.

The very large number of openings listed at each library school, compared to the few persons available for placement, has produced a distortion similar to that in the engineering field. The shifting economy and cut-back of defense orders early in 1957 resulted in lessened demand for engineering graduates. Late

1957, however, saw increased attention paid to scientific training because of new developments in satellites, missiles, etc. A cut-back is not likely to happen, however, in the library field for some years, due to the continuing expansion of all types of libraries. Students will be doing both themselves and the employing libraries a service if they do not job-hunt indiscriminately. There is a fine line between exploring the possibilities in a number of fields and the soliciting of job offers when there is no intention to accept.

The Chamber of Commerce and the College Placement Council, Inc., have issued a code of ethics to curb such practices. In addition, employers are urged not to use high pressure tactics to induce college graduates to accept jobs, such as bidding above salaries usually offered, providing elaborate entertainment of prospective employees, making special payments or other gifts, or persuading faculty members to influence students.

Advertising in library periodicals, asking friends about candidates they may have encountered, attending library conventions and other meetings, may also help in locating personnel. State libraries often keep lists of both librarians and vacancies. Generally, no screening is done but it is often possible to find the names of librarians who are interesting in working in the state and who may prove acceptable. If the applicant is unable to apply in person, it is often possible to arrange an interview with a library director in the area. A personal interview is an essential part of the employment procedure and will enable both the employer and the candidate to come to mutual agreement.

In these times of acute staff shortage, all library administrators may want to reexamine their library positions. If all possible work has not already been delegated to the clerical staff, this may be one way to save professional manhours. Most persons are agreed that it is not always possible to have every clerical task assigned to clerks and that during peak hours professional personnel will want to assist overburdened clerical staff at the loan desk. More than one recent library school graduate, imbued with the idea that the road from beginning librarian to administrator is a short one—a year or two at most—has become so discouraged by routine assignments as to think of leaving the field. Variety is the spice of life in librarianship, as well as elsewhere, and the normal, healthy, young person will take his turn

at the less interesting tasks if he has something more stimulating to which he can look forward.

Selection of Employees

Current trends in selection show that employers tend to prefer those who are poorer employment risks, i.e., attractive marriageable girls, or young married women who are likely to have children. Milton M. Mandell[5] states that the very high turnover in some companies (as much as 40 per cent) is due to this policy. Robert McMurry[6] says that persons engaged in personnel work make the same mistakes year after year by letting personal prejudices prevent the hiring of potentially good employees or encourage the hiring of poor ones.

Most libraries that formerly would not engage married women or would not allow them to continue working after marriage, now find them to be one of the best sources for filling professional positions. Maternity leaves in public libraries are the rule rather than the exception, even though many women who would like to resume their career after the birth of a child are not able to do so. These are the persons, however, who may return to the profession when their children are in school or college. They thus form a source for future recruiting.

The Probationary Period

Most libraries regard the probationary period as the time to test a new employee and give him proper guidance. The length of the probationary period varies from six months to two years or more. The probationary period may be extended when necessary for the good of the library. Today, more than ever, libraries are realizing the importance of exerting all possible effort in training the borderline or marginal staff member since there may be no one better qualified to fill his job should he be released. If the marginal employee can be tested in more than one situation during his probation period, it may be possible to find a library assignment which he can fill adequately.

Use of Tests for Selection

Personality and aptitude testing of employees in industry, particularly for supervisory personnel, has been increasing. Very few libraries consider it necessary to test professional candidates

before hiring since most of them have been well-screened by their library schools. Most of the schools require the Graduate Record Examination or similar evidence of academic ability and a personal interview. Personal and work references are usually furnished prospective employers by the library schools. The schools tend to be objective and to try to present a fair picture of the students as seen by the faculty. It would seem important to include, as well, the results of the physical examination, which is often required, and the history of any serious physical or mental illness.

The high incidence of nervous breakdown, as in similar professions, warrants careful placement of those who should not be exposed to pressure. One accredited library school, in which a student experienced a second and severe breakdown shortly before graduation, and after he had been hired for a professional position, will now make available such confidential information to prospective employers. Most institutions are progressive enough to regard mental breakdown in the same light as physical illness and need to know about a history of instability, tuberculosis, rheumatic fever, heart trouble, and the like, in order to place the candidate satisfactorily.

Unfortunately, there is, as yet, no one test or group of tests, which can be used by library schools or employers to screen satisfactorily prospective librarians. While the author was securing an M.A. degree at New York University, majoring in Guidance and Personnel Administration, she attempted to devise a personality test which would judge success in librarianship. Establishing the validity of such a test is extremely difficult, and the writer has concluded that the personal traits which make successful librarians are the same that make for success in similar professions.

C. Gilbert Wrenn[7] emphasizes the fact that psychological tests are one of the most valuable single devices for securing information about the individual. The personnel officer or librarian who is interested in applying psychological tests to his selection program will want to consult Lee Cronbach's *Essentials of Psychological Testing*[8] which presents basic principles that the reader should know in order to choose tests to fit particular needs. A word of caution should be injected against the layman attempting to administer or interpret psychological tests such as the

Rohrschalk. If, for any reason, it is considered wise to have such testing done, the services of a competent testing center should be secured.

Some libraries, such as Brooklyn Public Library, require an oral examination on a given subject in promotional examinations. Boston Public Library employs an elaborate examination system in which candidates for library positions and those seeking promotion, take qualifying examinations. Milwaukee Public Library recently instituted group interviews for administrative openings. All candidates, assembled at one time, were presented with several problems. The candidates were then given a certain length of time to discuss each problem orally with one another in front of an examining board. The board, composed of top librarians in the area, felt that this type of examination was most successful as it showed which candidates, in competition with others, could assemble their thoughts quickly and present them ably.

Clerical Tests

Robert McMurry[6] suggests that a basic battery of tests for office employees will include a name and number checking list, a learning ability test, typing and shorthand performance tests (when these are necessary skills) and tests of such clerical functions as computation, spelling, coding and language usage. Not all of these will be needed, however, for clerical employees.

After surveying the clerical testing done by firms like the Chrysler Corporation, General Motors Corporation and the Ford Motor Company, the Detroit Public Library added the Minnesota Clerical Tests, published by the Psychological Corporation (New York) to the typing test given clerical applicants. The Minnesota Clerical test is comparatively short (15 minutes), easy to administer and score, and tests ability with names and numbers. A number of clerks already employed, rated from average to excellent by their supervisors, volunteered to be tested in order to set up some norms. The typing test, which is also given, indicates speed and accuracy in typing library material. Only those persons to be hired for secretarial positions are tested in taking dictation and transcribing library correspondence.

The importance of the selection process is emphasized by the American Management Association in a 1956 survey which indicates that 20 per cent of clerical turnover can be attributed to

poor selection. Industrial Psychology, Inc. of Tucson, Arizona, estimates that the typical clerical worker, with an average salary of $2500 (low in many areas) represents a yearly investment of $4340. This investment includes the cost of recruitment, selection, orientation, in-service training, turnover, capital equipment, and fringe benefits. If this is a fair estimate of the amount involved in hiring one clerical employee, then the money invested in one professional staff member must be between $6000 and $7000—a large sum, indeed.

Lowell A. Martin in "Toward a Qualified Postwar Library Personnel" included in *Personnel Administration in Libraries* makes a statement which is even more true in 1957 than in 1949:

> A crucial need of library personnel administration—a need which transcends problems and methodology within individual libraries—is an inventory and mobilization of our human resources. The extent to which present machinery results in an organized labor supply in the library field, with employers always locating available personnel and with qualified candidates always learning of suitable jobs, may be seriously questioned. One cannot help but wonder what vitalization of service might occur if every librarian were placed in the position in which he could make the greatest contribution.

Conclusion

Finding qualified librarians is the number one problem of most libraries today. There is no one best way of attracting recruits to the library field. Among those that are being tried are: career days in high schools and colleges; formation of "Future Librarians" clubs in high schools; introduction of work-study programs both in high schools and colleges; introduction of the library and librarianship to college classes and interested individuals. Library preprofessional training programs are in increasing evidence as are various types of work-study programs arranged by the library schools.

Selecting employees carefully, separating clerical from professional positions as much as possible, hiring part-time and older workers, and guiding the marginal worker during his probationary period will all help in filling vacancies. The high cost of recruiting and selecting library personnel necessitates great attention to these basic library processes.

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Chapter III.

Training Library Personnel

The unanimous opinion of nearly a score of psychiatrists at the 112th annual meeting of the American Psychiatric Association is that, of all the peoples in the world, Americans know least how to live with each other. It is not the stress and strain of America's high speed civilization that produces the jitters, multiplies ulcers, encourages neuroses and sends an average of 250,000 new cases to the mental hospitals; it is not the fact that the human organism has been pushed to the limit of its capacity, physically or mentally, it is just that people do not know how to get along with each other.

To teach man how to live in the urbanized, highly mechanized, superorganized civilization he has helped to create, the University of Michigan has started a mental health research institute concerned with formulating a "behavioral science," which will concentrate on inter-personal relationships. Knowledge gained here will be helpful to libraries as well as other professional fields and may assist in training a staff to work well together.

Job Analysis and Job Description

Before hiring and inducting the new employee, the library director will want to consider the nature of the position he is about to fill. Job analysis, a step by step description of the work done by an individual is defined by Edwin M. Robinson[1] as follows:

> Job analysis finds out what is to be done and determines the best methods of doing it . . . and the qualifications required of a worker to be able to do the job satisfactorily.

Careful analysis of the operation by the worker will often show duplication and overlapping with other jobs. By analyzing

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the work load involved and the qualities necessary to carry on such activities, suitable job descriptions can be prepared. Job descriptions provide the requirements of the various operations and duties, equipment, methods, working conditions, responsibilities, and other essential factors concerned in the jobs. By using the job descriptions prepared after thorough analyses have been made, it is possible to improve the selection and training of staff for the established categories. The workers selected will know what is expected of them and, with training, will soon show whether or not they are able to perform satisfactorily the duties indicated.

Inducting the New Employee

Orientation is one of the first things to be done when a new employee joins the staff. The first impressions received, the friendliness with which he is greeted, the information that is given him, may result in good or poor performance on the job. Because of the importance of good indoctrination in the ways of the library, it is well to have the person responsible for personnel handle this function.

Mildred Bruder Buchanan[2] cites the following items as necessary in every library induction program:

    Library history
    Library rules and policies
    Benefits (pension, sick leave, vacation, etc.)
    Working information
    Explanation of how, when, where and by whom worker
        will be paid
    Work done in the department
    Lay-out of the department and building
    Hours of work and holidays
    Washroom and locker facilities
    Refreshment provisions
    What to do when first aid is needed
    Exact salary
    How pay is figured (tax deductions, etc.)

Mrs. Buchanan adds that after the worker meets his supervisor he should be introduced to the employees in his department; he should be given instructions about job requirements,

responsibilities and privileges; and should be told how his job fits into the over-all picture of service.

Large libraries, not wishing to omit any of the vital steps involved in orientation, may want to use an induction check list like that of Brooklyn Public Library. R. D. Haight[3], Training Supervisor of Crown Zellerbach Corporation, mentions some of the same points in his blueprint of a practical induction procedure.

In-Service Training

The question of in-service training, what kind and how much, is one of the important problems in library personnel administration. Forty-two public libraries[4], serving populations of 100,000 or more, reported in 1955 on their training activities. Next to training for children's work and services to young people, most of them devoted more time to orientation than any other training activity. This survey also showed that some attention was given by the large libraries to training supervisors and discussion leaders but that only one library offered training in the philosophy of library service.

A survey of current practices in some of the same large public libraries indicates a diversity of training programs with the determining factor often the amount of time and staff available. Among various types of training offered are: induction programs, promotional training, special programs for custodial workers, training for children's and youth libraries; training in book selection and in use of the public catalog.

Typical induction programs are those at the Boston Public Library where new professional staff members spend one morning touring the main building and learning the history of the library. The same program is used for the subprofessional, clerical and maintenance workers. The sessions are scheduled whenever there is a new group to be indoctrinated, usually every six weeks or two months.

Clerical workers at the Philadelphia Free Library learn the operation of the charging system and spend one-half day learning about the philosophy of the library and touring the main building.

Brooklyn Public Library used to allot more time to the induction process than almost any other library. Professional librarians met in 13 sessions to study the history of the institution, the

Brooklyn Induction Check-List

For............... Employment Date............... Card No...........

Part No. 1

Induction Material	(Initial if Completely Covered)
Group Inducting Program	....
or	
Individual Induction (specify material covered)	....
....	....
....	....

*If individual induction was given, arrangements are to be made to include employee in next scheduled group session.

The above initialed material has been covered with employee on .... 19.........

Part No. 2

Induction Material	Check ( ) if Completely Covered
Department products or functions	....
Starting and quitting times	....
Shift work—if applicable	....
Lunch and relief periods	....
Pay computation, etc.	....
Location of locker, time clock, etc.	....
Department layout, exits, etc.	....
Housekeeping regulations	....
Department rules on smoking	....
Department rules on leaving area	....
Importance of punctuality	....
Reporting of absences	....
Departmental safety policies	....
Hospital and gate passes	....
Job duties	....
Importance of job	....

The above checked ( ) material has been covered with this employee on .... 19.........

.... Department Head

.... Immediate foreman-supervisor

Brooklyn Induction Check-List (*Continued*)

Part No. 3

Sixth Week Departmental Evaluation

Instructions to Rater: Be sure you have clearly in mind what you expect of the employee considering his length of time on this job.

A. Place a check in the box which best indicates how satisfied you are with the present job performance of this employee. (Check one)

☐ Exceedingly well satisfied with employee
☐ Well satisfied with employee
☐ Generally satisfied with employee
☐ Somewhat disappointed with employee
☐ Quite disappointed with employee
☐ Very disappointed with employee

B. If at the time this employee was hired you knew everything you now know about him, would you have recommended his employment?

(Check one)
☐ Definitely no
☐ Probably no
☐ Definitely yes
☐ Probably yes

C. What trainee progress is shown? (Check one)

☐ Progress not satisfactory
☐ Progressing, but not as rapidly as desired
☐ Making good progress
☐ Progressing very rapidly
☐ Doing exceptionally well. Outstanding rate of development

Along what lines does the employee need improvement in his present job? ....

....

....

What can be done to help the employee improve in his present job?   In future jobs?

....

....

Ratings supplied by .... Department head

.... Immediate foreman-supervisor

Date.......................

Brooklyn Induction Check-List (Continued)

Part No. 4

Eleventh Week Departmental Evaluation

Instructions to rater: Be sure you have clearly in mind what you expect of the employee considering his length of time on this job.

FACTOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
Quality of work: Accuracy, thoroughness, neatness	☐ Work is marginal or unacceptable	☐ Work is satisfactory	☐ Work is consistently good or outstanding
Quantity of Work; Volume, speed	☐ Output inadequate or marginal	☐ Output is satisfactory	☐ Output is regularly or consistently high
Job Attitude: Amount of interest and enthusiasm shown toward job, supervision and company	☐ Attitude is poor or needs improvement to be acceptable	☐ Favorable or acceptable	☐ Enthusiastic and highly interested
Job Knowledge: Education, training, experience	☐ Lacks required knowledge or needs additional instruction to retain job.	☐ Satisfactory for ordinary job requirements	☐ Exceptionally well informed on all phases of job
Versatility or Adaptability Extent to which he is able to perform variety of assignments within scope of job duties	☐ Has difficulty in doing or can only do closely related duties	☐ Can satisfactorily handle several related tasks	☐ Performs any task within scope of job and variety of other related tasks
Dependability: Punctuality, attendance, application, industry	☐ Seldom on time, often absent, loafs on job and will not apply self	☐ Can be relied on	☐ Rarely late or absent without good excuse, highly dependable
Cooperation: Courtesy, helpfulness	☐ Surly, unfriendly, selfish, does not get along well	☐ Maintains effective working relations with others	☐ Goes out of way to be helpful, cheerful. Liked and respected
Health: Physical and mental suitability for job	☐ Frequently lacks needed energy and endurance for job	☐ Effectiveness seldom impaired	☐ Consistently vigorous
Safety: Adherence to safety requirements of job	☐ Careless of his own and others' safety	☐ Complies with safety requirement of job	☐ Safe worker. Quick to report and observe hazards
Over-all Evaluation of Employee Performance.	☐ Requirements of present job not fully met	☐ Good performance, usually competent	☐ Superior. Beyond satisfactory fulfillment of job requirements

Check these boxes if factor shown is not required on job.

Brooklyn Induction Check-List (*Continued*)

Comments: ....

....

Rating supplied by .... Date ....
(Department Head)

.... Date ....
(Immediate Supervisor or Foreman)

Personnel Department Follow-up Interviews

Sixth-Week Comments .... (date) Eleventh Week Comments : ....Date)

....

....

....

....

....

Signed.................... Personnel Dept.   Signed................. Personnel Dept.

trustees and their functions, the capital and expense budget, work simplication, and the like. It is expected to discontinue this program in the fall of 1957, however, due to the large amount of time involved in its operation. It is also felt that there is some duplication with the training already being received at other points.

New professional and clerical staff members are oriented by the personnel staff of the Detroit Public Library on the morning of their first day at work. Two sessions, totalling one and a half days, are scheduled in the fall and winter for new professional employees. At this time discussion centers on what the staff may contribute to the library and what the library may do for them. The history of the library is included, as is some training in book selection, and a discussion of how well their library school training equips them for their work in Detroit Public Library (this completely free discussion is reproduced annually and sent to the accredited library schools for their information). These sessions also provide some background on the adult education activities of the library, and a visit to the subject departments and behind the scenes activities in the Main Library.

Another type of training sometimes offered is that for promotion. Boston Public Library gives some 25 in-service training courses for employees to help them qualify for higher grade positions. Not every course is offered every year; during 1956-57, eight courses were offered. The New York Public Library inaugurated a management development course in 1956 (See Chapter VII).

Similar courses are offered to supervisors in various libraries on both the professional and clerical level. Brooklyn Public Library held a very successful workshop for senior clerks in 1956. Sometimes other courses given in the area open to the library staff are worthy of investigation. Among the training courses being given by the Civil Service Commission in Detroit, in which the Public Library is cooperating, are those for new supervisors and one for middle management.

Formal training for custodial or maintenance workers, while not generally receiving much attention, is another field worthy of investigation. Custodial workers at the Free Library of Philadelphia attend evening meetings arranged by the Public Service Institute of the State of Pennsylvania. About 10 sessions are

offered on library time, covering such subjects as minor building repairs and maintenance. A diploma is awarded those who complete the course successfully.

As shown by the American Library Association survey[4], more attention is given to the training of children's and young people's librarians in public libraries than to any other group. Typical of these programs is that in Detroit where from eight to twelve sessions supplement the courses children's or youth librarians received in library school. During this time, the new librarian is expected to read all of the selected books with which he is unfamiliar, and special training is given children's librarians in story-telling. Children's librarians also review books, receive some training in book selection, and serve on book committees.

Adult services assistants at Detroit Public Library receive assignments on book committees after a year and give book reports at biweekly meetings. Workshops to stimulate professional thinking are offered to all the staff as time can be found and the need arises.

Training in the use of the public catalog is another area that libraries may want to examine. The chief of one of the large reference departments in Detroit Public Library trains the professional staff twice a year in a two-hour session. Each librarian in the main library is then scheduled at the public catalog. Libraries may also want to devote some time to training on the philosophical implications of librarianship. Formal plans for training are helpful; but the most important part of any inservice training program is that carried on daily by the individual supervisor with the employee on the job.

Employee Promotions

Morale is apt to be high in the library where promotions are made from within the organization whenever possible. If it is clearly understood that promotions are made on merit and, subject to certain requirements, the staff has the opportunity to qualify for them, there should be a good response. Greater turnover is apt to occur when employees feel that there is no possible advancement for them.

Ways of bringing prospective vacancies to the attention of employees is discussed in "Pros and Cons of Job Posting."[5] Henry G. Pearson says from his experience with the Poloraid Corpora-

tion that the many unexpected benefits from posting job openings more than compensate for the extra time in making these assignments.

For some time the Cleveland Public Library, among others, has been posting notices of the availability of supervisory positions and inviting the staff to apply. L. Quincy Mumford, Librarian of Congress, in the *Information Bulletin* of August 20, 1956, states that the posting procedure makes sure that the qualifications of individual members of the staff will be reviewed in connection with the requirements for positions that become vacant; indeed, applications submitted as a consequence of position postings have more often than not revealed talent of which the administration was not aware previously. Although this has not always been talent that could be utilized in the vacancy at hand, it has sometimes been talent that could be utilized later in another situation to the advantage of the library and the staff member.

Detroit Public Library adopted this procedure in 1954 and now announces all administrative or supervisory positions to the professional staff. Applicants are given ten days in which to contact the Personnel Office in writing, expressing interest in the vacancy, and mentioning any particular qualifications which may not be a matter of record. The notice also states that all persons who are qualified for the opening will be considered, whether or not they have made personal applications.

The problem of seniority versus merit is discussed by Albert H. Aronson[6]. Aronson states that seniority is often a factor in personnel actions, such as reductions-in-force and promotions and is generally advocated by employee organizations as fair and easily administered. If it is given such weight that poor employees are retained instead of superior ones, and the mediocre are promoted instead of the able, it defeats the very purposes of the personnel system it purports to exemplify.

In making promotions, the director will want to be certain that the employee has the training and experience to perform the new work satisfactorily and that he has the personal qualities to be accepted by those he will supervise. It is difficult to tell an employee that his lack of promotion is due to personal factors rather than technical competence but, if necessary, he needs to be so informed, and an effort made to help him overcome them. Mr. Aronson seconds this thought in the statement that the grow-

ing emphasis on emotional adjustment as a factor in supervisory success and effective group relations is sound.

Rotation and Transfers

Some library directors have long felt that a certain amount of interchangeability of staff is good both for the institution and the individual. It is not likely that any library will want to interchange all positions but some job rotation will benefit both the individual and the institution.

Harry N. Peterson[7], Librarian of the Washington, D. C., Public Library, says that rotation broadens experience, equips the staff for promotion; provides greater flexibility, increases uniformity of practice and improves coordination and cooperation. It also increases understanding of the many library operations and makes it easier to find substitutes during illness, vacations, and rush periods. It allows potential administrators to learn the varied problems of the library, brings new enthusiasm, ideas and stimulation, and prevents any one from having a vested interest in any one job or in one part of the institution.

Even though a program of rotation and transfer does cost supervisory time; even though many branch librarians and department heads hesitate to leave a situation in which they have worked hard and which they are enjoying; even though there are some specialist assignments in libraries which do not lend themselves well to such a program; the library director concerned with the staff and the institution may want to work out some such method of individual library development.

The Free Library of Philadelphia hopes to schedule some rotation of professional staff, with three or four assignments of a day each during the first year. This library also plans some rotation of clerical workers. Enoch Pratt Free Library assigns two librarians from the central library to rotating positions as needed in the system.

Libraries maintaining a library trainee program are, of necessity, providing a variety of assignments for this class of personnel. Some libraries, such as Detroit Public Library, program a variety of assignments during the probation period, and an effort is made to transfer first assistants and branch librarians, after five years or so, in order to provide new interests and activities. The branches profit, too, since each librarian is apt

to approach his assignment differently and to bring different talents to it.

Library employees appreciate the opportunity of requesting transfers. The New York Public Library's personnel change notice, which can serve many purposes is an example of a good form for recording transfers.

Industry has noted the need of rotation in order to hold employee interest and secure greater productivity. In some plants employees engaged in repetitive work have exchanged positions within certain work groups, to the betterment of all concerned. The January, 1956 Dartnell File, P-7, says, in part, on "Interchangeability of Staff":

> . . . In general, management pays far too little attention to securing maximum interchangeability of staff. This lack of interchangeability means that management does not get the best value out of staff and productivity suffers. Furthermore, the workers get into ruts and become frustrated. This is usually more prevalent in larger organizations or groups of workers than in small units. We must, of course, have specialists, and there are many workers in offices who possess some technical knowledge or qualifications who, of necessity, must remain in one job year in and year out. Although these may not be able to be interchanged, they could be rotated to give them a wider outlook.
>
> Where no serious attempt at interchangeability has been made and one starts to move people around, one is bound at the outset to meet with some reluctance to move. If, however, it is explained to the workers that the moves are designed to give them greater knowledge and experience which, in addition to making them more valuable to the concern, will be in their own interests should they apply for other or more responsible posts, this reluctance will quickly disappear. The staff should be kept fully informed of what is being done in this connection. If there is a staff representative and he is a responsible individual, he will readily support a policy of interchangeability as being something clearly to the good of the concern and of the individual . . .
>
> From the point of view of the manager or supervisor in charge of a department or section, to work for maximum interchangeability calls for effort and the sacrificing of self-interest to the interest of the concern as a whole and of the workers as individuals.

THE NEW YORK PUBLIC LIBRARY
Personnel Change Notice

Mrs. ☐
Miss ☐
Mr. ☐ ....
(Last name)   (First)   (Middle)

Personnel Office Copy

	Effective	Mon.	Day	Year
ON		.....	.....	.....
UNTIL		.....	.....	.....

Items printed in red must be completed on all personnel change notices

Personnel Office Will Initiate: Unit Chief Will Initiate   Initiated as Required:

Employment ☐   Hours Rescheduled ☐   Extension of Appointment ☐
Re-employment ☐   Leave ☐   Promotion ☐
Re-classification ☐ Name or Address ☐   Salary Change ☐
                     Return From Leave ☐   Transfer ☐
                     Termination ☐   Other; Explain under remarks ☐

From   **To**

Name...
Address...
Telephone No..
Unit (and Section, if any)......... Section .... Section ....
Position No...
Full Time Rate .... Per. Mo. ...; Hr. ...; Day .... Per. Mo. ...; Hr. ...; Day
Hours...
Classification......................................

Previous incumbent ....

Termination
DO NOT OMIT

	Date	Initials
Last day worked	.....	.....
Written notice to Library	.....	.....
Verbal notice to Library	.....	.....
Written notice to Employee	.....	.....
Verbal notice to Employee	.....	.....
Exit interview held	.....	.....

Terms of Appointment
Temporary position ☐   Regular ☐
Trial ☐   Provisional ☐
Subject to renewal at expiration date shown above ☐
Subject to approval of Budget Director of the City of New York ☐

Remarks

Personnel Change Notice (Continued)

THE NEW YORK PUBLIC LIBRARY

Voluntary Reasons

- Education ☐
- Family ☐
- Health ☐
- Leaving City ☐
- Marriage ☐
- Maternity ☐
- Other Job ☐
- Retired ☐
- Work Conditions ☐
- Other ☐
- Unknown ☐

Involuntary Reasons

- Health ☐
- Inefficiency ☐
- Insubordination ☐
- Military Service ☐
- Misconduct ☐
- Poor Attendance ☐
- Retired ☐
- Temporary Appntm't ☐
- Temporary Position ☐
- Death ☐
- Other ☐

Re-employ?   DO NOT OMIT
Yes ☐   No ☐   Possibly ☐

Leave

- Educational ☐   Temporary physical disability ☐
- Military ☐   Maternity ☐
- Travel ☐   Other:...................

Forwarding or Leave Address

Street ....
City.................... Zone.......... State..........

Financial and Property Clearance (Initial)

Keys	Lockers	Uniforms	Book Bills	Ident. Cards	Tel. Bills
......	......	....	....	....	....

Personnel Office

	Date	Initial
Process	....	....
Records	....	....
File	....	....

Entered on Accounting Records

White Card ☐   Buff Card ☐
Stencil ☐   Kardex ☐

Authorisations

Unit Chief or Branch Librarian   Department Chief

By....................   By....................
Date....................   Date....................

Chief of Personnel

By.................... Date....................

Form 589

The course of least resistance is to allow workers to remain where they are and to content oneself with replacing staff who leave. Unfortunately this is the course which is all too often taken.

Employee Counselling

One of the essential services which may be assigned to the library personnel officer is employee counselling. Even some large libraries have not yet assigned this responsibility, leaving the initiative to the employee who may have a problem. Unless the person who is carrying on personnel duties is trained in guidance and counselling, and unless he makes it known that all employees are welcome at any time to discuss the many problems that may arise, he will not be carrying out all the functions implicit in his job. Marital, legal or medical problems cannot, of course be handled, but these may be referred to a suitable authority.

There are two main types of counselling mentioned in the literature, directive and non-directive. Dr. Carl R. Rogers is the father of non-directive counselling in which the counsellor or interviewer, by not asking leading questions or attempting to direct the interview, helps the employee to think through and solve his own problem. He acts as a sounding board until the counsellee arrives at a solution.

Dr. Rogers, in a talk before members of the Michigan Training Council in 1955, listed the following qualifications of a good counselor:

1. He should be aware of his own feelings.

2. He should be able to create an environment the interviewee can accept.

3. He should have sympathy for the individual's feelings and attitudes.

4. He should be free from moral or diagnostic evaluations.

Job Counselling

The counselling done in the majority of libraries today is job counselling. It is important that there be an office that insures privacy and where the employee may go without causing undue attention to himself. The interviewer will want to train himself

to perceptive listening and not suffer from what has been called "hardening of the categories."

Anstey and Mercer[8] offer the following suggestions to those who would like to improve their interviewing techniques:

1. He should acquire necessary background information about educational and vocational qualifications.
2. He should if possible attend a training course in interviewing.
3. He should sit in on interviews conducted by an experienced interviewer or by a Board.
4. He should conduct some interviews himself with an experienced interviewer sitting in the background to comment afterwards and to discuss with him impressions of the candidate.
5. He should practice.
6. He should think about his interviewing and work out a general plan of attack.

An experienced interviewer, according to Anstey and Mercer, can further check himself by discussing opinions with colleagues who have interviewed the candidate. He can follow up the later careers of those of his candidates who are successful and who maintain their connection with his organization.

B. J. Speroff[9] of the University of Chicago lists 18 human relations and counselling principles which apply to all supervisors in their daily, normal routines, as well as to those engaged primarily in personnel work. Those persons who need to develop competence in opening an interview, handling the main body of the interview, terminating and evaluating the interview, will find "Practicing Supervision," by Robert D. Gray and L. Robert Sorenson[10], of value.

Chrysler Corporation (Detroit) issued in 1954 an excellent small booklet, *Performance Interview* which provides suggestions for counselling employees on their work, and *Employee Counselling*[11], by Nathaniel Cantor will be very helpful to those who have had little experience in this field.

Disciplinary Interviews

Just as one of the most rewarding parts of personnel work is helping an able employee to advance, conversely one of the most difficult jobs is that of correcting the poor worker or releasing

the unsatisfactory employee. Lawrence A. Appley[12] says that when a manager has to dismiss an employee, it hurts him more than the worker. This is true, for the action signifies failure on the part of the institution.

The Department of the Army, recognizing the vast number of actions which must be taken by supervisors, has developed a basic course in supervisory development. In *Taking Personnel Action*, information is given about separating employees. The supervisor, having failed in attempts to correct the employee's behavior, gives him advance written notice of the proposed action and informs him of his right to reply to the charges. If the action is taken, the employee is informed of his right to appeal.

It is recognized in the work unit on *Handling Behavior Problems* that positive motivation will not work in every instance. Ways of stopping unacceptable behavior are discussed in an effort to channel the worker into a pattern with the greatest possible benefit and the least possible damage to a sound, continuing relationship. The unit on *Handling Employee Dissatisfactions* attempts: 1. to develop a clear understanding of why employee dissatisfactions occur; 2. to get supervisors to recognize and accept their responsibility for preventing and adjusting complaints and grievances; 3. to explore ways of handling dissatisfactions effectively.

Suggestions on how to avoid incipient grievances and how to resolve them while still in the informal state are included in The Society for Personnel Administration's[13], *The Problem Employee —An Answer for Management*. It suggests, as does the Department of the Army, a record of the problems that arise, so that if suspension, demotion or removal is proposed, the charges are specific and detailed. Some libraries record counselling interviews on tape, with the permission of the interviewee, in order to have a permanent record. The Free Library of Philadlphia tapes interviews for employee selection but as yet this device has not been used generally for other types of interviews.

One of the proposals made in "When Employees Make Errors" (*Supervisor's Personnel Newsletter,* December 20, 1954) is that a supervisor should examine his own behavior when attempting to get at the cause of an unusual number of employee errors. A change in the supervisor's methods and attitudes may help

in correcting the situation without disciplinary action being necessary.

Earl P. Johnson[14] suggests that an interview should be conducted as soon as possible after the incident but that time should be allowed for a cooling-off period if the worker is upset. The interviewer also needs to be certain that he is emotionally prepared to handle the interview and should try to learn as much as possible about the person's past performance. Johnson believes in developing and agreeing on a plan for the future with specific points and timing and following up to see if improvement has been noted. He suggests making sure that the employee knows that the interviewer is aware of his improvement.

The Exit Interview

When an employee leaves an organization, it is customary to have an "exit" interview at which the reasons for leaving are stated, as is the type of recommendation the employee may expect. The employee's satisfactions and dissatisfactions in his work are discussed. Robert D. Melcher[15] believes that many exit interviews fail to get at causes, either because the interview itself is handled ineptly or because employees are afraid to talk. He describes the study which was made in the personnel division of Hughes Aircraft Company (California) in an effort to uncover the real reasons for employees' resignations.

During the non-directive stage of the interview, Melcher reports that the employee was encouraged to talk about his job as he saw fit. He then answered a questionnaire which was used by the interviewer as a basis for directed questioning. Experience shows that professional personnel are more critical of their work experiences and more apt to discuss them freely than non-professional personnel. Of the reasons for leaving, the largest percentage (52.7) of the professional staff, gave another job, while 51.5 per cent of the non-professional selected moving, health, or some other reason. Advancement was the second reason given by the professional group while another job occupied second place with the non-professional personnel and advancement third place. In this study, the professional employee not only expressed a higher degree of dissatisfaction but indicated that inadequate supervision was the main cause of it. To get the whole picture, however, the interview might be supplemented with the super-

visor's report. If the exit interview uncovers remediable causes, its findings can be used as a basis for corrective action.

Robert McMurry in *Handling Personality Adjustment for Industry* (opus cit.) suggests that, in addition to information about the reason for leaving, there should be data about assignments, salary level, sex and age, unit, section or division, general quality of performance, length of employment, and name of supervisor. As McMurry suggests, analysis of these data will help to reveal trouble spots in the organization and, with careful consideration of the problems and research findings, any need for changes in personnel policy or in developing improved methods of recruiting, selection, placement and training, will be apparent.

Conclusion

The subject of training, how much or how little, is an important one in every type of organization today. While it may not be economically possible for the small library to embark on a comprehensive in-service training program, it is often possible to participate in training activities in the area; e. g., those courses offered in universities and colleges or in other city departments.

Types of in-service training that are considered essential are: orientation of new staff; training for special areas, such as children's and youth work; training for promotion; on-the-job training for supervisors, etc. A certain amount of rotation of staff and opportunity for additional experience through transfer is good for both the individual and the library.

Counselling is important. Interviewers may want to prepare themselves to handle the disciplinary interview and exit interview as well as other types of job counselling. Training library personnel is a continuous day-by-day job with its prime aim the development of the individual and the good of the library.

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Chapter IV

Motivating the Library Staff

Dr. Harvey W. Zorbaugh, Professor of Sociology and Anthropology at New York University, defines personality as that which comprises the basic patterns of behavior, whereby an individual strives to meet his needs and the demands of social reality. Acceptance, affection, belonging, and favorable status as a person are fundamental emotional or psychological needs. Every individual has a characteristic style of behavior he has developed and each person relates himself to others in his own fashion. Competitive success is so important that people will strive for recognition, adequacy, and security in the work group, as much as for food and water.

An able staff is usually one whose leader or leaders is able to supply the proper motivation. Research conducted by the Institute for Social Research of the University of Michigan on what motivates workers found that an employee who feels that his supervisor is interested in him and his welfare produces more than an employee who feels that his boss is chiefly interested in production. Close supervision seems to result in low productivity. The same kind of supervision that produces highest productivity also produces high morale. The greater the skill of a supervisor in using group methods in supervising, the greater is the productivity of the work group and the greater is their job satisfaction.

Group Dynamics

Dorwin Cartwright[1] believes that

> the behavior, attitudes, beliefs, and values of the individual are all firmly grounded in the groups to which he belongs . . . In a real sense, they are properties of groups and the relationships between people. Whether people change or resist change will, therefore, be greatly influenced by the nature of these groups. Attempts to change them must be concerned with the dynamics of groups.

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Cartwright says that if the group is to be used effectively as a medium of change, those people who are to be changed and those who are to exert influence and change must have a strong sense of belonging to the same group. Efforts to change individuals or sub-parts of a group which, if successful, would have the effect of making them deviate from the norms of the group, will encounter strong resistance. Strong pressure for changes in the group can be established by creating a shared perception by members of the need for a change, thus making the source of pressure for a change lie within the group.

If library employees feel that their supervisor is interested in discussing work problems with the work group, satisfaction with the job is increased. High production groups have more group loyalty than low productive groups; they have less absenteeism; they help each other on the job. Sharing fully in developing job changes and solving work problems pays off in productivity, says Earle C. Wolfe of the Institute of Labor and Industrial Relations, University of Illinois.

Rensis Likert, Director of the University of Michigan's Institute for Social Research, in talking to an industry-education symposium on May 24, 1957 states:

> Subordinates react favorably to experiences they feel are supportive and increase their sense of importance and personal worth. Similarly, persons react unfavorably to experiences that are threatening, and decrease or challenge their sense of personal worth.

Dr. Likert reports that partial adoption of these principals by some firms in their employee relations had resulted in savings of as much as $1000 per worker in the number of paid-time absences from the job.

Job Satisfaction

Job satisfaction is of vital importance. Indeed, Mason Haire in "Psychology in Management," as quoted in *Personnel Journal* (December 1956) believes that it is doubtful that it would be psychologically possible, even if it were not prohibitively expensive, to substitute money for the social and egoistic need—satisfactions that are possible and that should be made available in work. Stephen Habbe, in writing about "The Employment Office Today," states in *Management Record* (December 1953) that em-

ployment managers have discovered that two things are important in job placement. It is well known that getting the individual in the right job is important. But, his second principle, the importance of getting the individual to *feel* that he is in the right job is not so well-known, and this may account for many of the dissatisfied librarians now roving from job to job.

Almost any job, Dr. Nirenberg[2] says, contains many inherent pleasures just waiting to be exploited. Whether they are discovered or not depends on the awareness of the job-holder. The creation of something new, for instance, is one of the greatest pleasures available. Being creative involves mostly the reshuffling of existing parts to form a new whole; and all jobs offer this opportunity. The sense of gratification which comes with a job well-done can be and should be available to any worker. Dr. Nirenberg suggests that a conscious effort be made to learn at least one thing new about the job every day. Even library employees, who may have held the same position for years, have this unique opportunity, for where is there a job which offers more new stimuli daily, more opportunity to learn and grow, than in a library?

The Importance of Environment

What are some of the ways in which job satisfaction can be produced or increased? Speaking recently before the Office Executive Association, Dr. Harry Overstreet says that supervisors are chiefly responsible for the environment in which their employees work. Whether the employees enjoy or detest that environment depends to a great extent on whether the supervisor is a sound person. Dr. Overstreet, in *Supervisor's Personnel Newsletter* (June 4, 1956) lists seven questions which help to determine soundness:

1. Do you move toward life or away from it?
2. Do you feel that there should be give-and-take up and down the line?
3. Are you reasonably able to talk things out?
4. When a problem comes up, do you approach it with an interest in all the possibilities of the solution?
5. Have you developed genuine competence in your job?
6. Can you come to terms with what you wish had not happened?
7. Do you have some interest bigger than you are?

Dr. Overstreet describes the unsound person as having a "tight personality" and the sound one as having a "large personality." The unsound person tends to cut life down to his own size. He is not interested in what does not concern him immediately and directly. The sound person sees life bigger than he is and concerns himself with matters that do not directly affect him. The closer a supervisor approaches "soundness" the better environment he can create for the staff and the more likely they are to be the kind of employees needed.

The Robert Wood Johnson report[3] approaches human relations from a psychosocial viewpoint. Impulses, tendencies, and wants of biological origin are forces in the life of the individual which are continuously modified and reshaped by interpersonal relationships. A philosophy based on the dignity of the human personality is an imperative need if our democratic society is to endure. Within such an approach, personnel administration is inevitably related not only to the social structure in the organization but to the structure of society as a whole. Personnel administration, then, must begin to collaborate with institutions for a uniform value system on what is socially desirable or undesirable.

The problem of creating an environment which will suit basic needs becomes one of how to develop personalities so that the organization will produce its own supervisors and executives, and concomitantly, of how to achieve the cooperative relationships which are essential for the accomplishment of interdependent function. Confronted with the fact that man has never been so variously dependent upon group association as he is today, man, nevertheless, the sociologists say, continues the conscious or unconscious struggle to be independent.

Attitude Changing

It is well-known that people vary in the degree of their emotional stability and this affects their motivations. Calhoon and Kirkpatrick[4] say it is a basic principle in influencing employee behavior that the approach should fit the needs and wants of the employees. The authors feel that resistance and opposition to change can become assets in that the employee's attention and interest are then secured and opposition may well be evidence of employee desire. The experienced, competent, supervisor encourages employees to voice their objections and to put reluctance into

words. Employees who can talk readily can be influenced easier than those who find it difficult to put their objection in words.

Skill in human relations is the most important attribute of any supervisor. Five basic requirements for conscious improvement of this skill are listed by Katz[5]:

The person must sincerely *want* to improve.

He must be willing to face up squarely to his own inadequacies.

He must be provided with a permissive atmosphere which shields out censure or ridicule when he exposes his weaknesses.

He must have someone whom he trusts, who is interested in helping him improve his performance, and who is sufficiently skilled that he is able to help.

He must be provided with direct experiences in working with others, from which he can learn and practice the new skills he acquires.

Statistics show that 500,000 workers are discharged each year in the manufacturing industries and that the greatest percentage lose their jobs because of poor attitudes. If attitudes are important in the work force, they are even more important in the management group. It would be futile to spend time and money trying to influence attitudes of employees, if attitudes of the administration were bad. It would be futile to plant seeds of fellowship, teamwork, cooperation, participation, or recognition in an unprepared management seed bed, according to Roberts[6].

Dr. Molly Harrower, a prominent psychologist, has said that some supervisors apply the psychologist's principles and methods without knowing it. They seem to work miracles by establishing a friendly atmosphere of acceptance, warmth, and affection. In *Supervisor's Personnel Newsletter* for February 14, 1955, Dr. Harrower writes that human nature is plastic, flexible, and has tremendous possibilities, but that it can not be changed suddenly. Attitudes are formed early and become fixed by usage. Few people realize that their emotional problems are derived from improper attitudes of long standing. Any one with an inflexible attitude approaches a problem in terms of the past, instead of thinking about it against the background of the situation he is facing and limits the freedom with which he can act.

In this complex area, friendliness on the part of the supervisor

can work miracles. Those library directors or personnel officers who can identify themselves with the staff, who have empathy and act with reasonable social adjustment, can accomplish most. Such persons are aware of how their actions affect other people. A good way to build and maintain this climate is to provide a personnel program dedicated to the whole man. All of the employee activities designed to promote and maintain a healthy relationship require active participation and sympathetic understanding on the part of the library administration.

Edith Efron[7] reports on an attempt to alter the attitudes of executives. Thousands of executives are now taking courses in an attempt to draw more enthusiastic work out of their subordinates. The training is based on the theory that human beings work most effectively when they are given some voice in setting their own goals and in helping to make the decisions they must carry out. The executives are instructed on three progressively complex levels: first, how to encourage free speech at staff meetings and conferences; second, psychological ways of improving man-to-man communications; and third, the frankly psychiatric method of group therapy in changing attitudes that may have made an individual executive feared and disliked by his subordinates.

