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Changes in Public Library Youth Services:

A Content Analysis of Youth Services Job Advertisements

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ABSTRACT. This article investigates requirements and responsibilities for public library youth services librarians. Position advertisements were published in *American Libraries* in five-year increments, from 1971 to 2001. Youth services librarian positions were analyzed as to changes in position titles, education requirements, job responsibilities, and personality characteristics. Findings suggest that the number of advertised youth services positions is increasing, and job titles are changing from the specific “children’s services” to the more generalized “youth services.” Advertised responsibilities of the youth services librarian have consistently emphasized collection management and administrative duties, and many advertisements place a heavy emphasis on personality traits.

KEYWORDS. Content analysis; Public libraries; Children’s librarians; Young adult librarians; Job analysis; Job hunting

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Changes in Public Library Youth Services: A Content Analysis of Youth Services Job Advertisements

ABSTRACT. This article investigates requirements and responsibilities for public library youth services librarians. Position advertisements were published in *American Libraries* in five-year increments, from 1971 to 2001. Youth services librarian positions were analyzed as to changes in position titles, education requirements, job responsibilities, and personality characteristics. Findings suggest that the number of advertised youth services positions is increasing, and job titles are changing from the specific “children’s services” to the more generalized “youth services.” Advertised responsibilities of the youth services librarian have consistently emphasized collection management and administrative duties, and recent advertisements place a heavy emphasis on personality traits.

INTRODUCTION

In 1905, Frances Jenkins Olcott described the ideal children’s librarian, “a genial and sympathetic woman who has a genuine interest in the personalities and preferences” of children. That librarian, she said, should have an extensive knowledge of children’s literature, “respect for children ... a genial nature, a pleasing personality, an instinct for reading character, adaptability, and last but not least, a strong sense of humor” (Olcott 1995, 3). Olcott’s description is not outdated: a 2001 advertisement sought a candidate with a “passion for serving young adults,” tact, enthusiasm, good judgment, resourcefulness, and a sense of humor (Allen County 2001). The words are different, but the description is the same. Hand-written catalog cards gave way to the online public access catalog, mule-drawn book carts were succeeded by air conditioned bookmobiles, and the Victorian librarian’s duty to uplift the masses was replaced with the modern dictate to give them what they wanted. Does youth service alone remain unchanged?

In the most basic sense, the answer to that question is ‘yes.’ Then, as now, the goal of youth services librarianship has been to create new young readers, and expose those readers to new ideas. The underlying philosophy of youth services remains the same. But have the methods used by youth services librarians been altered by new technologies and changing social values? The most effective way to answer that questions would be to compare youth services job descriptions over time. Historical job descriptions not being widely available, however, a content analysis of job advertisements was undertaken instead. Public library youth services position ads were taken from *American Libraries* over a 30-year period. These ads were analyzed to determine changes within the field, and with the object of answering these questions:

- (1) Has the demand for youth services librarians changed over time?
- (2) Have the criteria for employment as a youth services librarian changed over time?
- (3) Have the duties of a youth services librarian changed over time?

LITERATURE REVIEW

The analysis of job advertisements is a “common type of study in the field of librarianship,” frequently used to look at trends in the library job market (White 1999, 373). Reviewing most of the job ad content analyses published before 1999, White divided those studies into three types: “those looking at specific types of positions ... those analyzing specific skills mentioned in position advertisements, and those studying more general issues.” Of all the studies reviewed,

however, public librarianship was mentioned only once, and neither school librarianship nor children's services were addressed at all. More recent studies of job ads continue to focus on academic librarianship (e.g. Beile and Adams 2000, Croneis and Henderson, 2002, Winston and Dunkley 2002).

