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A study of library activities in public schools with emphasis on the program in the Virginia public schools

Margaret Elizabeth Rutherford

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A STUDY OF LIBRARY ACTIVITIES IN PUBLIC SCHOOLS
WITH EMPHASIS ON THE
PROGRAM IN THE VIRGINIA PUBLIC SCHOOLS

A Thesis

Presented to

the Graduate Faculty of the University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
of Master of Science in Education

by

Margaret Elizabeth Rutherford

July 1950

LIBRARY
UNIVERSITY OF RICHMOND
VIRGINIA

*Approved 8/18/50
E. H. Overton*

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

In recent years, many professional publications in the field of library work have carried articles on the subject of library clubs and school library assistant groups. These writings have been concerned, for the most part, with one particular school situation, where an outstanding organization existed, or were in the nature of "testimonials" of librarians who had had a successful experience as sponsor of a student library group. The suggestions and information given in these articles have served a purpose, but their contribution has necessarily been limited. The need for a wider survey and study of the whole situation, based on small, average, and large size schools, in which varying types of library programs are being offered, has been felt by the school librarians for a long time, as revealed through numerous requests on their part.

I. THE PROBLEM

Statement of the problem. The purpose of this study is to trace the development of library assistant staffs and library clubs in Virginia's Public Schools from earliest available records up to the present time.

This study attempts (1) to show the place that library activities have in the modern school program, (2) to show

The relative location of library clubs and library assistant groups in the State, (3) to present a summary of the duties, programs, and services of the two organizations, and (4) to reveal the vocational effectiveness of the training received by the pupils.

A brief survey into the programs of the twenty-four states having library supervisors has also been made for the purpose of comparison and for securing data that may result in further development in the Virginia program.

Importance of the study. In 1949, four hundred and thirty-eight of the accredited high schools in Virginia, from a total of 537 high schools, reported the use of student help in the library to assist the librarians and teacher-librarians in performing the functions of the library program.¹ In 219 of the 438 schools, the assistants are organized into an activity group designated as a library club.²

The student library assistants in Virginia total 4,441 and the participants in the library clubs number 5,148. Together, the two organizations involve 9,589 persons of school age. The experiences afforded such a large number

1 Virginia, State Board of Education, Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, 1948-1949, v.xxxii, no. 3, September 1949.

2 Loc. cit.

are worthy of serious consideration.

An investigation into the present situation in Virginia reveals (1) the lack of consistency within a local school division, (2) the lack of significant purposes, (3) the need for more meaningful training and closer supervision of the organizations, (4) the need in certain areas for organizing library clubs and library assistant groups, and (5) the failure to provide activities which will result in the accomplishment of worthwhile purposes.

A critical study on a State-wide basis in Virginia, and an investigation into the offerings in other states, should reveal data which may prove beneficial to Virginia Public Schools.

Organization of the study. The study begins with a brief history of the development of the library activities in the public schools of Virginia. Following this, the purposes, aims, and objectives of the activities are discussed and the study progresses into the organizational phase as revealed in Virginia and other places on both a local and State-wide basis. Consideration is given to the vocational aspect and value of library activities, followed by a summary of the entire study.

Limitations of the study. The library program in Virginia Public Schools showed little definiteness of purpose until 1923 when a Supervisor of Textbooks and School

Libraries was appointed by the State Board of Education.³ Therefore, this study is necessarily limited to the period in Virginia between 1923 and 1949.

The investigation made for this study includes both elementary and high school libraries, which have been considered not as separate levels of instruction, but as a teaching agency of the entire school. Except where otherwise indicated, the data include both the elementary and high school library programs.

The data for the study have also been limited and lacking in certain areas due to a large turnover in school library personnel and due to the failure of some schools to keep adequate records.

Since the accumulated data represent the annual reports of 512 schools and replies to a questionnaire from 180 schools, a significant study of the activity phase of the library program has been possible; however, it should be pointed out that there are certain schools in the State which are not included in the study because of failure to report sufficient information within an allotted period of time.

Sources of Data. The data for this study include the following sources of material:

- (1) Government Documents. The Annual Reports of the Superintendent of Public Instruction of the Commonwealth of Virginia have been examined from

³ Virginia, State Board of Education, Minutes, May 15, 1923.