Self-Improvement

Ross[8] believes that it is necessary to examine the questions of whether or not an employee wants to improve before attempting any attitude changing. It may seem quite obvious to most executives that any kind of improvement is both desirable and rewarding but experience with the average employee does not always lead to the same conclusion. Some workers think they are being very practical when they do not "give" until they are sure of "getting." Of course pay and promotion are not the only incentives that inspire employees to try for self-improvement, although many persons will state that they will improve if they are given advancement or increased salary.

A few of the intangible incentives mentioned by Ross are:

Job security.
Personal satisfaction or pride in accomplishment.
Approval of others whom one respects.
Chance for promotion.

Prestige as indicated by title, equipment, location, kind
of pay.

Sense of participation, being consulted.

In hiring, employers may well consider factors that will aid
them in selecting employees with the best potential for self-
improvement. If care is taken to create an atmosphere that
encourages self-improvement, if steps are taken to tap the tangible
and intangible forces that motivate an individual in this direction,
and if aid is made available to take constructive action toward
mutual goals, then more librarians will be ready to give time and
effort to the future they share with the organization.

Recognition

All personnel authorities cite recognition as one of the basic
emotional demands necessary in job satisfaction. Henry P. Shot-
well[9] says workers need to feel that what they are doing is useful
and worthwhile, that their superiors are interested in them, and
that they will receive credit and recognition for their accom-
plishments. Supervisors will want to keep the employees in-
formed of what is going on, to let them know frequently and
regularly how they are doing (see Chapter 8), to give them credit
for good work, and to prepare them in advance for changes that
will affect them.

Earle C. Wolfe strongly emphasizes that various forms of
recognition play a major role in building up the status of the indi-
vidual. The alert supervisor uses every opportunity to give recog-
nition. To be effective, Wolfe says, recognition must:

Be earned or merited by the one receiving it.

Be made sincerely.

Be appropriate in amount or type, not too much or too
little.

Be given by the right person. A supervisor can not give
recognition withheld by fellow employees. Another
supervisor cannot take the place of the proper one
in giving acceptable recognition.

Be given with the right timing, not too often, not too sel-
dom, not too soon, and not too late.

Great differences in the degree of earned recognition make it
difficult for a supervisor to give it sincerely to individuals on

the low end of the scale. The solution seems to lie in using different types of recognition, such as: acknowledgment, approval, acclaim, award, participation, and partnership. These types of recognition are progressively effective when they are earned. Acclaim or award can only be given when an employee has achieved and should not be used so often that value is lost. If skill and achievement are short, effort, neatness, improvement, or perception can always be recognized.

Employee Awards

An important booklet issued by the Department of the Army in its Supervisor Development Program, is *Building Good Relationships*. Factors in worker motivation, potential incentives in the work situation and those that can be introduced, are discussed. A list of awards authorized for use within the army is included. While the granting of awards can be overdone, it may be well to reexamine the library program to see whether there are incentives for fine performance.

The award which causes the most interest in Detroit Public Library is available annually through the Library Staff Memorial and Fellowship Association. This award, made to the librarian who has served the library for ten years or more, and whose performance has been outstanding, is determined by the awards committee. The recipient may be an assistant or a department head. The only stipulation is that he may not be a member of the top levels of administration. The award includes the interest on a fund of some $20,000, and two extra months' vacation.

Cash awards are offered by the City of Detroit and administered by the Employee Award Board. The purpose of the cash awards, ranging from $10 to $100 is to provide recognition for worthwhile ideas. All suggestions are carefully investigated and, if adopted, the employees submitting them receive cash awards based on the value of the suggestions and/or a certificate of merit. At the end of the year, additional awards ranging from $100 to $1000 may be granted for the ten best suggestions made during the year. Any idea for improving city operations is acceptable except that the Employee Award Board cannot consider suggestions on position classifications, compensation schedules, or items in conflict with existing city ordinances. Several awards have been made to the library staff, with one of the 1957 awards going

⟩ a library bookbinder. His suggestion, now in operation, saves everal thousand dollars a year in the binding operation.

Striving for Maturity

Edward A. Strecker, in *What's New*, the Abbott Laboratories Newsletter, number 1953, defines maturity as that quality of per-onality which is the ability to stick to a job, work on it, and struggle through it until it is finished. It is the quality or capa-ity of giving more than is asked or required in a given situation.

Persistence is an aspect of maturity; persistence to carry out a goal in the face of difficulties, unpleasantness, discomfort, frus-tration, hardship. The ability to make one's own decisions is a characteristic of maturity. Maturity includes a determination, a will to succeed and achieve, a will to life. Of course maturity represents the capacity to cooperate, to work with others in an organization and under authority. The mature person is flexible; can defer to time, persons, and circumstances. He can show toler-ance. He can be patient and, above all, has the qualities of adapta-bility and compromise.

In defining, "The Eight Tools of Supervision," the Dartnell Corporation *Bulletin for Supervisors* (September 1957) lists many of the above qualities as important for good supervision.

The first and most important tool of a good supervisor, accord-ing to this report, is human understanding. Knowing why people act as they do and trying to find reasons for their deviation from the usual pattern is a basic principle of supervision.

The second tool is knowledge of the work supervised. No leader can keep the respect of his group unless he really knows how to perform the various duties. He must be up-to-date on techniques and methods.

The third tool is planning. Advance planning keeps work as-signments under control and helps to assure confidence. Order results instead of confusion; cooperation instead of contention.

Clearness of expression is the fourth tool. Clearness in giving instructions will prevent many misunderstandings from arising.

A fifth tool is a display of sincere interest in the employee as well as in his job. A friendly attitude encourages cooperation.

A sixth tool is appreciation for a job well done. When an em-ployee puts forth good honest effort he should be told that it is noted. He will work harder if he feels his work is valued.

A seventh tool is an open mind; no prejudices, no intolerance but an open mind to people's ideas and the future.

The eighth tool is often overlooked. Loyalty, to those above and those below is a necessary qualification of a good supervisor. He will want to stand behind both the personnel and the organization, to their mutual benefit.

Conclusion

One of the most important duties of the supervisor, and this applies to the supervisor of one person as well as to the one who is responsible for hundreds, is motivating personnel. And the greatest possible satisfaction can come to any supervisor when he sees the successful development of those for whom he is responsible.

In an attempt to assist personnel to fine performance on the job, and hence to real maturity, the supervisor will try to create a healthy environment which is conducive to employee growth and fulfills the psychological or emotional needs of the individual. In attempting to change employee attitudes, he will try to understand how to work best with individuals and with groups. The effective supervisor will make every effort to assist employees to self-improvement and will see that the staff receives proper recognition for good work or noticeable improvement. He will attempt to understand the motivation of each employee and to help each to find his proper place in the work group and the organization.

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Chapter V

Communication With Library Personnel

Communication with others is an integral part of the working and social life of each individual. "No man is an island," John Donne wrote, and no man can lead a satisfactory life unless his communication lines are working properly. The definition of communication used in the American Management Association's Executive Management course is "any behavior that leads to an exchange of meaning." This is an all-inclusive definition and includes oral and written messages, person-to-person, person-to-group, or group-to-group communication, deliberate and unconscious communication, as well as accurately and inaccurately transmitted communication.

Adlai Stevenson learned the importance of good communication after his first unsuccessful campaign for the presidency. His picture appeared in *Life* for April 2, 1956 with the caption: "I have not communicated successfully." *The New York Times Magazine*[1] in September, 1956 carried an article on public relations which opened with this paragraph:

> When President Eisenhower announced his candidacy for reelection, newsmen wanted to know what kind of campaigning he would do. The answer came from the Republican National Committee's Chairman, Leonard Hall. 'We,' he said, 'are going to run a mass communication program.'

The New York Herald Tribune for November 2, 1956 included a letter from Abe Burrows, director of the musical show, "Happy Hunting," starring Ethel Merman. Mr. Burrows, in his article to the Drama Editor, wrote: "Once I am satisfied that the people I am with are talented, from then on the problem is one of communication, and communication can only be established through a good relationship."

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Face-to-Face Relationships

The problem of face-to-face relationships multiplies with the number of staff in any institution. Communicating in a small library is less complicated because each person usually comes into contact with the other daily. Misunderstandings can grow and multiply, however, in a small library as well as large and the techniques of good communication are applicable to all types of institutions.

Thomas R. Nilsen[2] believes that good communication with others comes by first understanding one's self. He suggests that each person take fifteen or twenty minutes daily to reflect upon himself, his purpose and relationship to fellow workers and the the organization. Self-knowledge is the most important factor in good communication. No matter what is said or how it is said, no one else gets quite the meaning intended from the words used. It is true that it is easier to understand another in a face-to-face relationship since one has the benefit of the speaker's gestures, facial expression and tone of voice. But even with these aids, which are not available in telephone conversation or the written word, the complete meaning often does escape.

One of the biggest obstacles to communication of any kind is the tendency to evaluate, pass judgment on, to agree or disagree with statements before the full meaning is discovered. Another obstacle is the feeling, so often present, that the ego must be bolstered by defending what one has said. Nilsen suggests thinking in terms of the total impression created, not just the words used. Every indication of the response can then be considered so that each person more fully understands the others. If employees are encouraged to ask questions, not only in the early learning periods but whenever in doubt, a healthy atmosphere will be created.

Barriers and Gateways to Communication

Rogers and Rothlisberger[3] say that although the tendency to make evaluations is common in almost all interchange of language, it is very much heightened in those situations where feelings and emotions are deeply involved. The stronger the feelings, the more likely it is that there will be no mutual element in the communication. When a person has not been emotionally involved and has listened to a heated discussion, he often comes away convinced

that the participants were not talking about the same things. And probably they were not. Each was making a judgment, an evaluation, from his own frame of reference.

It is when emotions are strongest that it is most difficult to achieve the frame of reference of the other person or group. It has been known to happen in libraries, where two individuals were in constant friction, and could not seem to understand each other, that the harassed director discharged both. Had real communication taken place earlier, before continued misunderstanding was built up between two otherwise satisfactory employees, the situation might have been saved. A third person, who is able to lay aside his own feelings and evaluations, can assist greatly by listening with understanding to each person and clarifying the views and attitudes each holds. The dropping of defensiveness by one party leads to dropping of defensiveness by the other, until a reasonable compromise is secured. An excellent way of hastening this process is to ask each participant to restate the other's point of view. In a very short time the real attitude of each will be determined and good communication will result.

The librarian, who is attempting to improve communications, will want to look at the pamphlet on *Downward Communications*[4] issued by Personnel Policies Forum. A survey shows the importance of face-to-face communications since this is the most widely used method of communicating with employees. However, bulletin boards, supervisory meetings, letters to employees' homes, pamphlets, house organs, films, press releases, and use of the union are all methods currently employed. The size of the library and availability of material may determine which types of communication are the most useful in specific situations.

Staff Meetings

The importance of holding regularly scheduled staff meetings applies equally to all libraries, regardless of size. It is very difficult to achieve good communication with the staff unless the library administrator or line supervisor calls the staff together regularly and discusses mutual problems. It is often difficult to allot the necessary time and the chief librarian, attempting to provide service as usual despite staff shortages, may be loathe to hold meetings. There are so many benefits of such discussion, however, that these meetings should be given priority. They clear up mis-

understandings which may have arisen; they provide an interchange of ideas, often leading to shortcuts and more efficient methods; they give an opportunity to announce to all the staff at one time changes that affect their work; they promote morale and a group spirit.

Staff meetings also offer a fine way of orienting newcomers into the work of the library. They help to establish rapport and make for mutual understanding. Many of the branches of Detroit Public Library find Saturday morning an ideal time in which to schedule such a meeting since all the staff are present. Personnel officers in large libraries, who seldom see all the staff, often try to visit branches occasionally to talk to pages, clerks, librarians and janitors, and the staff meeting provides a good opportunity.

Let's Hear From the Group!

Much of the communication in today's libraries, of necessity, takes place in groups. Markwood[5] comments on the art of leading a group, which can mean the difference between a profitable meeting and wasted time. Since an open mind is requisite to success, the leader may want to analyze his feelings to determine to what extent he is receptive to and appreciative of the views of others. In addition to having the proper attitude, the leader needs certain abilities. Some of the skills necessary to all librarians who lead group meetings, whether composed of staff or patrons, are: ability to outline the subject, ability to encourage discussion, ability to follow up on key thoughts, ability to summarize and check, and the ability to place a plan in action.

There seems to be a tendency today in all organizations to attempt to solve many problems by use of committees. There are many tasks for which use of a committee is beneficial. However, many problems can not be handled as well by a committee as by the supervisor. The supervisor soon learns which decisions can best be reached through committee action and which he must make.

> Leadership skills, in and of themselves, are not enough to make a success of group meetings. Underlying the skills and knowledge of the group leader must be a personal wish to learn, to stimulate cooperation and accomplish worthwhile things. When this is present, the success of the meeting is half-assured—even before it gets under way[6].

Giving Orders

Any discussion of communication would not be complete without some attention being given to the art of giving orders. Of all kinds of verbal communication this can be one of the most difficult, and the supervisor does not always succeed in securing the kind of response he desires. There is no one best way of giving orders, states an informative article, "Some Tips on Giving Orders[6]," because it varies so much with the people concerned and the situation at hand. The personality of the supervisor, the way he views his job, his attitude toward people, those under him as well as his superiors, are important.

In giving an order, the most important elements are what Kipling called his "six honest serving men": who, why, what, when, where, and how. Any order needs to include a clear statement of what results are expected when the job is completed. And, finally, as important as the information contained in an order, is the manner in which it is given. A large industrial electronic organization issued some informative material, prepared by its Training Section, on giving adequate orders, directions, and instructions. Their philosophy is that "if the learner hasn't learned, the teacher hasn't taught." The three steps listed in giving orders are:

1. Put person at ease and secure his attention.
2. State what he is to do briefly and concisely.
3. Obtain reactions which will indicate that orders are understood.

The four steps in giving directions, which will be useful to every librarian in a training situation, include the three listed above and one more: "Have the person on receiving end tell how the directions will be carried out."

The Library Grapevine

The average conception of the grapevine is the half truths or untruths whispered by employees to each other. That this is a very useful social phenomenon and an important means of communication is not realized by many persons. Keith Davis[7] believes that the grapevine is the best emotional safety valve yet devised and that organizations will profit by learning to live with it. The important thing, he says, is to learn the *meaning*

behind the words. Davis suggests that the administration try to get at causes since rumor often is an indication of employee anxiety and insecurity. The library director is in a good position to know which rumors should be halted and when more information should be made available to employees.

Research reported by Davis shows that 95% of the rumors making the rounds are true. In one survey he found that it had taken only eight people to spread the word to forty-eight others. The people affected are apt to be responsible for the spread of rumors, which often travel simultaneously in different departments, different buildings, and even different cities. The grapevine is the communication system of the *informal organization* which arises from the social relationships of people. It affords the primary means for development of group identification and helps to complete the job of communication. It is especially informative about what people are doing and how they feel toward certain situations.

The Importance of Listening

Whether the librarian is conducting a staff meeting, participating in a group discussion or conference, or talking to just one individual, one of the things which cannot be overlooked is the ability to listen properly. Lydia Strong[8] of the American Management Association says that some people think they are good listeners just as they think they have a good sense of humor. Actually, however, listening is the most neglected skill of communication. The person who seems almost intuitively to say the right thing at the right time is exercising skills, not intuition.

According to Zelko[9], supervisors spend about 70% of the work day communicating. One study shows that of the total time spent on communications, about 9% is devoted to writing, 16% to reading, 30% to speaking and 45% to listening. While these percentages may vary with different jobs and other factors, more time is generally spent in listening than in any other communications activity.

Listening needs to be active instead of passive. The good listener makes every effort to understand the person who is speaking, by putting himself in the other's place, by analyzing and becoming sensitive to his moods, his wants, his needs, and his feelings. The listener's responsibility is much the same in

conferences and groups as well as in interviews and informal contacts. Zelko lists five important benefits of good listening:

1. It adds to knowledge and information.
2. It helps in making better decisions.
3. It leads to better work and cooperation from others.
4. Good listening stimulates the speaker and helps to gain his respect.
5. It leads to greater enjoyment of what is heard.

Because the average speaking rate is 125 words a minute and the capacity to listen is about 400 to 500 words a minute, about three-quarters of listening time is free. The tendency to let the mind wander while another is talking often results in missing most of what he says. This time can be well used to look for main ideas, weigh evidence, work out the speaker's purpose, and apply what is heard to one's own uses and interests. Because different meanings are attached to the same words, and because words take on different meanings in different situations, the speaker and listener do not always interpret language the same way.

Employees often look for hidden meanings when announcements that affect them are made. A good supervisor will try to put himself into the place of the person or persons affected so that he may better understand the situation. The self-analysis for better listening, suggested by Zelko, in general situations, at conferences and meetings, and in interviews and interpersonal relations, will aid the individual to become a better listener and to function better in his job.

Printed Materials

One of the favorite means of communicating with employees is through a house organ, company newspaper or staff bulletin. Since people show a natural interest in what concerns them, some libraries have found it helpful to issue news in printed form. In the Detroit Public Library a multilith bulletin called the *Register* is issued from the Personnel Office from time to time, as needed. This includes information about promotion, transfers, new employees, special announcements of staff interest, as well as marriages, births and deaths. Back issues are cumulated and indexed for quick reference.

The *Register* does not in any way compete with the *Staff*

Bulletin which is issued quarterly by the Detroit Public Library Staff Association. Informal interviews with new employees, notes about staff outings, special vacation trips, funny happenings in the library, fill the pages of the *Staff* Bulletin.

Harriet R. Lynton in *Human Relations for Management, the New Perspective,* suggests that one-way communication, such as a company newspaper or magazine, can do much to improve the general character of communication in an organization. From stories about company (or library) policy to personal items about individuals, the bulletin can, if wisely administered, help to the individual to orient himself to the social organization in which he finds himself. Other printed materials which are particularly helpful to employees are staff manuals or codes of procedure, personnel handbooks and the like. Such material may be given to the new employee during his orientation or indoctrination and is also useful to hand to prospective employees.

In addition to staff bulletins and any news of local happenings, each library may want to keep an official record of all actions taken by the board of trustees or library commissioners. This is the place where all policies, personnel, financial, building, and other decisions, are found. The *Proceedings* of the Detroit Library Commission are distributed to all library agencies and read carefully by all employees. An index is prepared at the end of the year. All personnel actions including salary information, are reported in the *Proceedings*. The morale of an institution that has no confidential salary information is apt to be higher than that in libraries that withhold this information.

Report Writing

Since almost all librarians are concerned with library reports at one time or another, it is well to consider how to make them readable and attractive. Brevity in writing, one subject to be considered, is the topic of *The Royal Bank of Canada Monthly Letter* for July, 1956. Brevity consists of choosing the right words to convey the meaning clearly. It has been found that the more words there are in a sentence, the harder it is to read and understand. The average length of sentences in five of the most popular magazines is only eighteen words. A sentence should, reports this article, ideally express only one thought but at the same time there should be some melodious movement.

Too many short sentences are tiring so the pattern needs to be varied.

Cameron McPherson[10] offers ten practical suggestions to pinpoint reports and conserve the time of those who must read them.

1. Who will read it?
2. Get quick attention.
3. Make it objective.
4. Practice restraint.
5. Spell it out.
6. Document the report.
7. Break it up.
8. Clinch each important point.
9. Give it plenty of air.
10. Button it up.

Another helpful guide to good writing can be found in *Influencing Employee Behavior* in which Calhoon and Kirkpatrick discuss the difficulties of written messages, the problem of timing, the coldness and impersonal quality of the written communication and the lack of opportunity for vocal expressions, inflections or pauses. Albert H. Aronson suggests a little attention to packaging in reports and announcements since appearance helps create an atmosphere of receptivity.

James Menzies Black[11] believes in letting what one writes work for the individual. In his ten guideposts to good report writing he says there is nothing deader than yesterday's newspaper unless it is last month's report just in today. Black says the report is an important form of communications. "People may forget what you say, but they can't forget what you write. It is on the record."

Conclusion

John C. Whitaker[12] in the American Management Association's Personnel Series 165, states that successful communication depends on an attitude of wanting to talk with employees, of giving information before crises arise, of using supervisors to tell the organization's story, and of never believing that simply because something is written, it is communicated. Mr. Whitaker continues this thesis in *Supervisory Management* for January, 1956 when he writes that human relations are the result of a complicated interplay of thought and emotion. The result may be understanding, no understanding or misunderstanding. And

misunderstanding is likely to occur if there is hesitancy in communicating thoughts and feelings to employees.

Homer wrote hundreds of years ago: "By mutual confidence and mutual aid, Great deeds are done, great discoveries made." This applies to communication as well as to other cooperative forms of human effort. Truly effective communication with others must be a day-by-day, over-the-years process, never-ending but forever-rewarding. There is no better way of summing up this chapter on communication than to call attention to the "Ten Commandments of Good Communication,"* prepared by the American Management Association in 1955. The commandments, designed to help improve skills of communication on all levels, with superiors, subordinates, and associates are:

1. Seek to clarify your ideas before communicating.
2. Examine the true purpose of each communication.
3. Consider the total physical and human setting whenever you communicate.
4. Consult with others, when appropriate, in planning communications.
5. Be mindful, while you communicate, of the overtones as well as the basic content of your message.
6. Take the opportunity, when it arises, to convey something of help or value to the receiver.
7. Follow up your communication.
8. Communicate for tomorrow as well as today.
9. Be sure your actions support your communications.
10. Last, but by no means least: Seek not only to be understood but to understand—be a good listener.

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Chapter VI

Developing Good Work Habits

One of the most important obligations of supervisors is the development of good work habits. Laying the foundation for proper conduct on the job is as important as teaching the techniques of the work involved. This is of major concern when an employee is working for the first time, for what he learns then may be the pattern he follows all his life.

Too often, those in charge are apt to assume that a good attitude toward attendance and punctuality has already been established; that the employee already knows that he should stay in a position a reasonable length of time; and that he will give sufficient notice when he decides to move to greener pastures. This is not true even among those who have been employed for some years. It may be that there was inadequate supervision in earlier positions. The library's attitude toward promptness and absences due to illness or emergencies should be clearly stated during the orientation period so employees may know what is expected of them.

The employment interview affords the librarian or personnel officer the opportunity to explain the library's policy on length of employment and the amount of notice expected when leaving the organization. Librarians who are hiring new staff will undoubtedly want to make it clear that an offer accepted implies an obligation which ought not to be cancelled unless something urgent and unforeseen intervenes.

Establishment of good work attitudes is much easier in the early days of employment than after they become fixed and difficult to change. Not only will the employee then become a better adjusted worker but he will also set a good example for the rest of the work force and will assist the library in utilizing its manpower to a greater degree.

Employee Absenteeism

Psychiatrists now believe that there are sickness-prone persons just as there are accident-prone people. A study made by the New York Telephone Company[1] covers the illness records of 2800 men and women, all of whom were healthy when hired. Yet, in the following year, a "sickly" third accounted for 91 per cent of total days lost to illness, while a "well" third had no loss. Studies of the "sickly" third show a wide prevalence of unhappy situations—home problems, blighted romances, financial difficulties. To these people, illness means escape and they take to their beds with the slightest sniffle.

According to Dr. Helen Flanders Dunbar, New York psychiatrist: "In the hidden recesses of their mind many people have made a blueprint of the disease they want. They select symptoms in much the same way that healthy people select clothes, choosing for style, fit, and effect on others." Thus many people want to be sick and are sick. Others want to be well and are well.

Since an undue amount of illness reduces the effectiveness of any employee and slows the work of the library, the library director or personnel officer will want to make an effort to see that those employees who are hired have a reasonably good health record. While physical examinations before appointment show disabilities at the time of the examination, they do not always uncover previous ailments or show certain susceptibilities. Checking previous work records for attendance is one way of determining the employee's probable performance. Counselling him regarding numerous short absences helps; requiring a doctor's statement for continued absence, and discussion of proper rest and diet, may also be of assistance.

Another cause of employee absenteeism may be found in the growing prevalence of "moonlighting." With the advent of the five day, forty hours or less a week, some workers have found it possible to hold two jobs. While this may increase the family income, a common result is that the employee is not able to perform satisfactorily on either job. His absence rate is also apt to rise as he becomes overly tired. An employer may be faced with the necessity of telling the employee who is "moonlighting" that he must choose one job or the other.

Some Methods of Controlling Absenteeism

Moving payday to Monday cuts down absenteeism according to a study made by the Merchants and Manufacturers Association[2] of Los Angeles. This analysis of absenteeism shows an average absence rate of 3.0 per cent for all local industry. Monday's average absenteeism is 3.3 per cent. When Monday is payday, however, absenteeism drops to 2.6 per cent. The report proposes a definite company policy on absenteeism; a system of recording absences and investigation of unauthorized absences. Among the suggested methods of control are: clear employee understanding of regulations; effective selection and placement procedures; assistance in handling personal problems; physical examination when necessary; cooperation with community officials on housing programs, child care facilities, and the like.

Time sheets for keeping track of the hours worked are in general use in most libraries. Leaves of absence, paid or unpaid, can easily be noted thereon, as well as overtime. The latter may be compensated by salary or time off, depending on library policy. A certain amount of administrative overtime without compensation is customary in many institutions. Time clocks are usually used by maintenance staff and the time cards then form authorization for the payment of wages.

Absenteeism can also be reduced when it affects eligibility for annual or semi-annual increments given to employees whose work is satisfactory and who have not yet reached the maximum salary in their classification. When misuse of sick leave and consistant lateness to work prevents promotion or increments, and improvement in these over a period of time permits them, it is sometimes possible to accomplish a change of pattern.

The New York Telephone Company[3] study brings out the fact that no matter what kind of job a person may have, the way he is treated has a definite bearing on his attendance record. Absenteeism has been increasing on a percentage basis (it costs from 1.5 to 4 per cent of the total payroll) despite the fact that people are healthier.

The survey shows that employees who are absent a great deal usually continue this pattern. One-third of the 75,000 New York Telephone Company employees are responsible for 75 per cent of the absences. The mere fact that the supervisor shows an interest

in getting at causes will often serve to reduce absenteeism.

The theory that older employees are apt to lose more time for illness than young ones has been disproved in a sample survey of 1,471 company employees in four different E. I. duPont plants. *Management Record* for October, 1954 reports that 55 per cent of all employees in the twenty-four to twenty-nine age group lost time due to non-occupational illness as compared with 33 per cent in the thirty-six to forty age group; 42 per cent in the forty-six to fifty group; 49 per cent in the fifty to sixty bracket.

Ninety-six companies report their absence and tardiness records in Personnel Administration Service[4] for December, 1956. The so-called normal absence rate varies with the conditions of employment, the type of people employed, the locality, the time of year, and the attitude management takes toward the employee without leave. Three to 3.5 per cent absenteeism is average for this group. It is suggested that any organization having more than 2 per cent absenteeism during a given month, including excused absences, will want to correct this situation. The women's absence rate was found to be higher in 62 per cent; men and women had about the same absence rate in 30 per cent and the women's rate was lower in 8 per cent of those replying.

Dr. Clarence D. Selby of General Motors Corporation found previously in a study that women are more apt to be absent because of illness than men and that they lose proportionately more time. This may be one of the reasons for the relatively high absentee rate in some libraries, since the majority of library employees are apt to be women. In the light of Dr. Ashley Montague's findings that women are biologically superior to men, one can only wonder if they take their illnesses more seriously than men or whether illness at home (children, husband, or other relatives) accounts for some of the absence.

Some companies with a probationary period for new employees report the absence rate increases as soon as the employees have completed the probationary period. This would indicate that more training might be given in instilling good work habits in new workers since new employees also seem to account for more absenteeism and tardiness in the Dartnell Personnel Administration Service survey than the older workers.

Presenteeism

The growing attitude in industry, of rewarding presenteeism instead of punishing absenteeism, deserves some attention. These rewards may take the form of time off with pay or cash bonuses. In some instances, the plan provides for unused sick pay to be paid at the end of the year.

A bonus for unused sick-leave can be a very effective method for controlling employee absenteeism and boosting morale. All retirees of Detroit Public Library receive a check for one-half of the amount in their sick-leave balance, up to a maximum of sixty days. Since two hundred days may be accumulated, almost all employees receive a check for thirty working days, or six weeks' pay, upon retirement.

The organization's attitude toward sick leave may be responsible for some of the absences. In some institutions employees feel that they are the losers if they do not use all of their sick leave. A bonus for unused sick leave, to be added to the vacation given nonprofessional employees has helped to reduce absences in the Detroit Public Library. The bonus does not apply to the professional staff because their vacation is four weeks, while the clerical, page, and maintenance staff receive two weeks only. Unused sick leave and length of service may qualify all employees for an annual four week vacation. Presenteeism represents a positive effort to reduce absenteeism in contrast to the former negative approaches of reprimand and dismissal.

Tardiness

What makes people late? Why are there a few employees who can never be relied upon to relieve at the desk on time, to open a branch in the morning, or to return promptly from a meal hour? Dr. Reuben Fine, prominent New York psychologist, after studying over one hundred cases of aggravated lateness and earliness, concludes that more latecomers show

> a profound and hidden defiance of even the most reasonable demands of life. They can't help it; their lateness stems from unresolved childhood problems . . . and it requires treatment just as surely as stuttering or any other obvious symptom.

Leonard W. Robinson in "What Makes People Late?", in-

cluded in *This Week Magazine* for June 19, 1955, reports on a survey which analyzed 15,360 observations on earliness and lateness conducted by Dr. George J. Dudycha. Dr. Dudycha finds not only a wide difference in scholastic ability between latecomers and those who are prompt but also a startling difference in general intelligence, qualities of leadership, and self-reliance. Most latecomers are at a complete loss to explain their bad habit. They usually claim they cannot do anything about it and generally tend to minimize its importance.

Employees who are habitually late on one job tend to be the same in other jobs. One industry finds that pay deductions and adverse publicity to late-comers in their plant has reduced tardiness by 40 per cent. Another plant reversed the procedure. It appealed to departmental pride and gave rewards for punctuality. This also got results. While the positive approach seems preferable, in the case of chronic tardiness of a borderline or marginal worker, it may be necessary to withhold salary for time lost, after fair warning. In extreme cases, release of the employee may be the only solution.

The "Quitting Rate"

Prosperity is encouraging increasing numbers of employees to change jobs, according to Robert G. Whalen in the article, "I Quit!" in *The New York Times Magazine* for May 19, 1957. The Department of Labor says that the "quit rate" has been around 1.3 per cent per month, far above the pre-World War II rate. In other words, 156 out of every 1,000 employees leave each year. Six times as many leave of their own choice as are fired. Quitting has also been extensive on the executive level, with sub-bosses forsaking their bosses on a large scale. Time was, says Whalen, when a man who had more than three employers during his working life was likely to be regarded as a fly-by-night, but no longer.

One authoritative estimate is that the total cost of employee turnover is $1.25 billion a year. The most frequent job-quitters, it has been found, are the young, the unskilled, the low-paid, and women. The principal reasons in the case of women are marriage and pregnancy since so many young women are now in the labor force.

Wayne L. McNaughton of the University of California at Los Angeles reports some illuminating findings from a questionnaire

sent to people who had quit a certain firm two to eleven months earlier. More than 40 per cent give reasons that do not check with those given at the time of leaving. In the first instance, the excuses had been on the polite side—another job, health, and the like. Later the truth came out—poor pay, bad supervision, etc. Nevertheless, well over half say they would like to return. McNaughton concludes that, after a while on a new job, the old one does not look so bad after all.

The Turnover Problem

Lack of satisfaction with the former job merits investigation because it suggests much that can be done to reduce turnover. A study of a large midwestern firm by the University of Michigan Institute for Social Research indicates that dissatisfaction in based on failure to meet the "personal needs" of employees, lack of fair appraisal, not "knowing the important people" in the company, etc.

One of the most revealing discoveries is that of the Harwood Manufacturing Corporation in New York. The company was baffled by a turnover problem until a psychologist, Dr. Kurt Lewin, suggested that the workers had a sense of failure. The records bore him out. Harwood had been telling new workers they had a certain "standard" efficiency to attain. The quit rate was heaviest among those who almost reached it. When employees came to the point where further improvement was most difficult they became frustrated and left. This would point to the fact that standards of performance in any organization should be realistic and that expecting too much of employees may be as bad as expecting too little.

Sidney W. Koran[5], in his work as personnel consultant, sees much evidence that high turnover increases labor costs. He suggests that employers compute their turnover rate by the following formula:

$$\text{Turnover Rate} - \frac{\text{Total Separations}}{\text{Average No. of Employees}} \times 100$$

The 1953 turnover statistics in six large public libraries indicate an annual rate of 19.3 to 30.4 per cent. The U. S. Bureau of the Census reports that the national average of labor turnover for

all U. S. business in 1950 was 2.5 per cent per month or 30 per cent per year. The Life Office Management Association states that in 1952 the rate of turnover of companies surveyed was approvimately 50 per cent for first year employees.

Danielson[6] suggests that the "accession rate," not as widely used as the "separation rate," is a more reliable index of turnover. It is computed by dividing the total number of people entering an organization during a given period by the average total number of employees during the same period, and stating the result in the form of a percentage figure. Another basis of analysis of turnover can be obtained by distinguishing between the avoidable separations and unavoidable separations (death, compulsory retirement, illness). The "avoidable" rate of separation can also be usefully divided into "employer-initiated" separations and "employee-initiated" separations.

The Civil Service Assembly suggests in "A Different Outlook" that a certain amount of employee turnover in the public service and in private organizations is as desirable as it is inevitable. Desirable turnover weeds out the inefficient, brings in new ideas, and assures opportunities for promotion. Inevitable or "built-in-" turnover comes about through such causes as retirement and personal ambition.

Courtesy and Good Manners

"Your Voice Is You," the long-time slogan of telephone operators, applies to all library employees who have occasion to answer the telephone. Telephone manners evoke certain responses, pleasant or unpleasant. The library will be remembered pleasantly or unpleasantly according to the impression received by the caller.

Most local telephone companies offer free training sessions on correct telephone usage. Not only will representatives demonstrate the proper way to use the telephone but they will also test voices and offer suggestions for improving tone and diction. A businesslike but pleasant manner, proper identification of the library, ability to understand the request and answer it promptly, are all abilities which can be learned. The same courtesy and good manners are needed when dealing in person with both patrons and with fellow employees. It is often well to remember Solomon's axiom: "A mild answer breaketh wrath; a harsh answer stirreth fury."

Effective Use of Time

As part of its supervisory development program, the Department of the Army has issued a booklet on the *Effective Use of Time*[8]. This study unit attempts to arouse a realization that planning for better use of time will make the job of the supervisor easier and more effective. It points out the importance of finding time for activities that ought to be undertaken but are often neglected. It suggests some simple devices to aid in better utilization of time and suggests how to make and use a time schedule.

Conclusion

New employees tend to follow the example of those already on the job. If those on the staff are conscientious about getting to work on time, are industrious and do not waste time, telephone when they are ill, and are absent only when they are really sick, the new employee will probably try to do the same.

More attention is now being given to encouraging employees to be present or to "presenteeism" than to controlling absenteeism. Bonuses for attendance are offered in some organizations with the most common reward for presenteeism being extra vacation.

Getting at the causes of turnover may also help to lower the "quit" rate. A certain amount of turnover, however, may be healthy in that it weeds out the inefficient, gives opportunity for promotion, and brings in new ideas.

Effective use of time is an important work habit which can be learned. Courtesy and good manners are as vital over the telephone as they are in person. Training in telephone technique is often available and will be of decided assistance to the library employee.

H. W. Anderson's statement on "Management's Responsibility for Discipline" is applicable also to good library operation. In his words, discipline or instilling good work habits can be summarized as:

Reporting for work regularly, on time, and without unnecessary absences.
Doing a fair day's work.
Respecting the prestige and authority of supervision.
Obeying reasonable orders and carrying out job assignments.
Cooperating with others, and in general,

Conducting oneself in a reasonable and orderly manner.

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Chapter VII

Executive Development

For many years the library profession, like other professions, has regarded itself as a world apart, and has not fully applied the techniques that were being used in industry. Although the mark of the educated man is an awareness of the world around him and an interest in further learning, it has been difficult to convince some persons that many of the things which have proved themselves in business and industry can be very helpful.

Thousands of dollars are being spent annually on research, training programs and institutes, in order to learn how to develop leaders from the ranks. The problem of the development of leaders is the same whether in a business corporation, governmental agency or library. The kind of training necessary to be successful in a competitive society is similar regardless of the setting.

Many large libraries are now using human relations material in workshops and other types of training sessions. The films used may have an office of factory locale but they present every day problems which all employees face. Libraries are conducting in-service training sessions in management or executive development and often send delegates to meetings in this field.

The acuteness of the need is pointed up by the shortage of competent personnel for the many good administrative positions constantly opening in the library field. Indeed, in many large library systems, it is difficult to train administrators fast enough for them to fill the vacancies due to marriages, changes in jobs, or retirements. The small library is even harder hit for there are fewer candidates for an administrative opening from which to choose. And some of the new positions available due to library expansion, are unfilled because there are so few qualified candidates available.

Executive Training Programs

There are many methods currently employed in teaching skill

in human relations, the basis of any management development program. Some large libraries are using their own personnel in training potential leaders; others import experts from other libraries or from industry. Some cities offer executive development training to qualified city employees including those of the library. Cooperative efforts among libraries of a region may be the next venture since leadership training, although greatly needed, is both costy and time-consuming.

The New York Public Library started its executive training seminar in 1955. The class, limited to fifteen librarians, meets once a week for two and a half hours under the direction of the chief personnel officer. Branch librarians and first assistants of large branches, who have been in their grade for two years or more, and whose qualifications have been reviewed by an advisory board of the circulation department, are eligible. The seminar deals with the purpose, goals, and government of the New York Public Library; its organization, including the Board of Trustees and their relationship to the library; and case studies on position classification, book selection, buildings, finances, communications, personnel policies and procedures, human relations in supervision; service reviews; and relations with the public.

The Brooklyn Public Library provides individual guidance in equipping a candidate for promotion to grade 3. The Promotions Board appoints a guide who is of the same grade or higher than the candidate. It is the guide's duty to inspire and develop the candidate during the three to six months that they work together. He attempts to test the candidate's potential administrative ability and enthusiasm for librarianship. Helpful suggestions, given to the guides to assist them in developing the administrative and professional ability of the candidates are:

    A. Develop individual's administrative ability.
        1. Leave him in charge of the branch some evenings.
        2. Give him preprofessionals, clerks or pages to supervise.
        3. Put him in charge of work such as schedules, payrolls, etc.

    B. Develop professional ability.
        1. Assign him to represent the library at community meetings.
        2. Arrange for him to give a book talk to the public.

3. See to it that he has a chance to order books.
4. Try to arrange for him to review some books for the adult or juvenile book committees.
5. Give him a chance to exercise initiative and imagination; encourage him to make suggestions for improvement.
6. Encourage participation in professional organizations.

The Boston Public Library has offered a two-day institute on improving administration. A supervisory workshop, geared to new supervisors, was given for branch librarians and department heads and first assistants recently at the Detroit Public Library. The latter library also sends a few qualified staff members to the course offered by the Civil Service Commission for new supervisors and middle management. Because of the current staff shortages, many libraries have to rely on individual supervisors to do the best job they can in day-by-day training.

The City of Detroit, taking a realistic look at the need for better training for department heads, arranged with Wayne State University to send a selected group of executives to a year's seminar on management development. This training is now being conducted for the third year and approximately one hundred management staff members of some twenty-five city departments, including the library, have completed the course. It has been estimated that it takes at least five years before the cost is justified in increased operating competence. One of the benefits of this type of executive training is the opportunity for city personnel to discuss mutual problems, to learn new ways and methods which are applicable to all city operation, whether it be the Controller's Office, the Bureau of the Budget or Recorder's Court, the Library or the Police Department.

Who Should Be in Charge?

Even the small library may want to consider appointing one person in the administration to be responsible for the executive development program, no matter how informal it may be. The progress report on management development in *Personnel* for May, 1955, says that whether a company has a formal program or not, management development is regarded as sufficiently important to warrant its being directed by a specially-designated member of the organization. The companies with a formal pro-

gram differ from those with an informal one in the methods of training and development they prefer. Both groups apparently regard discussions, job rotation, coaching by the immediate supervisor, and periodic performance reviews, as important elements in the development process. Also frequently mentioned are company training courses, planned job experience, attendance at outside conference and technical meetings, and management courses in universities. Before embarking on a program, each library director will want to ask himself: what are the qualities of a leader, and having decided on the important qualities, how can these skills be taught?

In attempting to answer these questions, it is first necessary to look at what is happening to the library field. Automation, which is rapidly being adopted in industry, is beginning to make its impact on library administration. A knowledge of scientific management is going to be important to the leader of tomorrow. It will not be enough for the fledgling librarian, diploma in hand, to say he prefers to work in administration. In the library of tomorrow, he will undoubtedly have to be *trained* for an executive post.

Great as the changes in the library field have been over the past ten years they will probably be dwarfed by the changes in the years ahead. This means that a greater emphasis will be placed on managerial skills than ever before. It means, also, that the responsibility for training those with administrative ability must receive attention.

What Are the Qualities of a Leader?

The definition of an executive in *Nation's Business* for June, 1955 is: "The best measure of an executive is how he trains his successor, how good he is in human relations, and whether he is good enough to be promoted."

According to Walter Folley, Dean of the School of Business Administration, Wayne State University, the characteristics of a good manager are:

Genuine liking for people and concern for them.
Genuine liking for work and a liking of responsibility and authority.
Adaptability.
Ability to see all points of view.

Ability to develop personnel.
Ability to grow.
A concern with getting the job done even if it is not the manager's way of doing it.

Macarow's[1] definition of leadership is: "The activity of influencing people to cooperate toward some goal which they come to find desirable." Fortunately, leadership skills can be acquired; few persons are born leaders. Every enterprise, every organized effort requires managerial techniques and leadership, whether the organization be church, state, business, social or family, and whether the product be automobiles, wheat, or public service. The leader is important in his job, not because of his production, but because he leads people toward the achievement of their objectives —objectives that must be channeled toward an over-all, planned result. Whether this ability is called administration, leadership, or management, it is one of the scarcest commodities. At the same time, it is a commodity that will be needed in increasingly greater amounts to meet the demands of changing times.

One of the problems in training potential leaders is that of separating the lieutenants from the captains, says Sydney J. Harris in the *Detroit Free Press* for May 22, 1957. He calls attention to the fact that two University of California researchers, interviewing one hundred top management and one hundred and seventy middle management executives, found that there are "significantly different" types of personalities in top and middle management jobs. The survey indicates that the person who is successful in middle management is not always likely to be successful when moved to a top management post. "Similarly," the report says, "good top management candidates may never get a chance at these places because they can't adjust to the 'necessary' middle management 'training jobs'."

There are many who seek promotion merely because of status, prestige, or higher salary, but do not really want responsibility and can not assume it satisfactorily. Some are able to analyze their own abilities and refuse promotion when offered, recognizing that good performance and job satisfaction in their present job, are more important than raise in rank. It is difficult to identify those who can carry the responsibility, and to retain those at the present level who cannot go further. Self-appraisal sometimes helps.

The University of California study asked management personnel to check adjectives they felt best described themselves. "Top management men and women see themselves as self-reliant, active, self-confident, not easily discouraged, willing to take warranted risks, and to take advantage of opportunities." The self-profile of the middle management group shows that they see themselves as careful planners, less willing to take risks or make hasty decisions, having less self-confidence but more dependability and greater concern about making mistakes. The qualities each group assigned to itself are the qualities needed for the two types of jobs, researchers say.

Pellegrin[2] finds that the executive considers mobility to upper levels essential for success. The supervisor considers success achieved when he has attained personal and family security, respect, and happiness.