While this "common" type of study is not typically applied to youth services, there has been one exception. A doctoral student at Indiana University focused her dissertation on whether or not newly hired children's librarians felt that position announcements and job descriptions adequately described job duties (Howard 1988). Howard gathered position announcements published in 1984, finding 45 in *American Libraries* and 48 more ads in other sources (50). She found that 86 percent of the ads required that the candidate have the MLS (79) and some experience (75). While the ads were less detailed than the job descriptions, the ads listed several job responsibilities, including general management (mentioned by 30 percent of ads), collection development (40 percent), reference and reader's advisory services for children (22 percent), general programming (63 percent), outreach (5 percent), and school visits (19 percent). Personality traits requested included "energy" (17 percent), "creativity" (6 percent), and communication ability (6 percent).

METHOD

Public library youth services advertisements from *American Libraries* were taken from the 1971, 1976, 1981, 1986, 1991, 1996, and 2001 issues. All issues from each year were scrutinized, and duplicate advertisements were omitted from analysis. Statements from advertisements were classed in the following categories: position title; job responsibilities; education; knowledge, skills, and abilities; and personal characteristics.

The time period chosen incorporates the large-scale introduction into libraries of the online public access catalog, online and CD-ROM bibliographic databases, a proliferation of electronic resources, materials in various formats including cassettes, CDs, and DVDs. *American Libraries* was chosen as a source because it includes advertisements for public youth services librarians, reaches a national audience, and has been successfully used for such analyses in the past (e.g. Furuta 1990, Hong 1996, Yuan 1996). *American Libraries* is mailed to all dues-paying members of the American Library Association (ALA). Advertisements are seen not only by established professionals who are active in the organization, but also by students just joining the association.

RESULTS

Demand for Youth Services

Number of Advertisements. A total of 285 unique youth services job advertisements were placed during the years examined. The number of unique advertisements ranged from a low of 14 ads in 1971 to a high of 85 ads in 1986. Even discounting the huge leap in advertisements in 1986, the number of youth services advertisements has steadily increased since 1971.

[Insert Figure 1 about here.]

This growth is accompanied by increasing length of the ads that do appear. All ads contain similar types of content: position title, responsibilities, library environment, candidate qualifications, remuneration, and application information. The average word count was 58 words in 1971, 77 words in 1981, 126 words in 1991, and 140 words in 2001. A slight increase in word

count might be explained by the inclusion of Equal Employment Opportunity statements or the increased number of contact options available. In 1971, job ads seldom included more than a mailing address to which the candidate was to submit an application. Only two ads included telephone numbers. Libraries' widespread adoption of fax machines, the Internet, and the World Wide Web have changed this picture significantly. Ads from 2001 make multiple information points available to the applicant: mailing address, phone number, fax number, e-mail address, and library web site.

Increased length is also attributable to ads explaining job requirements and library environment in more explicit detail. Ads in 1971 were brief; a job was summed up in the brief phrase "supervise active department" (Washington 1971). In contrast, 2001 ads go into great detail about the nature of the positions advertised. The explanation of job duties from a 2001 ad reads:

[Provides] direct assistance to library patrons, including children, teenagers, and parents in the effective use of library collections and services. Participates in collection development/management to meet the needs of youth. Prepares, conducts/promotes a wide variety of programs for children, teenagers, parents, and teachers (Librarian/Youth 2001).

Position Titles. Youth services personnel have a variety of different titles, but the most frequent term used to describe them is "librarian," found in 68 percent of ads. Another 24 ads (8 percent) used the term "coordinator," four libraries used the term "consultant," and one library sought a "specialist." The usage of the term "librarian" has increased over time; in 1971, only 43 percent of ads sought librarians, but 71 percent of 2001 ads asked for librarians. Administrative qualifiers such as "supervisor," "chief," or "head" were used in 21 percent of ads, and this percentage was fairly consistent across all years.

[Insert Table 1 about here.]

Youth services personnel serve a population defined by three terms: "children," "young adults," and the more generic "youth" or "young people." Most youth services advertisements (73 percent) used the term "children" to identify the population served, with another 18 percent seeking personnel to work with "youth," and a modest seven percent to work with "young adults." Some ads combined population terms in their job titles, producing titles like "Children's and Young Adult Librarian" or "Children's/Youth Services Coordinator." Other ads did not include the youth population in the job title at all. Population terminology has changed over the past thirty years. The term "children" was used in 100 percent of advertisements from 1971, but in only 41 percent of 2001 ads. "Youth," on the other hand, increased in popularity and was used in 43 percent of ads in 2001. Twenty out of 285 ads (7 percent) specified "young adult" in the job title. However, 12 of those ads sought a combined "children's" and "young adult" position.