1884 through 1949. Information given on the Annual Library Reports of school librarians for session 1948-49 has been used. Frequent reference has been made to the Minutes of the State Board of Education for the purpose of verification.

- (2) Books, Magazine Articles, and Reports. Written texts on this subject have been found to be very limited. Wilma Bennett's Student Library Assistants, although out-of-date, has been of some value. The most useful periodicals have been Wilson Library Bulletin, Library Journal, Virginia Journal of Education, and other professional magazines in the field of general education, mentioned in the bibliography.

A report prepared in a summer workshop at Appalachian State Teachers College, Boone, North Carolina, furnished helpful data. One of the study groups at the workshop adopted as its project for development "Pupil Library Assistants."

- (3) Questionnaires. One source of information was a questionnaire,⁴ prepared on pupil library

⁴ See Appendix A, "Questionnaire on School Library Pupil Assistants and Library Clubs."

assistants and library clubs, and sent to 322 accredited high schools in Virginia. The information received from 180 schools is used throughout this study. Also a questionnaire was prepared on the topic of State-wide library programs and sent to the 23 State library supervisors⁵ in the U. S. The 16 replies to this questionnaire form the basis for Chapter VI.

- (4) Personal Experiences. The writer has made visits to the libraries in over 300 schools in Virginia and has observed the library assistants at work and has discussed plans for the library club with librarians. It has also been her privilege to discuss this matter with eminent authorities both in Virginia and in neighboring states.

II. DEFINITIONS OF TERMS USED

Student assistant. The terms student assistant and pupil assistant are used interchangeably throughout the study. Fargo⁶ defines them as volunteer workers who spend

⁵ Note: The total number of State library supervisors is 24, but since the author was familiar with the situation in Virginia, a questionnaire was not sent to the supervisor in this State.

⁶ Lucile Fargo, Library In the School, (Chicago: American Library Association, 1939), p. 173.

time in the library performing simple tasks under the supervision of the librarian.

Library club. The library club, which may or may not be composed of the library assistants, is a group of volunteer pupils with common interests centering around the library and its services.

Library council. The library council is a group similar in nature and function to that of the library club, but it is usually appointed by the student council or governing school body, rather than to be a direct outgrowth of the library assistant staff.

CHAPTER II

BRIEF HISTORICAL DEVELOPMENT OF THE VIRGINIA SCHOOL LIBRARY PROGRAM WITH EMPHASIS ON LIBRARY ASSISTANTS AND LIBRARY CLUBS

Just as the Commonwealth of Virginia was slow to accept the idea of public education for "all the people's children," so has she been equally as hesitant to see and to admit the benefits which may be derived from providing adequate library service for her children. Although the present program offered in the schools of Virginia is considered to be in advance of many other states in the United States,¹ its early development was a slow and arduous process.

When the United States Bureau of Education compiled a report on libraries which existed in the United States in 1876, only twenty-one schools in Virginia reported having a book collection of as many as 300 volumes.² Included in the group of 21 schools was Richmond Central Public School with 400 volumes.

"One of the best known grade schools in the system and the earliest to be fully organized, was Central, housed at first in the Brockenbrough mansion, called since the Civil War, the White House of the Confederacy. This mansion was built in 1818 for Dr. John Brockenbrough by the architect Robert Mills

1 Louis R. Wilson, Libraries of the Southeast, (Chapel Hill, North Carolina, Southeastern Library Association, 1949) pp. 87, 89, 91, 97.

2 U. S. Bureau of Education, Public Libraries in the United States of America, 1876, Part I, p. 1010.

who was responsible for the design of the Wickham or Valentine House, now the Valentine Museum. During the Civil War the Brockenbrough house was the official and private residence of Jefferson Davis, the president of the Confederacy. When Richmond fell and Federal troops entered the City, this house became the headquarters of the provisional government and was not restored to the City until 1871. After the evacuation of Richmond, the official in command of Virginia as District No. 1, would have turned the mansion over to the Freedman's Bureau for a Negro Normal School but for the efforts of certain citizens. In desperate need of a home for her newly founded public schools, the School Board bought this mansion from the city for \$14,000, and called it Central School, with Mr. S. T. Pendleton as principal. It was occupied as a school building until 1894, and then taken over by the City as an historic memorial. The school found quarters around the corner on Twelfth Street in a new building, with its name changed in recent years to Ruffner, 'Central' having lost its significance."³