Developing Human Skills

Robert L. Katz of the Amos Tuck School of Business Administration, suggests that effective administration rests on three basic developable personal skills: human, technical and conceptual. He says each administrator needs:

1. Sufficient *human skill* in working with others to be an effective group member and to build the cooperative effort within the team he leads.

2. Sufficient *technical skill* to accomplish the mechanics of his job.

3. Sufficient *conceptual skill* to recognize the inter-relationship of the various factors involved in his situation so that he can take action which achieves the maximum good for the total organization.

The following program, recommended by Katz, can be given to groups in an executive development course, or can be used in informal, on-the-job, development initiated by the person's superior in a "coaching" relationship.

1. Preliminaries to better understanding; developing self-awareness and sensitivity to others.
2. Improving observation and analysis.
3. Preliminaries to improved response; communication.
4. Improving decision-making through practice.

Almost every one is aware of the librarian who monopolizes the floor at a library meeting, the one who must be heard time and again, without regard for the rights of others; the one who is completely insensitive to those around him. There is also the library executive who makes hurried, inadequate, decisions which back-fire; the one who meets problems head on, thoughtfully and with due regard for the consequences and then decides; and the one who can never make up his mind to anything. As Theodore Roosevelt said, "The sands of time are covered with the bleached white bones of those who, on the threshold of an important decision, waited until tomorrow."

The Importance of Decision-Making

In addition to developing more sensitivity to others, the new executive will want to sharpen his skill in decision-making. Katz says that making better decisions depends upon determining good alternative courses of action, predicting the outcome of these plans, and then choosing the one which seems most likely to resolve the immediate situation and further the organization's objectives.

R. F. Wallace* in *Factory Management and Maintenance* for June, 1952 tells "How to Make Decisions Better—and Faster." Wallace believes that the ability to make decisions that are sound, with ease, under pressure, is the one quality above all others that marks the successful executive. Establishing orderly plans, on which action will be taken, is one of the basic management functions. Wallace offers six specific suggestions to all executives or would-be executives.

1. *Spot what's important.*

    Perhaps the most important aspect of successful decision-making is the ability to distinguish between the significant and the trivial. To devote sufficient attention to problems that deserve it, an executive must conserve them, guard against becoming engulfed in a sea of details. The big task is to avoid letting minor problems take up so much time that ample attention cannot be given to important things. Many executives struggle with mountains of paperwork simply because

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* Reprinted from *Factory Management and Maintenance*, June 1952. Copyright by McGraw-Hill Publishing Co., Inc.

they lack this ability to judge the degree of importance of matters that come before them.

2. *Use the process of delegation.*
Some executives seem not to realize, or to act on the fact that mental work can be delegated as well as manual work. In fact, many organizations have been made weak by a too-strong leader—a dynamic, domineering personality who creates what has aptly been called a "one-man organization." By refusing to delegate any decision-making powers he over-burdens himself and fails to give his subordinates a chance to develop real executive ability.

3. *Use the exception principle.*
It enables an executive to get time for important decisions by freeing him from routine. Under this principle, all exceptions to the general rules, routines, and standards are pointed out by subordinates. Thus, frequently recurring matters are reduced to routine and policies are set up to govern them. Then they are delegated to subordinates. The executive acts on the exceptional matters only.

4. *Use staff advice and counsel.*
The staff may be specifically designed to assist in dealing with the executive's many and complex responsibilities. But he may fail to make use of the staff help that is available. To perform the job efficiently it is essential to use such assistance to the full. Failure to do so deprives the executive of the services of specialized staff aides with good training and experience.

5. *Use of the principle of specialization.*
The increased size and complexity of many organizations leads to increased use of staff and functional departments. This, in turn, should lead to increasing delegation to specialists of the authority to make operating decisions. This need not be merely a matter of initiating decisions. In many cases, they approve them and put them into effect, too, within the specified limits of their functional areas. Delegation of decision-making powers to specialists in this way does much to relieve executives of the needless burden of many decisions on specialized, technical questions.

6. *Use consultative supervision.*
Here is another way in which an executive can bring

his subordinates into the decision-making process in a constructive way. Consultative supervision is the informal discussion with subordinates of questions in which they have an interest. In other words, an executive consults the people under him on matters that effect them. This strengthens group morale, since the feeling of solidarity and participation is increased. It also gives the benefit of subordinates' ideas and suggestions, which are worth having.

R. C. Dahl[3] anticipates some of the emphasis on management development in libraries in suggesting multiple management, with a junior board of directors to consider problems, other than personnel, that affect the whole organization. A rotating membership on the junior board gives decision-making opportunities to a number of staff. This method makes it possible for ideas to be transmitted vertically as well as horizontally and identifies the employees who are thinkers. The scheme stresses teamwork but also allows for individual competition.

The Michigan Civil Service Commission attempts to give the supervisor enough basic information to enable him to understand the fundamental of good human relations in the *Supervisory Human Relations Source Book*[4]. The *Source Book* can readily be used as a basis for small discussion groups of supervisors who wish to make a study of human relations on-the-job.

The Development of Library Leaders

Dr. Thomas G. Spates[5] has some excellent suggestions which can be applied to any program for the development of library leaders. There are five essential specifications:

1. The director, in consultation with appropriate associates, prepares a statement of the purposes and objectives of the library and its organization. Particular reference is paid to principles of human relations, requirements and standards of behavior of those who direct the work of others, and basic qualifications for selection and promotion . . .

2. A thorough analysis and appraisal of the strengths and weaknesses of candidates for development are made.

3. To qualify, for help in development and participation in a program, each candidate prepares a statement of his specific needs, the areas in which he wants help

and the contribution that his development would make toward the attainment of library objectives and to his personal satisfaction and growth.

4. Successful candidates receive help from available sources, through special arrangement, or participation in small groups devoted to free discussion, under skillful and permissive leadership, of real problems of mutual interest, chosen by mutual agreement.

5. Provision is made for evaluation of performance and feedback directly to the individual in terms of free expressions and reactions to his behavior in the course of development experience.

Interviews and attitude surveys could be used to meet the latter specification. While the above is an outline for an ideal situation, it is as applicable to the library as to General Foods Corporation. Although many libraries might not be able to undertake the entire program, the specifications give some goals toward which to work.

Role Playing

One of the best means of learning is by doing. This method of teaching can often best be illustrated by role playing, particularly in leadership training and group problem-solving. The Cleveland Public Library bibliography card on role playing, February, 1955, states:

The central idea of role playing lies in the assignment of roles to various members of the group who act out the problem situation in human relations, usually without a script. The role-playing scene is followed by group discussion and possibly the scene is replayed with variations of personnel or circumstances. The purpose of role playing is to provide a close-to-reality base for personal understanding and insights and for group discussion and training. To the extent to which the trainee is able to identify himself with the role-playing participants, he is better able to appraise his own actions toward others and their reactions to him.

Two recent books will be of assistance to the librarian wishing to learn how to use role playing to full advantage. *Supervisory and Executive Development*[1] will be very useful as will Alan F. Klein's *Role Playing in Leadership Training and Group Problem Solving*[2]. Klein believes the use of role playing for all types of organizations is a sensitive device for leadership. Some library

schools have already introduced this technique in their courses. Undoubtedly more library executives will find role playing an interesting and helpful technique.

Creative Thinking

One of the new methods used to stimulate staff creativity is the brainstorming session. *Time* for February 18, 1957, featured an article on brainstorming. It is a method in which groups of people "use their brains to storm a creative problem and do so in commando fashion, with each stormer audaciously attacking the same objective."

Originated some fifteen years ago, brainstorming is now in use all over the United States. A central problem is presented and the entire group comes up with ideas. No idea is too fantastic. A cardinal rule is that no one laughs at even the most farfetched idea. Anyone can pick up another's idea and expand it. The result is that in any one session up to one hundred and fifty ideas may be suggested, many of which are impractical. If later evaluation shows that half a dozen of the ideas are potential solutions to the problem, the brainstorm session is considered a success.

B .F. Goodrich Company uses nontechnical workers to help solve tough engineering problems. At its first "creative workshop" last year, a white collar office worker gave an answer to the problem of how to design a new tire machine. This suggests that clerical workers might be helpful in discussing knotty library problems. Through its own training courses, General Electric discovered that the flow of ideas from its middle-echelon executives increased 300%.

To avoid the regimentation that group thinking may create, many companies are trying the "Incident Process" developed by Professor Paul Pigors of the Massachusetts Institute of Technology. This trains people in creative thought much like the case system in law schools. The discussion group gets an outline of the problems, gives its ideas, then judges each one to select the best solutions. Realizing that new methods are needed to cope with twentieth century problems, some universities are offering courses on the "Incident Process" of making sound supervisory decisions.

Still another approach to problem-solving is that developed by Boston's Arthur D. Little Company, which uses a panel of seven thinkers from widely different professions and has them thinking

creatively on subjects from improving paint to making easy-open cans. Some forty colleges currently have courses in creative thought and thousands of companies are now sending their young men back to school. Libraries will probably not be able to spend the time or money to hold many such sessions but can try to develop their personnel by giving them different assignments in the library, committee assignments, a variety of tasks in their departments, participation in group discussions and some opportunity for decision-making. The wise library director will want to use the combined power of all of his staff.

Professional Responsibility

In training tomorrow's library leaders, some thought needs to be given to creating a sense of professional responsibility. One of the dismaying aspects of young workers entering library work in this era of many jobs and few applicants, is their casual approach to librarianship. It has been necessary, in many libraries, to emphasize the fact that any librarian who wishes to have a satisfactory career must continue to develop and group on the job. He must not feel that his work is done, and no more reading is required, once he has secured the all-important M.A. degree in library science. He must continue to keep alert to professional trends, to read widely, not only in his own field of subject interest, but in many fields, and particularly in the field of librarianship. He must realize that he cannot turn off his mind when the day's work is done, but that if he is to be successful, both as a person and as a librarian, he must continue to educate himself. He will want to join professional organizations, both state and national, to attend library meetings and participate in them. He will want to volunteer his services in community projects, on boards, and in library organizations.

It is interesting to note how quickly some librarians put down roots in a new city or town; how they find places where their talents are of service; how they make friends for themselves and for their library; and how they grow in stature with the years. Others never seem to be able to find exactly where they belong. In attempting to divorce their world of interests from that in which they earn their daily bread, they never succeed at a happy life in either. As promotions come, they are bypassed and left behind, as others continue to forge ahead.

The American Library Association in *A Manual Suggested for Use in Public Libraries* states this very well:

> Staff members are urged to become members of civic, educational, and professional organizations and to participate in the work of such organizations to as great an extent as library duties will permit. . .

> Employees are encouraged to engage in experimental activities and special studies which may make contributions to professional knowledge. They are urged and given every opportunity to make, in their own right, written contributions to professional journals and other publications. When describing the library's policies and procedures, such contributions should be reviewed by the chief librarian.

Certification of Librarians

Part of the responsibility of librarianship as a profession is establishment and maintenance of the standards the profession requires. Thus, it is well for librarians to obtain certificates when working in states which provide certification. While not always necessary for employment, certification is the mark of the professional librarian and shows that state requirements have been fulfilled.

Mary Ann Kernan reminds librarians of their "Professional Responsibility" in an article in the March, 1957 *Wilson Library Bulletin*. She says that professional responsibility is practiced both instinctively and artfully, and requires recognition of the obligations assumed by each individual upon entering the profession. It presents an individual and collective challenge to librarianship and "Properly recognized, it will enable every library to perform its mission," and every librarian to develop to' his fullest capacity.

Conclusion

A great deal of attention is being given currently to executive or management development both in industry and the professions. In order to consider how to train and who to train it is well to think briefly of the task of tomorrow's leaders. Peter F. Drucker[8], in *The Practice of Management* (N. Y. Harper's 1956), lists the seven new tasks of the manager of tomorrow as:

1. He must manage by objectives.

2. He must take more risks and for a longer period

ahead. And risk-taking decisions will have to be made at lower levels in the organization. The manager must therefore be able to calculate the risk he is taking, to choose the most advantageous risk-alternative, to establish in advance what he expects to happen, and to "control" his subsequent course of action as events bear out or deny his expectatioons.

3. He must master all the steps involved in the decision-making process.

4. He must be able to build an integrated management team with comon objectives. He must choose men capable of managing and of controlling their own performances and results. And there is the big task of developing managers to be equal to the demands of tomorrow.

5. The manager will have to be able to communicate information fast and clearly. He will have to be able to motivate people. He must, in other words, be able to obtain the responsible participation of the worker.

6. Traditionally, a manager has been expected to know one or more functions. This will no longer be enough. The manager of tomorrow must be able to see the business as a whole and to integrate this function with it.

7. Traditionally, also, a manager has been expected to know a few products or one industry. This will no longer be enough. The manager of tomorrow will have to be able to relate his product and industry to the total environment, to find what is significant in it, to take it into account in his decisions and actions. And his field of vision will have increasingly to take in economic, political and social developments on a world-wide scale and to integrate world-wide trends into his own decisions.

New ways of training for leadership such as role playing, brainstorming, creative thinking, and the incident process can all be useful in this important area of developing potential managers or executives. A sense of professional responsibility is an important part of the process.

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Chapter VIII

Service Ratings

One of the most commonly used methods of evaluating personnel is service rating, known also as merit rating, employee performance evaluation or appraisal, personnel or efficiency rating. Scott, Clothier, and Spriegel[1] provide the following definition:

Merit [or service] rating of an employee is the process of evaluating the employee's performance on the job in the terms of the requirements of the job.

These ratings are used in industry as a record of progress for trainees and regular employees; as a guide in making promotions, transfers, or demotions; as an indication of those who should receive salary increases or bonuses; as an instrument for locating hidden talent; and as a source of information that makes conferences with employees of mutual benefit.

Types of Rating Plans

There are as wide a variety of types of rating plans as there are uses for them. Among the best known plans are: checklist, merit rating, ranking or grouping, open form, field review, critical incident, informal rating, self-rating, and mutual rating. At the workshop on "Employee Performance Rating" held as part of the annual Management Conference at Michigan State University on October 29, 1955, the *check list* plan, in which the employee is rated by checking his degree of competence under a large number of characteristics, was named as the most common type. Sometimes numerical values are assigned for the degree of competence in each category (with or without weighting for each) and a total score then determined. It is also possible to draw a profile by joining the ratings for each category by lines.

In the *ranking* or *grouping* type of service rating, employees are divided into groups based on their relative performance. The

size of the groups may or may not be predetermined to fit a probability curve. This type of rating provides very little information about an individual other than an over-all rating with respect to the whole group.

The *open form* type of performance rating seems to be gaining in popularity. Brief questions are asked concerning the employee's strong points, weaknesses, possibilities for promotion, which the rater answers in essay form. Sometimes there is a linear scale on which the supervisor can indicate the overall rating.

The *field review* method of performance rating employs a group of personnel people who interview each supervisor and obtain information about each employee. This group then prepares a summary or description of the employee which is returned to the supervisor for review and approval. It is said that this method gives more consistent ratings of employees in different groups or departments. In libraries, however, which are apt to be more closely knit than large industries, it would seem as though the immediate supervisor or supervisors would be the best qualified persons to make service ratings and that it would be difficult to allot the necessary time of personnel staff to this function.

Another type of rating is known as the *critical incident* plan and is based on actual incidents, good or bad, which are pertinent to the work situation. The supervisor discusses each incident with the employee. Periodically the incidents are summarized and a formal rating of each individual made.

Some types of rating plans are extremely informal. Under the *informal* plan, the supervisor merely records the fact that an interview was held, the date, and notes that performance was discussed. Since one of the primary objects of a service rating is to assist the employee to do a better job, it would seem wise to use the opportunity to discuss the report to its fullest advantage.

Self-rating is used from time to time by many institutions. Although it might seem that self-rated forms would tend to be more complimentary than those made out by supervisors, that is not apt to be the case. Self-rating does provide a good opportunity for counselling the employee who has difficulty in comprehending his inadequacies or who, through an emotional block,

is unable to do so. It also helps the supervisor to learn how the employee looks to himself and gives the supervisor the empathy he needs in his counselling to be of most benefit.

Wallace H. Best[2] believes that the concept of *mutual rating* developed by Henry Shelton is the most constructive approach to the rating problem. Essentially, mutual rating is an evaluation by secret ballot of each member of a work group by all his direct associates. The profile of each person is thus compiled from the opinions of his peers and subordinates as well as his superiors. The six elements constituting the core of the *mutual rating* system are:

1. Interaction of superiors, peers, and subordinates.
2. Secret ballot.
3. Choice by participants themselves of the traits used in rating.
4. Feedback to each participant.
5. Control by participants of the uses to which the results are put.
6. Repetition to provide trends for effective individual guidance.

Best says that *mutual rating* is designed to overcome many of the objections that have been leveled against traditional rating systems. Its emphasis on democratic participation and interaction at all levels of the organizational hierarchy is in marked contrast to the authoritarianism of some other methods. Like other rating systems, it produces judgments rather than measurements and therefore must be regarded as just one evidence of a person's ability rather than a total picture. Several ratings, however, made by a number of supervisors over the years, do allow a better basis for decisions regarding the future of the employee.

When To Rate

Each library will find it helpful to have a regular schedule for service ratings. This is usually spelled out in libraries under civil service, which are apt to require service ratings for all employees semi-annually or annually. This may impose a considerable supervisory burden where there is a large staff, particularly in the case of long-time employees who have not changed in performance.

Adra M. Fay[3] suggests that it is unfair to the institution not

to give an honest appraisal of an assistant's work before the probationary period ends. The American Library Association's *Personnel Organization and Procedure* recommends that after a temporary or permanent promotion of an employee to a new position involving added or different responsibilities, reports be required twice during the first year in that position. It also suggests that service ratings be given every three months during the probationary period.

It would seem logical to ask for a report from the supervisor of a new employee after enough time has elapsed so that a fair evaluation can be made. This may vary from three to six months or longer, with many libraries requiring a report after the first six months of service. Regardless of the length of the probationary period, the library director will undoubtedly need the first service report before a decision is made as to permanent employment. Annual appraisals are customary thereafter, with a cut-off period to fit the needs of the individual library. In the Detroit Public Library, five service reports are required for each employee, the first after six months of employment and annually thereafter for four years. After this time, a report would only be required in the case of resignation, release, or consideration of transfer, promotion, or the like.

Service reports or ratings perform a very important function by providing an opportunity for counselling with the employee. They indicate where further training may be needed and help the supervisor and employee to understand each other better. Service rating in libraries gives an excellent basis for determining new job assignments, transfers, promotions and salary increases. It substantiates dismissals and provides basis of sound recommendation if the employee seeks work elsewhere.

How To Rate

The U. S. Civil Service Commission in *Evaluating Your Personnel Management*[4] has two very helpful chapters (5, 6) on "Employee Performance Evaluation" and "Employee Development." Another useful booklet is *Appraisal and Counselling on Job Performance*[5]. The latter states that one of the most important coaching tools available to supervisors is the formal appraisal and performance review. Competent supervision not only makes very clear what is expected but periodically reviews the

employee's performance and lets him know how well he is meeting expectations. Properly handled, the performance review is encouraging rather than critical. Although the formal appraisal has many uses, it has not served its most important function unless the results of the appraisal are passed on to the employee in a way that will help him to improve his performance.

In discussing appraisal of performance, this useful pamphlet states that supervisors are consciously or unconsciously appraising their employees on a day-to-day basis. Some of these informal judgments are better than others but even the most skilled supervisor will do a better job of appraisal under a formal system. By stimulating his thinking about the staff, it guides the supervisor to a more objective and unbiased appraisal.

Dr. Robert W. Carney, at the "Employee Performance Rating Workshop," indicates that the most common error on the part of the rater is inconsistency. Several supervisors will give different ratings for the same person or one supervisor will give different ratings to the same person over different periods of time although no changes have occurred. Another frequent type of error is commonly referred to as the "halo" effect in which one characteristic of a person affects the rater's judgment on all other characteristics. Some persons tend to rate all individuals under their supervision too high or too low and to overlook the actual differences in individuals. Some people tend to rate everyone about average, either because they do not understand the terms or because they are unwilling to defend ratings at the extremes of the scale. This can be difficult, particularly if there is a grievance hearing at which the supervisor is forced to justify his poor opinion of an employee.

Still another error in rating is the tendency to rate the job rather than the person. In this instance, all individuals in a high grade position would get a high rating, and in a low skill job, a low performance rating. One way to avoid this is to be sure that the qualities being rated apply specifically to the position which the individual holds. Rating forms used may differ for persons holding maintenance and professional positions or they may include certain types of questions which apply to one category of personnel.

Many large organizations regularly train supervisors on how

to use service ratings. The rater will want to understand thoroughly the terms used and how they are applied. He will want to know the employee well enough so he may make a fair judgment. He will want to allow plenty of time for thorough consideration of each point and each person. A statement, like that issued by the New York Public Library on February 15, 1955 as "Library Administrative Memorandum Number 6" can be very helpful. It gives the purpose of service reviews, their frequency, and the procedure to be followed. The purpose is defined as:

> The many decisions which must be made with respect to renewal of appointments, transfers, and promotions, the determination of training needs, and the answering of letters of personal reference, all require appraisal of the staff member in his work. The function of the formal service review procedure is to obtain the information needed for such purposes systematically and as fairly and objectively as the exercise of subjective judgment permits. In addition to its use in determining training needs, the service review itself is a valuable training tool, in that it provides a basis for a clear understanding, both by the supervisor and the staff member rated, of the requirements of the staff member's job and of the reason for the degree of success or lack of success demonstrated in performance of that job. Properly used, the service review can be a most effective aid in the development of the individual's potentialities.

Traits Most Commonly Listed

Edwin B. Colburn[6], in his article, "Personnel Rating in American Libraries," says that the most commonly used traits are: *initiative, executive ability* (also called leadership, supervisory ability, etc.), *quantity of work, dependability, attitude toward patrons, cooperativeness, accuracy, judgment, loyalty, organization of work*, and *quality of work*. Among the least frequently used are *persuasivness, power of influence*, and *vitality*.

The forms in use, Colburn states, cover a wide range from those that are very simple to some which are exceedingly complex. The most successful forms, in his opinion, are those which provide not only for the rating of specific qualities, but also for a general evaluation of the employee and some indication of promotional possibilities, special aptitudes, and weak points. A com-

bination of all these elements make rating forms serve their
whole purpose.

Rating Forms

Since rating forms of various types are in use in a great num-
ber of organizations, the library director may be interested in
seeing what has been done in industry before he turns to other
libraries. Scott, Clothier, and Spriegel give some good samples
of different rating forms in Chapter 12 of *Personnel Manage-
ment*. Some of the periodical literature, such as the September,
1953 and June, 1954 issues of *Management Record* is helpful.
Study 121 of the National Industrial Conference Board[7] is also
concerned with this important topic.

The A.L.A. "Personnel Service Rating Report," prepared by
the Subcommittee on Service Ratings of the American Library
Association Board on Personnel Administration, is in use in
many libraries through the United States. There are eight ratings
on *Performance* or *Execution of Duties*, fourteen on *Personal
Qualities* or *Physical or Mental Characteristics*, five on *Profes-
sional Qualities* and six ratings on *Administrative Ability*.

Specific instructions to raters are included as well as the
question, "Have you discussed this rating with the employee and
tried to help him correct his faults?" There is, however, no
place requiring the employee's signature. Thus, in later years, it
is impossible to tell whether the individual concerned agreed
with the report or whether he had the opportunity to profit by
discussion or not. A space for comment by the employee is help-
ful. The length of the form can also act as a deterrent to well-
meaning supervisors who may be handicapped by lack of time.

The service ratings in public libraries vary in the traits ex-
amined and the estimates and recommendations required of super-
visors. The New York Public Library uses the same form for
clerical, maintenance, and professional staff but suggests that
any part of the review which is not pertinent may be eliminated.
The review is made annually for ten years if the employee con-
tinues in the same classification. Regardless of the length of total
service, the responsible supervisor prepares a review when a
staff member is transferred from a unit or terminated. The term,
"merit rating" in the New York Public Library is used to denote

an extraordinary review in consideration of a merit increase for outstanding service. It is not used for in-service increments given annually for average work.

Detroit Public Library substituted the "Employee Profile" for the American Library Association form which was formerly used. The profile is made for all clerical and professional employees and is accompanied by a work sheet giving the definitions of terms to be considered when making out the service report. Each supervisor is asked to have an informal counselling session with each new employee approximately three months after employment. No written report is necessary and no reminder of such a counselling session is issued from the Personnel Office. This informal session gives the new employee an indication of how his supervisor regards his work and allows him the chance to improve before the written report is due at the end of the first six months of employment.

It is important, also, that pages and maintenance staff receive evaluation in their assignments. The short form has been used successfully in Detroit Public Library with these employees. Space is provided on the reverse of the card for any comments the supervisor wishes to make.

The forms used by the Minneapolis Public Library for clerical or non-professional staff include a "Report on Personal Interview" which is also used for professional staff. The "Service Report for Probationary Employees" is made out at the end of the first six months of employment of clerical personnel. The "Rating Blank—Nonprofessional Staff" is filled out when transfers or promotions are considered or upon request.

The performance report for a permanent employee of the Free Library of Philadelphia is made out in triplicate. A copy is given the employee as is the performance report for probationary staff. Although it is customary to give a copy of the appraisal to employees in civil service institutions, many other libraries prefer that neither the supervisor nor the employee keep copies of service reports. Thus each appraisal gets off to a fresh start without being influenced by an earlier one. Instead, copies of all service ratings are kept in the personnel department or the administrative office, and are available only to the administration.

The Enoch Pratt Free Library has a form that is designed for

rating applicants who are being considered for promotion. Instructions for the evaluator accompany the report.

Of interest to the library administrator is the efficiency report for the security and maintenance staff of the Brooklyn Public Library which includes special terms applicable to this kind of work.

A sample of the type of rating form used for all grades of staff in university libraries is the "Efficiency Report" employed by Columbia University libraries.

The clerical rating form used by Ohio State University Library, "Non-Professional Personnel Service Rating Report" is made out after an initial period of six weeks. On the basis of this evaluation, the supervisor is requested to indicate whether he believes the employee is qualified for retention or whether he should be placed on one month's probation. The reverse side allows space for a total evaluation of work. Since all non-professional personnel at Ohio State University Library are hired on a three months' provisional appointment, the six weeks' rating allows a similar period of time for improvement, should it be needed. If an employee has duties under more than one supervisor, each one rates him separately. Each employee also rates himself at this time and the ratings are sent to the department head. If deemed necessary, the latter then outlines a program of improvement, together with the supervisor or supervisors, and the employee is put on probation.

Service Ratings in Special Libraries

A survey of special libraries, made by the writer in the spring of 1956, shows only a few using service ratings for employees, although some sort of employee appraisal, often in the form of an annual salary review, may be made in other parts of the organization. A large publishing firm does use an employee performance and work appraisal form in the library as well as in all other parts of the company. New employees are usually rated just prior to the fifth month of service, the length of the probationary period. Class A employees (receiving up to $3899 annually in salary) have a yearly appraisal. Employees, whose work is conisdered unsatisfactory, however, are rated semi-annually.

Each block is assigned a numerical equivalent since it is felt

that some factors are more important than others. All appraisals are studied and the ratings discussed with the employees before being sent to the personnel department. Each employee also receives a payroll review. This is made semi-annually for Class A employees and annually for all others. The payroll review list contains a column for merit rating as well as for other information.

The Port of New York Authority uses the Personnel Performance Appraisal, filled out in quintuplicate, for all Service "C" employees. This group corresponds to those employees in private industry who are covered by the Fair Labor Standards Act. This form is also used at the discretion of their superiors for Service "B" or supervisory and professional employees. The appraisal guide which accompanies the form states that appraisals should be made at the end of the third, sixth, ninth, and eleventh month during the probationary period and thereafter annually six months before the salary review.

A separate appraisal form has been devised by the Port of New York Authority to be used for 1,000 police officers and still another, the Personnel Appraisal Guide, prepared in narrative form, specifically designed for use as an annual management appraisal device. The narrative form stresses the results achieved, the methods used to achieve these results, personal qualifications and potential. Space is provided for the rater to outline a development program to fit the needs of the ratee.

One of the large technical concerns in the United States requires service ratings for all the library staff as well as for other employees. A comprehensive manual of instruction is available for all supervisors. The first evaluation of nonprofessional staff is made six weeks after employment and the second, after eleven weeks. Each employee is also rated once a year to determine whether or not he is eligible for a merit increase. The supervisor may initiate a service rating when he deems it wise. The "Personal Appraisal Record," of the same company, is used both by the supervisor and for self-rating. After the supervisor has counselled with the employee, the appraisal record is sent to the department or division head, and thence to the personnel department. When deemed necessary, in important cases, an appraisal may be secured from the Psychological Corporation.

Installing a Merit Rating System

Not all employees will be immediately convinced of the necessity of service ratings, if they have not been in effect previously. Zander and Gyr[8] offer some constructive advice on changing attitudes toward a merit rating system, should this be necessary. The Training Division of the California State Personnel Board has issued a clever illustrated pamphlet, entitled *A Constructive Approach to Performance Evaluation*[9]. A new supervisor, confronted with making out service ratings for the first time, will find this booklet helpful.

The Department of the Army has prepared material on *What Is a Rating?* for Army librarians and *Performance Appraisal* (January 1956) which applies to civilian personnel. This is a thorough guide on how to determine performance requirements, performance appraisal and improvement, and the rating process.

Conclusion

Service or merit ratings form an integral part of the personnel administration of all libraries employing more than one person. The type adopted will vary somewhat, depending on the uses to which it will be put. The frequency and number of service reports will depend on the number and kind of staff, the length of the probationary period, the frequency of increments, and the like. Self-rating may be employed occasionally as a method of establishing greater understanding between supervisor and employee.

Marjorie Sing[10] believes, and quite rightly, that unless the administration and staff of a library are fully agreed on the values and objectives of merit rating, and unless those being rated are fully informed, no matter how excellent the plan it will not accomplish the desired end. Before installing any plan, Miss Sing says that consideration should be given to the purpose of merit rating, the method to be used to accomplish the purpose, training in the method selected, and some follow-up.

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Chapter IX

Planning For Retirement

Planning for retirement, so important to every employee, has had relatively little attention. The number of years spent in retirement, however, is increasing as the life span becomes longer. It is difficult for the active, healthy individual to face the fact that he will have to terminate his library connections at a certain age, and that he must then plan where and how he will live, what his interests will be, and how he will manage financially on a substantially reduced income.

Dr. Wilma Donahue of the University of Michigan, an authority in the field of aging, has made a study of *The Aging Population'*. Dr. Donahue points out that since 1900, although the population of the United States has doubled, the number of older people has quadrupled. During the decade between 1940-50, the group over sixty-five increased by 37 per cent while the group under sixty-five increased by only 13 per cent.

There were more than 13,000,000 persons sixty-five years of age or over, more than eight per cent of the population in 1955. By 1957 this group increased to 20,000,000 and included more than 12 per cent of the population. All demographic studies indicate that the older population will continue to increase at an accelerated rate for another half century. Every day, approximately 3,000 more people become sixty-five years old; about 2,000 in the older group die, thus making a net gain of approximately 1,000 per day or nearly 400,000 per year in the older age group.

In the last thirteen years alone, Dr. Donahue reports, the number of persons age seventy-five and over has increased about 50 per cent. There are now almost 4,000,000 in the advanced age group. In fact, the second fastest growing segment of the U. S. population during the past decade is age seventy-five years and over. The longer life span of women, too, is creating a dispro-

portionate number of them in the older age bracket, and there are now ten women to every nine men in the sixty-five and over age group.

Hiring Older Workers

Many persons, who would like to retire, find that they cannot afford to do so. Dr. Donahue's report shows that despite improvements in social security legislation during the last decade and the extension of private pension plans, the financial circumstances of the older age group are still unsatisfactory. There is considerable pressure being exerted upon employers to increase the number of employment opportunities for older people in order that they may supplement their earnings and also be usefully occupied. The demand for experienced librarians is such today, that many retirees are able to secure part-time or even full-time positions in libraries if they care to do so. Pension systems operated by government do not permit the employee to take paid work from that same branch, but those under private pension plans have no limitations. Thus, in this time of shortage of professionally trained librarians, the retirees are forming a pool on which other libraries may draw.

Many persons do not willingly sever their job connections. A recent survey shows that 42 per cent of all men sixty-five and over were still in the labor force, but of those who were not employed, only 6 per cent felt well enough and wanted part-time or full-time jobs. Dr. Donahue agrees that employment cannot be expected to solve the financial problems of large numbers of older people. She does feel, however, that every effort should be made to encourage those able and wanting work to find jobs. She suggests federal substidy to communities interested in establishing *special employment projects* for the elderly. The projects could be worked out in cooperation with management and unions, thus causing no conflict with existing policies.

In Boston, a group of business men established Sunset Industries to employ retired men and women. In Holley Hill, Florida, a retired business man established a factory to reproduce early American furniture. His employees are all retired men. In Hempstead and Schenectady, New York, older people have formed groups to sell their own and each other's services to establish firms. A representative of Age, Inc. of St. Paul,

Minnesota, brought his message to a vast television audience early in 1957 on the *Today* program. And every one has heard of the college professors, still at the height of their powers, who have been subject to an automatic retirement age in their own colleges and have then been hired by other universities.

There is still some prejudice against hiring the older worker who is re-entering the job market, at forty-five or fifty or more. He is too young to retire but in many instances, has great difficulty in finding employment. The "Metropolitan Committee on Aging," in Detroit, secured jobs for nearly two hundred persons, age fifty to fifty-nine during the first two weeks of operation in May, 1955. The need for more applicants for temporary jobs and for more full-time job offers, continues. The committee, formed to help persons over forty-five find work, receives help from the Michigan Employment Security Commission in screening and assigning applicants.

The prejudice against hiring older workers is still in existence. The group report, *Employment Practices of Olders Workers* covers both the seeking of a new job and retention of old jobs by employees in all occupational groups. Causes for closing the door to the job applicant over forty-five are many and complex, ranging from prejudice to the whole structure of personnel policies, union contracts and retirement plans. It has been said that hiring the older workers increases pension costs but representatives of insurance companies have been known to refute this. A change in attitude towards hiring the "mature" worker, brought about by acute need, does permit the older librarian some opportunity for employment, when he would have been ruled out formerly. As long as there are not enough younger staff, most libraries will welcome the older employees.

Compulsory or Flexible Retirement

A look at various types of libraries shows that the compulsory retirement age may vary from none, to the customary sixty-five or seventy years. Some libraries permit an optional retirement after twenty-five or thirty years of service, regardless of the employee's age. Some civil service institutions, such as the Chicago Public Library or the Free Library of Philadelphia, have no compulsory retirement age. This poses a real problem in securing the retirement of those who are no longer able to fulfill

the requirements of the job satisfactorily but who are not able to recognize this fact.

Industrial Relations Counselors[3] have made a study of company experience and trends in pension planning. Most of the plans (550 were studied in 1948), whether or not they have a compulsory retirement date, show some flexibility and permit employees, perhaps only in exceptional cases, to be retained in service beyond the normal retirement date, at the discretion of the employer. Such extensions may be authorized only on a year to year basis and in most restrictive plans, may even have to be authorized by the company's board of directors. Answers to specific questions about compulsory retirement in the 1952 questionnaires confirm the trend away from compulsory retirement. The report indicates that compulsory retirement at an arbitrary chronological age disregards both differences in individuals and differences in job requirements.

The Industrial Relations Counselors report, while recognizing that there are certain problems inherent in the flexible retirement plan, indicates that selection of employees for retirement cannot be intrinsically more difficult than the selection of new employees or the continuing process of selecting employees for retention, merit increases, and promotion. The report concludes that

> managements, therefore, should systematically review their policies about discrimination in employment on account of age, from hiring age limits at one end to retirement policy at the other and consideration should also be given to raising the age of compulsory retirement to sixty-eight or seventy.

Mr. Dwight Sargent, Personnel Director of the Consolidated Edison Company of New York, has long been an advocate of flexible retirement. Speaking on this subject at the 1955 Conference on Aging at the University of Michigan, Mr. Sargent expressed the belief that compulsory retirement is economically wasteful.

Johnson[4] agrees that compulsory retirement is "out-of-date" and points out that retirement should be considered a reward, not a sentence. Libraries may wish to take a second look at their retirement regulations to see if they would not profit by judicious use of flexible retirement. The Detroit Public Library Commis-

sion, in an effort to continue the services of needed staff, inaugurated a policy of inviting those employees (professional, clerical, and maintenance) to remain in service for two one-year extensions, after age sixty-five, if their work merits this invitation. The decision, of whether to retain an employee until age sixty-seven, if he so desires, is made by the administration, upon consultation with the appropriate supervisors. City regulations call for a physical examination every six months during this period, with extension granted six months at a time.

Pensions and Social Security

The financial aspect of retirement is most important to many workers. Unless the employee has an independent income or has been able to save for his retirement, he finds his funds insufficient to live the way he wants to after retirement. Most large libraries have adopted some kind of pension plan. In many instances the amount to be paid to the employee upon retirement has been increased in recent years, through additional employee contributions or by some other means, because of the devaluation of the dollar and its lower purchasing power.

Some libraries may offer Social Security benefits only while others have been able to offer both these and supplementary payments. Some librarians who were members of the American Library Association in the 1930s took advantage of the excellent retirement plan offered to members at that time. Those connected with educational institutions are covered by the Teachers Insurance and Annuity Association of America in many instances. Most library penison plans require some contribution from the employee. The amount deducted from the pay check is then usually returned, plus interest, should the employee leave before retirement. A few special libraries are covered by a non-contributory type of pension in which the company contributes the entire amount. Nothing is given the employee, however, should he leave before retirement.

Social Security does not offer adequate retirement funds in today's economy but it does protect dependents, pay the disabled worker, and supplement the benefits of other pension schemes. There are still some libraries, however, where there is neither a pension system nor Social Security. Often these libraries are the ones that need a retirement program the most, for their

salaries have been too low to permit saving for retirement. In more than one instance, ill health has used up what savings there were, leaving an aged and ill person to face the world alone, with no funds. Since the taxpayers, themselves, are usually covered by some type of pension, they are often willing to vote funds for such a purpose. While Social Security does offer benefits to the completely disabled worker, it does not take care of hospital and medical expenses. If the employing library does not offer such coverage, it is possible to secure the medical insurance which is now offered to members of the American Library Association. Some states, such as Illinois, provide group coverage for library employees with Blue Cross and Blue Shield.

Staff associations of some public libraries, not at present under Social Security, have inquired about the process by which Detroit Public Library employees secured Social Security benefits. Committees were organized in 1956 to investigate the most feasible combination of the existing pension plan and Social Security. Although it had been hoped to offer full supplementation of Social Security to the pension plan in effect, as had been done by the Detroit Board of Education, the cost of this would have been too great for the city to bear. A compromise was therefore worked out and voted on by city employees, whereby the only reduction in the current pension upon retirement would be $10 for each year of service. An employee, retiring after twenty years of service would, therefore, receive $200 less a year from the plan than formerly but, in addition, would be eligible for full Social Security benefits.

The proposition was placed on the ballot in August, 1956, for taxpayer approval, since even the combined plan would require considerable contribution on the part of the city to Social Security funds. It was passed by the voters, effective January 1, 1957, but was made retroactive to January 1, 1955. This ensured full coverage to all retirees who met the minimum requirement of eighteen months under Social Security. Persons who would normally have retired early in 1956 were given extensions until September or October to make certain that they would be qualified.

Prior to qualifying for Social Security benefits, each employee contributed 5 per cent of salary to the pension plan. After Social Security was in force, employees were given a choice as whether

they would increase the deduction to 7¼ per cent, January 1, 1957 (5 per cent to be earmarked for the city pension and 2¼ per cent for Social Security) to make their pension upon retirement as large as possible, or to pay only 5¼ per cent total, reducing pension contributions to 3 per cent and paying the mandatory 2¼ per cent to Social Security. The lump sum payment of 2 per cent for the years 1955 and 1956 was taken from employee contributions to the city pension fund and could be repaid by the employees, if so desired. Despite predictions to the contrary, an overwhelming majority asked to make the maximum contribution of 7¼ per cent. The City of Detroit also contributes 2¼ per cent of the first $4200 annually to the Social Security Administration for all employees.

One of the arguments advanced against full supplementation of pension and Social Security was that lower salaried employees might receive the same pension, or even higher, on retirement than when working. Since most of these persons have supported themselves and raised families on low incomes and have worked long and loyally for the city, this argument was not deemed too important. Due to the fact that the pension has been reduced $10 annually for each year of service, retirees' in the lower salary brackets are not apt to receive more salary upon retirement than when employed, but some do nearly equal it. It has been the consensus that retirement income should permit an employee a decent standard of living and enjoyment of the senior years regardless of what his former earning capacity has been.

Now that women may elect Social Security benefits at age sixty-two, reducing the amount received by only one-sixth, it must be expected that there will be more early retirements of women employees, particularly when they are also eligible for pension rights at this age. This creates a problem when employees are physically and mentally active, and are needed on the staff, but each individual will want to plan his retirement to fit his own needs. In the small library, with no personnel officer, it may be well for the library director, or the person he designates, to be familiar with all the benefits available to employees, so he may keep the staff fully informed of their rights and privileges. Not only is this good for morale but it may lead to less turnover since security is important to most employees today, regardless of age or nearness to retirement.

Counselling for Retirement

Recognizing that the pension plan provides only a partial answer to the problems of retirement, progressive companies are beginning to take a broader view of their responsibilities to their employees. Blocker[5] says that, while management recognizes that freedom from want makes a happy and productive old age possible, it is necessary to help the individual develop new attitudes and goals if he is to benefit from the release from active work. A retirement-counselling program, set up by a large midwestern life insurance company, has the following five purposes:

1. To give information to the employee that will be helpful to him in planning his activities just before and after retirement.
2. To orient the employee toward retirement and the change necessary in his thinking, attitudes, and activities.
3. To aid the employee to develop sound financial planning for the future.
4. To help the supervisor and employee plan for and train a suitable replacement.
5. To continue a cordial, friendly, and constructive relationship between the employee and the company.

The retirement counselling program is carried on through formal and informal interviews by the personnel department, and informal discussions of retirement plans between the supervisor and the employee. During the formal interview, the company pension program is explained and the employee told approximately how much monthly income he will receive after age sixty-five. He is informed of the benefits available through Social Security at sixty-five and is urged to have the inquiry card completed by the Social Security Administration so he will know how many credits he has in the fund. He is also told how much life, hospitalization, and medical care insurance he will have upon retiring. This part of the interview may include a discussion of the employee's total insurance program, if he wishes to discuss it.

The second part of the initial interview is somewhat flexible but usually includes discussion of the following points:

1. Using vacations to plan for retirement. Employees are encouraged to use this time to experiment with

activities they can take up after retirement. This also provides opportunity to visit different sections of the U. S. as possible places to live after retirement.

2. Hobbies. The counselor points out the importance of hobbies in retirement and emphasizes that successful adjustment to retirement begins before 65.

3. Social Service work. The counselor gives information on local opportunities for contributing to needed community activities.

4. Living alone. The problems of living alone are discussed, when applicable.

The informal contacts maintained by the personnel department of the above company with the employee during the three-year period, are often more important than the six formal interviews held. When a counsellor makes a casual visit to the employee at his desk, there are many opportunities to discuss retirement questions.

Other large industrial concerns often offer very elaborate counselling programs for retirement. Standard Oil Company of California, for instance, gives seventeen annual medical examinations to employees, has available appropriate reading material, and makes out estimates of annuities annually aften ten years of service. This company schedules discussion of retirement income and other benefits prior to retirement at the employees request.