[Insert Figure 2 about here.]

Salaries. All ads from 1971 provided salary information, with 13 providing ranges and 1 providing the top salary available. As mentioned above, most 1971 ads sought supervisory personnel, and this was seen in the salaries offered. The lowest 1971 salary range, offered for a non-supervisory position, was \$4,800 to \$5,400 (\$21,055 to \$23,687 in 2001 dollars, per Friedman 2001). However, the averaged 1971 salary range was \$9,523 to \$11,477 (\$41,773 to \$50,344 in 2001 dollars). Three ads from 2001 did not provide salary information, and another

13 provided only a minimum or starting salary. Only 47 percent of 2001 ads sought supervisory positions, resulting in a lower average salary range in 2001. The minimum salary for a non-supervisory position was \$24,000, higher than the 1971 minimum salary. The average salary range for all 2001 ads was \$36,469 to \$48,444. However, when supervisory positions alone were considered, the average salary range was \$41,237 to \$58,470. In 2001 dollar values, salaries for youth services librarians have decreased; however, requests for youth services supervisory librarians have also decreased.

[Insert Table 2 here.]

Criteria for Employment

Education. Figure 1 indicates the number of ads requiring the MLS or the American Library Association (ALA) accredited MLS. The MLS was required in 87 percent of all ads. In 1971, the MLS was specified in only 57 percent of ads; for each year examined thereafter, the MLS was required in more than 85 percent of ads. The ALA-accredited MLS was required by 62 percent of all advertisements examined. Only 36 percent of 1971 ads specified the ALA-accredited MLS, and only 55 percent in 1986. In all other years, the ALA-accredited MLS was indicated by at least 60 percent of advertisements. Specific subject training was requested in fourteen ads. The additional courses requested were typically children's services (9 ads), children's literature (5 ads), child development (3 ads), storytelling (1 ad), and management (1 ads).

Experience. Figure 3 indicates that the percentage of ads requesting experience has declined slightly since 1971. In the 1970s, over 80 percent of advertisements either required or desired previous experience. Since then, the percentage of ads requesting experience has remained below 70 percent.

[Insert Figure 3 here.]

Knowledge, Skills, and Abilities. Knowledge, skills, and abilities required of youth services candidates were focused primarily on "traditional" youth services activities such as knowledge of the literature, ability to develop youth programming, and knowledge of child development. In 1971, knowledge of children's literature was requested by two ads, or 14 percent of the total number of ads. By 2001, 45 percent of ads were requesting additional knowledge, skills, and abilities, from knowledge of children's literature to computer skills and marketing abilities. Several ads requested knowledge and skills in areas not traditionally associated with youth services, with administrative and interpersonal skills in particular demand. In 1976, 19 percent of ads requested administrative skills, dropping to 1 percent in 1986 and rising slightly to 4 percent of ads requesting administrative skills in 2001. Requests for interpersonal skills have increased from no requests in 1971 or 1976, to 10 percent of 2001 ads. No ads sought technology skills in 1971, 1976, or 1981. Technology skills were first requested in 1986, by one ad, increasing to 22 percent of 2001 ads requesting such skills.

[Insert Table 3 here.]