In December 1893 the principal of Bridgetown School in Northampton County, wrote an article in which he described a small collection of books consisting of donations and \$61.69 worth of new books, which sum was the proceeds from an oyster supper. In this same school, there was organized the first school library of which any record has been found. A group of interested pupils, who had enjoyed reading the books during the school term, met during the summer months for the purpose of discussing books and authors. They called themselves a "School Library Club,"⁴ although it apparently

³ Margaret Meager, History of Education in Richmond, (Virginia Division of the Works Progress Administration, 1939) pp. 119-120.

⁴ Dudley Redwood Cowles, "School Libraries", Virginia Journal of Education, 2:235, December 1893.

differed in nature and purpose from the clubs of today.

Nine years later there appeared a direct reference to the use of library pupil assistants. In a two-room school in Fairfax County the situation is described as follows: "Funds for the purchase of Dickens, Scott, David Harum, and To Have and To Hold were raised by literary entertainments and contributions from the pupils, and managed by the pupils with suggestions from the teacher,"⁵ the belief being that pupils would have more regard for the books if given the responsibility of caring for them.

These early developments which were the outgrowth of efforts on the part of the local school and community led to the need for legislative recognition.

In 1906, Senator Garrett of Cumberland County, at the request of Sally Bruce Dickinson, a school teacher, introduced a bill providing for a State matching fund for the purchase of library books to the public schools.⁶ The bill died in the committee hearing, but was re-introduced in 1908. In a modified form, the bill became

⁵ Virginia Journal of Education, 11:179-180, January, 1902.

⁶ Commonwealth of Virginia, Senate Bill, No. 213, "A Bill To Provide For the Establishment of Libraries in the Public Schools of the Rural Districts," (1906).

a law providing for a State-aid appropriation of \$5,000 for each year of the biennium, to be used for the purchase of books for school libraries.⁷ The First School to use this fund was Truxillo School in Amelia County on February 15, 1909.⁸

The first legal provisions for the establishment of public high schools came in 1906, with the Mann High School Act, and in 1913 the first accreditation standards were formulated.⁹ The standards required that a school must have a reference library collection approved by the State Department of Education and valued at no less than \$50.00. For the next ten years, the high schools had small collections consisting largely of sets of books, texts, and a small amount of supplementary material.

In 1923 C. W. Dickinson, Jr., a former school principal of Emporia High School, and later a superintendent of Cumberland County, was appointed Supervisor of

7 C. W. Dickinson, Jr., "Virginia School Libraries", Peabody Journal of Education, 3:243, March 1936.

8 Virginia, State Board of Education, Ledger Showing Appropriations For School Libraries, n. p.

9 Virginia, State Board of Education, Courses of Study and Records of the Public Schools of Virginia, 1914.

Textbooks and Libraries.¹⁰ With his experience and vision, he immediately saw the need for additional funds in order to provide adequate library materials for the schools. Launching an all out effort for a state-wide program, he asked for a \$10,000 matching fund and for a revision of accreditation standards, both of which he was successful in accomplishing. The new standards required that a school have a "good working library... with a minimum of 350 usable volumes --- separate room equipped with chairs, tables, shelves, and a teacher or older high school pupil to be held responsible for the orderly condition and conduct of the library."¹¹

From this time on, the Virginia school library program was recognized as a part of the total offerings of the public schools, as evidenced by the following events:

(1) In 1929, the Annual Report of the Superintendent of Public Instruction devoted a section to school libraries and included the following statement: "The school librarian trains student assistants to handle much of the work in the library under her close supervision."¹²

¹⁰ Virginia, State Board of Education, Minutes, July 17, 1923.

¹¹ Virginia, State Board of Education, Manual of Administration For High Schools of Virginia, 1924, p.17.

¹² Virginia, State Board of Education Annual Report of the Superintendent of the Commonwealth of Virginia. 1929-30. V.XIII, no.2, p. 84.