General Motors Corporation has prepared an excellent booklet, *For Your Retirement* (1950) and distributes it with an "Outline of General Motors Retirement Program for Salaried Employees." A work sheet is made out for each individual, to show the non-contributory portion and the contributory portion of his pension. General Motors also has available in its Information Rack Service copies of "Your Second Career," originally entitled, "How To Retire," and reprinted from *Changing Times,* the Kiplinger Magazine. The Chrysler Corporation has prepared a most attractive booklet, *The Golden Age,* as a handbook for Engineering Division retirees. Both this and *For Your Retirement* discuss the problems that will be encountered upon retirement and both have apt illustrations.

The Health Education Service of the John Hancock Mutual Life Insurance Company prepared an inspiration pamphlet in

1955, *Growing Old Gracefully.* The aging process is discussed in some detail, and the important question of financial security in the later years is mentioned, along with peace of mind. Another pamphlet which can be put to general use is *Look Forward To Your Retirement* issued by the Chamber of Commerce of the United States. In addition to a discussion of planning for health, a happy home life and adequate retirement income, consideration is also given to part-time work and to taking part in community activities. Although his booklet is aimed at men rather than women, it is a good one to stock in any library, for both public and library personnel.

The Royal Bank of Canada's December, 1955 *Monthly Letter* has the following encouraging information:

> One who has early formed good habits of living, picked up the important techniques of adjustment and acquired a good philosophy, will go on, despite birthdays, to adventure and develop. A man [or woman] of sixty-five may be as vital as the average man [or woman] of forty, and show no sign of old age except an accumulation of wisdom. . . . Increasing age is something about which to be sensible. It is a great boon to have the proper spirit of one's age, to abandon attempts to appear younger than one is, to take on significant responsibilities instead of juvenile ones; to give up the pretence of cleverness, rectitude and infallibility, and to become willing to be accepted or rejected for what one is . . .

The *Monthly Letter* gives the encouraging information that 64 per cent of the world's great achievements have been accomplished by men who have passed their sixtieth birthday. Between sixty and seventy years of age, 35 per cent of the world's great achievements were accomplished; 23 per cent between seventy and eighty and 8 per cent after eighty. The article suggests that hobbies should be planned for and worked toward from the middle years and that one is never too old to learn.

Adult education activities are described in the *Detroit News* article for December 15, 1957, about a Sunshine University for some some eight hundred retired residents. This a thirty-two hour course over eight weeks, which costs only $3, in St. Petersburg, Florida, with retired school teachers, business men and craft specialists sharing the knowledge they have picked up over

decades. Vacation College has started its second year in Daytona
Beach and moves on to other Florida cities after a six weeks
stay. Some accredited universities waive tuition for retirees and
offer them the opportunity to continue to learn.

Some libraries, such as Detroit Public Library, with a person-
nel staff, give considerable time to counselling for retirement,
beginning at least three to five years before the normal retire-
ment age of thirty-five. A collection of books on various aspects
of retirement is available on loan from the personnel office, and
a longer list of books on preparation for retirement, living ar-
rangements, health and income, available elsewhere in the library,
is distributed in the first counselling session. Employees are
usually contacted annually or semi-annually, after age sixty, de-
pending on whether there are any problems, so the individual
may start orienting himself toward this important phase of his
life.

Boston Public Library, on the other hand, does not believe in
offering any counselling services of this kind, unless requested
by the employee. It is assumed that each individual will make
his own plans and does not need the services of a trained coun-
sellor. Each retiree does, however, receive an estimate of the
amount of his pension so he may make his plans accordingly.

Keeping in Touch with Retirees

A number of companies are publishing special newspapers or
magazines for their retired employees. Among them are *The Old
Timer* (*Pabst Brewing Company*) and *Dunworkin' Digest*
(Northwestern Mutual Life Insurance Company). The Metro-
politan Life Insurance Company issues a four page quarterly
newsletter for its retired employees, called *Supplement. Man-
agement Record*' tells how Sargent and Company contacted its
retired employees to find out how they were and what they were
doing. A special issue of the company's employee magazine,
Keyways, gives a graphic account of the lives of these older
people.

Another special publication, issued by McKesson and Robbins,
Inc., commemorates the tenth anniversary of their retirement
plan. The magazine, illustrated with many photographs, is en-
titled *Life Begins at 65.* Although the hobbies and activities
of retired employees are featured, the problem of preparing older

workers for retirement is not overlooked. The foreword states:

> This is the story of the McKesson retirement plan told by retired employees. . . . It is also the story of the plan as applied to present employees. . . . We hope that this publication will give information, guidance, understanding, and inspiration to plan for your own retirement well ahead of time.

The size of most library staffs would not warrant the expense of a retiree magazine but it is possible to include retired employees in library activities which would interest them, such as lectures, awards of various kinds, staff receptions, teas, and the like. If copies of occasional staff bulletins are sent to retirees when there is news of special interest, they will keep a warm feeling about the institution to which they have given so many years, and will not feel forgotten. These same retirees are often the ones who recommend younger persons to the library as a good place to work. Those who are residing in the area may be encouraged to attend staff affairs and may be informed when anything has occurred of particular interest to them. An occasional letter from the director or personnel officer also helps.

Six Ways to Retire

Boynton* believes that the individual, like the nation and the frightened world as a whole, is in search of security. He points out that security lies where it has always lain, in the individual and in his ability to come to terms with himself in his knowledge of his own strength and how best to use it. "Retirement is like getting a job—you have to work at it." Mr. Boynton's six ways to retire, some of which apply to every retiree, are:

1. Retirement to a new full-time career.
2. Retirement to a part-time occupation that will supplement income.
3. Retirement to creative activity, avocations, hobbies.
4. Retirement to public services for community or nation.
5. Retirement to new experiences, the building of new friendships, and the development of personal relations.
6. Retirement to understanding, to the creation of a mature guiding philosophy and some answers to what life is all about.

Conclusion

Despite the increasing number of older people in the United States, very little attention has been devoted to planning for retirement—one of the most important steps of a lifetime. Today's job seekers are interested in their future security, what kind and how large a pension is offered, whether Social Security benefits are available, and at what age they must retire.

There has been considerable discussion of flexible versus compulsory retirement, with a trend lately towards selective retirement. While it may be difficult for supervisors to select those whom they wish to continue after normal retirement age, this should pose no more problems than the selection of new employees and those for promotion.

Those libraries not yet under the Social Security system, may wish to seek these benefits, as a supplement to whatever pension system is offered. With increasing inflation and the devaluation of the dollar, attention is being given to making the combined pension available to retirees in order to provide for satistactory retirement.

Although only a few libraries at present offer retirement counselling to employees, some attention is being directed to preparing them for this important step. Some means of keeping in touch with retirees through a news bulletin, letters or participation in library affairs, is also being considered. Every effort is being made by a few far-sighted administrators to ensure the future well-being and happiness of their retirees. This cannot be done, in the last analysis, without the employee's full cooperation and assistance. In the words of Dr. Robert Havighurst, "The individual, if he is to be reasonably happy and secure in his later years, must himself find rational and practical ways of meeting his needs. . . . One's old age is what one makes it."

References

1. Wilma Donahue, *The Aging Population,* Presented at the Civil Service Assembly, Springfield, Illinois, May 11-13, 1955.

2. Committee on Employment and Retirement Practices of Older Workers, *Employment Practices for Older Workers* (New York: Community Council of Greater New York, Inc., 1957).

3. Industrial Relations Counselors, Inc., Memo No. 129, *Age and Other Requirements for Retirement on Pension* (New York, 1953).

4. Harry J. Johnson, "How to Retire and Be Happy," *U. S. News and World Report,* XLII (February 1, 1957), 38-46.

5. Clyde E. Blocker, "A Retirement Counseling Program," *Personnel,* XXXII (July 1955), 29-32.

6. The Royal Bank of Canada, *Monthly Letter* (Montreal, Canada, December 1955).

7. "Toward a Happy Retirement," *Management Record,* XV (December, 1953), 454.

8. Paul W. Boynton, *Six Ways to Retire* (New York: Harper and Brothers, 1952).

Chapter X

Library Forms and Records

Regulations, procedures, records, and all other technical elements are necessary to the performance of personnel duties. Each library director, however, will want to decide what techniques best meet the needs of his institution. A few basic personnel forms and records can be used in the small library while larger ones can afford a number of forms for more detailed information. All libraries will want to have their personnel information centralized, confidential, and adequate for efficient operation.

Both the National Industrial Conference Board[1] and the American Management Association[2] have collected a great deal of information on personnel forms and records which will be useful to the administrator who is organizing personnel information or changing methods formerly in use.

Application for Employment Blanks

One of the most important forms is the application blank. If the right type of information can be gleaned from the application, decision can then be made whether or not to interview the candidate. Since a great deal of information about education, work experience, subject training, group and community activities, health, book knowledge, special aptitudes, and the like, is needed to make the necessary decisions, it is well to provide ample space for these items.

The Detroit Library Commission recently approved revising the professional application blank so that more information may be secured. Question number 5, *Health* was added, to insure that the librarian with a physical handicap or record of hospitalization will be assigned a position which does not involve further strain. Questions 11-15 provide information about the interests and activities of applicants and may suggest assignments which

of Grand Rapids. The information provided is also useful when considering promotions and gives some indication of stability in employment.

In addition to filling out the application blank, likely applicants for maintenance work in Detroit receive a finger-print check from the Police Department and a physical examination from a city doctor. A mimeographed letter of introduction is provided for the former and a confidential report is received from the Police Inspector. The doctor fills out a detailed form regarding the health of the applicant and mails it to the library. He gives the applicant a short form to return to the library, cerifying that he is in good health, so he can be employed immediately.

A personal letter to a previous employer, asking for specific information about ability, personality, adaptability, etc., will often provide needed information. If an employer is reluctant to put a reference in writing, he will sometimes respond to a telephone inquiry, the substance of which can be typed and kept in the applicant's file. Library school recommendations are of particular importance in screening applicants for professional positions, especially for those who have recently received their degrees.

In a large city, where there are apt to be a number of persons applying for clerical positions, it is also important to check the record of the high school attended. A duplicated letter will often be satisfactory. The letter of inquiry in use by Detroit Public Library (see Appendix I) has produced the information necessary to make decisions.

Form letters, to former employers of clerical applicants, are also needed to complete the picture. A letter, on Detroit Public Library letterhead has been used successfully with applicants for this type of position.

The Telephone Reference Check

Since it is often necessary to hire maintenance staff with little notice, it is not always possible to have time enough to write to places of former employment. Some concerns will not discuss personnel over the telephone but a list can be kept of such companies and letters sent as the need arises. The telephone reference check form is handy for securing information over the telephone and can be kept as part of the applicant's personnel file.

Forms for Employee Information

The confidential file, which contains all the information about each employee, will be the most important file and the one most used. This file may be arranged alphabetically, by the last name of the employee, in folders or envelopes large enough to hold 8½" by 11" papers. In addition to the full name of the employee, the date of employment may be entered on the back of the envelope or folder. All correspondence prior to employment, the formal offer of the position and acceptance, may be housed here. The application blank, duly filled out in advance of employment, letters from references, library school credentials, service ratings, the record of writings published, offices held, further study, and additional skills developed, will all be kept in these folders. This is the place, too, to keep forms indicating change of address, marital status, and the forms filled out in connection with withholding tax, pension, hospitalization, Social Security, and life insurance.

Another file, which is invaluable for quick reference, is on 3" by 5" cards, arranged alphabetically, for all employees. In addition to name, address, and telephone number, the current grade of position and assignment may be include; e.g., Librarian I, Children's Assistant, Jefferson Branch.

The library with a number of employees will find a Qualification (Q) card, which can be punched for statistical information, very helpful. The McBee Keysort card is satisfactory for this type of record. The sample in Appendix I, is the one now in use at Detroit Public Library. Information regarding marital status, health, citizenship, army service, language ability, special skills, hobbies, and work experience is listed. Work preferences, to which reference may be made in making future assignments, may also be included. Assignments and promotions are listed on the face of the "Q" card, with space on the reverse for service ratings, number of days absent annually, and dates of leaves of absence. One of the most important items of information on this card will be the summation of personnel interviews, space for which is allotted on the reverse side.

Some record of interviews with candidates for positions will also be useful. A 5" by 8" interview card, containing essential information, may be filled out by the interviewer and will form a satisfactory file for filling future positions. Cards may be kept

in a file, alphabetically by name, divided by the type of position for which the candidate is applying. When the applicant is hired, the card may then be transferred to his personnel file. The Roman numerals on the front of the Detroit Public Library interview card, provide a quick way to grade each applicant. One stands for excellent and four for poor. Space is allowed on the back of the card for the interviewer's comment about appearance, intelligence, and personality and a note of the action taken. Different colored cards are used for male and female applicants in order to speed the selection process.

The Brooklyn Public Library, on the other hand, finds the "Interview Report," stencilled on 8" by 11½" paper, convenient.

Vacancy Record Card

In a library where the number of staff indicates that there may be more than one vacancy at a time (and in most libraries this seems to be the current pattern), some vacancy record will be useful. The card used for this purpose in Detroit Public Library allows space for pertinent job requirements, with room at the bottom of the card for certain official records which are made when a position is filled.

In a small staff there may be little opportunity for rotation or transfer. In a larger staff, an employee may wish to transfer to another department because of special interests, difficulty in transportation, to gain additional experience, or for a number of other reasons. The form below, based on that used by the Cleveland Public Library, is filled out whenever a member of the staff of the Detroit Public Library wishes to request a transfer. The fact that it is possible to request a transfer and to discuss it with the personnel officer has led to better morale, and a willingness to try new assignments.

Brooklyn Public Library keeps a record of recommendations for transfers, appointments, and promotions, with copies going to the persons affected.

Leaves of Absence Forms

The only other form that may be needed, in addition to service reports (Chapter 8), is that covering all absences, paid or unpaid. Such forms are a permanent record of absences which may be checked when making the annual payroll audit, and for

computing all absences. Such a form is used in the Detroit Public Library for absences of one day or more in length, whether paid or unpaid. The explanatory code, stating what types of absences may be approved with pay, is available in every agency. The "Leave of Absence Request" is originated by the employee, signed by the head of the agency, and then sent to the service director concerned and then to the personnel and business directors for their approval or disapproval. One of the three copies is returned to the employee so he may be aware of the decision, one is kept on file in the business office, and the third is made part of the employee's personnel file. When reprinted, the only change contemplated in the present form is a place requiring the signature of the employee.

Each library may want to make some provision for securing either a doctor's certificate or an employee affadavit to explain lengthy absences. Now that the withholding tax does not have to be deducted from the salary of employees who are hospitalized or who are ill at home (after six days), it is important for the library records to provide this information in a form federal investigators will accept.

Conclusion

A certain number and kind of personnel forms are needed for all libraries, including those with a small staff. These records will need to be maintained in a central location, be kept confidential, and to contain the kind of personnel information necessary for efficient operation.

The application blank for professional, clerical, and maintenance staff is an important part of personnel information and should provide enough information to help the director reach sound decisions in his hiring. More information will undoubtedly be needed about applicants for professional positions so that this application form should call for details about abilities and interests. Letters of reference, from schools, colleges, and library science departments and from former employers will be helpful in judging the merit of a candidate's application. While personal letters usually produce the best results in securing detailed information about librarians, form letters can often be used for clerical, page, or maintenance applicants. A form for use when checking references by telephone may speed the process of hiring maintenance employees.

A central alphabetical file containing information about all employees, housed in file drawers which may be locked, will be invaluable. A quick reference file may also be kept on 3" by 5" cards. Additional forms for libraries with a sizeable staff are Qualification (Q) Keysort cards, interview cards, forms listing vacancies, transfer requests, and leave of absence forms.

The number and kinds of forms selected will vary according to the size of the library, its composition, and the staff available to handle personnel. Each library director will need to decide how much time and money should be put into maintaining this type of information and just what and how much information is essential to insure library operation according to the best principles of personnel administration.

Sample forms are given in Appendix I.

References

1. National Industrial Conference Board, *Personnel Forms and Records,* Studies in Personnel Policy, No. 87 (New York, 1948).
2. Eileen Ahern, *Handbook of Personnel Forms and Records,* Research Report, No. 16 (New York: American Management Association, 1949).

Appendix I

Forms

Note: The text of Appendix I provides the information and general arrangement but not the actual layout of the forms presented.

DETROIT PUBLIC LIBRARY   APPLICATION FORM (Continued)

9. **References:** (Include librarians you know in Detroit)   10. Languages: (Indicate degree of mastery) How acquired

....

....

....

....

11. To what library organization do you belong? ....

12. With what other organizations, social, economic or scientific have you been affiliated? ....

13. What work have you done with social, industrial, racial and civic groups? ....

14. List any outside activities in high school and college and in the last year. ....

....

....

15. a. What periodicals do you read regularly? ....

    b. List some books read in last 12 months. ....

16. What type of library work do you prefer? (Check or number in order)

                    General Reference   General Adult

                    Subject Fields.....   General Youth

Cataloging   General Children

Book Selection

Films

17. Comment on your reasons for applying in Detroit, or your reasons for your choice above, or your reasons for becoming a librarian.

                                      Signed ....

DETROIT PUBLIC LIBRARY　　**APPLICATION FOR POSITION**　　**ACTION**

Date...

1. ....
   Last name　　First　　Middle　　Birth Date

   Application received

   Date Available

2. ....
   Present Address　　Telephone

   Acknowledged

3. ....
   Permanent address

   Position

4. No. of children or dependents (Specify) .... U. S. Citizen Yes ☐ No ☐

   References checked

5. Health: Have you ever had
   ☐ Diabetes ☐ Heart Ailment ☐ Hernia ☐ Other serious illness (specify)
   Height.......... Weight..........
   Do you have any physical defects or disabilities:
   ☐ Hearing ☐ Speech ☐ Eyes ☐ Other ☐
   If yes, to what extent is this a handicap in your work?..... When?..... For what reason?
   Have you ever been institutionalized?

   Interviews

   Reviewed by
   Service Director

6. Education: (Include special training of any kind)

INSTITUTION	DATES	MAJOR and MINOR	DEGREE (OR HIGHEST LEVEL COMPLT.)

   Hold
   N.L.B.C.
   Offer

7. Special Skills: Include such things as writing, public speaking, story telling, typing, radio and TV experience.

SKILL	HOW ACQUIRED

   Position assigned

8. Experience:

Name of Institution or Firm	Dates	Position Held and Duties	Dates	Reason for Leav'g

   (continued)

   Starting date

140

Personnel Administration

APPLICATION FOR EMPLOYMENT

Personnel Department, City of Philadelphia

1. Please TYPE or PRINT in ink.
2. Notify Personnel Department of any change in address

DO NOT WRITE IN THIS SPACE

App.	Dis.	O.C.	Prom.	By-Date	Reason for Disapp.

☐ Lack training #1
☐ Lack exper. #1
☐ Lack supv. exp. #1
☐ Not City Employed #2
☐ Not in Prom. Dept. or Class #3
☐ Late App.
☐ Other (Please specify)

1. Title of Examination(s) (List each title on separate line)   2 Exam. No.

3. Basis of Competition: ☐ open Comp't. ☐ Promot'n
   If you are presently a City Employee, state Your Dept.:   Your Title:

4. Mr. Miss Mrs.   Name (last) (first) (middle) (maiden) (if any)

5. Address (No. and Street) (City, Zone) State

6. Telephones: (Home or Relative) ......
   (Business)

7. Birth Date   8. Soc. Sec. No.

9. Marital Status ☐ Single ☐ Married ☐ Widowed ☐ Separated ☐ Divorced

10. Will you accept appointment for:
☐ 6 months ☐ 3 months ☐ One (1) Mo. or less

Honorable Discharge seen by .... (date)

Dates of Service
From   To
Proof of Marriage, Disability or Death seen by (Date)
Veteran's Preference
☐ Approved ☐ Disapproved
☐ To Appear
Notice   sent
of Disapproval
Notice of Results Sent

Questions 11 Through 21 Must Be Answered "Yes" or "No"
Yes No

11. Residence
Are you now a resident of the City of Philadelphia? ......
If "yes," how long have you resided here immediately prior to this application?   years   months

12. Citizenship
Are you a citizen of the United States? ......
Note: Naturalized citizens must submit proof of Naturalization to the
(Continued)

PHILADELPHIA APPLICATION FORM (Continued)

Yes No 14. Have you ever been employed by the City of Philadelphia?
(Explain on reverse side)

15. May we contact your PRESENT employer for information about your duties?
(If answer is "NO" give reason in question 22)

16. Have you ever been dismissed from employment for inefficiency, delinquency, or misconduct, or have you ever been permitted to resign to avoid dismissal?
(Explain and state which jobs in question 22)

17. Do you have any physical defect or disability?
(Describe in question 22)

18. Have you ever had any mental illness or epilepsy, or been a patient in an institution for treatment of such illness or disease, or been a patient of a psychiatrist?
(Give details in question 22)

19. Have you ever been ARRESTED for any law violation—including military —other than minor traffic offenses?
(Give details in question 22)

20. Were you CONVICTED of any law violation—military offenses—other than minor traffic offenses?
(Give details in question 22)

21. Have you filed an application for other City examinations within the last two years?
(Give titles and approximate dates under 22)

13. Personnel Department immediately after appointment. Any appointee who cannot prove citizenship within a reasonable time will be dismissed.

Veteran's Preference
Do you claim Veteran's Preference? If "Yes" check one of the following.
☐ As an honorably discharged veteran who served in the Armed Forces of the United States during any period between Dec. 7, 1941, and July 28, 1953 or previous wars in which the United States was engaged.
☐ As the wife or widow of a disabled veteran.
☐ As the widow of a veteran who died in service during war.
Note: Veterans must submit the original, photostat or certified copies of Honorable Discharge or Certificate of Honorable Service, showing the dates of service, at the time of filing this application. Wives or widows must submit in addition, proof of marriage and disability or death. If this proof is unavailable, explain why.
Proof of right to veteran's preference should be submitted at the time of filing application for examination. See section "Veterans Preference" on the examination announcement for details.

Have you submitted proof of Veteran's Preference to the Personnel Department after February 1, 1955?

(Continued)

PHILADELPHIA APPLICATION FORM (Continued)

22. Explanations to Questions 15, 16, 17, 18, 19, 20, 21   (Use additional sheets of paper if necessary)

....

....

23. LICENSES, REGISTRATIONS & CERTIFICATES REQUIRED FOR THIS EXAMINATION

Kind .... Issued by .... Date .... Number ....

24. Driver's License .... Yes ☐   No ☐

READ THIS APPLICATION AND YOUR ANSWERS CAREFULLY BEFORE SIGNING BELOW

I certify that the statements made by me on BOTH SIDES of this application are true, complete and correct to the best of my knowledge and belief and are made in good faith. I understand that if I knowingly make any misstatement of facts I am subject to disqualification or dismissal and to such other penalties as may be prescribed by law, ordinance, or Civil Service Regulations.

Date ....   Signature ....

25. Education — School 1 2 3 4 5 6 7 8 9 10 11 12   Years of College completed—1 2 3 4 5 6 7

(Circle highest grade completed in regular day school)

(List Evening High School courses below)

	Name	Address	Dates Attended From To	Day or Night	Did you Graduate	No. of credit Hours	Degree Received	Major Course of Study
Elementary	......	......	......	......	......	......	......	......
High School	......	......	......	......	......	......	......	......
College	......	......	......	......	......	......	......	......
University, or Professional School	......	......	......	......	......	......	......	......
Technical or Business School	......	......	......	......	......	......	......	......
Other Schools or Courses	......	......	......	......	......	......	......	......

(Continued)

PHILADELPHIA APPLICATION FORM (Continued)

26. EXPERIENCE (Describe here only the experience that qualifies you for the examination for which you are applying. List all other experience in Question 27, below. If you need more space, use additional 8½ x 11" sheets. Describe your duties fully. If you held several different positions with the same employer, list each separately. Begin with the Most Recent employment and work backward consecutively.)

Length of Employment   Firm Name .... Address .... City and State..........

From: Mo.......... Yr..........   Type of Business........ Your Title...... Name & Title of Immediate Supv. ....
To: Mo.......... Yr..........   Duties: Describe the nature of the work Personally performed by you with esti-
Total: .... Yrs. .... Mos.   mated Percentage of Time on each type of work. State size and kind of working
force, if any, supervised by you and extent of such supervision.

Salary or Wage

Starting ..... per ....
Final ..... per ....

Total Hrs. Per Week

27. EXPERIENCE (List all non-qualifying Experience. Account for ALL time since school).

Date (Mo. & Year) From	To	Name of Employer	Address	Your Title	Your Salary	Reason For Leaving

All questions on this application must be answered in order for it to be considered.

(Continued)

The Free Library of Philadelphia
PERSONAL HISTORY RECORD

Mr.
Miss
Mrs.
Name .... Maiden name if married ....

Local Address .... Tel. Number ....
    Street   City and Zone   State

Permanent Address .... Tel. Number ....
    Street   City and Zone   State

( ) Single   **No. of Dependents**   American ( ) Yes
( ) Married   Citizen   ( ) No
Date of birth .... ( ) Separated   Children ....
( ) Divorced   Other .... Military ( ) Yes
Place of birth .... ( ) Widowed   Specify .... Service   ( ) No

Husband, wife or nearest relative ....
                           Name   Relationship   Occupation

....
    Street   City & Zone   State   Telephone

Name any serious illness you have had such as:

                             Yes   No

Tuberculosis ...... Heart ailment ......   Height ......
Nervous breakdown ...... Hernia ......
Diabetes ...... Other serious illness ......   Weight ......

Remarks: ....

(Continued)

The Free Library of Philadelphia

PERSONAL HISTORY RECORD (Continued)

Do you have any physical defects or disabilities
Yes .... No ....

How many days have you lost during the past
year due to illness ....

If yes, indicate the nature ....

If yes, to what extent is it a handicap to your work..............

Education	Name	Location	Dates From	Dates To	Did You Graduate	Degree Received	Major course of study
High School	....	....	....	....	....	....	....
College	....	....	....	....	....	....	....
Professional	....	....	....	....	....	....	....
Technical	....	....	....	....	....	....	....
Other schools or courses	....	....	....	....	....	....	....

What foreign languages do you speak? ....
Indicate level of proficiency: e.g., Fair, Good, Excellent.

What foreign languages do you read? ....
Indicate level of proficiency: e.g., Fair, Good, Excellent.

Leisure time interests ....

Name the best book or books you have read in the last six months, giving author's name.

.... (Continued)

The Free Library of Philadelphia

PERSONAL HISTORY RECORD (Continued)

EXPERIENCE: Begin with the MOST RECENT employment and work backward consecutively. Use additional sheets if more space is needed.

Length of Employment

Firm Name .... Address .... City & State ....

Type of business .... Your Title .... Name & Title of Immed. Supvsr. ....

DUTIES: Describe the nature of the work Personally performed by you. State size of working force, if any, supervised by you and extent of supervision.

From: Mo. .... Yr. ....
To: Mo. .... Yr. ....
Total: .... Yrs. .... Mos.

Salary or Wage
Starting .... per ....
Final .... per ....

....

....

Total hrs. per Week:

....

Reason for Leaving

....

Length of Employment

Firm Name .... Address .... City & State ....

Type of business .... Your Title .... Name & Title of Immed. Supvsr. ....

DUTIES: See directions above.

From: Mo. .... Yr. ....
To: Mo. .... Yr. ....
Total: .... Yrs. .... Mos.

Salary or Wage
Starting .... per ....
Final .... per ....

....

....

Total hrs. per Week:

....

Reason for Leaving

....

(Continued)

The Free Library of Philadelphia

PERSONAL HISTORY RECORD (Continued)

Length of Employment

Firm Name .... Address .... City & State ....

Type of business .... Your Title .... Name & Title of Immed. Supvsr. ....

From: Mo. ...... Yr. ......
To: Mo. ...... Yr. ......
Total: ...... Yrs. ...... Mos.

DUTIES: See directions above.

Salary or Wage
Starting ...... per ......
Final ...... per ......

Total hrs. per Week:

Reason for Leaving

Have you ever been dismissed from employment or have Have you ever been ARRESTED for any law vio-

you ever been permitted to resign to avoid dismissal? lation—other than minor traffic offenses?

May we contact your present employer? .... If no, give reason ....

Type of work you prefer .... Date available, if appointed ....

To what professional organizations do you belong? ....

Date ....   Signature ....

BROOKLYN PUBLIC LIBRARY

INGERSOLL BUILDING

GRAND ARMY PLAZA

BROOKLYN 38, N. Y.

APPLICATION FOR POSITION

Fill out in ink in your own handwriting and return to the Chief Librarian at above address. Answer fully. All answers will be treated as confidential.

All appointed employees are required to become members of the New York State Employees' Retirement System.

All persons receiving appointments may be required to furnish a physician's certificate of ability to do continuous mental and physical work.

Date..........................

(Miss)
(Mrs.)
Name in full (Mr.) .... Maiden Name ....
Please Print   if married

Present Address .... Telephone ....

Permanent Address .... Telephone ....

Date of Birth .... Marital Status ....

No. of Children .... Other Dependents .... American Citizen? ....

Name of husband or wife .... Occupation ....

BROOKLYN PUBLIC LIBRARY (Continued)

Health: Excellent ☐ Good ☐ Fair ☐ Poor ☐ Height.......... Weight..........

Have you ever had: Tuberculosis ☐ Diabetes ☐ Heart Ailment ☐ Epilepsy ☐ Nervous Breakdown ☐

Other Serious Illness ....

Do you have any physical handicaps: Hearing ☐ Eyesight ☐ Speech ☐ Other ....

Please explain ....

Name and Location of School	Dates From	To	Major	Minor	Degree
High School					
College or University					
Library School					
Other Education					

Special Studies, not included above. ....

What foreign languages can you read easily? .... Speak? ....

If you have not attended library school, do you plan to soon? ....

Special Interests: Films ☐ Book Reviewing ☐ Public Speaking ☐ Discussion Groups ☐

Other ....

To what extent have you traveled? ....

BROOKLYN PUBLIC LIBRARY (Continued)

Have you studied stenography?.......... What system?............ Speed ....

Can you type? .... Speed ....

LIBRARY EXPERIENCE

Library	Address	Dates	Position	Reasons for Leaving
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....

OTHER THAN LIBRARY EXPERIENCE

Employer	Address	Dates	Position	Reasons for Leaving
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....

Present or most recent salary.......... .... May we communicate with your present employer?............

What kind of work do you prefer: Adult Services ☐ Work with Young Adults ☐ Work with Children ☐

Cataloguing ☐   Other ....

BROOKLYN PUBLIC LIBRARY (Continued)

Are you applying for: Full time position ☐ If part time, number of hours per week ....

Date available .... To what professional organizations do you belong? ....

....

What work have you done with social, civic, church groups? ....

....

What school or organization offices have you held? ....

What periodicals do you read regularly? ....

List some books read in the last year. ....

State anything further you may wish to say about your qualifications ....

....

....

I attest that the foregoing questions have been answered truthfully to the best of my knowledge and belief.

Signed ....

Not to be filled in by applicant

Interviewed by ....

Appointed .... Title .... Salary .... Date .... Branch

THE CHICAGO PUBLIC LIBRARY

Application for Position   Date: ....

1. ....

     Last name   First   Middle   Birth date

2. ....

     Permanent Address   Telephone

3. ....

4. Are you married? .... Husband's (or wife's) name ....

5. Date Available: ....

6. EDUCATION
     a. High School: ....   Location: ....
         dates: .... diploma? .... course: ....
     b. Business school: ....   Location: ....
         dates: .... certificate? ..... subjects taken: ......
     c. College: .... Location: ....
         dates: .... degree: ....   credit hours: ......
         major: ... .   minor: ......
     d. Library school: ....
         dates: .... degree: ...... courses taken: ....

7. SPECIAL SKILLS (include such things as public speaking, story telling, music, art, etc.)
     Skill   How acquired

     Typing speed: ....words per minute.

8. MILITARY SERVICE
     Branch:
     Highest rank attained: .... Dates: ....

9. EXPERIENCE
     a. Professional library experience
         Name of library   dates   In what capacity?

     b. Professional non-library experience (such as teaching, etc.)
         Institution or Firm   dates   In what capacity?

     c. Clerical experience
         Institution or Firm   dates   In what capacity?

     (Applicants for professional positions only write below this line)

10. To what professional organization do you belong?

11. What type of library work do you prefer?   (check, or number in order)

Adult service   Reference Service   Technical processes
   Branches   General   Cataloging
   Central Library   Subject fields: Book selection
                  Art   Order work
   Children's service   Business
                  Education
                  Music   Other:
                  Science   ....
                  Technology   ....
                  Visual materials

12. Comment on your reasons for applying in the Chicago Public Library, or your reasons for choosing services checked.
     Signature ....

BOSTON PUBLIC LIBRARY

APPLICATION FOR EMPLOYMENT

(Do not write on this line)

Name ....
        (Last)   (First)   (Middle)

Address   ....
  (No.)   (Street) (City or Suburb) (Ward) (Postal Zone)

                                   Yes
Date of birth   ....   U. S. Citizenship No   Tel. No.

Marital   Husband's Name   No. of   Veteran
Status ..   Wife's Name .. Children   Status

EDUCATION

Name of high school .. Course . 19   19   Graduated
Name of college .... 19 . 19   Graduated
College Major ....   Minor   Degree
Name of vocational or graduate school   19   19
Graduate Field ....   ..   Degree   Date
Typewriting Speed.   .. Shorthand Speed
Foreign Languages .   Reading Knowledge: Elementary
    Advanced ....   Speak fluently: Yes   No

Have you ever been arrested or convicted for breach or violation of the laws of this or any other state or nation, or the ordinances or by-laws of any city, or town since you reached the age of seventeen years? State each case, giving the date, court, the nature of the offense and, if a penalty was imposed, state whether a fine, imprisonment, placement on probation, suspended sentence, or if the case was filed. You are not required to furnish any information of arrest or conviction for drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace, if the date of arrest or conviction was ten years prior to the filing of this application. A complete statement of your cases may be obtained upon application to the Commission on Probation, Court House, Boston. Failure to answer this question fully may result in cancellation of your application.

....
....

....
(To be signed by applicants 17 years and older)

(Do not fill in these lines)
Position held: ....
Position wanted: ....
Remarks: ....
Candidate for: ....
Referred to: ..   Interviewed by: Date:

DETROIT PUBLIC LIBRARY   APPLICATION FOR CLERICAL POSITION

Date...................

1. ....
   Last Name   First   Middle   Birth Date   ☐ Male ☐ Female

2. ....
   Address   Telephone

3. Married Single Widowed Divorced No. of children or dependents (Specify).............
4. Social Security Number............... Veteran ☐ Yes ☐ No. U. S. Citizen ☐ Yes ☐ No
5. Health: Have you ever had ☐ Diabetes ☐ Heart Ailment ☐ Hernia ☐ Other serious illness (Specify)
   Height.......... Weight..........
   Do you have any physical defects or disabilities: ☐ Hearing ☐ Speech ☐ Eyes
   ☐ Other (Specify)................
   If yes, to what extent is this a handicap in your work?............
   Have you ever been institutionalized?...... When?...... For what reason?............

6. Education: (Include special training of any kind)

Name and Location of School	Dates	Courses Taken	Highest Level Completed	Degree (or Highest Level Completed)

7. Special skills: Include such things as typing, shorthand, bookkeeping, and switchboard.

Skill	How Acquired

8. Experience: (List last place of employment first)

Name and Location of Firm	Dates	Position Held and Duties	Reason for Leaving

9. References: (Include employees of Detroit Public Library whom you know)
10. Languages: (Indicate degree of mastery)...... How acquired
11. With what organizations, honorary, social, economic or scientific, have you been affiliated?
12. What is your favorite hobby or recreation?
13. List any outside activities in high school and college.
14. Are you applying for work (Check) ☐ Full-time ☐ Full-time ☐ Either
    ☐ Part-time
15. Comment on your reasons for applying to Detroit Public Library.
    Signed...............

BROOKLYN PUBLIC LIBRARY

Application for Position as Substitute or Page

The position of substitute or page is temporary and may be terminated at any time. Applicants may be asked to furnish a physician's certificate of ability to do continuous mental or physical work.

Fill out in ink in your own handwriting.   Date..........

             (Miss)
             (Mrs.)
Name in full (Mr.) ....
    (Please Print)   (First Name) (Middle Name) (Last Name)
Address .... Telephone..........
     (No.)   (Street)   (Borough)   (Zone)
Date of Birth .... Height.......... Weight..........
        (Month)   (Day)   (Year)
What is the state of your health (check):
       Excellent........ Good........ Fair......
Whom should we notify in case of emergency?...................
.... Are you an American citizen?............
Schools Attended........ From ....To.... Diploma or Degree
Special Skills: Include such things as typing, poster-making, displays and lettering.

      Skill   How Acquired
Hours available for work? ....

Do not write below this line

Name   Address   Branch

RECORD

Began Work ....Branch............ Rate...........
Services Terminated............. Reason.....................
Character..... Cooperation...... Ability...... Application......
Attendance...............
Duties Performed ....
Would you re-hire? ....
General Remarks ....

Signature..... ....

Branch	Dates	Hours	Rate	Amount
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....

BROOKLYN PUBLIC LIBRARY

MAINTENANCE DEPARTMENT APPLICATION

Date...........................

Check position for which you are applying: Custodian ☐
Mechanic ☐   Chauffeur ☐   Cleaner ☐   Other.............
Fill out in ink in your own handwriting and return in person to
Personnel Office, Brooklyn Public Library. Answer as fully as
possible. All answers will be treated as confidential.

All appointed employees must join the New York State Employees' Retirement System.

     (Mr.)
Name (Mrs.) ....
     (Miss)   Last   First   Middle   Telephone
Address ....
Date of Birth.......... Height........ Weight...... Is your Health
Good?.......... Fair?.......... Poor?.......... Is your Eyesight
Defective?........ .... Your Hearing?........ Are you otherwise
handicapped or crippled?..........................
Who is dependent on you for support?......................
If a married woman, give occupation of your husband..........
.... Are you a United States Citizen?.....
If not, have you taken steps to become one?..................
Did you Graduate from Grammar School?...... High School?....
Other?...
Name of High School or Technical School attended.............
What training or experience have you had for the position checked
above?...
Would you also consider part-time work?....................
Temporary work? ....
Give names and addresses of two responsible persons who will
vouch for your character

     ....
     ....

Present or Last Employer   Position Held   Dates of Employment
                                              From: ....
Name   To:..................
Address: ....
Reason for leaving:...................................
May we get in touch with your present employer?............
Another Previous Employer   Position Held   From:....
Name   To:.......
Address: ....
Reason for leaving: ....
What transportation is convenient to your home?............
Name and address of person to be notified in emergency:.....
                     ....

I have answered the above questions truthfully to the best of my
knowledge and belief.

                 Signed ....

Not to be filled in by applicant

Interviewed by: Remarks:.........
Appointed   Title .... Salary...........
Date   Dept. .... Branch ......

DETROIT PUBLIC LIBRARY

APPLICATION FOR POSITION   (MAINTENANCE)

Date . . . . .

Name	Leave this Section Blank
Last First Middle	for Interview Report
Address	Position applied for:
Date of Birth . . . . Phone No.	. . . .

No. of Dependents . . . . . . Are you a citizen of the U.S. Yes ☐ No ☐
Height. . . ft. . . in   Weight. . . .lbs.   Sex . . .   S.S. No.
Did you ever work for the city before?   Yes ☐   No ☐
When? . . . .

EDUCATION

Circle highest year completed:
Grade School 4 5 6 7 8
High School   1 2 3 4
College   1 2 3 4
Special training or degrees
received . . . .

MARITAL STATUS

Check one:
Married   ☐
Single   ☐
Separated   ☐
Divorced   ☐
Widowed   ☐

RESIDENCE STATUS

Check one:
Own home   ☐
Rent   ☐
Room with:
Parents   ☐
Relatives   ☐
Others   ☐

HEALTH

Please check:
Good   ☐
Fair   ☐
Poor   ☐

Physical defects

Are you a veteran? Yes ☐ No ☐ Branch of Service
Do you have a police record? Yes ☐ No ☐ If yes, explain

Past Employment	List all former Employers				
	Employed by	From To	Pay	Kind of	Reason
		(Date) (Date)	Rate	Work	for L'v'g
Present or Last Job					
Second to Last Job					
Third to Last Job					
Fifth to Last Job					
Fifth to Last Job					
Sixth to Last Job					
Other Employers					

How long have you lived in Detroit?
What kind of work do you like best?
What special skills do you have?
Remarks:
. . . .

I hereby testify that all the statements made herein are true to
the best of my knowledge and belief, and I agree that any deliberate
falsehood shall be sufficient cause for immediate dismissal
                    Signature

DETROIT PUBLIC LIBRARY

School Reference Information

.............................., who has applied for a position
with the Detroit Public Library, reported attending your school.
Any information you can give us about the applicant's school
record, character, and ability will be appreciated. This information
will, of course, be kept strictly confidential.

Very truly yours,

Personnel Director

Date of Birth.............. Dates of Attendance.................

Did Applicant Graduate?.......... Grade Completed...........

What Course was Taken ....

In What Subjects was the Applicant Particularly Successful?......

....

Honor Point Average and/or
Class Standing........................ I.Q. Rating..............

Attendance and Punctuality ....

Disposition and Personality...............................

Cooperation with Faculty and Fellow Students.................

In What Extra-Curricular Activities did Applicant Participate?....

....

Please add any other comments which you think would be helpful
to us ....

....

Signature .... Title...............

DETROIT PUBLIC LIBRARY

Work Reference Information

....has applied for a position
with the Detroit Public Library and has given your name as refer-
ence. Any information you can give us about the work record, per-
sonality traits and ability to cooperate with others, will be appre-
ciated. This information will, of course, be kept strictly confidential.

<div align="center">Very truly yours,</div>

<div align="center">Personnel Director</div>

Dates employed................... Rehire: Yes...... No .....
Type of work performed...
Competency ....
Sense of responsibility ....
Disposition and personality ....
Attendance and punctuality ....
Cooperation with staff ....
Reason for leaving ....
Remarks: ....
....

Signature .... Title ....

TELEPHONE REFERENCE CHECK

Applicant's Name .... Name of Employer .... Date........

Position .... S.S. Number ....

Fill In Above Before Placing Call

Dates of Employment. From.............to............. Position Held ....

Reason For Leaving ....How Did He Get Along With Others?.............

Supervisor's Opinion of Him...................Of His Work ....

How Was His Attendance? ....

What Sort of Attitude Did He Have? ....

Is He Eligible For Rehire?.........(If No) Why? ....

Further Comments ....

....

Check Made By..

Telephone No. ....

Pension No. .... Date ....

Miss
Mrs.   Last   First   Middle
Mr.
.... Address ....

M S D W Dep ...... Health ...... Social Security No. ...... Vet ...... U.S. Citizen ...... Birth ......
Undergrad .... Majors .... Degrees ....
                                   Dates
Graduate .... Majors .... Degrees ....
                                   Dates
Special .... Majors .... Degrees ....
                                   Dates

Typing .... Tests .... Languages ....
Other Skills .... Hobbies ....
Experience ....

Work Preferences

Cataloging	Adults	Extension	Art	History	Social Sciences
Home Reading	Children	Main	Book Selection	Languages	Technology
Reference	Youth		Films	Music	Television

Assignments
....

Note: This is a Keysort form with marginal punching.

DETROIT PUBLIC LIBRARY

INTERVIEW RECORD

I   II   III   IV   Date ....

Mr.   Position............
Mrs.
Miss .... Date of Birth..............

Address .... Telephone...............

Sex....... Marital Status......... No. of Dependents..........

Social Security No............... Military Service ....

Skills ....

Languages .... Driver's License............

Experience ....

Source .... Agencies............. Available.............

Education	Name of School	Dates	Course	Degree	Average
Grade	....	......	......	......	......
High	....	......	......	......	......
College	....	......	......	......	......
Other	....	......	......	......	......