Personal Characteristics. Beyond education, experience, skills, and abilities, public library youth services ads frequently describe their ideal candidate. An example can be seen in a 1986 ad which stated, "Requirements: ambition, MLS, imagination, 5 [years'] work with children, supervisory [experience], energy, working knowledge of children's literature, fecundity, love of children" (Librarian IV 1986). The MLS, work experience, and knowledge of children's

literature specifically relate to the job at hand; the other traits describe a personality. In the 285 ads published between 1971 and 2001, 114 ads contained 271 personality descriptors. The average number of descriptors per ad has almost tripled from 0.5 in 1971 to 1.4 in 2001. The most frequently sought characteristics were “energy,” “enthusiasm,” and “creativity.” Thirteen ads sought respondents with managerial traits such as ambition, “big picture” thinking, diplomacy, enterprise, goal orientation, initiative, organization, tact, or vision. However, 17 ads asked for team-oriented traits, such as having a “mop bucket” attitude, being community-minded, a team player, service oriented, or possessing the trait of “self effacement.”
[Insert Table 4 here.]

Duties of Youth Services Librarians

Job Responsibilities. Because job ads are limited in scope, duties listed will either be the most important duties that the librarian performs, or the duties that hiring officials deem most important to publicize. Table 5 enumerates the most frequently mentioned position responsibilities. Programming, the most frequently mentioned individual responsibility, was requested in 14 percent of ads in 1971. That percentage gradually increased to a high of 69 percent in 1996, and tapered down to 57 percent in 2001. Collection development, requested by 21 percent of ads in 1971, was mentioned in 49 percent of ads in 2001. Job ads’ mention of reference, reader advisory, and outreach job responsibilities also increased in frequency between 1971 and 2001.

[Insert Table 5 about here.]

The exception to this trend is found in supervisory positions. In 1971, 93 percent of positions advertised were supervisory positions. This percentage declined gradually; 63 percent of 1976 ads and 55 percent of 1981 ads sought supervisory positions, before reaching a low of 46 percent in 1986. Since then, the number of supervisory positions advertised has hovered between 47 and 48 percent.

[Insert Figure 4 about here.]

CONCLUSIONS

This study began with three questions: (1) Has the demand for youth services librarians changed? (2) Have the criteria for employment as a youth services librarian changed? (3) Have the duties of a youth services librarian changed? During the 1980s and 1990s, public library literature noted a “critical shortage” of youth services librarians (Somerville, 1998). Despite the increased use of “generalist” librarians, ostensibly capable of assisting children and adults equally well, many libraries continued to make the youth specialist position a priority. This is evident in looking at the numbers of youth services librarian position ads advertised in *American Libraries*. Far from decreasing, the demand for youth services librarians has increased between 1971 and 2001. Unfortunately, the data collected does not allow us to determine whether the increased demand for youth services librarians has outstripped the demand for adult services librarians. The number of public library systems increased from 7,026 in 1970 to 9,046 in 2000 (Seavey 2003, Chute et al. 2002). Public libraries employed only 20,523 ALA-MLS librarians in 1989, but that figure rose to 29,400 in 2000 (Podolsky 1991, Chute et al. 2002). Clearly, there has been an increased overall demand for librarians.

Criteria for employment as a youth services librarian have changed somewhat between 1971 and 2001: youth services librarians still need to be professionally educated, but experience is less frequently required. Instead, employers are seeking specific knowledge and personality traits. The ALA-accredited MLS is the prescribed educational preparation for the position, and since 1976, has been requested in well over 50 percent of all advertisements. This high proportion may be an artifact of advertisement in *American Libraries*; employers may be more likely to list the ALA-accredited MLS as a requirement for employment in the official journal of the ALA. Requests for previous experience has declined since the 1970s. In the 1970s, national position advertisements were largely limited to managerial positions. As the shortage of youth services librarians became apparent, libraries were forced to conduct national searches for more positions, and started recruiting students right out of library school.

Even though libraries have been willing to sacrifice experience, they are becoming more specific about the type of knowledge, skills, and personality their future candidates need to have. Besides knowledge of traditional youth services activities like programming, employers are increasingly requesting non-traditional skill sets. Computer mastery, second languages, and managerial skills were in greater demand in 1996 and 2001 than in the years prior to that. This is also apparent in the list of personal characteristics requested in advertisements. The “imaginative” children’s librarian from 1971 has been replaced by 2001’s “enthusiastic” and “service-oriented” youth services librarian. They may not be able to get experienced youth services librarians, but employers do want to see youth services librarians who can serve the entire public, can do so courteously and respectfully, and who will be prepared to seize upon administrative opportunities later in their careers.