(2) Added impetus was received from the movement known as the State-wide curriculum revision in 1931. This study contained a 10-page discussion of the Elementary School Library with extensive bibliographies and instructions for teaching the use of the library to the pupils in the grades.¹³

(3) In 1931, a Department of Library Science as an undergraduate training school for public school librarians was established at the College of William and Mary.¹⁴

In the same year of 1931, Robert B. Strickler, a high school principal, made a survey of the libraries in the accredited high schools in Virginia, and the following criticism was found in his report:

"Pupil assistants are not used as extensively as could be, especially since the work can be used to create interest in the library and is helpful in developing a social atmosphere."¹⁵

The Library Manual For the Public Schools of Virginia was prepared and published in 1937. This manual,

¹³ Virginia, State Board of Education, Tentative Course of Study For Virginia Elementary Schools, p. xii, p. 221-36.

¹⁴ Virginia, State Board of Education, Minutes. January 22, 1931.

¹⁵ Robert B. Strickler, A Survey of the Accredited High School Libraries of the State of Virginia, (Columbus, Ohio, Ohio State University, 1930). Unpublished Master's Essay.

designed to be a handbook for school librarians, contained a section on the organization and administration of a student assistant staff and a library club. Schools were urged to establish these activities and set up standards which would be comparable with those of other out-of-class activities.¹⁶

A number of the high schools had well-organized assistant groups and library clubs prior to this date. King William High School reported a flourishing club as early as 1930; Madison Heights High School in Amherst County started a similar organization in 1932; Washington-Lee High School in Arlington County, and Andrew Lewis High School in Roanoke County were making successful use of library assistants, who were organized into a club in 1934.¹⁷

As the library service in Virginia schools advanced, so did the number of pupils participating in the activities of the program, as shown in Table I.

It may be noted that growth in the number of library assistants in Virginia public schools from 1935 through 1943 shows irregularity. With the Library Project of the

¹⁶ Virginia, State Board of Education, Library Manual for Virginia Public Schools, v.xx, no.2, August 1937, pp. 85-87.

¹⁷ Data supplied in letters received from school librarians, 1949.

TABLE I

NUMBER OF STUDENT LIBRARY ASSISTANTS IN VIRGINIA PUBLIC
SCHOOLS FOR A PERIOD OF FOURTEEN
YEARS¹⁸

YEAR	NUMBER OF LIBRARY ASSISTANTS
1935	5.8%*
1936	No Report
1937	" "
1938	" "
1939	2,862
1940	2,220
1941	2,612
1942	2,977
1943	1,629
1944	3,426
1945	3,485
1946	3,623
1947	4,048
1948	4,109
1949	4,441

*The Annual Superintendent's Report for 1935 was computed on a percentage basis, and did not state the actual number of student library assistants.

¹⁸ Virginia, State Board of Education, Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, v. XVIII, No. 3 to v. XXXII, No. 3, 1935-49.

Works Progress Administration¹⁹ at its height in 1940, the Federal government had 638 in-school youth on the pay-roll under the classification of "student Library assistants."²⁰ This group necessarily limited the number of volunteer assistants which could be assigned library duties, and also accounts for the marked decrease of 642 assistants within a period of one year.

The alarming decline in 1943 of 1,348 volunteer assistants over the previous year's record²¹ has been attributed to the war emergency measures which caused in-school youth to seek out-of-school jobs and to the fact that school faculties were understaffed, especially in respect to trained librarians. 1943 was the last year for the WPA paid library assistants in public schools. The close of the WPA project resulted in a stimulation of volunteer assistance as a part of the Victory Corps activities for pre-vocational experience.²²

19 Virginia, State Board of Education, Annual Report of the Superintendent of Public Instruction of the Commonwealth of Va., v. XXIII, no. 3, 1939. p. 143.

20 Files of the State Department of Education, 1940.

21 Virginia, State Board of Education, Annual Report of the Superintendent of Public Instruction of the Commonwealth of Va., v. XXVI, no. 3, 1943, p. 158.

22 Ibid. v. XXVII, no. 3, 1944, p. 152.

Since 1944 the increase in the number of volunteer library helpers has been gradual and constant as shown in Table I.