Physical Appearance General Impressions Excep. Good Fair Poor

Height Weight		

☐ Avg.   ☐ Med.   Appearance...........................
....   Self-Expression......................
                           Personality..........................
☐ Tall   ☐ Thin   Intelligence.........................
....   Interest in Job......................
☐ Short   ☐ Stout   Potential............................
....

Remarks: ....
Action: ....

BROOKLYN PUBLIC LIBRARY
INTERVIEW REPORT

Applicant . . . .   Position . . . .

Interviewer . . . .

Date . . . .

Check one for each		Excellent	Very Good	Good	Fair	Unsatisfactory	Additional Comment, If any
Appearance	(Personal						. . . .
	(Characteristics						. . . .
	(Grooming						. . . .
Manner	(Voice quality						. . . . .
	(Diction						. . . . .
	(Poise						. . . .
	(Friendliness						. . . . .
	(Sense of humor						. . . .
Interest in	(People						. . . .
	(Profession						. . . .
	(Other						. . . .
Personal Qualities	(Self-confidence						. . . .
	(Alertness						. . . .
	(Enthusiasm						. . . .
	(Imagination						. . . .
	(Ability to think clearly						. . . .

Leadership Potential . . . .

Book Background . . . .

Probability of Growth on Job . . . .

(For further comments use other side)

SUMMARY EVALUATION: . . . .

Appoint . . . .

Hold . . . .

DETROIT PUBLIC LIBRARY

VACANCY RECORD

Agency.......... Title....Hours per week......Open....

Special Requirements ....
....
....

Filled by ....
                Name   Starting Date

Position opened ....
                Name   Account No.   Position No.

Position used ....
   If other than above   Name   Account No.   Position No.

PA........ Official........ Current........ P/L..........

Commission............ Q Card...............

DETROIT PUBLIC LIBRARY

STAFF TRANSFER REQUEST

Name.................................... Grade ....

Present Assignment ....

I am interested in a transfer (not necessarily a promotion) to the
type of work checked below:

   Home Reading Services: Main ☐   Ed. Film ☐
            Branches ☐   Downtown ☐   Other...............
            Extension ☐   Children ☐   Youth ☐   Adult ☐

   Reference Services: Departments ....
   Processing Services: Catalog ☐   Book Receiving ☐
            Bindery ☐   Other..........................

Special Abilities ....

Preference: Supervisory ☐   Non-Supervisory ☐

This card has been filled out after serious consideration and with
the feeling that I would do my best work, and have the most to
contribute, in the field indicated. I realize that a transfer would
not be possible until a suitable opening occurred.

     Date............ Signed.................................

(Please send this card to the Personnel Office)

BROOKLYN PUBLIC LIBRARY

Recommendations for Transfers, Appointments, Promotions

. . . .
(Date)

FROM: **Approved Disapproved**

TO: Supt. of Branches   . . . .

    Supt. of Work with Children   . . . .

    Supt. of Work with Young People   . . . .

    Supt. of Central Service   . . . .

    Supt. of Extension   . . . .

    Supt. of Extension   . . . .

    Personnel Director   . . . .

    Assistant Chief Librarian   . . . .

    Chief Librarian   . . . .

TRANSFERS: Effective. . . . . Personnel to be notified   Notified
               (date)

   NAME   FROM   TO

APPOINTMENTS: Effective . . . . Personnel to be Notified
               (date)   Notified

PROMOTIONS: Effective . . . . Personnel to be Notified
               (date)   Notified

REMARKS:

DETROIT PUBLIC LIBRARY
LEAVE OF ABSENCE REQUEST

Name.................................   Date.........

Clasification......................   Agency............

TYPE OF LEAVE

(1)   Illness   ....
(2)   Non-Illness Emergency   ....
(3)   Leave Without Pay   ....

From ....   To ....
             Total Number of Days....................

....

REASON FOR LEAVE:

APPROVALS		With Pay	Without Pay	Not Approved
Date	Agency Head		...	..
Date	Service Director		...	..
Date	Personnel Director		...	..
Date	Business Director		...	..

PERSONNEL SERVICE RATING REPORT

Prepared by the Subcommittee on Service Ratings

of the

A. L. A. Board on Personnel Administration

Name ....   Date ....

Position ....   Dept., Division, Branch ....

☐ Professional   ☐ Subprofessional   ☐ Clerical

Duties (To be listed by immediate super- visor in conference with employee)	Excellent or superior	Very good or above average	Average	Below average or doubtful	Poor or unsatisfactory
....					
....					
....					
....					

Total evaluation of work. ....

Additional comment:

(Continued)

PERSONNEL SERVICE RATING REPORT — Continued

PERFORMANCE—Execution of duties 1—8

						No Oppt'y to Observe	Additional Comments
1. Accuracy (Freedom from mistakes)	Exceptional	Very few errors. Maintains high standards	Steady, careful. Work usually acceptable	Frequent errors	Very many errors. Work must always be followed up	......	......
2. Memory (Relation of facts)	Exceptionally retentive	Well trained memory. Remembers important items	Endeavors to have the facts in mind	Fitful memory	Habitually forgetful	......	......
3. Thoroughness (Perseverance, following through to completion)	Meticulous in checking. Always sees things through	Usually thorough. Sometimes skips detail under pressure	Moderately careful. Inclined to take too many shortcuts	Superficial. Does not follow through if difficulties arise	Does not complete assignments satisfactorily	......	......
4. Punctuality (On duty promptly)	Always ready for duty promptly	Always on time	Usually on time	Frequently late but tries to correct habit	Usually late. Indifferent to reproof	......	......
5. Organization of Work (Analyzes and systematizes both method and time schedule for work)	Analyzes and organizes work readily, clearly, & intelligently	Organizes work satisfactorily	Shows some ability for organization	Has difficulty in organizing work	Work must be organized for him	......	......
6. Ability to Follow Instructions	Comprehends quickly. Carries out instructions minutely	Adequate comprehension. Follows directions carefully	Carries out instructions	Repeated instructions necessary to complete task	Often misinterprets and fails to perform work as requested	......	......
7. Quantity of Work (Amount accomplished)	Exceptionally fast worker	Rapid worker usually ahead of schedule	Accomplishes assigned tasks	Does just enough to get by	Quantity of work unacceptable	......	......
8. Judgment (Ability to make balanced decisions)	Sound, mature judgment. Makes decisions readily	Good judgment on majority of problems	Thinks slowly but makes tenable decisions	Indecisive. Disregards important facts	Makes snap decisions	......	......

(Continued)

PERSONNEL SERVICE RATING REPORT — Continued

PERSONAL QUALITIES—Physical and mental characteristics 9-22

9. Appearance (Cleanliness, neatness, taste in dress)	Exceptionally pleasing. Shows discriminating taste	Always well groomed	Neat. Not particularly interested in appearance	Inclined to be careless of appearance	Slovenly
10. Health (Vitality, energy, power of endurance)	Abundant energy well applied. Stands up under pressure	Rarely ill. Strong endurance	Fair. Work not affected adversely	Lacks stamina	Health a serious handicap to work
11. Manners (Courtesy, tact)	Has charm. Is sincerely gracious and always considerate	Is courteous and tactful	Usually polite	Inclined to be brusque	Inconsiderate. Ill bred
12. Self-Confidence (Assurance as opposed to timidity)	Assured but not arrogant	Self-confident	Moderately confident. Rarely shows discouragement	1. Underestimates own ability or 2. Inclined to be overconfident	1. Timid or 2. Arrogant
13. Poise (Emotional self-control)	Always master of self in any situation	Well balanced	Self-controlled under ordinary circumstances	Easily upset	Ill at ease
14. Disposition (Natural or prevailing temper of mind)	Always cheerful	Even tempered	Usually pleasant	Unpredictable	Irritable
15. Relations with Fellow Workers (Friendliness)	A leader. Sought by others	Generally well liked. Friendly	Liked by those who know him	Tolerated by others	Avoided. Arouses antagonism

(Continued)

PERSONNEL SERVICE RATING REPORT — Continued

16. Initiative (Ability to think creatively and effectively)	Brilliant and creative mind	Has Imagination. Devises new schemes & methods	Resourceful to a limited extent	Rarely makes suggestions	A plodder. Needs direction
17. Adaptability (Ability to accept other ideas and methods of work)	Exceptionally open-minded. Eager to test ideas of others	Receptive to new ideas	Slow to accept new ideas	Satisfied with status quo	Rejects new methods
18. Alertness (See things to be done and does them)	Keenly perceptive	Watches for opportunities beyond the line of duty	Sees the more obvious tasks	Seldom sees beyond routine	Dull. Cannot see beyond routine
19. Ambition (Eagerness to improve and advance)	Systematically prepares himself for more advanced work	Puts forth an effort to improve and learn	Normally ambitious	Little ambition. Hoping for a lucky break	Satisfied. Interested only in getting by
20. Co-operativeness (Ability to do team work)	Actively helpful	Good teamworker. Usually ready to cooperate	Works well with people he likes	Prefers to work alone	Cannot work with others
21. Attitude Toward Criticism	Seeks constructive criticism and profits by it	Welcomes criticism and acts upon it	Generally accepts criticism	Can always find an alibi	Resents criticism
22. Loyalty (Regard for best interests of institution and those connected with it)	Unquestionably loyal. Contributes much to esprit de corps	Supports policies and methods of institution	Apparently loyal. No positive contribution	Loyalty questionable	Disloyal

(Continued)

PERSONNEL SERVICE RATING REPORT — Continued

PROFESSIONAL QUALITIES—23-27

23. Professional Activities (Interest in library and allied organizations)	Enters into professional activities with enthusiasm & genuine interest	Interested member of professional groups	Joins organizations. Has had little opportunity to be active	Slight interest in professional groups	Not interested
24. Relations With Library Public 1. (Approachability, desire to assist)	Enthusiastic. Sought by readers	Easily approached and responsive	Does not proffer help but gives it willingly on request	Indifference apparent to public	Public repelled
2. (Ability to put self in place of patron)	Readily understands patron's request	Questions until able to interpret patron's problem	Usually satisfies patron	Acts automatically. No imagination	Antagonizes by lack of comprehension
25. Reading Habits (Reads and knows contents of books)	An omnivorous reader. Broad knowledge & interests. Critical ability	Reads widely and intelligently	Knows books in current demand. Reads reviews	Reads little. Does not know books	Does not read books
26. Application of Book Knowledge (Ability to fit books to reader)	Readily combines judgment of people and knowledge of books to meet readers' needs	Selects books successfully. Pleases patrons	Can suggest suitable but not always best book for reader	Is at a loss with any but simple needs	Discourages readers by selecting unsuitable books
27. Awareness of Community (Ability to analyze the possibilities of library service to the particular community)	Measures accurately community needs and interests	Interested in library service to the community	Willing to consider the obvious community interests and needs	Knows little about people of community or their interests	Unconscious of importance of considering the community

(Continued)

PERSONNEL SERVICE RATING REPORT — Continued

ADMINISTRATIVE ABILITY—28-33

28. Leadership. (Ability to stimulate)	Exceptional and inspiring leadership	A good leader. Thoroughly respected	Able to lead but does not inspire	Has little influence on others	Ineffective
29. Judgment of Personnel (Analyzing and estimating abilities of staff)	Has extraordinary ability to see merits and deficiencies in people	Makes sound decisions and is ready to correct misjudgments	Fairly good judge	Likely to misjudge obvious characteristics	Judgment not to be trusted
30. Fairness To Subordinates	Exceptionally fair and square. Sympathetic understanding	Deals justly, impartially and firmly	Deals fairly in most cases	Sometimes unjust or partial	Plays favorites. Easily prejudiced
31. Ability To Direct (Formulating and issuing commands)	Visualizes a line of procedure and gives explicit directions	Gives careful instructions with clear explanation	Usually gives adequate instructions	Directions often vague	Commands wholly inadequate
32. Ability To Train	Develops staff members to a high degree of efficiency	Achieves definite progress with each member	Occasionally develops good workers	Barely develops staff	No training ability
33. Supervisory Ability (Overseeing and guiding accomplishment)	Unusual ability to guide work of others and to detect and eliminate obstacles	Good supervisor. Keeps work running smoothly	Obtains adequate results from staff	Lack of perception and foresight hampers accomplishment	Hesitant and vague. Unable to see things through

Indicate below any special abilities or interests which are not being used on present job. ....

Is employee fitted for the particular job he now does? ....

Is he trying to fit himself for his job or for advancement in library work? Please specify fully. ....

Have you discussed this rating with the employee and tried to help him correct his faults?

Have you definite recommendations to make, such as transfer to another job, salary increase, discharge? If so, state specifically with reasons.

Position Held.........................

Name of Rater.........................

(Continued)

PERSONNEL SERVICE RATING REPORT — Continued
INSTRUCTIONS TO RATERS

A rating system can never be considered a fixed measuring instrument, for it will always be limited by the fallibility of human judgment. It is valuable, however, as a tool for guiding supervisors in decisions affecting the individual. Correspondingly, it should develop in the individual confidence in the fairness of the management of the library; it should give him assurance that advancement will be based on demonstrated merit. The rater has an opportunity to aid the development of an employee. He can show where improvement is needed. But he must consider the positive as well as the negative side. He should indicate not only weak points but strong ones, give not only criticism but an occasional pat on the back.

The job analysis of an employee answers the question "What does he do?". The service rating answers "How well does he do it?"

Number of Raters

At least two, preferably three people should rate each individual. In small staffs this may be difficult, but if the individual rates himself, his and his employer's ratings may be compared and discussed profitably.

Analysis of Duties

1. Discuss with the ratee the major duties performed. List them in the space indicated; for example: Filing cards, story telling, checking in magazines and newspapers, charging and discharging books, book reviewing and annotating, answering reference questions, etc.

2. Check (√) the space on the line following, at proper degree of performance.

How to Mark

1. Essential qualities:
   Since this form is to be used for all types of work, all qualities will not apply to every ratee. Discuss with the ratee all characteristics related to his job and place a star before those that are essential.
   If the quality is pertinent but has not come under your supervision, check the "no opportunity to observe" column.

2. Checking:
   The line for each quality has five definitions or gradations theoretically running from excellent to poor. Place a check (√) in the space above the horizontal line which most nearly expresses your judgment. If definitions do not apply to particular cases, strike them out and insert wording that will apply.

3. Additional comments: Use this column freely.

EXAMPLE

11. Manners   Has charm.. Is courteous.. Usually polite....
    (Courtesy, tact)

(Matter underlined is supplied by Rater)

(Continued)

PERSONNEL SERVICE RATING REPORT — Continued

No opportunity
to observe
. . . .

. . . .

Inclined to be brusque   Inconsiderate
   (Lacks tact)

Additional   comments . . . .
   The person noted lacks tact and is below average, but is not
   brusque.

Avoid

1. Isolated incidents:
   Base your judgment on the ratee's observed work only, but do not
      base it on isolated incidents or exceptional actions.

2. Overrating and underrating:
   Try to avoid overrating employees you know best, or underrating
      them. It is difficult to achieve a balance between subjective
      opinion and objective fact.

3. Discussion of ratee with other raters:
   Check the rating sheets according to your own reactions only. Do
      not confer with other supervisors or fellow workers to form
      your opinion.

Summary Questions

At the end of the sheet are several general questions which are
intended to present conclusions induced by the rating as well as
points it may not have covered. The first question may reveal un-
suspected talents (drawing, public speaking, dramatics) which might
be used to advantage in a different type of library work. The sec-
ond question, if answered negatively, should be qualified by a full
explanation. The fourth question should certainly be answered
affirmatively, and not only the faults should be discussed but the
good points as well. The personal interviews as a result of rating
are probably more important than the rating itself.

If the rating task seems a long one, let it be remembered that
the value of the form will decrease if it be simplified too much
since the more factors rated, the more reliable the estimate. As a
rater you have unusual opportunity to better your library, for these
reports will be used to improve each individual in his service to it.
If the task is distasteful to you, it may become less successful. Ex-
perience which comes with use of service ratings will be a greater
aid in gaining facility of checking than a lengthy set of instruc-
tions. However, sincerity of intent and interest in the project on the
part of the rater will prove the greatest of all aids to good checking.

THE NEW YORK PUBLIC LIBRARY

SERVICE REVIEW

PURPOSE OF RATING

☐ Extension of Appointment ....
☐ Annual Review ....
☐ Transfer ....
☐ Termination ....
☐ Other ....

Name ....

Classification ....

Period Covered ....

Unit or Branch..

1 Responsibility
(Acceptance of obliga-tions of position)

Exceptionally success-ful in discharging re-sponsibility	Usually discharges re-sponsibility well	Has more than occa-sional difficulty in dis-charge of responsibility	Unsuccessful in dis-charge of responsibility	(Remarks)

2 Dependability
(Prompt accomplish-ment of work with minimum supervision)

Exceptionally depend-able	Usually dependable	More than occasionally needs supervision, or fails to meet deadlines	Undependable	(Remarks)

3 Initiative
(Constructive and ef-fective thought. En-terprise)

Exceptional ability to make constructive and effective suggestions	Frequently makes con-structive and effective suggestions	Seldom makes con-structive and effective suggestions	Shows little, if any, aptitude for making constructive and effec-tive suggestions	(Remarks)

4 Adaptability
(Adjustment to chang-ing conditions)

Willingly and easily accepts new ideas and changing conditions	Accepts new ideas and conditions	Prefers to maintain existing conditions	Resists new ideas or changing conditions	(Remarks)

(Continued)

THE NEW YORK PUBLIC LIBRARY   SERVICE REVIEW — Continued

	Superior	Good	Fair	Poor	
5 Personal Relationships (Attitude toward staff and public; self-control)	Exceptionally tactful, considerate, helpful and self-controlled	Usually tactful, considerate, helpful self-controlled	More than occasionally lacking in tact, consideration, cooperation or self-control	Tactless, inconsiderate, uncooperative or lacking self-control	(Remarks)
6 Punctuality (Maintenance of scheduled hours)	Keeps schedules exceptionally well	Usually keeps schedules	More than occasionally fails to keep schedules	Consistently fails to keep schedules	(Remarks)
7 Accuracy	Exceptionally accurate	Makes occasional errors	Makes more than occasional errors	Consistently inaccurate	(Remarks)
8 Appearance (Neatness, suitability of dress, cleanliness)	Exceptionally well-groomed, neat and suitably dressed	Usually well-groomed, neat and suitably dressed	More than occasionally careless of appearance or grooming or unsuitably dressed	Consistently careless of appearance or grooming or unsuitably dressed	(Remarks)
9 Judgment (Soundness of decision)	Superior	Good	Fair	Poor	(Remarks)
10 Quantity of Work (Speed and volume of work)	Superior	Good	Fair	Poor	(Remarks)
11 Quality of Work (Application of knowledge and skills appropriate to position)	Superior	Good	Fair	Poor	(Remarks)

(Continued)

THE NEW YORK PUBLIC LIBRARY   SERVICE REVIEW — Continued

SUPERVISORY QUALITIES (Check When Appropriate)

12 Leadership .... (Remarks)
(Ability to inspire and direct best staff performance)

| Superior | Good | Fair | Poor |

13 Ability to Train .... Remarks

| Exceptionally effective in instructing and developing staff | Successful in instructing and developing staff | Moderately successful in instructing and developing staff | Shows lack of ability to instruct and develop staff |

A. Does staff member's health adversely affect his job performance? Yes ☐ No ☐. If yes, comment: ....

....

....

B. Abilities or interests not being used on present position: ....

....

C. Is this person working out of classification? Yes ☐ No ☐ If answer is yes, give examples: ....

D. General estimates, comments, recommendations: ....

....

....

(Continued)

THE NEW YORK PUBLIC LIBRARY   SERVICE REVIEW — Continued

Do you consider this person's work substandard and, therefore, that a salary increment should be withheld? Yes ☐ No ☐ Initial ....

E. Signature of person reviewed to indicate that he has seen review: .... Date

F. If reviewer or person reviewed wishes to comment further, use this space:

....

....

....

Signature of reviewer .... Title .... Date

Reviewed by: .... Title .... Date
(Unit head, Specialist, Regional Librarian, etc.)

Reviewed by: .... Date
Chief of Department

Reviewed by: .... Date
Personnel Office

DETROIT PUBLIC LIBRARY

EMPLOYEE PROFILE

Name......................... Classification ....

From.......... to .... Supervisor...... Agency.....
   Month   Year   Month   Year

> **To the Supervisor:** Use the worksheet as a measure for standards of personality and performance in making out this report.

I. List personal traits and performance characteristics that seem to you to be the key strengths of this person's personality and performance.

II. List personal traits and performance characteristics **that could be improved.** List here, also, personal traits that are minor handicaps which he should recognize and strive against as much as possible.

III. List personal traits and characteristics of his performance **that are unsatisfactory for the job to which he is assigned.** Indicate by a plus sign if some improvment has been noted since last you brought the fault to his attention.

IV. Comment on personality and performance in relation to the job and to the whole person. Try to indicate a perspective for the listings in I to III. Comment on initiative, judgment and potential, if appropriate.

> Above report has been shown to me. My signature does not necessarily mean that I agree.

Staff member ....

Comment (optional) ....

Supervisor ....

Date..........   ....

Service Director ....

Date..........   ....

Space below reserved for Service Director and Personnel Director
Attendance Record. Sick leave used?.... Leave days?....
Consider for promotion in same type of work?............
To supervisory duty?..........   Transfer?............
Investigate fitness?........Satisfactory progress on probation?.......... Counseling Interview?................

DETROIT PUBLIC LIBRARY

EMPLOYEE PROFILE WORKSHEET

Performance

Comprehension: He grasps quickly instructions and requests. He sees the point quickly.

Flexibility: He adapts himself easily to new ways of doing things. He welcomes and profits from change.

Independent Work: He can carry out an assignment on his own responsibility and can be trusted to carry it forward to completion with a minimum of supervision.

Loyalty: He is loyal to the aims and purposes of the institution, to his supervisor, to readers, and to his fellow employees. He does not gossip, carry tales or spread rumors.

Perspective: He sees his job as a whole and its place in the aims and purposes of the institution.

Personal Qualities

Appearance: He is neat and clean about his person. He dresses in good taste and carries himself well.

Courtesy: He is courteous, considerate, and well-mannered in all his relationships. He never raises or lowers his standard of courtesy because of another's social standing.

Expression: He expresses himself accurately and well, speaks clearly and at reasonable speed. His voice is not monotonous, nor has he any striking speech mannerisms.

Health and Energy: His health is good and does not cause irregular attendance. It is not over-taxed by the demands of the job. He has adequate reserves of energy.

Helpfulness: He is interested in serving the patron and shows it. He sees that the patron's wants are answered or taken care of by a good referral or by another library service.

Maturity: He reacts in an adult way to problems. He does not offer explanations as excuses, but attacks problems directly.

Morale: His morale is good. He does not let his grievances affect his service to the public or disturb his fellow workers.

Sociability: He is responsive, friendly, and enjoys contacts with readers and fellow workers. He is not overly talkative or unduly reserved.

Stability: He has an even temperament. His reactions are in proportion to their causes. He is not moody or alternately depressed and elated.

Work Habits

Alertness: He is interested in his work and is stimulated by it to make suggestions. He sees work that needs doing and does it without waiting to be told. He applies himself to the job in hand with enthusiasm.

Cooperativeness: He works well as a member of a team. He exerts himself to accomplish common aims and to meet emergencies.

Learning Attitudes: He is not overconfident, but accepts criticism as a means of growth. He learns from his job and all his contacts. He welcomes opportunities for growth and development.

Promptness: He is reliable and reports promptly when he is due. He does not have to be reminded of schedules or of deadlines.

DETROIT PUBLIC LIBRARY

EMPLOYEE PROFILE WORKSHEET — Continued

Resourcefulness: He is ingenious in finding ways to overcome shortages and lacks. He finds new ways of attacking the problem.

Standards: He has mastered the requisite basic educational skills and the skills of his job or profession. He is accurate and thorough. He holds high standards for his own work.

Additional for:
Supervisory Staff

Inspiration: He can inspire his associates, give them faith and enthusiasm. He brings out the best in them and helps them develop.

Organization: He can organize the work of others. He can keep individuals working as a team. He can delegate authority.

Responsibility: He is conscious of and conscientious about his responsibility toward the institution, the public, the administration and individual staff members.

Staff Relations: He enjoys the respect and confidence of his staff. He is objective in criticism and commendations. He plays no favorites.

Professional Staff

Book Knowledge: He knows, reads, and likes books. He assimilates what he reads and is able to remember and use his book knowledge. He has developed a sense of values for his reading that enables him to read and compare critically and objectively. He reads with purpose, not just at random.

Community Awareness: He is aware of the importance of participating in the life of the community generally and of interpreting the Library to it.

Group Work: He is at ease in dealing with groups. He meets groups in a friendly way and is able to lead, but not dominate, in work with groups.

Library Training: He has mastered the technical processes required for his job and is aware of the problems involved in his and other fields of library work. He uses his technical knowledge, not as an end itself, but to facilitate the work of bringing reader and book together.

Subject Knowledge: He keeps informed on current publishing and reviews. If a generalist, he follows current events, reads widely in several fields and knows fiction. If a subject specialist, he is competent in the literature and language of his subject.

Versatility: He can assume a variety of responsibilities and perform well in each of them.

Clerical Staff

Filing: He is accurate, careful, and has good judgment in deciding where material belongs.

Shorthand: He takes shorthand at a satisfactory rate of speed and transcribes accurately.

Typing: He types accurately, sees and corrects his own mistakes and seldom has to retype. He can set up copy attractively. His speed is adequate in his present assignment.

DETROIT PUBLIC LIBRARY EMPLOYEE PROFILE

(Short Form)

Name .... Classification.......... Agency........... Date........

I   Appearance E G F P Comment:
    (Consider grooming, neatness, alertness, manner and manners)

II Work Output (1) E G F P Comment:
    (Consider quantity of output, speed, health and energy, need for checking and reminding,
    attendance)

III Work Output (2) E G F P Comment:
    (Consider quality of output, accuracy, neatness, intelligence used on the job, ability to
    follow directions)

IV Staff Relations E G F P Comment:
    (Consider attitudes, reserve, cooperativeness, talkativeness, responsiveness, reaction to
    criticism or direction)

    E-Excellent
    G-Good
    F-Fair (Satisfactory)
    P-Poor (Unsatisfactory)

    ....
                            Supervisor
    ....
                            Staff Member

Overall rating E F G P
    (Use other side for further comment on the above or general remarks)

MINNEAPOLIS PUBLIC LIBRARY

Service Report For Probationary Employees

CIVIL SERVICE COMMISSION

has been employed in your department since

On this employee's probationary period will be completed.

1. How quickly is this employee learning the work?
   - ....Exceptionally fast   ....Ordinary rate
   - ....Quickly   ....Rather slowly
   - ....Shows no promise

2. Make a brief statement relative to this employee's performance and effectiveness on the job. Consider willingness, flexibility, quality and quantity of work, etc.

3. How dependable and conscientious is this employee in doing what you expect him to do?
   - ....Very dependable
   - ....Works satisfactorily and needs little supervision
   - ....Fairly dependable
   - ....Not dependable; cannot be relied on

4. How does this employee fit into his working group and how does he get along with his fellow workers or the public?
   - ....Has shown exceptional ability to get along satisfactorily with others; is always tactful and fair in his contact with others.
   - ....A good team worker; gets along satisfactorily with others; helpful; fair; tactful.
   - ....Occasionally experiences difficulty in getting along with others.
   - ....Is a source of friction.

5. What, if any, are his weaknesses?

6. What could this employee do to increase his effectiveness and service value?

7. Have you discussed an improvement program with him?
   Remarks:

8. State briefly any further observations or suggestions you may have concerning this employee.

9. Do you intend to continue this employee permanently or reject employee for cause?

    Remarks:

Date............   Supervisor or Reporting Officer

MINNEAPOLIS PUBLIC LIBRARY

RATING BLANK — NON-PROFESSIONAL STAFF

Name

Date of beginning work in M. P. L.

Position:

Character and Personality:

Friendly: reserved: shy

Alert   Responsive

Well Adjusted: erratic

Takes suggestions well

Dependability   Loyalty

Health

Appearance—well groomed: careless

Quality of Work:

Is he interested in the work or is it just a job?

Does he follow instructions?

Does he see work to be done?

Industrious: talkative: lazy: shirking: slow:

         rapid: steady:

Accuracy   Promptness

General Comments:

(Signed) . . . .
                        Head of Dept. or Branch

Date. . . . .

MINNEAPOLIS PUBLIC LIBRARY

REPORT ON PERSONAL INTERVIEW

Date

Name of employee

    Type of position   Dept. or Branch

Occasion of interview:

    General explanatory at request of Librarian

    By request because:

        Request for transfer

        Offer of another position

        Request for Leave of Absence   Reason

Does he like his work?

Any special type of work in Library that he would like to try out?

Has he had further education since having been employed?

    Does he want to fill out new experience and training blank?

Any plans for further education?

    Along what lines?

If Library work is not to be his profession, what is he looking

    forward to doing?

General impression and remarks:

. . . .
                              Librarian

City of Philadelphia

Performance Report for Permanent Employee

☐ ANNUAL
☐ SPECIAL

Name .... Date of Report ....
(Last)   (First)   (Initial)   19

Civil Service Title .... Payroll Number ....

City Department .... Subdivision .... Location of Employment ....

For Personnel Department
Received   19
Posted   19

COMMENTS TO EMPLOYEE

(Supervisor should include examples of work especially well done and suggestions as to how work performance can be improved; factor ratings of Unacceptable or over-all ratings of Outstanding, Superior, Improvement needed, or Unacceptable must be substantiated.) (Use additional sheets if more space is needed.)

For your information I have summarized my best judgment of how well you have performed the duties of your position during the period covered since your last report. A duplicate copy of this report is being forwarded to the Personnel Department.

RATINGS ARE INDICATED BY "X" MARKS

Unacceptable Performance	Improvement Needed	Satisfactory	Superior	Outstanding Performance

PERFORMANCE FACTORS

1. Quality of Work— Accuracy; precision; completeness. (Quantity not considered.) ....

2. Quantity of Work—Amount of work turned out. (Quality not considered.) ....

(Continued)

City of Philadelphia
ORIGINAL—EMPLOYEE

Performance Report for Permanent Employee
(Continued)

	Unacceptable	Improvement Needed	Satisfactory	Superior	Outstanding
3. Work Habits—Organization of work; care of equipment; safety considerations; promptness; industry.					
4. Relationship With People—Ability to get along with others; effectiveness in dealing with the public, other employees, patients or inmates					
5. Initiative—Self reliance; resourcefulness; willingness and ability to accept and carry out responsibility					
6. Dependability—Degree to which employee can be relied upon to do work and to meet deadlines without close supervision					
7. Analytical Ability—Thoroughness and accuracy of analysis of data, facts, laws and rules					
8. Ability As Supervisor—Proficiency in training employees, in planning, organizing, laying out and getting out work; leadership					
9. Administrative Ability—Promptness of action; soundness of decision; application of good management principles					
10. Factors Not Listed Above: (use additional sheets, if needed.)					
OVER-ALL RATING: Must be consistent with the factor ratings but there is no prescribed formula for computing the over-all rating.					

Signature of Rater .... Title .... Date ....

☐ I would like to discus this report with the reviewing officer.
As requested, reviewing officer discussed report with employee on (date) (..................

In signing this report I do not necessarily agree with the conclusions of the rater.

I concur in the ratings given by the rater. I have made no change in the report.
Signature of Reviewing Officer

Signature of Employee .... Date .... Date ....

City of Philadelphia

Performance Report for Probationary Employee

End of
☐ SECOND MONTH
☐ FIFTH MONTH

Name ....
    (Last)   (First)   (Initial)

Date of Report   Date Pers. Recd.   Date Posted
    19   19   19

Civil Service Title .... Payroll Number   Date Probation Ends

City Department .... Subdivision............. Location of Employment...........

COMMENTS TO EMPLOYEE

(Supervisor should include examples of work especially well done and suggestions as to how work performance can be improved; factor ratings of Unacceptable or over-all ratings of Outstanding, Superior, Improvement Needed, or Unacceptable must be substantiated.) (Use additional sheets if more space is needed.)

To assist you in your efforts to do a good job; conclusions based upon the way you have learned and done your work during the period covered by this report are summarized below. Your work performance will determine whether you attain permanent civil service status as an employee of the City of Phila. A duplicate copy of this report is being forwarded to the Personnel Department.

RATINGS ARE INDICATED BY "X" MARKS

Unacceptable Performance	Improvement Needed	Satisfactory	Superior	Outstanding Performance

PERFORMANCE FACTORS

1. Skill—Expertness in doing specific tasks; accuracy; precision; completeness; neatness; quantity. ....

2. Knowledge—Extent of knowledge of methods, materials, tools, equipment, technical expressions; & other basic subject matter. ....

3. Work Habits—Organization of work; care of equipment; safety considerations; promptness; industry. .....

4. Relationships with People—Ability to get along with others; effectiveness in dealing with the public, other employees, patients or inmates ....

(Continued)

City of Philadelphia

Performance Report for Probationary Employee
(Continued)

	Unacceptable	Improvement Needed	Satisfactory	Superior	Outstanding
5. Learning Ability—Speed and thoroughness in learning procedures, laws, rules and other details; alertness; perseverance					
6. Attitude—Enthusiasm for the work; willingness to conform to job requirements and to accept suggestions for work improvement; adaptability.					
7. Personal Fitness—Integrity; sobriety; emotional stability, physical condition; appearance and habits.					
8. Ability As Supervisor—Proficiency in training employees, in planning, organizing, laying out & getting out work; leadership					
9. Administrative Ability—Promptness of action;					
10. Factors Not Listed Above: (Use additional sheets, if required)					

Over-All Rating: Must be consistent with the factor ratings, but there is no prescribed formula for computing the over-all rating ....

☐ I recommend that you be granted permanent Civil Service status (To be checked only on Fifth month report.

Signature of Rater .... Title .... Date ....

In signing this report I do not necessarily agree with the conclusions of the rater.

☐ I would like to discuss this report with the Reviewing Officer.

Signature of Employee .... Date ....

I concur in the ratings give by the rater. I have made no change in the report.

As requested Reviewing Officer discussed report with employee on (date) ....
Signature of the Reviewing Officer .... Date ....

ENOCH PRATT FREE LIBRARY

RATING FORM FOR APPLICANTS FOR PROMOTION

Instructions for Evaluator:

This form is designed to help the people who decide on promotions. This is a confidential report. The Personnel Office will appreciate your careful consideration of the items listed.

In using the rating scale at the right, consider the section as a whole. Indicate superiority by checking at the extreme right. Please comment freely on the listed items and other pertinent factors. If your responses stem from estimates rather than personal knowledge, please so state under "Comments."

ENOCH PRATT FREE LIBRARY

Name of Applicant .... Name of Evaluator ....

Present Position .... Position of Evaluator ....

Position Applied for .... Date...............

Job description and special qualifications needed:

1. Performance in Present Position

A. Competence

Is able to explain library procedures and policies clearly?

Works well with a minimum of supervision?

Is respected by others for knowledge and performance?

	Below	Average	Above

Comments:

(Continued)

ENOCH PRATT FREE LIBRARY (Continued)

             Below   Average   Above

B. Work Habits
    Organizes work well?   ....
    Is a thorough worker?
    Is a good housekeeper?
    Does not emphasize one aspect of the job at the
        expense of others?

Comments:

II. Professional Qualifications

             Below   Average   Above

Educational and professional training is pertinent to
    position applied for?   ....
Previous experience contributed to eligibility for
    promotion?
Has special subject knowledge or interests?
    Specify.
Has ability to train?

Comments:

(Continued)

ENOCH PRATT FREE LIBRARY (Continued)

III. Mental Ability

Catches on to new things quickly?
Looks ahead to catch things before they happen?
Uses good judgment in making decisions?
Suggests new approaches to problem?
Has ability to write reports, keep accurate and
pertinent records?

....
Below   Average   Above

Comments:

IV. Personality Characteristics

A. Maturity

Accepts responsibility well?
Profits by constructive criticism?
Reacts well to authority?
Is emotionally stable?
Is willing to delegate duties and responsibilities?
Does not show prejudice?

....
Below   Average   Above

Comments:

(Continued)

ENOCH PRATT FREE LIBRARY (Continued)

B. Human Relations

Effect on Others (Staff and/or Public)

Arouses confidence in others?

Inspires others to put forth best efforts?

People enjoy working with him?

Successfully helps others with problems
(approachable and willing)?

Expresses himself well?

Is persuasive, has tact, convincing manner,
enthusiasm, and poise?

....
Below   Average   Above

Comments:

Attitudes Toward Others

Interested in people?

Cooperative?

Fair and objective?

Does not treat those in subordinate positions
as inferiors?

Gives credit for others' accomplishments?

....
Below   Average   Above

Comments:

V. General Evaluation in terms of position applied for and/or future promotion.

BROOKLYN PUBLIC LIBRARY

EFFICIENCY REPORT
SECURITY and MAINTENANCE STAFF

Date............

Name.................... Position............ Branch.........

Home Address ....

.... Phone ....

How long has this person been under your supervision?........
....

	Exceptional	Very Good	Good	Fair	Poor
Personal Neatness					
Cooperation	....	....	......	......	.....
Strength	....	....	......	......	.....
Health	....	....	......	......	.....
Disposition	....	....	......	......	.....
Judgment	....	....	......	......	.....
Initiative	....	....	......	......	.....
Punctuality	....	....	......	......	.....
Attendance	....	....	......	......	.....

MAINTENANCE STAFF

	Exceptional	Very Good	Good	Fair	Poor
Mechanical Ability	....	....	......	.....	
Cleaning "	....	....	......	.....	
Heating "	....	....	......	.....	
Guarding "	....	....	......	.....	
Clerical "	....	....	......	.....	
Messenger "	....	....	......	.....	
Supervising "	....	....	......	.....	

SECURITY STAFF

	Exceptional	Very Good	Good	Fair	Poor
Patrol	....	....	......		
Fixed Post	....	....	......	......	.....
Check Room	....	....	......	......	.....
Knowledge of Alarms and Signals	....	....	......	......	
Sunday Watch or Night Watch	....	....	......	......	.....
Branch Guard	....	....	......	......	.....
Investigative Ability	....	....	......	......	
Garage Post and Receiving Materials	....	....	......	......	.....
Knowledge of Lighting	....	....	......	......	.....

Remarks and Recommendations:
....
....
....

I have seen and understand the above report:

....
(Employee)

Rater:.................. Department Head: ....

COLUMBIA UNIVERSITY LIBRARIES   EFFICIENCY REPORT

1. Name of staff member being reported on ....

   Grade .... Department .... Position ....

   Period covered in this report .... months, from .... to ....

   UNSATISFACTORY—inefficient, incompetent.
   FAIR—below the standard for the position; less than satisfactory.
   AVERAGE—the standard expected of the average person in the position.
   ABOVE AVERAGE—work well above average for the position.
   SUPERIOR—outstanding, exceptional.

   Duties performed ....

   ....

2. I evaluate the staff member's work performance and traits as indicated below (I have considered him in comparison with others of his grade and indicated my estimate by marking X in the appropriate space):

	Unsatisfactory	Fair	Average	Above Average	Superior	No Opportunity of Observe
(a) General background (result of education, home, experience)						
(b) Aptitude for assigned work						
(c) Ability to organize work						
(d) Intelligence (the ability to understand readily new ideas or instructions)						
(e) Initiative (the capacity for beginning needed work on own initiative and for taking appropriate action)						
(f) Judgment and common sense (the ability to think clearly and to arrive at logical conclusions)						

(Continued)

COLUMBIA UNIVERSITY LIBRARIES EFFICIENCY REPORT (Continued)

(g) Attention to work (the trait of working thoroughly and conscientiously) .... | — | — | — |

(h) Quantity of acceptable work .... | — | — | — |

(i) Quality of work .... | — | — | — |

(j) Physical well-being (capacity for sustained exertion) .... | — | — | — |

(k) Mental poise (capacity to withstand vexatious circumstances) .... | — | — | — |

(l) Cooperation (ability for acting jointly and effectively with others; capacity for good teamwork) .... | — | — | — |

(m) Leadership (capacity to direct, control, and influence others in definite lines of work and still maintain high morale) .... | — | — | — |

(n) Professional attitude (behavior indicating sense of responsibility toward position as member of staff) .... | — | — | — |

3. This department has .... staff members doing similar work. On this list, I would rate this staff member No. ....

4. During the period covered by this report, it was necessary to admonish or criticize this staff member for deficiencies as follows (indicate whether improvement was noted). ....
....
....

5. I consider this staff member (not) qualified for the duties he now performs (or has performed), and believe his over-all rating should be UNSATISFACTORY, FAIR, AVERAGE, ABOVE AVERAGE, SUPERIOR. (Underline the rating which applies.)

(Continued)

COLUMBIA UNIVERSITY LIBRARIES　　　　EFFICIENCY REPORT (Continued)

6. In my opinion, this staff member is: (check adjectives which apply, adding any others which are appropriate in the blank spaces):

— Abrupt	— Domineering	— Mature	— Self-assured
— Accurate	— Efficient	— Mediocre	— Self-centered
— Adaptable	— Emotional	— Methodical	— Self-conscious
— Affected	— Enterprising	— Meticulous	— Slow (physically)
— Aggressive (pushing)	— Evasive	— Moody	— Straightforward
— Alert	— Immature	— Neat (in person)	— Stubborn
— Ambitious (laudable trait)	— Impatient	— Neat (in work)	— Tactful
— Apathetic	— Impertinent	— Nervous	— Tactless
— Argumentative	— Impulsive	— Overly-sensitive	— Talkative
— Attractive	— Industrious	— Persevering	— Tardy
— Average	— Inefficient	— Plaintive	— Tolerant (open-minded)
— Brilliant	— Insidious	— Pleasant	— Uninterested
— Cannot take criticism	— Insistent	— Plodding	— Visionary
— Communicative	— Interested in work	— Practical	— Well-bred
— Conceited	— Intolerant	— Pretentious	— ....
— Courteous	— Jealous	— Prompt	— ....
— Defamatory	— Kind	— Reserved	— ....
— Dependable	— Lacks confidence	— Resourceful	— ....
	— Lazy	— Responsible	— ....
	— Loyal	— Retiring	— ....
		— Self-Assertive	— ....

7. Comment: (personality, behavior, attitude, etc.) ....
....
....
....

(Continued)

COLUMBIA UNIVERSITY LIBRARIES   EFFICIENCY REPORT   (Continued)

8. *For use of office in answering inquiries from prospective employers:*

As far as you know, was he (a) trustworthy in his work? ....; (b) honest with

funds? ....; (c) of good moral character? ....

Have you any reason to think him disloyal to the United States of America? ....

Would you re-employ? ....If not, why? ....

Reason for leaving ....

Signature of rater ....

Position ....

Date ....

If this rating was made by anyone other than the department head, the latter should (a) indicate by check
mark with red pencil the ratings she would give that differ from those made by the rater, and (b)
make any desired comments below:

Date ....

Signature of
Dept. Head ....

Supervisor's Copy

OHIO STATE UNIVERSITY LIBRARY

Non-Professional Personnel Service Rating Report

Name ....

Position ....

Supervisor ....

Department: Division, Branch ....

Date.................

Duties (To be listed by immediate supervisor in conference with employee)	Excellent or Superior	Very Good or Above Average	Average	Below Average or Doubtful	Poor or Unsatisfactory
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....

Name..............
(Signature)

EMPLOYEE PERFORMANCE AND WORK APPRAISAL FORM (Publishing Company)

Date........19....

Judge the employee on the basis of the work now being done. Be sure that each characteristic is considered separately, regardless of where the appraisal falls on any of the other characteristics. Place a check (√) in the box below the group of words which best describes the individual, but only one check for each line. However, it is essential that every line be checked.