Their adult services colleagues might be responsible for only one aspect of library service, such as reference. However, youth services librarians have traditionally delivered a full host of services to their younger patrons: reference, reader advisory, bibliographic instruction, collection development, and in some instances even cataloging the youth-oriented materials. Two of the most commonly-listed job responsibilities of youth services librarians were collection development and staff supervision, traditionally viewed as professional work. These two job responsibilities have consistently been mentioned in youth services position advertisements. In more recent advertisements, though, the drive is to connect youth with the reading and information resources that librarians have so painstakingly worked to develop. Collection development was the most frequently mentioned responsibility in 1971; since then, programming, outreach, reference and reader advisory have gained prominence. Outreach and programming draw in new library users, showing them the joy of reading. Reference and reader advisory let kids know that their needs can be accommodated at the library, encouraging them to keep using the library. Creating a great collection of materials is only half the battle; the other half is getting kids in to use that collection and keeping them. Current job advertisements seem to reflect that reality by indicating that youth services librarianship is more than just collection maintenance.

This study has suggested that there is an increased demand for youth services librarians, that employment criteria are more oriented toward knowledge and skills than previous experience, and that the scope of youth services duties has expanded. These results imply that LIS students seeking public library employment might find youth services a fruitful avenue to pursue, given

the historic lack of personnel in this area. Children's librarians are in high demand, and there is a growing emphasis on "youth" librarians who can serve young adults as well. However, the personality traits required by ads also suggest a certain stereotype of the youth services librarian that may dissuade potential candidates. Future research should address this stereotypical image of the youth services librarian, looking at how employers assess these characteristics. This analysis also raises questions about the nature of public library job hunting. Examination of more recent issues of *American Libraries* suggests that public libraries are not seeking youth services librarians, nor any other kind of librarian, in leaner economic times. If this is so, job seekers will want to know how to increase their employability in this more competitive era. Does LIS literature extol a need for youth services librarians while public library job ads seek reference and adult services librarians? An exploration of public library job advertisements could determine whether youth services librarians really are more sought after than adult services.

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Figure 1. Number of job ads per year, including number requiring MLS and ALA-accredited MLS.

Table 1. Terms used in 285 youth services job advertisements.

	Term	No.	Percent
<i>Position Title</i>			
	Librarian	194	68%
	Consultant	6	2%
	Specialist	5	2%
	Coordinator	24	8%
	Administration-Oriented (Director, Supervisor, Chief, Head)	60	21%
<i>Service Population</i>			
	Children	207	73%
	Young Adult	20	7%
	Youth, Young People	51	18%

Figure 2. Percentage of advertisements using Children, Young Adult, or Youth to specify service population, by year of publication

Table 2. Average salary ranges, by year.

Year	Average Low Salary (2001 Dollars)		Average High Salary (2001 Dollars)	
1971	\$9,595.92	(\$42,092.80)	\$11,569.38	(\$50,749.44)
1976	\$11,218.56	(\$35,514.15)	\$14,850.50	(\$47,011.64)
1981	\$13,803.11	(\$28,478.89)	\$18,812.60	(\$38,814.58)
1986	\$18,744.06	(\$29,606.42)	\$24,241.76	(\$38,290.09)
1991	\$24,854.63	(\$32,340.22)	\$33,307.73	(\$43,339.18)
1996	\$27,732.82	(\$31,039.61)	\$37,355.78	(\$41,809.99)
2001	\$36,995.75		\$50,065.00	

Figure 3. Percentage of ads requiring and desiring experience from potential youth services applicants. Figures are "stacked" to represent the total number of ads which require or desire experience.

Table 3. Knowledge, skills, and abilities requested in 285 youth services job announcements.