Summary. There is little evidence of recognition having been given to the Virginia public school library program prior to the year 1906. Significant steps in the development of this phase of the educational program following that date are: (1) in 1908, the passage of the first legislative enactment providing for State-aid library funds; (2) in 1913, the establishment of the first accreditation standards for Virginia public high schools; (3) in 1923, the appointment of a State Supervisor of Textbooks and School Libraries; (4) in 1931, the extensive study made of elementary school libraries by the State-wide Curriculum Revision Committee; (5) in 1931, the establishment of a Department of Library Science at the College of William and Mary for the purpose of training school librarians; (6) in 1937, the publication of a Library Manual For the Public Schools of Virginia.

Progress and development since that time have been generally constant, and the growth of pupil activities has been increasingly significant.

CHAPTER III

PURPOSES AND AIMS OF PUPIL PARTICIPATION
IN LIBRARY ACTIVITIES

The offerings of the modern education program demand worthwhile purposes and aims, which are of such nature as to be within the comprehension, not only of educators, but of those being educated, as well as their parents. This is an age when educational methods are being closely scrutinized and questioned by the public, in terms of whether the tax payer is receiving the tax dollar's worth, or whether modern procedures are not just a lot of "frills and thrills" to make school a sufficiently enticing, but not sufficiently intensive experience.

The experiences offered pupils in the school, which do not take place directly in the classroom and are not considered regular classroom activities, are usually those most often questioned. Therefore, for an extra-curricular activity to function with complete satisfaction, it must justify itself to those participating in it, as well as to the non-participants in the schools and in the community.

There were many years in the history of educational development in Virginia when library activities were not an acceptable part of the school curriculum. In 1903-05,

during the administration of Dr. Joseph D. Eggleston, Jr., as Superintendent of Schools in Prince Edward County, an incident occurred which verified the fact that the public was hesitant to accept library service for its children. In the February 26, 1905 issue of the Richmond Times Dispatch there appeared an article which read:

"Soon after Mr. Eggleston went into office, he started a movement to get a library for each school in his county ... In this work, the Superintendent had to overcome many objections. One of these objections was that these additional books would interfere with the children's regular studies. Nevertheless, Superintendent Eggleston appealed to the parents through the children and got results."¹

As the purposes and goals of the library program have become more definite and clear-cut in nature, they have likewise become more acceptable to the general public. The following lines taken from Fargo's The Library in the School show the contrasting philosophies regarding library service:

"...Up to recent years, the routes pursued by the school and the library were separate and distinct. On one side were formal instruction, and textbooks, the educational lockstep. On the other were informal training, factual and recreational literature, individual freedom. A wall lay between. The school master looked with some approval at the flowers of the mind that bloomed in the library garden, but he liked better his own, well-ordered hedges and formal walks. The librarian, on his side, thanked the Creator Of All Things Good that his garden was natural and free and notaas the schoolman's was. But as the years

¹ Richmond Times Dispatch, Sunday, February 26, 1905, p. 6.

went by, the wall began to crumble and neither side built it up, for a coming love of things growing led to intimacies that were pleasant and profitable. There has been a common acceptance of the goals of education."²

The librarian of today may feel assured that her part of the instructional program rests on a firm foundation and "in as much as the library is an educational institution, it subscribes to the same aims and objectives as those of the total school program."³

The awareness of the desirability of work experience for pupils has served as a sound background for the successful functioning of library activities. The library activity program usually provides for a pupil assistant staff of workers, and a library club which in some schools is known as a library council or library committee. By turning to the words of the administrators and the pupils who participate in the program, there is evidence to show that they are giving their whole-hearted approval of and recognition to the contribution which is being made through this medium of instruction.

Dr. Harold C. Hunt, Superintendent of Schools in Chicago, recently spoke before a school library banquet held in Chicago and his address of the evening included

² Lucile P. Fargo, Library in the School, (Chicago, American Library Association, 1930) p. 11.