NAME .... JOB TITLE .... DEPT. ....
Date of Birth........ Total Years with Company? .... How long on present job? ....
How long under your supervision? .... Date of Employment? ....

	Has an Exceptionally thorough knowledge of work	Has good knowledge of work	Requires Considerable coaching	Has inadequate knowledge of work
1. Knowledge of Job: Consider knowledge essential to person's job.	□	□	□	□
	Highest Quality	Well Done	Passable	Poor
2. Quality of Work: Consider the ability to turn out work which meets quality standards.	□	□	□	□
	Large Volume	Good Volume	Slightly Below Avg. Volume	Below Unsatisfactory Volume
3. Quantity of Work: Consider the volume of work produced under normal conditions.	□	□	□	□
	Record is Excellent	Occasionally Absent or Late	Frequently Absent or Late	Undependable; Absent or Late Without notice
4. Attendance and Punctuality: Consider frequency of absences as well as latenesses.	□	□	□	□

(Continued)

EMPLOYEE PERFORMANCE AND WORK APPRAISAL FORM (Continued)

	Usually fine Attitude	Good Attitude	Passable	Poor Attitude
5. Attitude: Consider his attitude toward his work, company and associates, and his willingness to work with and for others.	☐	☐	☐	Cannot be relied upon; Needs constant Supervision ☐
6. Judgment: Consider his ability to make decisions and to utilize working time to best advantage.	Justifies utmost Confidence ☐	Applies Himself Well; Needs Little Supervision ☐	Needs Frequent Checking ☐	☐
7. Reliability: Consider the ability of the person to get the work out under pressure, and to follow job thru to completion.	Can always be counted upon ☐	Generally can be counted on ☐	Unpredictable under pressure ☐	"Cracks up" under pressure ☐
8. Flexibility — Adaptability: Consider the speed with which he learns and the amount of instruction required to teach him new duties	Learns Fast ☐	Learns reasonably Fast ☐	Slow to Learn ☐	Unable to Learn ☐
9. Personal Characteristics: Consider Appearance, Personality, Integrity, "Housekeeping."	Decidedly Favorable ☐	Good ☐	Passable ☐	Generally Unsatisfactory ☐

Appraised by .... Date........ Reviewed by .... Date........

(Continued)

EMPLOYEE PERFORMANCE AND WORK APPRAISAL FORM (Continued)

GENERAL COMMENTS

1. What suggestions do you have for furthering this employee's advancement?

   A. What additional on-the-job training would be helpful? Explain.

   B. What evening school subjects would assist the employee in making progress? Explain.

   C. What other suggestion do you have?

2. Is this employee doing the job for which he/she is best suited? If not, what are your recommendations?

3. Should this employee be promoted or transferred?

   Is there any other action which should be taken?

4. Have shortcomings of employee been pointed out to him/her? Yes...... No......

5. Please note below any additional information which has not already been covered.

The Port of New York Authority

PERSONNEL PERFORMANCE APPRAISAL

(See Guide for Preparation of Personnel Performance Appraisal)

□ New Employee   □ Promotion

Name of Employee ....Dept. or Facility.....................

Period covered by this report: From............... To ....Service □ B □ C

IMPORTANT NOTE

In fairness to the employee and the Port Authority, consider each item carefully before rating. Judge the employee on the entire period covered by this report, not upon isolated incidents alone. Base your rating on the employee's performance in comparison with what is considered standard performance for the particular position rather than in comparison with other employees.

FACTOR	Above Stnd'rd	Meets Stnd'rd	Below Stnd'rd	ACTION INDICATED
1. JOB KNOWLEDGE				1. ....
Possesses skills and abilities required	—	—	—	....
Knows duties and responsibilities of his position	—	—	—	....
Knows relationship of his job to others in unit	—	—	—	....
2. ABILITY TO LEARN				2. ....
Learns quickly	—	—	—	....
Remembers what he is taught	—	—	—	....
3. INITIATIVE				3. ....
Willing to accept responsibility	—	—	—	....
Displays ingenuity in doing work	—	—	—	....
Self-starter	—	—	—	....

(Continued)

The Port of New York Authority

PERSONNEL PERFORMANCE APPRAISAL
(Continued)

4. ATTITUDES

Cooperates with supervisor
Cooperates with co-workers
Cooperates with persons outside the unit
Creates favorable impression on the public*

5. WORK HABITS

Plans work properly
Has materials and tools at hand when needed
Can be relied on to perform work properly
Adjusts to new situations quickly

6. PRODUCTIVITY

Quality of work:
   Accuracy
   Completeness
   Neatness
Quantity of work:
   Amount of work done

7. PREPARATION OF REPORTS*

Reports are complete
Reports are accurate
Reports are on time
Reports are clear

4. ....

5. ....

6. ....

7. ....

(Continued)

The Port of New York Authority

PERSONNEL PERFORMANCE APPRAISAL
(Continued)

8. EQUIPMENT AND TOOLS*

    Cares for equipment and tools

    Uses equipment and tools properly

    8. ....
    ....

9. OPERATING MOTOR VEHICLES*

    Operates vehicles properly

    Observes traffic regulations

    9. ....
    ....

10. PHYSICAL FITNESS

    Physically able to do work

    10. ....
    ....

11. APPEARANCE

    Personal appearance is suitable

    11. ....

12. ORAL EXPRESSION

    Speaks correctly

    Speaks concisely

    12. ....
    ....

The Port of New York Authority

PERSONNEL PERFORMANCE APPRAISAL
(Continued)

13. **SUPERVISORY ABILITY***
Consider this employee's over-all ability as a supervisor including proficiency in training and leading employees, and in planning, organizing, and getting high production

13. ....
....

14. **PUNCTUALITY AND ATTENDANCE**
Number of days late for work
Number of days absent because of illness
Number of days absent without leave

14. ....
....

15. **SAFETY RECORD**
Number of Lost-time accidents
Number of days lost through accidents
Number of No Lost-time accidents

15. ....
....

* Appraise only if applicable. -1- -2- -3- -4- -5-

SERVICE B EMPLOYEES

For New Employees: The Appraisal is executed for Service B employees at the completion of their 3rd, 6th, 9th and 11th month of Port Authority Service.

For Promotions: Service C employees promoted to Service B, at the completion of the 1st, 3rd and 6th month of service in the new position. The responsible supervisor may, if he elects, use the section below to furnish pertinent information in narrative form, relative to the employee's performance, instead of using individual factor ratings. However, entries for the "Safety Record" factor and for the "Recommendation Section" must be made on the final appraisal form.

(Continued)

The Port of New York Authority   **PERSONNEL PERFORMANCE APPRAISAL**
(Continued)

SERVICE B APPRAISAL SECTION

....

....

....

Appraisal by .... Immediate Supervisor .... Date.........

Post-Appraisal
Interview by .... Date.........

Employee's statement: I am familiar with the content of this appraisal and it has been discussed with me.

.... Date.........
Employee's Initials.

Over-All Appraisal
On the basis of the completed appraisal, I am indicating below the total performance status of the employee.

  ☐   ☐   ☐
Above Standard   Meets Standard   Below Standard

Approved: .... Signature** .... Date.........

RECOMMENDATION SECTION

Final Report on New Employees Only

On the basis of the ratings and remarks on this report and on reports previously submitted in connection with this employee, it is my opinion:

1. That the conduct, capacity, moral responsibility, integrity, and general service value of this employee are satisfactory and I, therefore, recommend his retention as a permanent Port Authority employee. ( )

2. That the general service value of this employee is not satisfactory and I, therefore, recommend against his retention as a permanent Port Authority employee.

** After approval by either the department head, facility manager or organization unit head, this report is **placed in an envelope and forwarded to the Personnel Director.**

Appendix II

Personnel Practices

Classification Plans

and

Salaries

in 43 Public and County Libraries

Atlanta Public Library

Personnel Practices   8/1/55

1. Vacation: professional staff—4 weeks; all others—2 weeks; after 10 years of service all other staff receive 1 additional day of vacation for each year beyond 10 until a maximum of 20 days is reached; authorized by Board of Trustees of the Library.

2. Sick Leave: 12 working days annually; up to 60 days may be accumulated; authorized by Board of Trustees of the Library.

3. Hours of Work: 40 hours, 5 days per week; 1 evening weekly—more if emergencies arise; authorized by Board of Trustees of the Library; set for individual staff by Director; Heads of Departments may recommend the particular schedules for their departments.

4. Paid Holidays: New Year's Day, Washington's Birthday, Confederate Memorial Day (April 26), Independence Day, Labor Day, Thanksgiving, and Christmas. December 24 is usually given but is not a regular holiday; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken off at a later date; authorized by Board of Trustees.

5. Board of Aldermen passed ordinance, approved by Mayor, requiring a loyalty oath of all city employees.

6. Fingerprinting is required for Janitors only; authorized by Director of Libraries since fingerprinting is required of all city employees except those in the Library, by the city personnel regulations.

7. Physical examination is required of all professional and clerical employees.

8. Pre-Professional Grade: 2 positions are classified as Library Assistant II, which require a major in library science and may be undergraduate. We have just entered into an arrangement with Emory University Library School to employ library school students in these positions for periods from 3 to 6 months as cooperative employees until they receive their degrees in library science. Salaries are at the beginning rate for this classification, $225 per month. These employees will work full time during their

stay at the Library, and salaries will be paid only for the time they are at work.

9. Six months probationary period.

10. Department Head or Director may approve overtime work in emergencies, special duties, etc.; compensated by equivalent time taken off later, usually when the employee wishes it.

Classification   3/17/52

Librarian I (17)—General assistant, A.B. and Degree in Library science, no experience.

Librarian II (23)—Branch librarians, first assistants.

Librarian III (8)—Heads of departments.

Librarian IV—Coordinator of Public Services: Fine Arts, Loan Records Division, Children's, Business and Industry Division, Reference.

Assistant Director.

Director.

Stenographer-Clerk III—(1) Secretarial stenographer.

Typist-Clerk II (6) Typist and clerk

Library assistant (16) Clerical workers.

Library aides II (17) Branch desk assistants, stack attendants, menders and binders.

Equipment Operator I (1) driver of bookmobile.

General maintenance mechanic II (1) Building superintendant.

Building cleaner (1) maid.

Buiding custodian, day (7) janitor.

Building custodian, night (3) janitor.

Porter (3) messenger, supervisor of cleaning crews.

Salaries—Professional   1/1/57

Assistant Director	$ 5,941.00—$7,202.00
Librarian I	3,913.00— 4,446.00
Librarian II	4,446.00— 5,044.00
Librarian III	5,044.00— 5,720.00
Librarian IV	5,265.00— 6,422.00
Director	10,634.00

Salaries—Non-Professional   1/1/57

Library Aide II	$2,496.00—$3,055.00
Library Assistant I	2,600.00— 3,185.00

Library Assistant II	3,055.00— 3,757.00
Typist-Clerk II	2,704.00— 3,315.00
Stenographer Clerk III	3,458.00— 4,264.00
Equipment Operator I	2,704.00— 3,315.00
Multilith Operator	3,055.00— 3,757.00
Varitype Operator	3,055.00— 3,757.00
General Maintenance Mechanic II	4,082.00— 5,044.00
Building cleaner (maid)	1,819.58— 1,963.08
Building custodian (day)	2,132.41— 2,301.74
Building custodian (night)	2,209.90— 2,390.71
Porter	2,390.71— 2,600.22

Boston Public Library

Personnel Practices   6/1/56

1. Vacation: professional library service—4 weeks; sub-professional library service, clerical and mechanical services—2 weeks; after 5 years of service—3 weeks, after 10 years of service—4 weeks; no longevity vacation allotment, however, the Trustees grant Long Service Payments of $100 after 25 years of service and an additional $100 for each 5 years of service thereafter; authorized by Board of Trustees.

2. Sick Leave: 2 weeks annually for short illness; for illness in excess of 2 weeks—12 weeks in any 12 months period for individuals with up to 5 years of service at ¾ pay, for individuals with 5 years of service or more at full pay; no unused sick leave may be accumulated; authorized by Board of Trustees.

3. Hours of Work: professional library service, sub-professional library service, and clerical service—35 hours; mechanical services—40 hours; cleaners—30 hours; binders—37½ hours; 5 days per week; 1 to 2 evenings weekly; authorized by Board of Trustees, conforming with the State Law which provides for a 5-day week and that a day's work may not be in excess of 8 hours in a 9 hour period.

4. Paid Holidays: New Year's Day, Washington's Birthday, Evacuation Day, Patriots' Day, Good Friday—½ day,

Veterans' Day, Memorial Day, Bunker Hill Day, Independence Day, Labor Day, Columbus Day, Thanksgiving, and Christmas; when a holiday falls on Monday through Friday all full-time personnel work 7, 8, 6 or 7½ hours less than the regular workweek schedule of 35, 40, 30 or 37½ hours; when a holiday falls on Saturday all full-time personnel work a regular workweek schedule; authorized by Board of Trustees.

5. Loyalty oath is required by City of Boston.
6. Fingerprinting is not required.
7. A physical examination is required of all employees by Workmen's Compensation Service at entrance, and by Library to be permanently appointed.
8. No pre-professional grade.
9. Probationary Period: professional library service — dependent upon meeting the 5 qualifying examinations, average probationary period of 1 year for library school graduates, for college graduates 2 to 3 years; sub-professional library service — dependent upon meeting 3 qualifying examinations, average probationary period 1 to 2 years; clerical and mechanical services and binding department are Civil Service employees, period 6 months.
10. The Director may approve overtime work to meet emergencies or for special duties.

Classification   7/26/52

Director.
Assistant to Director and Clerk of Trustees.
Assistant to Director (2) Chief Executive Off; Bus Operations Off.
Deputy Assistant to Director (2) Securities Management; Real Estate Management.
Chief Librarians (4) Reference and Research; Home Reading and Community Services; Rare Books, Prints.
Supervisors (3) Personnel; Reference and Research; Home Reading.
Deputy Supervisors (4) Ref. and Res.; Work with ad.; Work with ch.
Chiefs (60) of Dept.; Br. Libns.; Bkmbl.; Ass't to Chief Libn.
Ass't 5th step (60) first assistants.

Ass't 4th step (26) second assistants.
Assistant (93)
Probationary Assistant (84)
Sub-Professional Assistant (90)
Unclassified Assistant (56)

Salaries—Professional 4/9/57

Director	$17,810	
Assistant to Director and Clerk of Trustees	6,560.40—	7,060.00
Assistant to Director	9,110.00—	10,110.00
Deputy Asistant to Director	5,710.00—	6,210.00
Chief Librarians	9,110.00—	10,110.00
Supervisors	6,560.00—	7,060.00
Deputy Supervisors	5,710.00—	6,210.00
Chiefs	5,110.00—	5,610.00
Assistant, fifth step	4,760.00—	5,010.00
Assistant, fourth step	4,510.00—	4,760.00
Assistant	3,760.00—	4,510.00
Probationary Assistant	3,510.00—	3,910.00
Sub-Professional Assistant	2,860.00—	3,410.00
(College and Lib. School grads begin about $3,660)		

Salaries—Non-Professional 4/9/57

Superintendent of Buildings	$6,560.00—	$7,060.00
Junior Building Custodians	62.75—	75.25
Senior Building Custodians	67.75—	81.25
Watchmen	62.75—	81.25
Clerks	52.75—	65.25
Senior Clerk	65.25—	77.25
Principal Clerk	70.25—	84.75
Cleaners	47.75—	60.25
Bindery Foreman	104.75—	
Bindery Finisher	104.18—	
Sewers	56.62—	
Forewoman of Sewers	64.12—	
Chief of Binding	5,700.00—	6,200.00

Brooklyn Public Library

1. Vacation: All professionals, administrative personnel, and senior clerks are granted 27 working days. Stenographers, Senior Clerks are granted 27 working days. Stenographers, typists, and clerks in the beginning grade must have at least 5 years of consecutive service to be eligible for 27 working days of vacation.

2. Sick Leave: all appointed full-time staff are allowed leave for illness with pay up to 180 hours or 27 working days within each fiscal year; part-time staff are allowed leave for illness with pay in proportion to the hours they work; unused sick leave may not be accumulated; authorized by Board of Trustees.

3. Hours of Work: 40 hours, 5½ days per week; 2 evenings weekly; authorized by Board of Trustees.

4. Paid Holidays; all agencies of the library are closed on New Year's Day. Washington's Birthday, Easter Sunday, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas; nine service agencies are open from 2 p.m. to 6 p.m. on Lincoln's Birthday, Columbus Day, Election Day, and Veterans' Day; if the holiday falls on Saturday, the open hours are from 9 a.m. to 1 p.m.; staff members who work on a holiday are given an equal amount of time off at the convenience of the service agency; authorized by Board of Trustees.

5. Loyalty oath is not required.

6. Fingerprinting is not required.

7. Physical examination is not required.

8. Pre-professional Grade: must possess a baccalaureate degree from an approved college and plan to enroll in an accredited library school within 2 years after appointment; work schedules are adjusted to library school course requirements; library school expenses are met by the student only; salary is $2,765 annually upon appointment; upon matriculation in library school it is increased to $2,965, and after eight credits are acquired to $3,190 per

annum; these rates are for full-time schedule, if part-time the salary is proportionate.

9. Probationary Period: personnel service rating reports from at least two people are made during the year on the quality of the work and the suitability of each appointee; if one of these is unfavorable, the appointee shall be transferred and his work reported on by a third person; if the third person is favorable, the probationer is kept for further trial; if the third report is unsatisfactory, the probationer is asked to resign within a given length of time.

10. Overtime: it is sometimes necessary to work overtime due to special assignments, such as holiday hours, time to cover special activities, or to cover an emergency caused by unusual absence of staff; authorized by Agency Head; equivalent time off for overtime is taken within the month.

Classification   7/1/52

Librarian, Gr. 1 (81) Coll. Degree-intent to matriculate into Library School within 2 yrs.—no experience necessary.

Librarian, Gr. 2 (137) Library School degree—no experience.

Librarian, Gr. 3 (88) Fulfillment of requirements for Gr. 3 promotion. Branch Librarians of smaller branches and Assistants in larger agencies.

Librarian, Gr. 4 (22) Branch Librarians or Division Chiefs.

Superintendents (16) Executive Asst.; Pers. Director; Bursar; Editor; Special Investigator; Bldgs. & Supply; Construction; Branches; Cataloguing; Bk. Order; Work with Children. Young People: Extension Dept.; Central Service; Reference Librarian; Reference Coordinator.

Salaries—Professional   7/1/56

Librarian Trainee	$ 3,250—	$ 3,700
Librarian (first professional grade)	4,000—	5,080
Senior Librarian	4,550—	5,990
Supervising Librarian	5,450—	6,890
Principal Librarian	6,400—	8,200
Coordinating Librarian	7,100—	8,900
Assistant Chief Librarian	8,200—	10,300
Chief Librarian	13,100—	

Salaries—Non-Professional (Partial)   3/6/58

Clerk	$2,750—$3,650
Senior Clerk	3,500— 4,580
Supervising Clerk	4,550— 5,990
Typist	2,750— 3,650
Stenographer	3,000— 3,900
Senior Stenographer	3,500— 4,580
Supervising Stenographer	4,550— 5,990
Assistant Accountant	4,000— 5,080
Senior Accountant	6,050— 7,490
Cleaner (Men)	2,750— 3,650
Junior Building Custodian	3,000— 3,900
Assistant Building Custodian	3,500— 4,580
Superintendent of Library Buildings	7,100— 8,900

Buffalo and Erie County Library

Personnel Practices..   8/1/55

1. Vacation: 4 weeks, except part-time employees working a regular schedule of 30 hours or more per week receive 3 weeks vacation after 5 years service; no longevity vacation allotment; authorized by Board of Supervisors of Erie County.
2. Sick Leave: 1¼ days per month; up to 90 days may be accumulated; authorized by Board of Supervisors of Erie County.
3. Hours of Work: 37½ hours, 5 days per week; 2 evenings weekly; authorized by Board of Supervisors of Erie County.
5. Paid Holidays: New Year's Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Armistice Day, Columbus Day, Thanksgiving Day, Christmas Day, and Good Friday (12 noon to 3 p.m.); when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Board of Supervisors of Erie County.
5. Loyalty oath required by State of New York.
6. Fingerprinting required by State of New York.

7. A physical examination is required of all employees.
8. No pre-professional grade.
9. Probationary Period: 6 months for librarians; 3 months for clerks.
10. Dept. Head may authorize overtime when absolutely essential; compensated by time off.

Classification—Professional   6/1/55

Jr. Librarian (38) 5th yr. degree, no experience.

Sr. Librarian I (62) 5th yr. degree, 2 yrs. prof. exp.

Sr. Librarian II (7) 5th yr. degree, 2 yrs. prof. exper. acquired after issuance of prof. certificate.

Sr. Librarian III (11) 5th yr. degree, 4 yrs. prof. exper. acquired after issuance of prof. certificate.

Sr. Librarian IV (3) 5th yr. degree, 5 yrs. prof. exper. acquired after issuance of prof. certificate.

Asst. Dept. Dir. (2) same as Sr. Librarian IV.

Dept. Director (3) 5th yr. degree, 6 yrs. prof. exper. acquired after issuance of prof. certificate, 1 yr. of which must have been in admin. capacity.

Director (1) 5th yr. degree, 8 yrs. prof. exper. 3 yrs. of which must have been in responsible administrative capacity.

Classification—Non-Professional   6/1/55

Page (14) elementary school grad.

Book Finisher (20) elementary school grad., Manual skill.

Clerk Typist (46) high school grad., typing course.

Book Repairer (5) elementary school grad. (high school preferred), 1 year experience in book repair.

Account Clerk (1) high school grad., 2 years office experience, 1 year of which was in keeping accounts.

Senior Clerk Steno. (9) high school grad., 2 years business experience.

Senior Library Clerk (19) high school grad., 1 year library clerical experience.

Book Repair Supervisor (1) high school grad., 4 years experience in book repairing.

Principal Library Clerk (7) high school grad., 3 years library clerical experience.

Senior Accounting Clerk (2) high school grad., 3 years office
 experience including one year in keeping accounts.

Chief Accounting Clerk (1) high school grad., 5 years office
 experience including 3 years in keeping accounts.

Chief Library Clerk (4) high school grad., 4 years library
 clerical experience.

Secretarial Stenoographer (5) high school grad., 3 years of-
 fice experience.

Secretary (1) high school grad. (college grad. preferred),
 5 years office experience.

Salaries—Professional   1/1/57

Director .... $10,900—$14,100
Deputy Director .... 7,680— 9,900
Asst. Deputy Director .... 5,640— 7,280
Sr. Librarian IV .... 5,640— 7,280
Sr. Librarian III .... 5,095— 6,575
Sr. Librarian II .... 4,600— 6,000
Sr. Librarian I .... 4,185— 5,485
Junior Librarian .... 4,125— 4,685

4 annual increments

Salaries—Non-Professional   1/1/57

Secretary .... $ 3,845—$ 5,065
Secretary-Stenographer .... 3,565— 4,685
Chief Library Clerk .... 3,565— 4,685
Chief Account Clerk .... 3,565— 4,685
Sr. Account Clerk .... 3,325— 4,325
Principal Library Clerk .... 3,325— 4,325
Book Repair Supervisor .... 3,325— 4,325
Sr. Library Clerk .... 2,980— 3,760
Sr. Clerk-Stenographer .... 2,980— 3,760
Account Clerk .... 2,980— 3,760
Book Repairer .... 2,865— 3,545
Clerk-Typist .... 2,630— 3,210
Book Finisher .... 2,630— 3,210

Chicago Public Library

Personnel Practices   8/1/55

1. Vacation: professional staff—4 weeks; principal and head clerks—4 weeks; junior and senior clerks—3 weeks; maintenance staff (except per diem)—3 weeks; maintenance staff (per diem)—2 weeks; junior and senior clerks, and per diem employees in the Maintenance Division receive an additional week of vacation after 15 years service; authorized by Board of Directors.

2. Sick Leave: 15 working days per year (during first 3 years at ½ pay, after 3 years at full pay); after 3 years service unused sick leave may be cumulated to a maximum of 60 days; authorized by Board of Directors.

3. Hours of Work: 37½ hours per week, except maintenance staff—40 hours and engineers—42 hours; 5 days per week; 2 evenings weekly; authorized by Board of Directors.

4. Paid Holidays: New Year's Day, Memorial Day, Independance Day, Labor Day, Thanksgiving, and Christmas; library is open 9:00-5:30, but employees receive *either* Lincoln's *or* Washington's Birthday as a paid holiday; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken off at a later date; authorized by Board of Directors.

5. Loyalty oath not required.

6. Fingerprinting required by Civil Service Commission.

7. Physical examination is required for civil service appointments only.

8. No pre-professional grade.

9. Six months probationary period for civil service appointments.

10. Head of agency, with approval of division supervisor, may approve overtime work in emergency; compensated by straight time, either time off or cash.

Classification   1/1/56

Librarian I (199) Adult Service, Children's Service, Technical Processes.

Librarian II (88) Administration, Central Library Service.

Branch Library Service, Children's Service, Technical Processes, Foreign Language Service, Service to the Blind.

Librarian III (28) Administration, Department Heads, Branch Librarians, Children's Librarians.

Librarian V (2) Assistant Librarians—Central Library, Technical Processes.

Librarian VI—Assistant Librarian.

Librarian VII—Librarian.

Salaries—Professional   1/1/57

Librarian I	$ 4,410—$ 5,010
Librarian II	5,040— 5,640
Librarian III	5,790— 6,510
Librarian IV	6,630— 7,350
Librarian V	8,700— 9,660
Librarian VI	12,360
Librarian VII	16,500

Salaries—Non-Professional   1/1/57

Junior Library Clerk	$ 2,790—$ 3,150
Senior Library Clerk	3,360— 3,960
Senior Library Assistant	3,540— 4,140
(This title being dropped)	
Principal Library Clerk	4,140— 4,740
Head Library Clerk	4,770— 5,370
Library Accounting Clerk	5,910— 6,630
Business Manager	8,700— 9,660
Chief Operating Engineer	9,834

Cincinnati Public Library

Personnel Practices   8/1/55

1. Vacation: clerical employees—11 working days first year, extra day added each year through 10 years, and then 22 working days; professional staff—22 working days; maintenance and full-time pages—11 working days through 10th year, then 15 working days; persons working 20-30 hrs. a week are eligible for ½ vacation allowance; those

working 30 hrs. but less than 40 are eligible for ¾ vacation allowance; authorized by Board of Trustees.

2. Sick leave: full-time employees—1 day a month, cumulative to 60 working days; 20 hrs. or more a week workers —3 days yearly after first year, non-cumulative; authorized by Board of Trustees.

3. Hours of Work: 40 hrs., 5 days per week; 1 or 2 evenings weekly; authorized by Board of Trustees.

4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving ,and Christmas; the Library is not closed but the following days are allowed—Lincoln's Birthday, Washington's Birthday, Columbus Day, and Veterans' Day; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken off at a later date; authorized by Board of Trustees.

5. Loyalty oath is not required.

6. Fingerprinting is not required.

7. Physical examination is not required.

8. Pre-Professional Grade: require college degree plus summer at library school, or equivalent; no length of appointment stated, but it would terminate if education at library school ceased; work schedules are adjusted to library school course requirements; no payment is made for time spent at school, unless part of time has been earned as vacation; salary is $3,081 to $3,705.

9. Probationary Period: I month for clerical; 1 year for professional.

10. Overtime: Director permits overtime work upon request; compensatory time off is allowed; do not pay for overtime work; except in the case of a few maintenance men, who are compensated by straight time.

Classification—Professional   1/9/56

Grade I—For those who obtain library school certificates without previous bachelor's degree, or 4 year college degree including library training, or 4 year college degree plus one summer or more at accredited library school, but no degree, or training class plus 5 years experience.

Grade II—Full professional training; masters degree in Library Science, or equivalent.

Grade III—Senior assistants, branch librarians.

Grade IV—First assistants, large departments; division heads; heads, small departments; branch librarians of area branches or of large or unusually active branches.

Grade V—Heads, large departments.

Administrative Level—Head Librarian, Personnel Director, Business Manager, Coordinator of the Main Library, Supervisor, Branches and Extension Department, Supervisor, Work with Children.

Salaries—Professional 1/58

Librarian Grade I	$ 3,575—$ 4,199
Librarian Grade II	4,251— 4,563
Librarian Grade III	4,693— 5,213
Librarian Grade IV	5,213— 5,733
Librarian Grade V	5,733— 6,513
Sub-professional Grade I	2,873— 3,185
Sub-professional Grade II	3,107— 3,575
Sub-professional Grade III	3,497— 3,965

Salaries—Non-Professional 1/58

Clerk Grade I—Junior Clerk	$ 2,509—$ 2,769
Clerk Grade II—Senior Clerk	2,704— 3,029
Clerk Grade III—Principal Clerk	3,094— 3,354
Clerk Grade IV—Special Clerk (as necessities require)	

Annual Increment $104

Cleveland Public Library

Personnel Practices 8/1/55

1. Vacation: professional 176 hours; clerical 80—176 hours; maintenance 80—120 hours (a few go to 176 hours); part-time none; no longevity vacation allotment; authorized by Board of Trustees.

2. Sick Leave: 96 hours per year; up to 480 hours may be accumulated; authorized by Board of Trustees.

3. Hours of Work: 40 hours, 5 days per week; 2 or 3 evenings weekly; authorized by Board of Trustees.

4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day; staff is also allowed time off to balance days worked when library is open on Lincoln's Birthday, Washington's Birthday, Columbus Day, and Veteran's Day; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Board of Trustees.

5. Loyalty oath not required.

6. Fingerprinting not required.

7. A physical examination is required for all full-time employees.

8. No pre-professional grade; college students are employed on same basis as other non-professionals.

9. Probationary Period: professional 3 years; non-professional 2 years; maintenance 1 year.

10. Overtime: Buildings Dept. staff as necessary; authorized by Head of Buildings Dept. (subject to later review by Director); compensated by time and ½; in other depts. plus time may be worked when necessary and taken off later—arranged by supervisor.

Salaries—Professional   2/16/57

Director $13,700		
Asst. Director, Business Manager, Clerk-Treasurer	8,700	
Department Heads (General)	6,820—	8,020
Department Heads (Subject)	6,400—	7,580
Division Heads	6,040—	6,820
Branch Librarians	5,740—	6,220
Assistant Department Heads	5,680—	6,580
Assistant Branch Librarians	4,600—	5,560
Children's Librarians	4,180—	5,560
School Librarians	4,600—	6,100
Professional Assts.—Non-Supervisory	4,600—	5,200

Salaries—Non-Professional   2/16/57

Clerks	\$ 2,820—\$ 3,420
Senior Clerks	3,540— 3,780
Principal Clerks	3,840— 4,920
Secretaries	3,000— 3,840
Senior Secretaries	3,840— 4,440

Columbus Public Library

Personnel Practices   8/1/55

1. Vacation: 24 working days (4 weeks); no vacation for part-time employees; no longevity vacation allotment except 6 months employment before 2 weeks vacation, and 12 months employment before 4 weeks vacation; authorized by Board of Trustees.
2. Sick Leave: 1¼ days per month; up to 90 days may be accumulated; State law as applied by Board of Trustees.
3. Hours of Work: 40 hours, 5 days per week; 2 evenings weekly; authorized by Board of Trustees.
4. Paid Holidays: New Year's Day, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Armistice Day, Thanksgiving, and Christmas; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Board of Trustees.
5. Loyalty oath not required.
6. Fingerprinting not required.
7. Physical examination not required.
8. No pre-professional grade.
9. Six months probationary period.
10. Dept. Head may authorize overtime work during seasonal peaks, e.g., registration, book week, etc.; compensated by time off.

Salaries—Professional   1/1/57

Librarian	\$ 9,500
Vice Librarians	5,200— 6,000
(Department Heads)	
Senior Library Assistants	4,450— 5,000

Assistant Librarians

    Asst. Librarian I - IX (with AB)............   3,750—   4,325

    Asst. Librarian I - IX (with BLS)..........   3,750—   4,725

Public Relations Director   6,000

Salaries—Non-Professional   1/1/57

Typist-Clerks I - IV ....$ 2,800—$ 3,400

Maintenance Chief   6,000

Engineers ....   4,400—   4,500

Night Watchman   2,500

Bookmobile Drivers ....   3,550—   4,075

Head Janitor   3,650

Yardman   2,950

Janitors ....   2,500—   3,850

Janitress—44 hour week   2,300

Janitress—27 hour week   1,348

Dayton and Montgomery County Public Library

Personnel Practices   5/57

1. Vacation: professional staff—22 working days; SPC II-V 10 working days during first 5 years; one additional day (up to 22 days) for each year worked after 5 yrs.; CMO I-V and SPC I, 10 working days for 10 yrs. service, 15 days thereafter; authorized by Board of Trustees.

2. Sick Leave: 9.15 hours per time sheet period; up to 90 days at beginning of each year; authorized by Ohio state law.

3. Hours of Work: 40 hours, 5 days a week; not more than 2 evenings weekly except in emergency; authorized by Board of Trustees.

4. Paid Holidays: New Year's Day, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas. When legal holiday falls on Sunday, the following Monday is observed; authorized by Board of Trustees.

5. Loyalty oath is not required.

6. Fingerprinting is not required.

7. Physical examination required only at age 65 and each year thereafter employee works. Application for extension beyond 65 must be approved by Board of Trustees.

8. Pre-professional Grade: Librarian I intended for college grads. contemplating L.S. Limited to 3 yrs. in grade.

9. One year probation period for professional staff; six months for clerical.

10. Full time salaried employees compensated for overtime by time off; custodial employees paid at time and one half regular rate if permission to work has been granted by Director, Asst. Dir., Personnel Dir. or Business Mgr. Part time employees on annual salary compensated for overtime at regular rate. Permission for overtime work given by Dept. Head or Branch Librarian in an emergency.

Classification—Professional   9/57

Librarian I—College grads contemplating L.S. for three years only.

Librarian II—Fifth year library school.

Librarian III—First assistants, small depts. Heads small branches. Subject specialists. Skills in cataloging, reference, children's work.

Librarian IV—Heads, small depts. 1st assts., large depts. Heads, large branches.

Librarian V—Heads, large depts. Business Manager, Personnel Director.

Salaries—Professional   9/57

Librarian I	$ 3,900—$ 4,160
Librarian II	4,355— 5,005
Librarian III	5,070— 5,720
Librarian IV	5,720— 6,695
Librarian V	6,695— 7,570
Librarian VI	7,960— 9,260

Salaries—Sub-Professional and Clerical   9/57

S.P.C. I	$ 2,275—$ 2,665
S.P.C. II	2,535— 2,925
S.P.C. III	2,925— 3,315

S.P.C. IV	3,315—	3,705
S.P.C. V	3,705—	4,355

Salaries—Custodial, Maintenance & Operating Service   9/57

C.M.O. I	$ 2,275—$	2,665
C.M.O. II	3,120—	3,510
C.M.O. III	3,510—	3,900
C.M.O. IV	3,900—	4,290
C.M.O. V	4,290—	4,680
Pages	.75—	.85
Student Assts.	1.00—	1.10

Dearborn Public Library

Personnel Practices   8/1/55

1. Vacation: 1 work day per month completed; 1 additional week per year after 15 years employment; authorized by Civil Service.
2. Sick Leave: 1 day per month completed; up to 100 days may be accumulated; authorized by Civil Service.
3. Hours of Work: 38 hours, 5 days per week; 2 evenings weekly; authorized by Civil Service.
4. Paid Holidays; New Year's Day, Memorial Day, Independence Day, Labor Day, Armistice Day, Thanksgiving Day, and Christmas Day; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Civil Service.
5. Loyalty oath required by Council Order and Civil Service.
6. Fingerprinting required by Civil Service.
7. A physical examination is required of all employees.
8. No pre-professional grade.
9. One year probationary period.
10. Dept. Head may approve overtime work in emergencies and on Sundays; for emergencies straight time off; for Sundays, professional employees straight time off; for non-professionals double time, if the Sunday follows a full workweek.

Classification   3/9/56

Chief Librarian (1).
Ass't. Chief Librarian (1).
Librarian III (3) Heads of Departments.
Librarian II (3) Branch Librarians.
Audio-Visual Librarian (1).
Librarian I (10) 5th year degree, no experience required.
    Assistants and heads of small divisions.
Non-Professional
    Aide (10) College graduates.
    Clerk (12) High school graduates.
    Stenographer-Clerk II (1) High school graduate, inc. or
        supplemented by courses in commercial subjects, plus
        experience.

Salaries   12/1/57

Library Clerk	$ 3,214—	$ 3,941
Library Aid	3,873—	4,599
Stenographer-Clerk II	4,115—	4,842
Librarian I	4,571—	5,540
Audio-Visual	5,117—	5,844
Librarian II	4,932—	6,142
Librarian III	5,635—	6,362
Assistant Librarian	5,602—	6,570
Chief Librarian	6,711—	7,679

Denver Public Library

Personnel Practices   1/1/58

1. Vacation: 17 working days per year (12 days vacation are
   allowed all city employees, we add 5 holidays on which
   library is open and other city offices closed); no longevity
   vacation allotment; authorized by Library Commission
   (rules coordinated with City Career Service).
2. Sick Leave: 1 day per month; up to 100 days may be
   accumulated; authorized by Library Commission.
3. Hours of Work: 40 hrs., 5 days per week; staff of public

departments 2 evenings weekly; authorized by Library Commission.

4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving and Christmas; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a time convenient to the department; authorized by Library Commission.
5. Loyalty oath not required.
6. Fingerprinting not required.
7. Physical examination not required.
8. Pre-Professional Grade; not specifically for library school students but have two sub-professional classes for college grads. without library school degrees and hire some library school students in these jobs; work schedules are adjusted to library school courses, if possible; however library needs take precedence over school; no payment is made for time spent at school.
9. Probationary Period: professional—6 months; sub-professional, clerical and custodial—3 months.
10. Department Head plus Head Librarian may authorize overtime work in emergency due to unforeseen extra projects or work load, or absence for illness which cannot be covered by substitutes; compensated by pay at time-and-a-half rates.

Classification   1/1/58

Librarian Asst. I (16½) BA degree, no experience.
Librarian Asst. II (5) BA degree, experience plus supervisor's recommendation.
Librarian I (2) 4th year l.s. degree, no experience.
Librarian I (11) 5th year l.s. degree, no experience.
Librarian II (30) 5th year l.s. degree, some experienec.
Librarian III (30) Branch Librarians. Subject Specialists. Division Heads.
Librarian IV (8) Heads of Departments.
Librarian V (3) Area Supervisors: Central Adult Services, Extension, Technical Services.
Admin. Assts. (5) Book Selection, Group Services, Pers., Publicity, Training and Research.
Librarian (1)

Salaries—Professional 1/1/58

Librarian I
    4th year degree ....$ 3,672—$ 4,800
    5th year degree .... 4,020— 5,256
Librarian II .... 4,200— 5,496
Librarian III .... 4,800— 6,300
Librarian IV .... 5,496— 7,212
Admin. Assistants .... 5,748— 7,536
Librarian V .... 6,300— 8,244
Librarian 9,600
Library Assistant I .... 3,360— 4,392
Library Assistant II .... 3,672— 4,800

Salaries—Non-Professional (Partial) 1/1/58

Supvr. of Bus. Operations ....$ 5,028—$ 6,600
Clerk Steno II .... 3,516— 4,596
Clerk Steno I .... 3,072— 4,020
Clerk IV .... 4,200— 5,496
Clerk III .... 3,516— 4,596
Account Clerk II .... 3,672— 4,800
Clerk Typist II .... 2,940— 3,840
Clerk Typist I .... 2,688— 3,516
Switchboard Oper. II .... 3,360— 4,392
Switchboard Oper. I .... 2,688— 3,516
Library Shelver .... 2,688— 3,516
Library Page .... 2,148— 2,808
Supt. of Library Bldgs. .... 5,256— 6,900
Custodial Wk. II .... 3,216— 4,200
Custodial Wk. I .... 2,688— 3,516
Library Investigator .... 3,672— 4,800
Library Guard .... 2,688— 3,516
Bookmobile Driver-Clerk (44-hour week) .... 4,020— 5,256

Des Moines Public Library

A new pay plan effective November 1, 1958, provides for increases in each classification ranging from a minimum increase of $684 for a Librarian I to a maximum

increase of $1872 for a Librarian VI; on the non-professional level ranging from a minimum increase of $192 for a Clerk I to a maximum increase of $864 for a Junior Assistant.

Personnel Practices   2/1/57

1. Vacation: professional—20 working days; non-professional with 3 full years of service—15 working days; non-professional with less than 3 years service—10 working days; provide a longevity vacation allotment; length unspecified but not to exceed 20 working days in addition to regular scheduled annual leave; may be granted after 6 years for the purpose of professional development through travel or study without loss of salary; it is *not* considered an earned vacation granted automatically after 6 years of service; authorized by Board of Trustees.

2. Sick Leave: 96 hours per year; up to 720 hours (90 days) may be accumulated; authorized by Board of Trustees.

3. Hours of Work: 40 hours, 5 days per week; customarily 2 evenings weekly; authorized by Board of Trustees.

4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving, and Christmas; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken off at a later date; authorized by Board of Trustees.

5. Loyalty oath not required.

6. Fingerprinting not required.

7. Physical examination not required.

8. No pre-professional grade.

9. Six months probationary period.

10. Overtime work is permitted when requested by a staff member in order to have extra time off at another time (seldom requested), or when necessary to staff service desks; up to 16 hours is at the discretion of the Department Head, more than 16 hours must be approved by the Director; compensated by equal time off.

Classification—Professional 1/1/57

Director.
Librarian VI (3) Coordinator.
Librarian V (1) Administrative Assistant.
Librarian IV (5) Department Head.
Librarian III (7) Branch Librarian.
Librarian II (4) Departmental First Assistant.
Librarian I (8) Professional Librarian without supervisory
    responsibility. 5th year degree required.

Classification—Non-Professional 1/1/57

Office Manager & Secretary (1) in charge of business office.
Junior Assistant II (9) Sub-professional. College degree.
*Junior Assistant I (5) Sub-professional. Some college edu-
    cation.
Clerk III (5) Order; Catalog; Registration; Display; Busi-
    ness Office.
Clerk II (7) Bindery; Switchboard; General clerical.
Clerk I (9) General clerical.
    * Discontinued grade. Incumbents only.

Salaries—Professional 1/1/57

Director		$ 9,000
Librarian VI	5,016—	$ 5,688*
Librarian V	4,740—	5,460*
Librarian IV	4,560—	5,136*
Librarian III	4,152—	4,680*
Librarian II	4,032—	4,560*
Librarian I	3,660—	4,140*

    *4 annual step increments.

Salaries—Non-Professional 1/1/57

Office Manager-Secretary	$ 3,360—	$ 3,936*
Junior Assistant II	2,940—	3,726*
Junior Assistant I	2,640—	2,928*
Clerk III	2,580—	2,820*
Clerk II	2,340—	2,580*
Clerk I	2,160—	2,400*

    *4 annual step increments.

Detroit Public Library

Personnel Practices   7/1/57

1. Vacation: 20 working days for professional staff who joined staff by July 1 the preceding year; 10 working days for maintenance and clerical workers who may also receive a bonus vacation up to 1 additional week for unused sick leave after 3 or more years on staff; part-time employees receive vacation time indicated at the part-time rate; hourly employees are given credit for 1 day (8 hours) vacation for each 208 hours worked; maintenance and clerical workers have an additional week after 10 years of service; authorized by Detroit Library Commission.

2. Sick Leave: 17 days a year (not available for use during first six months); up to 200 days may be accumulated; authorized by Detroit Library Commission.