Knowledge, Skills, and Abilities Requested	No.
Knowledge of Children's or Young Adult Literature	44
Interpersonal Skills/Ability to Work with Others	31
Management, Leadership, and Administrative Skills	24
Computer and Technology Skills/Knowledge	23
Communication Skills	22
Knowledge/Skills in Languages other than English	9
Collection Development Knowledge/Skills	9
Organizational Skills	7
Knowledge of Youth Reference Resources	6
Knowledge of Youth Services	5
Outreach Skills	5
Knowledge of Child Development and Children's Interests	4
Decision-Making or Problem-Solving Skills	3
Knowledge/Skills in Cataloging and Classification	2
Knowledge of Youth Reader Advisory	1

Table 4. Personality traits requested in 285 public youth services job announcements.

Trait	No.	Percent
Energy	42	15
Enthusiasm	38	13
Creativity	37	13
Dynamic, Responsive to Change	22	8
Likes/Loves Youth and Working with Youth	18	6
Innovative	15	5
Service Oriented or Committed to Library Service	15	5
Imaginative	10	4
Flexibility	7	2
People-Oriented, Enjoys People, Friendly	7	2
Outgoing	6	2
Leadership	5	2
Vision, Forward-Looking	5	2
Motivated, Ambitious	4	1
Resourcefulness	4	1
Self-Motivated, Self-Starter	4	1
Sense of Humor	4	1
"Can Do" attitude	2	1
Diplomacy, Tact	2	1
Positive	2	1
Articulate	1	0.4
"Big Picture" Thinking	1	0.4
Bright	1	0.4
Dynamite	1	0.4
Enterprising	1	0.4
Fecundity	1	0.4
Goal-Oriented	1	0.4
Good Judgment	1	0.4
Initiative	1	0.4
Joie de Vivre	1	0.4
"Mop Bucket" attitude	1	0.4
Responsible	1	0.4
Self-Effacement	1	0.4
Self-Confidence	1	0.4

Table 5. Number and type of job responsibilities appearing in 285 youth services job announcements.

Responsibility	No.
Programming	157
Collection Development and Maintenance	143
Train/Supervise Youth Services Personnel	88
Reference	71
Outreach to Community and Schools	64
Development and/or Provision of Youth Services	56
Supervise/Manage Youth Services Department	54
Reader Advisory/Guidance	47
Planning and Setting Goals for Library Service	26
Various/Other Duties as Assigned (including adult reference and circulation)	24
Coordinating Youth Services at Main and Branch Libraries	19

Figure 4. Percentage of ads listing specific job duties, by year.

Figure 1. Number of job ads per year, including number requiring MLS and ALA-accredited MLS.

Figure 2. Percentage of advertisements using Children, Young Adult, or Youth to specify service population, by year of publication

Figure 3. Percentage of ads requiring and desiring experience from potential youth services applicants. Figures are "stacked" to represent the total number of ads which require or desire experience.

Figure 4. Percentage of ads listing specific job duties, by year.

Year	Job Ads	MLS Required	ALA-MLS Required	MLS Percent	ALA-MLS Percent
1971	14	8	5	0.57142857	0.357142857
1976	16	15	10	0.9375	0.625
1981	29	26	18	0.89655172	0.620689655
1986	85	75	47	0.88235294	0.552941176
1991	43	39	32	0.90697674	0.744186047
1996	49	42	35	0.85714286	0.714285714
2001	49	44	30	0.89795918	0.612244898
Sum	285	249	177	0.87368421	0.621052632

	1971	1976	1981	1986	1991
total	14	16	29	85	43
JT - librarian	6	6	18	65	31
%	43%	38%	62%	76%	72%
JT - consultant	2	1			2
%	14%	6%	0%	0%	5%
JT - specialist			1	3	
%	0	0	3.448276	3.529412	0
JT - coordinator	2	2	4	7	3
%	14.28571	12.5	13.7931	8.235294	6.976744
JT - assistant					
%	0	0	0	0	0
JT - administrative (dir., spvsr., chief, head, libn V)	3	5	5	16	9
%	21.42857	31.25	17.24138	18.82353	20.93023
JP - children	14	13	27	68	33
JP - young adults		2	1	9	4
JP - youth		1		7	8
Children	100%	81%	93%	80%	77%
Youth	0%	6%	0%	8%	19%
Young Adult	0%	13%	3%	11%	9%
Ads for Supervisory Positions	93%	63%	55%	46%	47%