³ Loc. cit.

the following statement:

"As the educator views the library, he sees in it the reflection of the philosophy of the school program, he recognizes it as an essential element whose basic purpose is one and the same as that of the school. As an essential element in the life of the school the library cannot be set apart as an addition or a supplement to other activities. It belongs to all activities, meeting an important function in the development of pupils and in helping them to live completely in the present and at the same time to grow toward educational, vocational, and social maturity."⁴

Also, the activities of the library program have the endorsement of the State Departments of Education in the various states, as evidenced in the following statement from the State Department of Education of Kentucky:

"Pupil participation in rendering library service is most desirable as it helps to instill in the pupils civic, social, and ethical values."⁵

The following quotation from Robert Barnes, President of the Teen-Age Library Club in Valley Mills, Texas, expresses a typical pupil's viewpoint on the subject:

"A visit to any modern library by a sight-seer

⁴ Harold C. Hunt, "As the Educator Views the Library," School Activities and the Library, February 1950, p. 1.

⁵ Kentucky, State Department of Education, (Pamphlet) Prepared By A Committee of the Workshop for Beginning Librarians, University of Kentucky 1949, n. p.

reveals to him that the library ranks with shops, laboratories, gymnasiums, and auditoriums as an instructional feature of the present educational plan. School librarians have become an active necessity in high schools and it is my opinion that the students of the school have a great deal to do with the operation and success of the library."⁶

Purposes and Aims

The practices followed in organizing student library activities are based on purposes and aims which are believed to be in keeping with sound educational principles, and to have the endorsement of the state departments of education. In drafting the objectives for the program, there has been taken into consideration the Cardinal Principles of Education,⁷ the purposes of education as prescribed by the Educational Policies Commission,⁸ and the Virginia State Course of Study. Using these three sources as a basis, the objectives treated in this study have been grouped under the two headings: general and specific purposes.

General Purposes. The general purposes are those underlying principles of the activities which should be in direct accord with the philosophy of the school and

⁶ Robert Barnes, "Library Club Helps the School," Wilson Library Bulletin, 23:119, October, 1948.

⁷ Carter V. Good (ed.), Dictionary of Education, (N.Y., McGraw-Hill, 1945), p. 369.

⁸ Educational Policies Commission, Purposes of Education In American Democracy, (Washington, N.E.A., 1938), pp. 51-125.

community. The librarian as she guides the pupils, in their program of activities, should be conscious of these goals, in order to avoid the danger of exploiting youths' ambitions and abilities.

The following is a list of the general purposes of library activities for pupil participation, grouped under attitudes, skills, habits, and opportunities.

Attitudes:

- To develop an attitude of helpfulness.
- To develop an attitude of orderliness.
- To develop an attitude of dependability.
- To develop an attitude of courtesy.

Skills:

- To acquire and practice the skill of accuracy.
- To acquire and practice the skill of efficient execution of assigned duties.
- To acquire the skill for a wise selection of learning materials.

Habits:

- To acquire the habit of research and investigation.
- To acquire worthy social habits.
- To acquire the habit of quietness when the situation demands it.

Opportunities:

- To offer the opportunity for self-realization.
- To offer the opportunity for training which may lead to economic efficiency.

Specific Purposes: The specific purposes are those which would most likely appear in the by-laws or the handbook of the organization. The pupils are expected to consider them as a guide in choosing the activities in which to participate, and the librarian is conscious of them as she assigns duties to her assistants, and as she works with club members. It should be understood that

these purposes are of no more importance than the general purposes, but are more closely concerned with the immediate outcomes of the activities.

The first specific purpose is to create an interest in the library which will lead to the improvement of the program. Public relations authorities have proved that the way to create interest in an enterprise is to give as many persons as possible an opportunity to participate in the project. The school librarian also has found this theory to be practical.

In using student help, a three-fold purpose is accomplished: the pupil's interest is secured, the pupil learns to work with other people for the general welfare of the school, and the pupil develops a sense of ownership for the library,⁹ which is very important for many of the boys and girls in the schools today who fail to have a feeling of belongingness for anything. He develops rightful ownership for "our" library which he wishes to make a better place for the sake of the school. The old conception of the library quarters as the personal property of the librarian fades from existence for him.