3. Hours of Work: 36¼ hours per week; 5 days per week; 2 evenings weekly; authorized by Detroit Library Commission.

4. Paid Holidays: New Year's Day, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Veteran's Day, Thanksgiving, and Christmas; when one of the holidays falls on a day which is a regular day off, time may be taken at a later date; authorized by Detroit Library Commission.

5. Loyalty oath required by Detroit Library Commission.

6. Fingerprinting required only for maintenance staff by Detroit Library Commission.

7. Physical examination required only for maintenance staff.

8. Pre-professional grade; must be matriculated U. of Michigan Dept. of Library Science. Must take 8 credits a year; must complete program in 4 years; 2 hours' time given for each 2 hour course; starting salary $4,002; semi-annual increments of approximately $75 each for satisfactory work, to maximum of $4,555.

9. Two years probationary period.

10. Service Director or Supt. of Building Maintenance may authorize overtime work only when needed for the good of the service; Sunday service paid at time and a half;

other times given compensatory time during the same pay
period.

Classification

Librarian I (61) Library School degree, no experience re-
quired.

Librarian II (130) Approximately 3 years' experience re-
quired.

Librarian III (48) 1st Assistants to Chiefs of Division.

Assistant Chief of Department (7) Assistants to Chiefs of
Department.

Chief of Division (21) Branch Librarians.

Chief of Department (30) Heads of Reference Departments,
Children's Service, Extension, ten Branches.

Chief of Technology Department (1).

Service Directors (4) Personnel, Home Reading, Business,
Reference.

Associate Director.

Director.

Salaries—Professional

Librarian I	$ 4,555—$ 4,891
Librarian II	4,897— 5,692
Librarian III	5,419— 6,088
Assistant Chief of Department	5,805— 6,582
Chief of Division	6,440— 6,840
Chief of Department	6,642— 7,918
Chief of Technology Department	8,208— 9,218
Service Directors	8,831— 9,423
Associate Director	10,545— 13,107
Director	16,306

Salaries—Non-Professional (*Partial*)

Secretarial Stenographer	$ 5,310—$ 5,893
Library Loan & Registration Clerk	4,957— 5,531
Senior Stenographer	4,636— 5,007
Senior Clerk or Typist	4,566— 5,007
Stenographer	3,958— 4,222
Clerk or Typist	3,772— 4,112

Junior Clerk or Typist	3,346—	3,574
Stores Clerk	4,706—	5,007
Stores Assistant	4,232—	4,370
Head of Bindery Division	6,140—	6,539
Bindery Foreman		6,781
Bookbinder		6,261
Bookbindery Assistant	3,744—	3,963
Superintendent of Building Maintenance	9,444—	10,334

D. C. Public Library

Personnel Practices   8/1/55

1. Vacation: from 1 to 3 years government or military service—13 days per annum, from 3 to 15 years—20 days per annum, over 15 years—26 days per annum; authorized by U. S. Civil Service Commission.
2. Sick Leave: 13 days per annum; the extent of accumulation is unlimited; authorized by U. S. Civil Service Commission.
3. Hours of Work: 40 hours, 5 days per week; 2 evenings from 12:30-9:00 p. m.; U. S. Civil Service Commission established the 40-hour workweek.
4. Paid Holidays: The Library is closed and the staff are paid on July 4 and Christmas; when one of the holidays falls on a day which is a regular day off for a staff member, he may not take equivalent time off at a later date, except for such fixed holidays as Labor Day and Thanksgiving; authorized by the Chief Librarian.
5. Loyalty oath required by U. S. Civil Service Commission.
6. Fingerprinting not required.
7. Physical examination not required.
8. No pre-professional grade.
9. Probationary Period: 1 year or longer if necessary.
10. Overtime work is permitted if required and authorized by Chief Librarian; compensated by time and a half.

Classification   7/15/55

Librarian GS. 5   Junior Librarians.
Librarian GS. 7   Readers advisors; Reference Librarians;

Child Libns.; Chief Preparations Dept.

Librarian GS. 9   Chief, Acquisitions Dept.; Chiefs of subj. divisions; Heads, large branches; Personnel Officer; Admin. Assistant and Budget Officer.

Librarian GS. 11   Chief, Catalog Dept.; Consultant in Adult Educ.; Central Librarian.

Librarian GS. 12   Coordinators of Adult and Child. Serv.

Librarian GS. 13   Assistant Librarian.

Librarian GS. 15   Librarian.

Salaries—Professional   7/15/55

Librarian GS. 5	....	$ 3,670—$ 4,480
Librarian GS. 7	....	4,525— 5,335
Librarian GS. 9	....	5,440— 6,250
Librarian GS. 11	....	6,390— 7,465
Librarian GS. 12	....	7,570— 8,645
Librarian GS. 13	....	8,990— 10,065
Librarian GS. 15	....	11,610— 12,690

Salaries—Non-Professional (Partial)   7/15/55

Supt. Buildings & Grounds	GS. 11—$ 6,390—$ 7,465
Secretarial Stenographer	GS. 5— 3,670— 4,480
Fiscal Clerks	GS. 5— 3,670— 4,480
Senior Clerks & Supervisors	GS. 4— 3,415— 3,925
Inter. Clerks & Supervisors	GS. 3— 3,175— 3,685
Junior Clerks	GS. 2— 2,960— 3,470
Pages	GS. 1— 2,690— 3,200
Bookbinders	per day $21.04
Sewers, Bindery	per day $13.04

Enoch Pratt Free Library

Personnel Practices   8/1/55

1. Vacation: Professional staff—4 weeks; Non-professional staff—LGS-1½, 2 weeks, LGS-2, 3 weeks, LGS-3 and above, 4 weeks; City scale—Supt., Sr. Adm. Off., Jr. Adm. Off., & Sec. Steno. 4 weeks, Prin. Clerk, 3 weeks; Maintenance staff—2 weeks; no longevity vacation allotment; authorized by Board of Trustees.

2. Sick Leave: First 2 years—12 days annually, over 2 years but under 5—25 days annually, over 5 years—75 days annually; no unused sick leave may be accumulated; authorized by Board of Trustees.

3. Hours of Work: 40 hours, 5 days per week; branches—3 nights per week (few children's librarians—2 nights), central—2 nights per week; authorized by Board of Trustees.

4. Paid Holidays: New Year's Day, Washington's Birthday, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Board of Trustees.

5. Loyalty oath required by state law.

6. Fingerprinting not required.

7. Physical examination required for maintenance staff; membership in the Employees' Retirement System, City of Baltimore is required of all full-time employees within six months after appointment. The Library requests that the physical examination required for membership in this system be taken within two weeks after appointment to the staff.

8. Pre-professional Grade: college graduates are appointed for one year; no library school in community so work schedules do not need to be adjusted to library school course requirements; no payment is made for time spent at school; salary is $3,000 per annum.

9. One year probationary period.

10. Overtime: determined by needs of agency; authorized by immediate supervisor; compensated by time off.

Classification   3/11/52

Library Prof. Serv.—1 (72) 5th year degree, no experience required.

Lib. Prof. Serv.—2 (41) same; 2 years prof. exp. required.

Lib. Prof. Serv.—3 (38) same; 3 years prof. exp. required.

Adm. Assistant (11) Assistants to Heads of Departments, Br. Librarians.

Head of Dept. (16) Central Subjects, Br. Librarians. Coordinator of Work with Y.

Head of Division (6) Chiefs of Extension, Processing, Exhibits & Publicity, Coordinator of Work with J and Adult.

Assistant Director & Director.

Salaries—Professional 1/1/58

Director	$13,000—$16,000
Assistant Director	8,700— 10,500
Library Professional Service—6	7,500— 8,500
Library Professional Service—5	6,600— 7,400
Library Professional Service—4	5,800— 6,600
Library Professional Service—3	5,200— 5,900
Library Professional Service—2	4,700— 5,400
Library Professional Service—1	4,400— 5,000
Type III Library School Graduates	4,040— 4,640
Pre-professional (April 1, 1957)	3,900

Salaries—Non-Professional 1/1/58

Library General Service—6	$ 5,100—$ 5,800
Library General Service—5	4,700— 5,400
Library General Service—4	4,000— 4,700
Library General Service—3	3,100— 3,800
Library General Service—2	2,500— 3,000
Library General Service—1	2,250— 2,750
Supt. of Public Buildings	7,200— 8,200
Principal Admin. Officer	5,800— 6,500
Director's Secretary	4,700— 5,400
Secretary-Stenographer	3,800— 4,500
Senior Typist	3,100— 3,700
Head Carpenter	4,000— 4,700
Shipping Clerk	2,800— 3,450

Grosse Pointe Public Library

Personnel Practices 8/1/55

1. Vacation: professional — 4 weeks; clerical and maintenance — 1 week after 1 year, 2 weeks after 2 years,

and 3 weeks after 5 years with pay; authorized by Salary
Schedule, Grosse Pointe Public School System.

2. Sick Leave: 1 day per month; up to 120 days may be
   accumulated; authorized by Salary Schedule.
3. Hours of Work: 38 hours per week; 5 days per week;
   3 evenings weekly; authorized by Salary Schedule.
4. Paid Holidays: Independence Day, Labor Day, Thanks-
   giving, Christmas, New Year's Day, Good Friday, Mem-
   orial Day; when one of the holidays falls on a day which
   is a regular day off, equivalent time may be taken at a
   later date; authorized by Board of Education.
5. Loyalty oath not required.
6. Fingerprinting not required.
7. Physical examination required of all employees.
8. No pre-professional grade.
9. One year probationary period.
10. No overtime work is permitted.

Classification   3/17/52

Schedule A (5) Non-administrative, AB plus or including
     library science degree. No experience required.
Schedule C (2) Children's Librarian; Cataloger and First
     Assistant.
Schedule F Director of Public Libraries.

Salaries—Professional   7/1/57

Director	$6,727.60—	$12,076.80
Chief of Processing	5,500.00—	9,870.00
Chief of Children's Service	5,500.00—	9,870.00
Chief of Central Library	5,500.00—	9,870.00
Branch Librarian (2)	5,252.50—	8,800.00
Non-Administrative (7)	5,005.00—	8,552.50

Hamtramck Public Library

Personnel Practices   3/1/56

1. Vacation: professional and sub-professional—24 working
   days; clerical—18 working days; part time—10 hrs. for

every 173 hrs. of work; no longevity vacation allotment; authorized by Library Board with final approval by Civil Service.

2. Sick Leave: 15 days per year; up to 100 days may be accumulated; authorized by Civil Service regulations.

3. Hours of Work: 35 hrs., 5 days per week; 1 or 2 evenings weekly; authorized by Library Director.

4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Christmas, and Presidential Election Day; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken off at a later date; authorized by Library Board resolution according to Civil Service regulations.

5. Loyalty oath is required by Civil Service Board and Common Council resolutions.

6. Fingerprinting is not required.

7. Physical examination is not required.

8. No pre-professional grade.

9. Six months probationary period.

10. Overtime: Department Head may approve overtime whenever there is a staff shortage, or unusual pressure of work; compensated by time off.

7/1/55

Classification—Professional

Librarian I—Professional. Degree in Library Science. No experience required.

Librarian II—Professional. Degree in Library Science. Two years experience plus ability to head department.

Library Assistant II—(2) College degree, matriculated in school of library science.

Assistant Director.

Director.

7/1/55

Classification—Non-Professional

Library Assistant I—College degree. No experience.

Library Aide—Some college preferred. No experience.

Library Clerk I—High school. No experience.

Sec'y-Stenographer—High school. Business training.

Salaries—Professional   4/1/58

Director	$ 5,615—$ 5,975
Assistant Director	4,875— 5,433
Librarian II (3)	4,775— 5,328
Branch Dept. Librarian (1)	4,415— 4,775
Assistant L.S. Student (1)	3,995— 4,320

Salaries—Non-Professional   4/1/58

Library Clerk II	$ 3,755—$ 4,194
Library Clerk I	3,575— 3,875
Sec'y.-Stenographer	3,995— 4,446
Library Page	1.00— 1.10 hr.

Indianapolis Public Library

Personnel Practices   8/1/55

1. Vacation: professional—4 weeks; pre-professional and clerical 3—3 weeks; other clerical and maintenance—2 weeks; no longevity vacation allotment; authorized by Board of School Commissioners.
2. Sick Leave: 2 weeks (80 work hours) for full-time employees; up to 240 hours may be accumulated; authorized by Board of School Commissioners.
3. Hours of Work: 40 hours, 5 days per week; 1 or 2 evenings weekly; authorized by Board of School Commissioners.
4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Board of School Commissioners.
5. Loyalty oath not required.
4. Fingerprinting not required.
7. Physical examination not required.
8. Have pre-professional grade; person is not required to take library science courses immediately; college degree required; length of appointment usually not beyond 3 years; work schedules are adjusted to library school course

requirements; no payment is made for time spent at school.

9. One year probationary period.

10. Overtime: Emergencies, Sunday Schedule, or to balance previous minus time; authorized by Dept. Head or Branch Head except for Sunday Schedule, which is assigned by Supervisor of Personnel (Central personnel only cover this); compensated by equal time off.

Classification—Professional 1/1/58

Prof. 1 (26) Minimum of college degree including 15 hrs. Liby. Sci. 5th year graduates are promotional to Prof. 2.

Prof. 2 (35) 5th year degree, 2 yrs. prof. experience.

Prof. 3 (12) Same.

Prof. 4 (13) Same, 4 yrs. prof. experience.

Prof. 5 (5) Same, 6 yrs. prof. experience.

Prof. 6 (1) Same, 6 yrs. prof. experience, including 4 yrs. supervisory and administrative.

Classification—Non-Professional 1/1/58

Clerical 1 (6) H.S. graduate, manual skill.

Clerical 2 (24) H.S. graduate, typing ability.

Clerical 3 (21) H.S. graduate, 2 yrs. clerical experience.

Pre-professional (14) College degree, interest in library career.

Special qualifications for Head, Duplicating Section, Bookkeeper and Supply Manager, Office Manager, Public Relations Assistant.

Salaries—Professional 1/1/58

Prof. 1 Librarians *($4,020) ....$ 4,380—$ 4,620
Prof. 2 Librarians .... 4,740— 5,580
Prof. 3 Branch Librarians .... 5,100— 5,820
,, ,, ... 5,220— 5,940
,, " & Admin. Assts. 5,400— 6,120
Prof. 4 Heads, Dept. and 2 Branches .... 5,580— 6,300
Head, General Adult Dept. .... 5,820— 6,540
Prof. 5 Supervisors of Extension Ser. & Technical Processes, and Coordinators of Adult Ser., Children's Ser. & Personnel .... 6,240— 7,140

Prof. 6 Assistant Director .... 7,740— 8,740
* Graduate of 4 year course including 15 hours of library
science starts at figure in parenthesis.

Salaries—Non-Professional   1/1/58

Clerical 1 ....$ 2,430—$ 2,910
Clerical 2 .... 2,670— 3,270
Clerical 3 .... 3,030— 3,750
Billing Clerk .... 3,150— 3,870
Pre-professional (college degree) .... 3,390— 3,750
Head, Duplicating Section .... 3,510— 4,110
Bookkeeper and Supply Manager .... 4,000— 4,890
Office Manager .... 4,230— 5,070
Public Relations Assistant .... 5,100— 5,820

Jersey City Public Library

Personnel Practices   3/1/56

1. Vacation: professional—20 working days after the first
   year, 25 working days after 26th year, 30 working days
   after 40th year; clerical—15 working days after the first
   year, 20 working days after the 10th year; maintenance—
   12 working days, 15 working days after the 5th year;
   authorized by Board of Trustees.
2. Sick leave: 15 days per year; unlimited accumulation;
   authorized by Civil Service Commission.
3. Hours of Work: 35 hours, 5 days per week; 2½ eve-
   nings weekly; authorized by Board of Trustees.
4. Paid Holidays: New Year's Day, Lincoln's Birthday,
   Washington's Birthday, Good Friday, Holy Saturday,
   Primary Day, Memorial Day, Independence Day, Labor
   Day, Columbus Day, Veterans' Day, Thanksgiving, Christ-
   mas Eve, Christmas, and New Year's Eve; when one
   of the holidays falls on a day which is a regular day off,
   equivalent time may be taken off at a later date; author-
   ized by Board of Trustees.
5. Loyalty oath is not required.
6. Fingerprinting is not required.

7. Physical examination is not required.
8. Pre-Professional Grade: require graduation from a college; appointment is for 5 years; work schedules are adjusted to library school course requirements; no payment is made for time spent at school, except in summer; salary $2,760–$3,360.
9. Ninety days probationary period.
10. Overtime: Department Head may approve overtime work only to fill out schedule in cases of shortage of personnel; compensated by straight time.

Classification—Professional   3/14/52

Junior Librarian—College degree, plus Library School. No experience.
Senior Librarian—2 years experience.
Principal Librarian—4 years experience, e.g. Branch Head.
Supervising Librarian—e.g. Supervising Branches.
Assistant Director.
Director.

Salaries—Professional   1/1/52

Junior Librarian	$ 2,760– $ 3,360
Senior Librarian	3,000– 3,600
Principal Librarian	3,480– 4,380
Supervising Librarian	3,660– 4,560
Assistant Director	6,000– 7,500
Director	7,500– 10,000

Salaries—Non-Professional   1/1/52

Building Superintendent	$ 3,660– $ 5,100
Clerk Typist	2,040– 2,640
Elevator Operator	2,300– 2,900
Senior Janitor	3,120– 3,720
Janitor	2,520– 3,120
Junior Library Assistant	1,920– 2,520
Administrative Clerk	3,480– 4,740
Library Clerk Driver	2,760– 3,360
Library Exhibit Artist	2,760– 3,360
Library Investigator	2,300– 2,900

Principal Clerk	3,120—	3,720
Senior Clerk	2,520—	3,120
Senior Clerk Stenographer	2,760—	3,360

Kalamazoo Public Library

Personnel Practices   8/1/55

1. Vacation: professional—20 days; sub-professional and clerical—10 days, 15 days after 5 years, and 20 days after 10 years; custodial—10 days, 15 days after 10 years; authorized by Board of Education, which is our Board of Trustees.
2. Sick Leave: 1 day a month; up to 80 days may be accumulated; authorized by Board of Education.
3. Hours of Work: 38 hours, 5 days per week; seldom more than 2 evenings weekly; authorized by Board of Education.
4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Christmas plus 1 extra day; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken off at a later date; authorized by Board of Education.
5. Loyalty oath not required.
6. Fingerprinting not required.
7. Physical examination not required.
8. No pre-professional grade.
9. Six months probationary period.
10. Dept. Head may approve overtime work to cover an illness or other absence; compensated by straight time off.

Salaries—Professional   7/1/56

Librarian—College including Library School .... (14 increments)	$ 3,900—	$ 6,006
Librarian—College plus Library School .... (19 increments)	4,250—	6,350
Branch Librarians (19 increments)	4,650—	6,550
Department Heads (19 increments)	4,750—	6,650

Director of Libraries 9,500
    (Fixed by Board of Education)

Salaries—Non-Professional   8/1/55

Library Aide ....$	2,756— $	3,726
Library Clerk	2,756—	3,726
Library Assistant	3,156—	4,126
Director's Secretary	3,356—	4,326
Chief Mender	2,756—	3,726
Mender	2,650—	3,150

Kansas City (Mo.) Public Library

Salaries—Non-Professional   7/1/56

1. Vacation: For all employees—3 weeks after 1 year of employment is completed; 4 weeks after 5 years of employment; no longevity vacation allotment; authorized by Board of Education.
2. Sick Leave: 12 days annually; up to 100 days may be accumulated; authorized by Board of Education.
3. Hours of Work: 40 hours per week; 5 days per week; 1 or 2 evenings weekly; authorized by Board of Education.
4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas; additional—1 day for New Year's, 1 day for Washington's Birthday, 1 day for Easter, 1 day at Thanksgiving, and 1½ days at Christmas; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Board of Education.
5. Loyalty oath not required.
6. Fingerprinting not required.
7. A physical examination is required of all employees.
8. No pre-professional grade.
9. Probationary Period: approximately 1 to 3 months; varies somewhat with experienced new employees.
10. Director and Dept. Head may approve overtime work only in emergencies; compensated by time off.

Classification

<div align="right">7/1/57</div>

Library Assistant I—College degree.

Library Assistant II—College degree and 9 hrs. Lib. Sci.

P.S. 1—Junior Assistants. College degree and M.S.L.S.

P.S. 2—Senior Assistants; 1st Assistants in branches with 6 regular adult staff or more.

P.S. 3—1st Assistants in major departments; subject specialists in charge of departmental unit; heads of minor branches; head children's libn. of major branches.

P.S. 4—Heads of subject divisions; Popular Library; major branches.

P.S. 5—Heads of major departments.

P.S. 6—Supervisor.

Chief of Reader Services; Chief of Extension Services.

Chief Librarian.

Salaries—Professional

<div align="right">7/1/57</div>

Library Assistant I	\$ 3,120—\$ 3,480
Library Assistant II	3,600— 4,200
P.S. 1	4,000— 4,400
P.S. 2	4,400— 6,200*
P.S. 3	5,000— 6,440
P.S. 4	5,600— 6,800
P.S. 5	6,500— 7,280
P.S. 6	6,600— 7,640
Chief of Reader Services	8,000— 8,400
Chief of Extension Services	8,000— 8,400
Chief Librarian	13,000

* 1st Ass'ts plus \$100 above place on the schedule; (3) positions only involved.

Salaries—Non-Professional

<div align="right">7/1/57</div>

Grade I	\$ 2,400—\$ 3,120
Grade II	2,880— 3,600
Grade III	3,240— 4,080
Grade IV	3,600— 4,560

Los Angeles Public Library

1. Vacation: 1-14 years of service earn 10 working days annually, 15-21 years 15 days, and 22 or more years 20 days; authorized by Board of Library Commissioners.

2. Sick Leave: 5 days at 100% pay, 5 days at 75% pay, and 20 days at 50% pay annually; up to 45 days at 100% pay may be accumulated; in addition to annual allowance, the following special sick leave may be granted: 10-15 years of service, 6 months, over 15-20 years, 9 months, over 20 years, 12 months; during the first 3 months any such employee is absent on account of sickness, he shall receive an amount equal to 75% of his full salary, and thereafter, whether additional absence be taken during the same leave or under a subsequent leave, he shall receive an amount equal to 50% of his regular salary; authorized by Board of Library Commissioners.

3. Hours of Work: 40 hours, 5 days per week; 0 to 3 evenings weekly; authorized by Board of Library Commissioners.

4. Paid Holidays: New Year's Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Admission Day, Columbus Day, Veterans' Day, Thanksgiving, Christmas, from 12 o'clock noon until 12 o'clock midnight of the last working day preceding Christmas Day, any day on which an election is held throughout the state, and any day declared to be a holiday by proclamation of the Mayor; when a legal holiday falls on Sunday, the following Monday will be observed as the holiday; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken off at a later date; authorized by Board of Library Commissioners.

5. Loyalty oath is required by City Ordinance.

6. Fingerprinting is required by Board of Civil Service Commissioners.

7. Physical examination is required by City Charter.

8. Pre-professional Grade: Student Librarians must be regis-

tered and regularly attending classes at Library School; employees in this class cannot work more than 20 hours per week and work schedules are adjusted to school schedules; payment is made for time worked only; rate $1.50 per hour.

9. Six months probationary period.
10. Overtime: Personnel Office may approve overtime work in emergencies; rate of compensation is determined by City Librarian.

Classification   7/1/57

Librarian—(160)—Completion of one year library school course.

Senior Librarian—(66)—Branch Librarian or Assistant Department Head.

Principal Librarian—(20)—Regional Branch Librarian or Department Head.

Division Librarian—(1)—Director of Technical Services.

Assistant City Librarian—(1).

City Librarian—(1).

Salaries—Professional   7/1/57

City Librarian	$18,500
Asst. City Librarian	11,280—$14,040
Division Librarian	7,692— 9,564
Administrative Assistant	7,692— 9,564
Principal Librarian	6,540— 8,124
Library Bindery Supervisor	6,192— 7,692
Senior Librarian	5,568— 6,900
Catalog Reviser	5,004— 6,192
Librarian	4,500— 5,568

Salaries—Non-Professional   7/1/57 (Partial)

Library Business Assistant	$ 7,692—$ 9,564
Personnel Officer	7,296— 9,060
Accountant	4,740— 5,868
Chief Clerk	5,868— 7,296
Principal Clerk	4,740— 5,868
Senior Clerk	4,044— 5,004
Clerk Typist	3,276— 4,044

Chief Bldg. Maint. Foreman	7,296— 9,060
Telephone Operator	3,276— 4,044
Warehouseman	3,636— 4,500
Truck Operator	4,044— 5,004

Louisville Free Public Library

Personnel Practices 8/1/55

1. Vacation: Department Heads—1 month; Professional Assistants—3 weeks; Maintenance—1 week; Head of Maintenance—2 weeks; 4 weeks after 20 years of service; authorized by Board of Trustees.

2. Sick Leave: 14 days sick leave allowance; up to 60 days may be accumulated; authorized by Board of Trustees.

3. Hours of Work: 40 hours per week, however, one hour is deducted for each night worked until 9:00 p. m.; 5 or 6 days per week; number of evenings per week varies, averaging 2 at Main and 3 in branches; authorized by Board of Trustees.

4. Paid Holidays: New Year's Day, Memorial Day; Independence Day, Thanksgiving, and Christmas; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Board of Trustees.

5. Loyalty oath not required.

6. Fingerprinting not required.

7. Physical examination not required.

8. No pre-professional grade.

9. No probationary period.

10. Overtime work is permitted when needed; authorized by Dept. Head and Director; for maintenance staff time and a half in cash; for professional staff time off.

Salaries—Professional 3/1/56

Librarian VII (Director) ....$ ....—$	
Librarian VI	6,300— 7,200
Librarian V	5,280— 6,300
Librarian IV	4,620— 5,520

Librarian III	4,260—	5,040
Librarian II	3,900—	4,620
Librarian I	3,396—	4,080
Librarian Assistant (Sub. Prof.)	2,844—	3,396

Salaries—Non-Professional   3/1/56

Stenographer Clerk III ....$	3,252—$	3,900
Typist Clerk III	2,844—	3,396
Acct. Clerk II	3,252—	3,900
Acct. Clerk I	2,724—	3,252
Clerk I	2,076—	2,484
Museum Curator	4,260—	5,040
Bookmender II	2,364—	2,844
Bookmender I	1,980—	2,364
Maintenance Foreman	3,396—	4,080
Maintenance Mechanic	1.38—1.64 hr.	
Watchman	2,484—	2,964

Milwaukee Public Library

Personnel Practices   8/1/55

1. Vacation 2 weeks after a year of service for all staff except hourly paid student aides, who have no vacation allowance; an additional week of vacation is given after 15 years of service for all staff; authorized by City Ordinance.
2. Sick Leave: 15 days per year; up to 90 days may be accumulated; authorized by City Ordinance.
3. Hours of Work: 40 hours, 5 days per week; 3 evenings weekly in neighborhood libraries, an average of 2 evenings in Central Library; hours of work determined by City Ordinance; scheduling of hours by library administration under authority of the Library Board of Trustees.
4. Paid Holidays: Library is closed on New Year's Day, Memorial Day, Independence Day, Thanksgiving, and Christmas, and from 11 a. m. to 3 p. m. on Good Friday; in addition, the staff may take compensatory time off when they work on the following holidays on which the Library remains open: Lincoln's Birthday, Washington's

Birthday, Spring Primary (½ day), Spring Election, Columbus Day, Veterans' Day and in even-numbered years Fall Primary and Fall Election Days; this compensatory time is taken off at the straight time rate if the time is taken out within the week in which the holiday occurs, otherwise at the rate of time and a half; authorized by City Ordinance.

5. Loyalty oath not required.

6. Fingerprinting required by City Ordinance.

7. Physical examination is required of all employees.

8. Pre-professional Grade: pre-professionals, called Junior Librarians, work in the library before attending library school, but they do not attend school at the same time; require bachelor's degree with 2 point average; appointments may not extend beyond 2 years, by which time appointee must have entered library school; a leave to attend school is then granted, with the understanding that appointee will return to Milwaukee Public Library following completion of the year at school; salary is $3,884 for first year, $3,948 for second.

9. Probationary Period: 1 year for professionals; 6 months for non-professionals.

10. Overtime Work: permitted to cover Sunday schedule, emergency assignments because of illness, holidays as indicated above, and to keep buildings open for meetings extending beyond regular library hours; Assistant City Librarian may approve overtime work for Central Library personnel, and Chief of Circulation for neighborhood library personnel; compensated at the rate of time and a half.

Classification—Professional   6/19/57

Jr. Librarian—4 years college with intention of attending library school within 2 years of appt. to Jr. Librarian position. No experience necessary.

Librarian I—Bachelor's degree plus fifth year LS degree from school accredited by ALA. No experience required.

Librarian II—Degrees as above. At least one year's professional experience. Heads of medium-sized neighborhood

libraries, children's librarians in larger neighborhood libraries, subject librarians in Central Library.

Librarian III—Degrees as above. 4 years' experience. Heads of large neighborhood libraries, Chief of Publications, form of materials librarians (vertical file, documents, etc.), Central Library.

Librarian IV—Degrees as above. 5 years' experience. Heads of specialized divisions.

Librarian V—Degrees as above. 8 years' experience. Municipal Reference Librarian, Chief of Processing, Coordinators of Humanities, Science, Fine Arts, and General Materials and Services.

Librarian VII—Assistant City Librarian (in charge of Central Library) and Supervisor of Neighborhood & Extension Services.

Salaries—Professional   11/14/57

City Librarian (1)	$12,436–$13,766
Asst. City Librarian (1)	9,423— 10,765
Supv. of Neigh. & Ext. Services (1)	9,423— 10,765
Librarian V (6)	8,033— 9,076
Municipal Reference Librarian (1)	8,033— 9,076
Librarian IV (7)	6,802— 7,987
Librarian III (19)	5,770— 6,802
Librarian II (41)	5,271— 6,030
Librarian I (43)	4,449— 5,271
Junior Librarian* (4)	4,286— 4,673

*Additional appointment permitted — flexible — in place of Librarian I.

Hospital & Surgical benefits paid by City—$4.79 per mo.

Salaries—Non-Professional   11/14/57

Bldg. Maint. Supervisor II (1)	$ 6,214–$ 7,092
Clerk Typist I (15)	3,003— 3,772
Clerk Typist II (18)	3,615— 4,258
Clerk Typist III (5)	4,094— 4,841
Library Aide I (68)	3,003— 3,772
Library Aide II (2)	3,615— 4,258
Commercial Artist I (1)	4,449— 5,271

Custodial Worker III (3) .... 4,346— 4,740
Administrative Assistant I (2) .... 5,271— 6,030
Student Aide (62) .... $1.10 per hour
Bookbinder (6) .... 4,841— 5,614
Hospital & Surgical benefits paid by City ....$4.79 per mo.

Minneapolis Public Library

Personnel Practices   8/1/55

1. Vacation: clerical and maintenance—11 days; professional
   —22 days; clerical after 10 years service receive 15 days;
   clerical vacation allowances authorized by Civil Service,
   professional by Library Board.
2. Sick Leave: 12 working days per year; up to 90 days
   may be accumulated; authorized by Civil Service and
   Library Board.
3. Hours of Work: 37½ hours, 5 days per week; usually 2
   evenings weekly; authorized by Administration.
4. Paid Holidays: New Year's Day, Washington's Birthday,
   Lincoln's Birthday, Good Friday, Memorial Day, Inde-
   pendence Day, Labor Day, Columbus Day, Veterans' Day,
   Thanksgiving, and Christmas; when one of the holidays
   falls on a day which is a regular day off, equivalent time
   may be taken at a later date, except that it is not allowed
   when such regular day is a Saturday or Monday; author-
   ized by Library Board.
5. Loyalty oath not required.
6. Fingerprinting not required.
7. Physical examination is required for civil service posi-
   tions, except Library Page and Attendant.
8. No Pre-professional grade.
9. Six months probationary period.
10. Overtime work is permitted regularly for branch janitors
    in heating season, others only in staff emergency; author-
    ized by Department Head; maintenance staff is compen-
    sated by time and a half, others time off.

Classification—Professional   3/17/52

Prof. Asst. I (5½) Without full qualifications.

Prof. Asst. II (43½), Children's Libn. I (16), School Sta. Libn. (9½), 5th year degree, no experience; 4th year start $10 lower.

Prof. Asst. III (5) & Children's Libn. II (1) 10 years experience at MPL plus recommendation for advancement.

Special Asst. (7) Develops special phase of library service.

Supervising Asst. I & II (5) Assts. to dept. heads.

Branch Libn. I, II & III (16) Small, medium, large branch.

Dept. Head I, II & III (15) Small, medium, large depts.

Coordinator (2) Extension, Work with children.

Athenaeum Asst. Libn. (1).

Administrative Asst. (1).

Asst. Librarian (1) and Chief Librarian (1).

Salaries—Professional   1/1/56

Prof. Asst. I		$ 3,926—$ 4,446*
Prof. Asst. II	($4,056)**	4,186— 5,356*
School Stations Libn.	($4,056)**	4,186— 5,356*
Children's Libn.	($4,056)**	4,186— 5,356*
Special Asst. I		5,148— 5,668
Special Asst. II		5,278— 5,928
Supervising Asst. I		5,616— 6,162
Supervising Asst. II		5,876— 6,422
Branch Libn. I		5,720— 6,318
Branch Libn. II		5,720— 6,500
Branch Libn. III		5,720— 6,708
Dept. Head I		5,720— 6,500
Dept. Head II		5,928— 6,968
Dept. Head III		6,188— 7,228
Coordinator		7,202— 8,242
Admin. Assistant		7,202— 8,242
Chief Librarian		14,000

* Effective 4/1/56.

** Inexperienced prof. with 4 years of college including library school start at the figure in parenthesis.

Salaries—Non-Professional   1/1/56

Page	$ 2,340—$ 2,860
Attendant	2,574— 3,328

Junior Clerk, Aid, Steno.	2,691—	3,536*
Junior Account Clerk	3,614—	4,004*
Senior Clerk, Aid, Steno.	3,770—	4,264
Senior Account Clerk	4,186—	4,654
Principal Clerk	4,550—	4,940
Bindery Helper	2,340—	2,860
Bindery Worker (General)	2,691—	3,536*
Book Forwarder & Finisher	5,096—	5,356
Bindery Superintendent	6,188—	7,228
Coordinator of Bldgs. & Grounds	7,202—	8,242

*Effective 4/1/56.

Note: All salaries increased 5% effective 7/1/57.

Nashville Public Library

Personnel Practices   8/1/55

1. Vacation: start at 2 weeks, go to 3 weeks after 3 years of service; professionals go on to 4 weeks after 7 years of service, and then to 1 month; Department Heads start at 3 weeks; authorized by Librarian.
2. Sick Leave: 2 weeks; up to 160 hours (4 weeks) may be accumulated; authorized by Librarian.
3. Hours of Work: 40 hours per week for most, decreasing to 33½ hours for branch librarians; 5 days per week for most, 6 days for some; 1 evening weekly for two reference librarians, none for the rest since use part-time staff; authorized by Librarian.
4. Paid Holidays: Christmas Day, day before Christmas, New Year's Day, Memorial Day, Labor Day, Independence Day, Thanksgiving, and after 5:00 p.m. on New Year's Eve.; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken off at a later date; authorized by Librarian.
5. Loyalty oath not required.
6. Fingerprinting not required.
7. Physical examination not required.
8. Pre-Professional Grade: have such employees but no defined class of positions; now have person attending morning class at no cut in salary.

9. No set probationary period.

10. Overtime: Department Head may approve overtime work when needed; compensated by straight time.

Salary Schedule   8/1/53

Director ....$	9,240	
Department Heads	3,600—	4,320
Professional Assistants	3,000—	3,540
Branch Librarians	2,400—	2,880
Sub-Professional Assistants	2,220—	2,700
Secretary	2,700—	3,600
Bookmobile Drivers	2,220—	2,700
Clerk-Typists	1,800—	2,220
Janitors	1,920—	2,280

Newark Public Library

Personnel Practices   8/1/55

1. Vacation: professional librarians and library clerks—2 days for each full month for the first fraction a year, and thereafter 1/12 of year for each full year; others including building operation and maintenance staffs—1 day for each full month for the first fraction of a year, 12 days for each full year from 1 to 5 years of service, 16 days for each full year from 6 to 10 years of service, and 20 days for each full year after 10 years of service; after 40 years of service, 1 month with pay in addition to regular vacation; State Law fixes minimum requirements, which are supplemented by Library Board Resolutions; N.J.R.S. 40:54-12 gives the Library Board administrative authority.

2. Sick Leave: 15 days per year; unlimited accumulation during tenure but it is not available on resignation or retirement; authorized by State Law.

3. Hours of work: 39 hrs. per week—professional and clerical, 40 hrs.—maintenance, 35 hrs.—painter and cabinetmaker, 36¼ hrs.—binder; 5½ days per week—professional, clerical and maintenance staffs, 5 days—prevailing rate personnel; we are working toward a "5-day

week"; usually not more than 2 evenings weekly; State Law sets varied maximums; Trustees approve weekly tour of duty on recommendation of Director.

4. Paid Holidays: New Year's Day, Lincoln's Birthday, Washington's Birthday, Good Friday, Memorial Day, Independence Day, Labor Day, Columbus Day, Election Day, Veterans Day, Thanksgiving, Christmas, and the Saturday morning before Labor Day; when one of the holidays falls on a day which is regular day off for a staff member, he may not take equivalent time off at a later date; authorized by State Law, supplemented by action of Library Board of Trustees.

5. Loyalty oath is required by State Law.

6. Fingerprinting is not required.

7. Physical examination is not required, except for maintenance and prevailing rate employees.

8. Pre-Professional Grade: have Library Trainee classification; minimum work week is 28 hours and is provided when at least 2 courses are taken; when less than 2 courses are taken, an adjustment of working hours is arranged by the supervisor in consultation with the Personnel Officer; a normal, full-time work schedule is required during those periods when the Trainee is not engaged in class work, e.g., Christmas and Easter holidays, and summer months unless attending summer school; the Trainee appointment is limited to 3 years; salary is $2,950 —$3,070—$3,190.

9. Probationary Period: 3 months under Civil Service Law for permanent employees.

10. Overtime: Department Head and Director, or Assistant Director may approve overtime to take care of emergency repairs, or to cover short-handedness from absence due to illness; compensated by time and a half in cash, or time off for full-time staff; straight time for part-time staff on hourly pay.

Classification   1/1/58

Director.
Assistant Director.

Chief Librarian (2 departmental titles).
Supervising Librarian (4 departmental titles)
Principal Librarian; Medical Librarian (12 departmental or subject titles).
Senior Librarian (8 titles).
Junior Librarian; Library Interne.
Librarian Trainee.

Salaries—Professional   1/1/58

Director	$15,500
Assistant Director	7,850—$10,730
Chief Librarian	6,410— 7,610
Supervising Librarian	5,750— 6,890
Principal Librarian; Medical Librarian	5,210— 6,170
Senior Librarian	4,490— 5,570
Junior Librarian; Library Interne	4,130— 4,850
Librarian Trainee	3,350— 3,590

Salaries—Non-Professional   1/1/85

Supervising Library Assistant	$4,310—$ 5,270
Senior Library Assistant	3,710— 4,550
Junior Library Assistant	2,630— 4,190
Junior Library Clerk	1.02—1.56 hr.
Principal Clerk—Steno.	4,850— 6,170
Senior Clerk—Bookkeeper—Steno.	4,010— 5,030
Clerk—Bookkeeper—Steno.	3,290— 4,250
Clerk-Typist	2,690— 3,650
Janitor (Library)	3,530— 4,490
Bookbinder (Library)	5,736.12*
Bindery Woman	3,272.68*
Public Relations Representative	4,670— 5,930

* "Prevailing rates" positions (1958 rates not yet adopted).

New Orleans Public Library

Personnel Practices   8/1/55

1. Vacation: all part and full-time staff, except transient (90 days) appointees, are allowed 1½ days per month, which

are not to be taken until after 6 months of employment; figured on a pro-rata basis for part-time staff; 1 bonus day for each full year's employment as of January up to 21 days; administrative officers (department heads and over) 2 days per month and bonus days up to 27 days; authorized by Library Board and City Civil Service.

2. Sick Leave: 2 days per month; extent of accumulation is unlimited; authorized by City Civil Service Department.

3. Hours of Work: 40 hours; closed departments and Main Library open departments—5 days per week, Branches—5½ days; Main Library—1 or 2 evenings weekly, branches usually Monday through Friday evenings; Librarian and Department Heads confirm schedules.

4. Paid Holidays: New Year's Day, Labor Day, Mardi Gras, All Saint's Day (November 1), Good Friday, Easter Sunday, Thanksgiving, Christmas, Independence Day, ½ day Christmas Eve, and ½ day New Year's Eve; place schedules on a weekly basis, so in a week with one holiday the schedule calls for 32 hours, two holidays 24 hours, etc.; authorized by Library Board.

5. Loyalty oath is required by Act of the State Legislature, as interpreted by the City Attorney's Office and the City Civil Service Department.

6. Fingerprinting is required for permanent employees by City Civil Service Department.

7. A physical examination is required of all employees for permanent placement.

8. Pre-Professional Grade: Library Assistant is used throughout system as high-grade clerical or low-grade professional; the Library Assistant is a college graduate who may or may not enroll in Library School on his own time and at his own expense.

9. Probationary Period: 6 months, after taking and passing City Civil Service examination.

10. Overtime work is permitted when necessary; authorized by Department Head and based on policy determined with Head Librarian; compensated by straight time.

Classification

Custodial Worker I (12).
Equipment Operator I (2).
Building Maintenance Supervisor II (1).
Bookbinder I (2).
Bookbinder II (1).
Clerk I (6).
Clerk II (1).
Duplicating machine operator II (1).
Stenographer Clerk III (1).
Typist Clerk I (4).
Typist Clerk II (1).
Clerk IV (1).
Library pages (33 part-time) High school graduates.
Library assistants (21) College Graduates used at Circulation,
     Registration, Catalog, Archives, Branches.
Librarian I (12) College plus library school degrees, used at
     Information Desk, Music, first assistant in Catalog and
     Archives, and Bookmobile librarians.
Librarian II (11) Branch librarians.
Librarian III (6) Department Heads.
Librarian IV (1) Assistant Librarian.

Salaries—Professional   1/1/57

Library Assistant	$ 3,060—	$ 3,900
Librarian I	3,540—	4,512
Librarian II	3,900—	4,980
Librarian III	4,512—	5,772
Librarian IV	6,060—	7,728
Head Librarian	$10,600	

Salaries—Non-Professional   1/1/57

Custodial Worker I	$ 1,800—	$ 2,400
Equipment Operator I	2,520—	3,216
Building Maintenance Supervisor II	3,900—	4,980
Bookbinder I	2,520—	3,216
Bookbinder II	3,216—	4,092
Clerk I	2,280—	2,916
Clerk II	2,640—	3,372
Duplicating machine operator II	2,400—	3,060

Stenographer Clerk III	3,372—	4,296
Typist Clerk I	2,280—	2,916
Typist Clerk II	2,640—	3,372
Clerk IV	4,092—	5,232
Library Page	.87 per hour	

New York Public Library

Personnel Practices   8/1/55

1. Vacation: Group 1 (Advanced Clerical, Librarian Grade 1-4 and all other professionals. Supt. of Binding, Supt. of Buildings, Accounting Clerk II, Secretary II, etc.)—26 days per year, 2 days for each month of paid service and 1 extra day for months of May and November; in using vacation allowance, a calendar week uses 6 days allowance; after 25 years of paid service and every 5th year of paid service thereafter, a staff member is granted an extra allowance; if the person has always been a full-time staff member, he receives double the ordinary allowance; contrary to the treatment above, the number of additional days is prorated but the salary is not for the additional vacation period; authorized by Board of Trustees; for other categories contact New York Public Library.