1996	2001	Totals
49	49	285
33	35	194
67%	71%	68%
1		6
2%	0%	2%
	1	5
0	2.040816	1.754386
3	3	24
6.122449	6.122449	8.421053
	1	1
0	2.040816	0.350877
10	12	60
20.40816	24.4898	21.05263
32	20	207
1	3	20
14	21	51
65%	41%	73%
29%	43%	18%
2%	6%	7%
49%	47%	51%

	EXPERIENCE							KNOW
	Required	Preferred	Literature	Programmi	Developme	Likes Child	Traditional	
1971	86%	0%	14%	0%	0%	0%	14%	
1976	69%	31%	6%	0%	0%	0%	6%	
1981	48%	10%	17%	21%	0%	0%	38%	
1986	38%	25%	18%	2%	2%	5%	27%	
1991	47%	23%	5%	2%	0%	2%	9%	
1996	47%	16%	27%	10%	4%	6%	47%	
2001	41%	18%	14%	8%	0%	0%	22%	

LEDGE, SKILLS, ABILITIES

Language	Technolog	Administra	Communic	Non-traditional
0%	0%	0%	0%	0%
0%	0%	19%	0%	19%
7%	0%	14%	3%	24%
0%	1%	1%	11%	13%
2%	9%	5%	2%	19%
4%	18%	8%	16%	47%
8%	22%	4%	10%	45%

	Administration	Collection Development	Reference/Reader Advisory	Programming	Outreach
1971	7	3		2	
1976	7	6	1	6	
1981	18	12	3	9	4
1986	57	48	32	50	18
1991	28	19	12	27	8
1996	28	28	18	34	16
2001	27	24	16	28	10
	172	140	82	156	56

	Administration	Collection Development	Reference/Reader Advisory	Programming	Outreach
1971	50%	21%	0%	14%	0%
1976	44%	38%	6%	38%	0%
1981	62%	41%	10%	31%	14%
1986	67%	56%	38%	59%	21%
1991	65%	44%	28%	63%	19%
1996	57%	57%	37%	69%	33%
2001	55%	49%	33%	57%	20%
	4.002389661	3.070869655	1.515366183	3.309650364	1.06635

	Programming	Collection Development	Outreach to Community & Schools
12	2	4	
20	6	7	2
46	9	12	4
205	51	49	19
94	27	19	8
124	34	28	16
105	28	24	15
	157	143	64

0.857143
1.25
1.586207
2.411765
2.186047
2.530612
2.142857

Train/Supervise YS Personnel	Supervise/Manage YS Department	Reference	Reader Advisory	2
2				
3		4	1	
7		10	5	1
35		8	27	17
14		14	8	7
16		8	15	11
11		8	15	11
88		54	71	47

Train/Supervise YS Personnel	Supervise/Manage YS Department
14%	14%
19%	25%
24%	34%
41%	9%
33%	33%
33%	16%
22%	16%
1.860102963	1.483914384

Development/Provision of YS	Planning and Setting Goals
1	1
6	
23	6
11	6
8	8
7	5
56	26

Coordinating Youth Services at Multiple Locations	Other Duties as Assigned	
	1	
	3	
	4	
	5	8
	3	9
	2	5
	1	2
	19	24

Figure 1. Number of job ads per year, including number requiring MLS and ALA-accredited MLS.

Figure 2. Percentage of advertisements using Children, Young Adult, or Youth to specify service population, by year of publication

Figure 3. Percentage of ads requiring and desiring experience from potential youth services applicants. Figures are “stacked” to represent the total number of ads which require or desire experience.

Figure 4. Percentage of ads listing specific job duties, by year.