2. Sick Leave: 80 hours per year, or 6 hours and 40 minutes for each month of paid service; prorated for part-time staff members; a full-time staff member cannot accumulate more than 520 hours (13, 40-hour weeks); authorized by Board of Trustees.

3. Hours of Work: 40 hours per week; 5 days in *normal* week; usually 2 evenings weekly; authorized by Board of Trustees.

4. Paid Holidays: New Year's Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Columbus Day, Election Day, Veterans' Day, Thanksgiving, and Christmas; on all days each year, however, the Information Division, Central Circulation Branch and Photographic Services at the Central Building remain open; when one of the holidays falls on a day which is

a regular day off, equivalent time may be taken off at a later date; if the holiday falls on Sunday, it is considered separately in the year of occurrence; authorized by Board of Trustees.

5. Loyalty oath is not required.
6. Fingerprinting is not required.
7. Physical examination is required only for cafeteria staff and those assigned to heavy work, maintenance work, etc.
8. Pre-Professional Grade: require undergraduate degree and serious interest in attending library school; a staff member not commencing classes within 2 years, or not completing his course in 2 years of matriculation may be terminated or demoted; work schedules are adjusted to course requirements; no payment is made for time spent at school; salary—$2,765 on application to school and for all non-matriculated students, $2,965 upon commencement of classes as matriculated student, $3,190 on completion of 8 points and if matriculated.
9. Probationary Period: after 3 years of paid service, based on annual renewable appointment, a staff member is eligible for a regular appointment.
10. Overtime: Division Head may approve overtime to meet work loads; compensated by equivalent time off; however in several divisions overtime work is regularly scheduled by Chief of Department (to whom Division Heads report) and is compensated by time and a half pay.

Classification—Private Funds   7/1/54

Librarian I—5th year degree from approved library school required.

Librarian II—minimum 3 years of experience or equivalent required.

Librarian III—includes first assistants of most divisions and advanced reference or catalog specialists.

Librarian IV—includes first assistants of largest divisions and some division heads.

Librarian V—division heads.

Librarian VI—heads of largest divisions.

As it is difficult to outline qualifications for the advanced

classifications, we invite inquiries regarding questions you may have.

Classification—Public Funds   7/1/54

Librarian Grade 1—8 points completed in library school; degree to be earned within 2 years.

Librarian Grade 2—5th year degree from approved library school.

Librarian Grade 3—Minimum professional experience 18 months; Branch Librarians where circulation is under 75,000; First Assistants in larger Branches; in charge of children's or young people's rooms circulation of which is over 30,000.

Librarian Grade 4—Branch Librarians where circulation is 75,000-300,000; First Assistants where circulation is over 300,000.

Salaries—Professional—Private Funds   7/1/55

Librarian I	$ 4,000—$ 5,080
Librarian II	4,550— 5,990
Librarian III	5,450— 6,890
Librarian IV	6,400— 8,200
Librarian V	7,450— 9,250
Librarian VI	8,600— 10,700

Salaries—Professional Public Funds   7/1/55

Librarian Trainee C	$ 3,550*
Librarian	4,000 — 5,080
Senior Librarian	4,550 — 5,990
Supervising Librarian	5,450 — 6,890
Principal Librarian	6,400 — 8,200
Coordinating Librarian	7,100 — 8,900
Asst. Chief Librarian	8,200 — 10,300

* Completion of 8 points in 5th yr. L.S.

Salaries—Non-Professional—Private Funds   7/1/55

LCA I (Page) (hourly rates) (143)	$ 1.10—$ 1.18*
Clerk Typist	2,750— 3,650
Clerk Stenographer	3,000— 3,900
Secretary I	3,500— 4,580

Secretary II	4,000—	5,080
Accounting Clerk I	3,250—	4,330
Accounting Clerk II	3,750—	4,830
Telephone Operator	2,750—	3,650
Photostat Operator	3,500—	4,580
Bookbinder I	4,550—	5,990
Bookbinder II	5,150—	6,590
Custodial Worker	2,750—	3,650
Building Attendant	2,750—	3,650

* Effective 6/1/57.

Salaries—Non-Professional—Public Funds   7/1/55 (Partial)

Jr. Clerk (Page) (hourly rates)		95c*
Clerk	$ 2,750—$	3,650
Typist	2,750—	3,650
Stenographer	3,000—	3,900
Senior Clerk	3,500—	4,580
Jr. Bldg. Custodian	3,250—	4,330
Asst. Library Maintainer	3,500—	4,580
Library Maintainer	4,550—	5,990
Supt. of Buildings	6,400—	8,200
Supt. of Binding	5,450—	6,890

* Effective 6/1/57.

Free Public Library of Philadelphia

Personnel Practices   8/1/55

1. Vacation: 10 working days; 5 additional days after 10 years service; authorized by Civil Service Commission and Administrative Board (composed of Mayor, Managing Director and Director of Finance).

2. Sick Leave: 1 2/3 working days for each calendar month of service; up to 180 working days may be accumulated; authorized by Civil Service Commission and Admniistrative Board.

3. Hours of Work: 37½ hours, 5 days per week; 1 or 2 evenings weekly in Central Library, and 2 or 3 in branches; authorized by Civil Service Commission and Administrative Board.

4. Paid Holidays: New Year's Day, Washington's Birthday, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas; on Lincoln's Birthday, Flag Day, Columbus Day, November Election Day and Veterans' Day the library is open but the staff may take either those days or compensating days at other times as paid holidays; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken off at a later date; authorized by Civil Service Commission and Administrative Board.

5. Loyalty oath required by State Law and City Charter.

6. Fingerprinting required by City Charter.

7. Physical examination required of all employees.

8. Pre-Professional Grade: classified as Library Trainee; minimum requirement is college degree; no time limit on appointments; work schedules are adjusted to library school course requirements; 1½ hours a week of paid time are allowed for school; salary range—$3,270—$4,108.

9. Six months probationary period.

10. Overtime: Sunday opening is regularly taken care of by overtime, otherwise only as urgently required; authorized by Director; compensation varies with rate of pay: up to $5,000—1½ regular rate on 6th day, 2 regular rate on 7th day; $5,001-$5,160—1¼ regular rate; $5,161-$5,400—regular rate; $5,401-$5,652—¾ regular rate; $5,653-$5,999—½ regular rate; between $5,000-$6,000 overtime may be compensated for by compensatory time on an hour for hour basis; over $6,000 overtime may be compensated for only by compensatory time on an hour for hour basis.

Classification 1/1/57

Library Trainee—College degree and matric. in library school or college degree with library science major.

Librarian I (107)—5th year degree—no experience.

Librarian II (79)—2 years experience—Senior Assistants, subject specialties, branch librarians, small department heads.

Librarian III (19)—4 yrs. experience, incl. 2 years super-

visory; department heads, branch librarians, assistant coordinators, Adult & Children.

Librarian IV (4)—6 yrs. experience, incl. 3 yrs. administrative. Adult, Young Adult and Children's Coordinators. Personnel.

Librarian V (3)—7 yrs. experience including 4 yrs. administrative. Chiefs: Extension, Central & Processing.

Rare Book Librarian I (1)—4 yrs. experience in field of rare books.

Rare Book Librarian II (1)—7 yrs. experience in field of rare books.

Salaries—Professional   1/1/57

Librarian I	$ 4,204—$ 4,820
Librarian II	4,604— 5,527
Librarian III	5,527— 6,941
Librarian IV	6,632— 8,330
Librarian V	7,605— 9,551
Library Exhibit Manager	4,820— 6,054
Music Curator	7,605— 9,126
Rare Book Librarian I	5,527— 6,941
Rare Book Librarian II	7,605— 9,126
Deputy Director	9,551— 11,996
Director	17,500

Salaires—Non-Professional   1/1/57

Library Assistant I	$ 2,431—$ 3,055
Library Assistant II	3,055— 3,838
Library Assistant III	4,017— 5,045
Library Page I	2,324— 2,919
Library Page II	2,919— 3,666
Library Page Supervisor	3,838— 4,820
Bindery Helper	2,220— 2,789
Bindery Worker I	2,665— 3,347
Bindery Worker II	3,055— 3,838
Bookbinder II	4,017— 4,606
Bindery Foreman	4,820— 5,527

Carnegie Library of Pittsburgh

Personnel Practices   8/1/55

1. Vacation: clerical—12 working days earned at rate of 1 day for each month, 18 working days after 3 years service; professional—26 working days at rate of 2 days per month; part-time—regular, i.e. $\frac{1}{2}$, $\frac{2}{3}$, $\frac{4}{5}$, etc., same as full-time staff but paid at usual salary; hourly staff—none; Director may allow 26 working days for clerical staff after 10 years employment; authorized by Director and Board of Trustees.

2. Sick Leave: 12 working days per year; provide cumulative credit for unused sick leave; up to 12 calendar weeks may be allowed in case of prolonged illness; authorized by Director and Board of Trustees.

3. Hours of Work: 38 hours, 5 days per week; 2 or 3 evenings weekly; authorized by Director and Board of Trustees.

4. Paid Holidays: New Year's Day,, Memorial Day,, Independence Day, Thanksgiving Day, and Christmas Day; Labor Day for all except Reference services at Central; Armistice Day and Washington's Birthday—skeleton staff; time returned for those who work; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Director and Board of Trustees.

5. Loyalty oath not required.

6. Fingerprinting not required.

7. A physical examination is required only for such positions as truck driver and bookmobile driver.

8. Pre-Professional Grade: 3 year plan—employee works full schedule and takes $\frac{1}{3}$ of course each year; $2,100 first year, $2,300 second year, and $2,500 third year; work schedules are adjusted to library school course requirements; no time for classes allowed.

9. Probationary Period: 3 months with extension to 6 months for clerical; usually one year for professionals.

10. Dept. Head of Branch Librarian may authorize overtime;

compensated by straight time in either cash or time off, whichever employee wishes.

Classification—Professional   1/1/57

Grade 5 (33)—College and library school graduates. Requires 5 years of education beyond high school.

Grade 6 (26)—Branch children's librarian and senior librarian.

Grade 6A (26)—Branch librarian, Division head, departmental first assistant, reader's consultant.

Grade 7 (8)—Department Head, Director of county services, Chief Librarian North Side Branch, Personnel Director.

Unclassified (10)—Assistant Director, Office Manager, Artist, Investigator, Chauffeurs.

Classification—Non-Professional   1/1/57

Grade 1B (17)—Page.

Grade 1 (88)—Clerical Assistant Grade 1.

Grade 2 (37)—Clerical Assistant Grade 2.

Grade 3 (25)—Clerical Assistant Grade 3.

Grade 4 (11)—Apprentice class graduates with minimum of 12 years experience.

Salaries—Professional   1/1/57

Librarian Grade 5	$ 4,000—$ 4,569
Librarian Grade 6	4,408— 5,136
Librarian Grade 6A	4,708— 5,500
Librarian Grade 7	6,378— 7,800
Assistant Director	9,450
Director*	16,000

* Includes $2,000 as Dean of Carnegie Library School and $2,000 as Head of County Services.

Salaries—Non-Professional   1/1/57

Pages	$ 1,920
Clerical Assistants Grade 1	2,100—$ 2,247
Clerical Assistants Grade 2	2,337— 2,889
Clerical Assistants Grade 3	2,889— 3,879
Clerical Assistants Grade 4	3,412— 4,815

Portland (Ore.) Library Association   8/1/55

1. Vacation: professional—4 weeks; others—2 weeks; part-time—prorated for those working more than 20 hours a week; non-professionals have an additional week after 10 years of service and 2 weeks after 15 years of service; authorized by Board of Directors.

2. Sick Leave: 12 days a year; up to 90 days may be accumulated; authorized by Board of Directors.

3. Hours of Work: 37½ hours per week, except 40-44 hours for maintenance staff; 5 days per week, except 5½ days for maintenance staff; 2 evenings weekly; authorized by Board of Directors.

4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Board of Directors.

5. Loyalty oath not required.

6. Fingerprinting not required.

7. A physical examination is required for maintenance only.

8. Have pre-professional grade: A.B. degree required; 3 year appointment; work schedules are adjusted to library school course requirements; no payment is made for time spent at school; salary: $3,000 to $3,240.

9. Probationary Period: 2 years for professional; 1 year for others.

10. Dept. Head may authorize overtime work when necessary; compensated by time off.

Salaries—Professional   7/1/57

Cadet Librarian (AB degree)	$ 3,600–	$ 4,000
Specialist (AB degree plus higher training in Art or Music)	3,600–	4,500
Librarian (AB and MA degrees, no experience required)	4,000–	4,500
Senior Librarian (3 years or more of experience)	4,320–	5,232
Asst. Head of Dept. (Literature & History, Social Science, Popular Library, Catalog)	4,680–	5,628

Head of Division (Work with Blind, Schools, Group Services, Periodicals, Central Children's Room)	4,680—	5,628
Branch Librarian (Major Branches)	4,680—	5,628
Head of Dept. (Order, Art, Music, Lending, Popular Library)	5,040—	6,060
Head of Dept. (Catalog, Social Science, Literature & History)	5,424—	6,600
Assistant Librarian (Work with Children, Personnel & Training, Branches & Bookmobiles)	5,844—	7,200

Salaries—Non-Professional   7/1/57

Clerical Aide, Page	$ 2,040—	$ 2,568
Clerk	2,448—	3,072
Senior Clerk	2,808—	3.528
Clerk-Supervisor, Order Clerk, Payroll Clerk, Duplicating Devices Operator, Clerk-Librarian	3,216—	4,032
Accountant, Secretary	4,320—	5,232
Superintendent of Buildings	4,680—	5,628
Custodian II—Men	1.56 per hour	
Bookbinder	2.955 " "	
Bindery Foreman	3.089 " "	

Queens Borough Public Library

Personnel Practices   8/1/55

1. Vacation: full-time employees—22 working days based on a 5 day week, after 1 calendar year's service; part-time employees (20 hr.)—2 weeks; 12-hr. employees—1 week; employees who complete 25 years of service and on each 5th anniversary thereafter are entitled to a leave of absence with pay amounting to 1 month (22 working days); authorized by Board of Trustees.

2. Sick Leave: 1 month (176 hrs.) in a calendar year; unused sick leave amounting to not more than 2 weeks each year may be accumulated to create a reserve of 5 months

for extended illness in addition to regular sick leave of 1 month; the 5 months additional sick leave will be at half pay; authorized by Board of Trustees.

3. Hours of Work: 40 hours, 5 days per week; usually 2 nights weekly; authorized by Board of Trustees.

4. Paid Holidays: New Year's Day, Lincoln's Birthday, Washington's Birthday, Good Friday, Memorial Day, Independence Day, Labor Day, Columbus Day, Election Day, Veterans' Day, Thanksgiving, and Christmas; when one of the above holidays falls on a day which is a regular day off for a staff member, equivalent time may be taken off at a later date; authorized by Board of Trustees and agreements with the Carnegie Foundation and the City of New York.

5. Loyalty oath not required.

6. Fingerprinting not required.

7. Physical examination is required of all employees, except part-time and summer substitutes.

8. Pre-Professional Grade: have inaugurated a Trainee Program for librarians; work schedules are adjusted to library school course requirements; no payment is made for time spent at school; pay rate—$2,765 for college graduate, $2,965 for matriculation in library school, $3,190 upon completion of 8 credits in library school; the candidate must register in library school within 2 years after appointment and complete his library training within 2 years after entering library school.

9. Probationary Period: 1 year for all regular appointed employees.

10. Department Head may approve overtime work to meet emergency situations; compensated by straight time off.

Salaries—Professional   3/20/56

Library Assistant	$ 3,250—$ 4,330
Librarian (1st prof. grade)	4,000— 5,080
Librarian (1st prof. grade)	4,000— 5.080
Senior Librarian	4,550— 5,990
Supervising Librarian	5,450— 6,890
Principal Librarian	6,400— 8,200

Executive Assistant	5,450—	6,890
Chief Librarian	13,100	

Salaries—Non Professional   3/20/56

Pages	$ 450—$	990
Clerk	2,750—	3,650
Senior Clerk	3,500—	4,580
Administration	4,550—	7,490
Buildings & Maintenance	2,500—	6,890
Binders	3,000—	5,330

Racine Public Library

Personnel Practices   10/9/55

1. Vacation: professionals—4 weeks; non-professional—2 weeks, after 10 years of service—3 weeks; part-time and temporary appointments—no vacation; authorized by Board of Trustees.
2. Sick leave: 12 work days per year; up to 20 work weeks may be accumulated; authorized by Board of Trustees.
3. Hours of Work: 40 hours, 5 days per week; not more than 2 evenings weekly; authorized by Board of Trustees.
4. Paid Holidays. New Year's Day, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Thanksgiving, Christmas Eve—afternoon, and Christmas; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Board of Trustees.
5. Loyalty oath not required.
6. Fingerprinting not required.
7. A physical examination is required of all employees.
8. No pre-professional grade.
9. Probationary Period: professionals—1 year; others—6 months.
10. Overtime work is permitted only to cover Sunday opening (2:00-5:00 p.m., Nov.-Apr.) and unusual circumstances; authorized by City Librarian; Sunday work compensated by time and a third, other situations by equivalent time off.

Classification 3/7/52

Librarian I (16) College and Library School Degree, no experience required. $100 annual increment.

Department Head (3) Branch Supervisor; Supervisor, Children's Work; Head, Catalog and Order Department.

Assistant City Librarian and Head, Adult Department (1)
City Librarian.

Salaries—Professional 1957

Librarians (3 years of college)	$ 3,000—	$ 4,900
Librarians (Bachelor's degree)	3,800—	5,700
Librarians (5th year of training)	3,950—	5,850
Librarians (M.A. degree)	4,100—	6,150
Department Heads	4,600—	6,300

Salaries—Non-Professional 1957

Clerk I	$ 2,484—	$ 2,844
Clerk II	2,724—	3,084
Clerk III	2,964—	3,324
Senior Library Assts.		
Without college degree	3,324—	3,684
With college degree	3,624—	3,984
Business Manager	3,684—	4,284

Rochester Public Library

Personnel Practices 11/1/55

1. Vacation: professional 23 working days; clerical 15 working days, 23 after 5 years; building staff 10 working days, after 5 years. Authorized by Board of Trustees.
2. Sick Leave: 1 day a month; up to 120 days may be accumulated; authorized by Board of Trustees.
3. Hours of Work: 37½ hours, 5 days per week; 2-3 evenings weekly; authorized by Board of Trustees.
4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a

later date; authorized by Board of Trustees.

5. Loyalty oath to U. S. and N. Y. State Constitutions required.

6. Fingerprinting not required.

7. A physical examination is required for building staff and truck driver.

8. No pre-professional grade.

9. Probationary Period: 3 months for all employees.

10. Dept. Head may approve overtime work when necessary; compensated by time off. No Sunday work.

Classification   7/1/56

Library Trainee (15) 4th year degree, no experience.
Junior Librarian (8) 5th year degree, no experience.
Senior Librarian I (32) 2 years' experience.
Senior Librarian II (26) 4 years' experience.
    Branch Librarian, Division Head (all subject and departmental divisions), Personnel Director.
Senior Librarian III (9) 6 years' experience.
    Supervisors of Acquisition, Audio-Visual, Branches, Processing, Public Relations, Reference, Children, Young People, Adult Education.
Senior Librarian IV (2) 8 years' experience Main Librarian, Head of Work with Children and Extension.
Assistant Director (1) 8 years' experience.
Director (1) 10 years' experience.

Salaries—Professional   7/1/57

Library Trainee	$ 3,300—	$ 3,990
Junior Librarian	4,170—	4,380
Senior Librarian I	4,590—	5,070
Senior Librarian II	4,590—	5,550
Senior Librarian III	5,070—	6,120
Senior Librarian IV	5,550—	6,720
Assistant Director	7,770—	9,390
Director	9,390—	11,370*

* Plus $3,150 as Director of Monroe County Library.

Salaries—Non-Professional   7/1/56

City Historian	$ 7,770—$ 9,390
Sr. Library Display Artist	4,170— 5,070
Research Assistant	3,450— 4,170
Senior Library Clerk	2,880— 3,450
Typist-Secretary	3,450— 4,170
Stock Clerk	3,150— 3,780
Sr. Account Clerk and Typist	3,450— 4,170
Typist	2,640— 3,150
Page	2,520— 3,000
Book Repair Supervisor	3,150— 3,780
Book Repairer	2,520— 3,000
Building Maintenance Supervisor	4,380— 5,310
Building Maintenance Helper	2,760— 3,300

St. Louis Public Library

Classification and Salaries   5/1/53

G- 1	Minor Junior Clerk	$ 1,740—$ 1,980
G- 2	Junior Clerk, Junior Typist Clerk	1,860— 2,220
G- 3	Intermediate Clerk, Senior Book Repairer	2,040— 2,400
G- 4	Intermediate Typist Clerk	2,280— 2,640
G- 5	Senior Clerk, Senior Typist Clerk	2,520— 3,000
G- 6	Poster and Display Artist	2,760— 3,240
G- 7	Junior Librarian, Senior Order Clerk, Principal Typist Clerk	3,120— 3,600
G- 8	Intermediate Librarian, Principal Clerk, Junior Children's Librarian	3,480— 3,960
G- 9	Senior Librarian, Chief Clerk, Senior Accountant	3,840— 4,320
G-10	Children's Librarian, Principal Librarian, Descriptive Cataloger, Minor Branch Librarian, Librarian's Secretary	4,200— 4,800
G-11	Branch Librarian, Chief, Subject Division; Chief, Public Relations	4,620— 5,340
G-12	Chief, Large Circulation or Reference	

	Dept.; Chief, Reader's Advisory Service	5,160—	6,120
G-13	Chief, Major Dept.; Auditor; Supervisor, Reference Services; Supervisor of Branches; Supervisor, Work with Children; Supt. of Buildings	5,880—	7,080
G-14	Assistant Chief Librarian	7,860—	9,540
G-16	Chief Librarian	11,220—	14,340
T- 1	Janitress	1,920—	2,160
T- 2	Janitor	2,100—	2,460
T- 3	Branch Janitor, Jr. Telephone Operator	2,400—	2,760
T- 4	Watchman	2,700—	3,180
T- 5	Senior Telephone Operator	3,000—	3,480
T- 6	Chauffeur, Stationary Fireman	3,360—	3,960
T- 7	Maintenance Man, Stationary Engineer	3,780—	4,380
T- 8	Maintenance Foreman, Head Janitor	4,080—	4,680
T- 9	Assistant Supt. of Buildings	4,620—	5,220
T-10	Chief Engineer	5,040—	5,640

San Francisco Public Library

Personnel Practices   8/1/55

1. Vacation: 2 weeks after 1 year's service; 15 working days after 5 years' service; authorized by City Charter.
2. Sick Leave: 10 days per year (5/6 of a day per month); sick leave with pay may be used only after 1 year's service; up to 130 working days may be accumulated; authorized by City Charter.
3. Hours of Work: 40 hours, 5 days per week; 2 evenings weekly; 40 hour week authorized by City Charter; shift assignments by City Librarian.
4. Paid Holidays: New Year's Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Independence Day, California's Admission Day (Sept. 9), Columbus Day, Veterans' Day, and Christmas, but if one of these days falls on a Sunday, the Monday following shall be observed as a holiday; Labor Day, Thanksgiving, days declared as holidays by the Governor of California, or the President

of the U. S., and any day on which there is a state-wide
election; when one of the holidays falls on a day which
is a regular day off, equivalent time may not be taken off
at a later date; authorized by City Charter.

5. Loyalty oath required by state law: "The Levering Act."
6. Fingerprinting required by City Charter.
7. A physical examination is required for all employees, except part time.
8. No pre-professional grade.
9. Six months probationary period.
10. City Librarian may approve overtime work in emergencies only; compensated by time and a half.

Classification—Professional   7/1/55

City Librarian—has charge of and is responsible for the proper
administration of the public library department; directs
and supervises all library activities.

Chief Librarian—responsible for the administration of all
branch libraries, or for the administration of the main
circulation division of the San Francisco Public Library
department.

Head Librarian—head of large branch library, periodical and
newspaper divisions, children's division, principal assistant
to chief librarian, and supervisor of reading room at main
library.

Reference Librarian—responsible for the administration of
the reference division of the San Francisco Public Library
Department.

Senior Librarian—responsible for the administration of a
branch library not large enough to warrant employment
of full time subordinate librarians; acts as principal assistant to the chief branch librarian.

Librarian—under general supervision assists readers and performs other duties as required.

Salaries—Professional   7/1/56

City Librarian	$12,600
Chief Librarian	6,000—$ 6,900
Head Librarian	5,520— 6,360

Reference Librarian	5,520— 6,360
Senior Librarian	4,800— 5,520
Librarian	4,200— 4,860

Salaries—Non-Professional   7/1/56

Secretary, Library Commission	$ 8,700
Office Assistant	2,820—$ 3,360
General Clerk	3,420— 4,080
Senior Clerk	4,200— 5,040
General Clerk-Stenographer	3,480— 4,200
General Clerk-Typist	3,420— 4,080
Senior Clerk-Typist	4,200— 5,040
Elevator Operator	3,120— 3,600
Janitor	3,360— 3,840
Personnel Assistant	4,620— 5,520
Book Repairer	3,060— 3,660
Sub-Foreman Book Repairer	3,480— 4,020
Operating Engineer	4,980— 5,700

Schenectady Public Library

Personnel Practices   8/1/55

1. Vacation: 2 weeks (beginning in 1956, 2 weeks time will be allowed in addition to vacation); 1 week add. after 15 years of service; authorized by County Board of Supervisors.

2. Sick Leave: 1 day per month; accumulation may not exceed 60 days in any one year, or 60 days in a 5 year period; authorized by County Board of Supervisors.

3. Hours of Work: 37½ hours, 5 days per week; 2 or 3 evenings weekly; Board of Trustees determines the number of hours per week; Library Director determines the number of days per week.

4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Board of Trustees.

5. Loyalty oath not required.
6. Fingerprinting not required.
7. A physical examination is required of all employees.
8. No pre-professional grade.
9. Six months probationary period.
10. Overtime work is permitted on holidays when library is
    open or in emergencies; authorized by Dept. Head for
    public departments, and Director for non-public depart-
    ments; compensated by time off.

Classification   7/1/56

Junior Librarian (5) 5th year degree, no experience.
Senior Librarian I (8) 2 years' experience.
Senior Librarian II (9) 4 years' experience.
    Branch Librarian, Division head.
Senior Librarian III (3) 6 years' experience.
    Coordinator of Branches and Extension, Processing, Work
    with Children.
Assistant Director II (1) 6 years of experience.
Director IV (1) 8 years of experience.

Salaries—Professional   1/1/58

Junior Librarian	$ 4,200—$ 4,800
Senior Librarian I	4,600— 5,320
Senior Librarian II	5,100— 5,940
Senior Librarian III	5,500— 6,480
Assistant Director II	5,900— 6,980
Director IV	7,500— 8,820

Salaries—Non-Professional   1/1/58

Page	$ .80—$1.00 hr.
Clerk	2,700— 3,300
Senior Library Clerk	2,900— 3,500
Principal Library Clerk	3,300— 3,900
Typist	2,700— 3,300
Account Clerk	2,900— 3,500
Account Clerk-Typist	2,900— 3,500
Senior Stenographer	3,500— 4,100
Book Repairer	2,200— 2,500

Bookmobile Clerk-Driver	3,100—	3,700
Janitor	2,900—	3,500

Seattle Public Library

Personnel Practices   8/1/55

1. Vacation: professional—23 working days; clerical—13 working days; 3 additional days after 10 years' service; 8 additional days after 20 years' service; Board of Trustees has final authority, but try to follow civil service regulations.
2. Sick Leave: 12 days annually; up to 90 days may be accumulated; authorized by city regulation.
3. Hours of Work: 40 hours per week; 5 days per week; never more than 2 evenings weekly; authorized by Library Board.
4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Thanksgiving, and Christmas; on Washington's Birthday and Veterans Day library is open 2:00 to 6:00 p.m., but staff is given time; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Library Board.
5. Loyalty oath required by state law.
6. Fingerprinting not required.
7. Physical examination not required.
8. No pre-professional grade.
9. One year probationary period.
10. Director may approve overtime work in emergency; compensated by straight time or time off.

Classification   3/14/52

Grade 1	(15)	Junior Assistants.
Grade 2	(40)	Senior Assistants.
	(4)	Branch Librarians, Class A.
Grade 3	(9)	First Assistants.
	(8)	Branch Librarians, Class B.
	(1)	Divisional Heads.

Grade 4 (1)   Branch Librarians, Class C.
Grade 5 (7)   Heads of Departments, Class A.
Grade 6 (4)   Heads of Departments, Class B.
Assistant Librarian.
Librarian.

Salaries—Professional   1/1/58

G-1	Librarian Junior Grade ....\$ 4,080—\$ 4,440*	
G-2	Librarian Senior Grade .... 4,440— 5,160	
	Branch Librarian, Grade A	
G-3	Heads of Division; 1st Asst.; Branch Librarian, Grade B; Specialist............... 4,920— 5,640	
G-4	Department Head, Grade A; Branch Librarian, Grade C .... 5,460— 6,660	
G-5	Department Head, Grade B .... 6,060— 7,260	
	Assistant Librarian 7,680	
	Librarian 10,000	

* Promotion to Senior Grade automatic on recommendation of department head.

Salaries—Non-Professional   1/1/58

Page ....\$ 1.00—\$ 1.25	
Junior Clerical .... 2,640— 3,480	
Senior Clerical, Stenographer, Pre-Professional .... 3,600— 3,960	
Clerical Assistant and Driver (Bookmobile) 4,080— 5,160	
Auditor .... 5,460— 6,660	
Chief Engineer .... 5,460— 6,660	
Assistant Engineer .... 4,440— 5,160	
Custodial Engineer (Branch) .... 4,200— 4,800	
Custodian (Central) .... 3,600— 3,960	
Elevator Operator .... 3,360— 3,720	
Cleaner .... 2,640— 3,480	

Springfield (Mass.) Public Library

1. Vacation: clerical and maintenance—12 working days; sub-professional—18 working days; professional & some administrative—24 working days; part-time (those working

regular ½ time or more)—allowance is prorated according to category; staff members who regularly work a five-day week receive 10, 15, or 20 working days annually; no longevity vacation allotment; authorized by Board of Trustees.

2. Sick Leave: 12 working days annually; up to 96 days may be accumulated, not including current year's allowance; authorized by Board of Trustes.

3. Hours of Work: 39 hours per week; 38 hours during June, July, and August; 5½ days per week, except 5 days for Bookmobile and Central Page Staffs; usually 2 evenings weekly; authorized by Board of Trustees.

4. Paid Holidays: The regular staff receives: New Year's Day, Washington's Birthday, Patriot's Day (April 19), Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans' Day, Thanksgiving Day, and Christmas Day; Library closes completely on Independence Day only; Periodical Reading Room of the Central Library is open for service from 2:00-8:00 p.m. on all other legal holidays; Reference Room is also open, from 2:00-6:00 p.m., on several holidays; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Board of Trustees.

5. Loyalty oath not required.

6. Fingerprinting not required.

7. Physical examination not required.

8. No pre-professional grade, though employ college students who are interested in the possibility of a professional library career.

9. One year probationary period.

10. Overtime work is permitted at the discretion of the supervisor or dept. head, who feels that it is necessary; compensated by time off; special hourly rates of pay have been established for Sunday and holiday work.

Classification   5/15/53

Library Service 5   College degree, with library school.
Library Service 5A (15) College and library school degrees.
Library Service 6 (16) Same, with two years' experience.

Library Service 7 (6) Heads of smaller agencies.

Library Service 8 (4) Supervisor, Work with Young Adults and three branch librarians.

Library Service 9 (5) Major department heads; Supervisor, Work with Children; librarian of largest branch.

Chief Reference Librarian.

Assistant Director (Personnel and Processing).

Associate Director (Public Services).

Director.

Library Page (Part-time) Student aides.

Library Service 1 (5) High school graduate, no experience.

Library Service 2 (12) Same, appropriate training or experience.

Library Service 3 (13) Same, two years' experience; or, college degree.

Library Service 4 (10) College degree; special qualifications for some positions.

Switchboard Operator.

Clerk-Stenographer.

Accounting Clerk.

Secretary to Director.

Business Manager.

Salaries—Professional

11/26/56

	1st Step Min.	2nd Step	5th Step Max.
Library Service 5	$3,369.60	$3,528.20	$4,066.40
Library Service 5A	3,528.20	3,707.60	4,269.20
Library Service 6	3,887.00	4,066.40	4,695.60
Library Service 7	4,269.20	4,472.00	5,168.80
Library Service 8	4,472.00	4,695.60	5,415.80
Library Service 9	4,695.60	4,919.20	5,683.60
Library Service 10	4,919.20	5,168.80	5,954.00
Deputy Director	5,837.20	6,096.40	6,924.80
Director	7,824.80	8,184.80	9,264.80

L.S. 5 College graduate with 4th year major in library science.
L.S. 5A College and library school degrees.

Salaries—Non-Professional   11/26/56

	1st Step Min.	2nd Step	5th Step Max.
Page (Part-time) ....$	.86	$ .92	$ 1.08*
Library Service 1	2,314.00	2,425.80	2,787.20
Library Service 2	2,540.20	2,652.00	3,055.00
Library Service 3	2,787.20	2,922.40	3,369.60
Library Service 4	3,055.00	3,213.60	3,707.60
Switchboard Operator	2,652.00	2,787.20	3,213.60
Clerk Stenographer	3,055.00	3,213.60	3,707.60
Accounting Clerk	3,213.60	3,369.60	3,887.00
Secretary to Director	3,369.60	3,528.20	4,066.40
* per hour.			
Bookmobile Driver	3,369.60	3,528.20	4,066.40
Matron (part time)	1,778.40	1,872.00	2,121.60
Custodian	2,787.20	2,922.40	3,369.60
Supervising Custodian ..	3,707.60	3,887.00	4,472.00

All staff members employed on a permanent basis begin at the
second step in scale. Step raises granted on recommenda-
tion from Director every six months from date of entry
into service except one year must elapse from time staff
member reaches fourth step and proceeds to maximum.
Maximum salary reached in 2 years.

Tacoma Public Library

Personnel Practices   3/1/56

1. Vacation: professional—22 working days; clerical—16½
   working days, 22 after 3 years; maintenance— 16½ work-
   ing days; part-time hourly employees (pages)—2 calendar
   weeks, paid on basis of average time worked the previous
   year between June 1 and May 31; no longevity vacation
   allotment; authorized by Library Board of Trustees.
2. Sick Leave: 12 days per year; up to 60 days may be ac-
   cumulated; authorized by Library Board of Trustees.
3. Hours of Work: 40 hours, 5 days per week; usually 2
   evenings weekly; authorized by Library Board of Trustees.
4. Paid Holidays: New Year's Day, Washington's Birthday,

Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken off at a later date; authorized by Library Board of Trustees.

5. Loyalty oath is required by State Law.
4. Fingerprinting is not required.
7. Physical examination is not required.
8. No pre-professional grade.
9. Probationary Period: 3 months for clerical staff; 1 year for professional staff.
10. Overtime: no provision for overtime work in present personnel rules; in practice, it is permitted in case of emergency on authorization of Department or Branch Head, and is compensated for by straight time.

Classification—Professional   7/19/55

Librarian I (9)—Junior Librarian. Library school degree, no experience required.
Librarian II (9)—Assistant Librarian. Two years' experience required.
Librarian III (7)—Senior Librarian. Department heads. (5) Branch Librarians.
Librarian IV—Assistant Director.
Librarian V—Director.

Classification—Non-Professional   7/19/55

Clerk I (20.5)—Junior Clerk. H. S. graduation, no experience required.
Clerk II (11)—Assistant Clerk. Two years' experience required.
Clerk III (2)—Senior Clerk. At least one year of college or three years' experience—Head of Circulation Desk and Secretary-Bookkeeper.

                                                        1/1/58
Salaries—Professional

Librarian I	$ 4,020—	$ 4,620
Librarian II	4,620—	5,220
Librarian III	5,220—	5,820
Librarian IV	5,820—	6,420

Salaries—Non-Professional   1/1/58

Student Assistants	$ .80—$	1.35
Clerk I	2,820—	3,372
Clerk II	3,228—	3,912
Clerk III	3,732—	4,572
Substitute Custodian	1.66—	1.78
Custodian	3,516—	3,816
Fireman-Custodian	4,020—	4,320
Superintendent of Buildings	4,860—	5,580

Toledo Public Library

Personnel Practices   8/1/55

1. Vacation: professional and administrative office assts.—4 weeks (22 working days), Supt. of Maintenance—3 weeks (120 hours), library aides, clerical, maintenance and misc. employees—2 weeks (11 working days); no longevity vacation allotment; authorized by Board of Trustees.
2. Sick Leave: 1 day sick leave each month as earned; employees on ½ or ¾ basis of regular schedule are allowed that fraction of full-time sick leave; up to 72 days may be accumulated; any amount over 72 days is not carried forward as a balance, but sick leave for the current year is credited as earned; authorized by Board of Trustees.
3. Hours of Work: professional staff, library aides, clerks and full-time pages work 38½ hrs. per week; maintenance employees, janitors and janitresses work 40 hrs. per week; 5½ (7 hr.) days for professional staff, library aides, clerks and full-time pages; 5 (8 hr.) days for maintenance and janitorial staff; 2 evenings per week, and in an emergency 3; authorized by Board of Trustees.
4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken off at a later date; authorized by Board of Trustees.
5. Loyalty oath is not required.
6. Fingerprinting is not required.

7. Physical examination is not required.
8. No information regarding pre-professional grade.
9. One year probationary period.
10. Overtime: Director or Assistant Director may approve overtime in emergencies; professional staff and clerks are compensated by equivalent time taken later, however if time off cannot be arranged, compensated by time and a half; maintenance and janitorial employees are compensated by time and a half.

Classification—Professional   7/1/56

Librarian Grade I—Assistants or Senior Assistants.
Librarian Grade II—Senior Assistants, First Assistants, Children's Librarians.
Librarian Grade III—Senior Assistants, First Assistants, Children's Librarians, Division Heads, Branch Librarians.
Librarian Grade IV—Division and Department Heads, Branch Librarians.
Librarian Grade V—Department Heads and Branch Librarians.

Salaries—Professional   7/1/56

Librarian Grade I	$ 3,600—$ 4,080
Librarian Grade II	3,840— 4,440
Librarian Grade III	4,320— 4,920
Librarian Grade IV	4,800— 5,520
Librarian V	5,280— 6,300
Temp. Professional Assts	1.85—2.10 an hr.

Director and Asst. Director—Salary fixed by the Board of Trustees.

Semi-Professional	
Library Aide I	$ 3,000—$ 3,240
Library Aide II	3,240— 4,200

7/1/56

Salaries—Non-Professional

Part-time Page	55c—75c an hr.
Book Mender	$ 2,100—$ 2,880
Clerk	2,220— 3,000
Part-time Clerk	80c—1.15 an hr.
Senior Clerk	2,520— 3,360

Newspaper Room Attendant .... 2,520— 3,360
Administrative Office Assts. .... 3,000— 5,280
Duplicating Machine Operator .... 2,520— 3,360
Maintenance Staff—Salaries fixed by the Board of Trustees.

Wayne County Public Library

Personnel Practices   8/1/55

1. Vacation: all full-time employees are entitled to 1 work-day of annual leave for each completed month of service, not to exceed 12 workdays in any one completed year; after 10 years of service an employee is entitled to 1¼ workdays for each month of service, not to exceed 15 days yearly, after 15 years 17 days, and after 20 years 20 days; authorized by Civil Service Commission.

2. Sick Leave: 1 workday for each month of completed service; unused sick leave may be accumulated without limit for each completed month of service; authorized by Civil Service Commission.

3. Hours of Work: 35 hours, 5 days per week; no definite number of evenings; authorized by department head as outlined by Civil Service regulations.

4. Paid Holidays: New Year's Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Independence Day, Veterans' Day, Thanksgiving, Christmas, and all National and State Election Days; when one of the holidays falls on a day which is a regular day off, equivalent time may be taken at a later date; authorized by Civil Service Commission.

5. Loyalty oath required by Civil Service Commission.

6. Fingerprinting required by Civil Service Commission.

7. A physical examination is required of all employees.

8. No pre-professional grade.

9. Six months probationary period.

10. Overtime work is permitted under such terms and conditions as may be determined reasonable and practicable; authorized by County Librarian with approval from the

Board of County Auditors; compensated by time and a half.

Classification   Jan., 1955

Librarian I (13)   5th year degree; beginning professional.

Librarian II (13)   Librarians of smaller branches.

Librarian III (11)   Librarians of larger branches and of institutions; first assistants in large departments.

Librarian IV (4)   Head of Dept. for the Blind, Reference, large institutional library, and Asst. to Head Cataloger.

Librarian V (1)   Head, Extension Department.

Librarian VI (2)   Assistant County Librarians; Children's

Supervisor and Branch Coordinator; Book Collections. County Librarian.

Salaries—Professional   12/1/57

Librarian I	$ 4,980—$ 5,460
Librarian II	5,442— 5,982
Librarian III	6,052— 6,592
Librarian IV	6,468— 7,188
Librarian V	6,758— 7,188
Librarian VI	7,864— 9,064
County Librarian	11,777— 13,937

Salaries—Non-Professional   12/1/57

Administrative Assistant I	$ 5,962—$ 6,922
Clerk IV	5,478— 6,922
Secretarial Stenographer II	5,312— 5,852
Account Clerk II	5,296— 5,656
Typist II and Clerk II	4,587— 5,067
Bookmobile Operator	4,984— 5,224
Stenographer I	4,078— 4,558
Typist I and Clerk I	3,596— 4,436
Custodial Worker II	4,076— 4,436
Custodial Worker I	3,896— 4,076

Library Page (Flat Rate $3,047.20) $1.46½ per hour.
Bldg. Maintenance Supervisor ($7,800) $3.75 per hour.

Wilmington Institute Free Library

Personnel Practices   8/1/55

1. Vacation: library staff—20 working days (based on 5-day week); maintenance—2 weeks; part-time—no allowance; no general rule providing longevity vacation allotment, however it is allowed in individual cases by the Board of Managers.
2. Sick Leave: 10 working days (based on 5-day week); no unused sick leave may be accumulated; beyond 10 working days allowance, time off voted by Board of Managers.
3. Hours of Work: 40 hours, 5 days per week; 2 to 3 evenings weekly; authorized by Board of Managers.
4. Paid Holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas; when holidays fall on a staff day off for two successive holidays, the staff member is allowed one day; authorized by Board of Managers.
5. Loyalty oath not required.
6. Fingerprinting not required.
7. Physical examination not required.
8. No pre-professional grade.
9. One year probationary period.
10. Personnel Officer may approve overtime work; library staff—straight time by time off; maintenance staff—time and a half by cash

Classification   3/11/52

Director (1).
Assistant Director (1).
Department Head (6).
Branch Librarian (0).
First Assistant (2).
Senior Library Assistant (7) College graduation.
    Plus minimum 8 hours of Library Science.
Library Assistant (9) Graduation from 4 year college required.
Clerical Assistant (11).
Senior Clerical Assistant (1).

Salaries—Professional 7/1/57

Assistant Director	$ 6,000—$ 7,500
Department Heads	5,000— 6,000
First Assistants	4,500— 5,400
Senior Library Assistants	3,600— 5,000
Library Assistants	3,200— 4,500

Salaries—Non-Professional 7/1/57

Clerical Assistants I	$ 2,080—$ 2,400
Clerical Assistants II	2,340— 2,700
Clerical Assistants III	2,760— 3,900
Pages	1,820— 2,080

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