"The work of the Teen-Age Library Club members has brought library service to a level more acceptable to other students. The interest of the club members has caused their classmates to feel a

9 Fargo, op. cit., p. 45.

greater freedom in making use of the library and in calling on the student librarians for assistance. Through the club, the students have been made to feel that this is their library and not just one that belongs to the school."¹⁰

The librarian at New Kent High School in New Kent County, Virginia, has had many years of experience working with successfully functioning library activities, and her philosophy on the subject is that with student helpers... (the librarian) has to praise achievements, correct errors, and develop a feeling within them that their work is contributing to the welfare of the school.¹¹

The second specific purpose of library activities in the school library is to serve as means of vocational guidance. Today, the school assumes the responsibility for training pupils for vocational adequacy.¹² The burden of this training has not always been given serious consideration by educators as claimed by Fargo in the following words:

"...If the biography of Benjamin Franklin happened to suggest the desirability of being a printer, well and good. But there was no conscious attempt to put the boy in touch with the work of the modern print shop, nor with other books written... to widen his knowledge of the whole field of human endeavor."¹³

10 Barnes, op. cit.

11 Judith Carter, Letter to the author, December, 1949.

12 See footnote 8 of this chapter.

13 Fargo, op. cit., pp. 3. 4.

The training which pupil assistants receive in the library offers an opportunity for helping them to select an appropriate vocation. A number of office routine procedures such as typing and filing enter into the duties of the assistants, and the performance of these duties has been known to serve as valuable insight into this work as a career.

Some schools give intensive training in the physical make-up of a book and its parts, including binding and re-binding processes. Although the immediate purpose for this instruction is usually that of teaching a regard for books and to learn how to repair worn library volumes, this instruction has been known to lead pupils (especially boys who do not go to college) into book-binding and leather-craft vocations.¹⁴

Training for personnel positions enters into the training of pupil assistants. In large school libraries pupils are trained for the duty of meeting in-coming pupils and visitors and directing them to certain sections of shelving, to the charging desk, or to the librarian's workroom. Such responsibilities afford the pupil an opportunity for meeting and working with the public.

¹⁴ Note: Librarians, in cooperation with Boy Scout Troops, offer this training for the purpose of giving the boys an opportunity to win a Merit Badge for book-binding.

The aforementioned data on the part of the library in the vocational guidance program have been included in this section of the study in order to show this to be one of the outstanding purposes of the training received by the pupils. The vocational aspect of the program which is concerned with training for the professional library field will be discussed in Chapter VII of this study.

The third specific purpose of the library assistant staff and of the library club is to relieve the librarian of certain mechanical and clerical duties in order for her to have more time for serving the school and the community. Although this should not be the prime purpose for using pupil help, it is the underlying reason in many situations for schools following this procedure--- and it is hoped that where this is the case, by-product values are derived by the pupils, from the experience.

"Pupil participation in library routines should be adopted as a principle because of its contribution to the development of the pupil and not primarily because of benefits accruing to the librarian."¹⁵

Some school authorities believe that exploitation of a small group of pupils in order that a large group may benefit is justified. However, in any school planning, the school must operate for the pupils, and not the pupils for the school.

¹⁵ Fargo, op. cit., p. 46

Robert Barnes of Texas, expresses the pupils' viewpoint on the purpose of the program:

"In a school as small as ours, it is impossible to have a teacher in charge every period of the day, therefore, the student assistants were trained to perform library duties, and to keep general order in the library. Due to the accessibility of reading materials and more pleasant surroundings, the library has become a very popular place."¹⁶

The fourth specific purpose of the library assistant staff and the library club is to provide social and ethical training. The library plays an important part toward the accomplishment of the purpose of social and ethical development, through bringing pupils into an "intimate working relationship with the library and its service."¹⁷

The socialization function of the modern school program is greatly emphasized today.

"Authorities in educational methods believe that the school situation should as nearly as possible approximate a life situation---the school should be a little world in which the pupil will confront and have a part in solving problems of society. The school library has an excellent opportunity to contribute to these experiences."¹⁸

16 Barnes, op. cit. p. 23

17 Fargo, loc. cit., p. 45

18 Ibid., p. 43

The training given to pupil assistants and members of the library club attempts to carry out this function. Under supervision from the librarian, pupils plan ways for making the library more attractive, for improving the service, for introducing younger pupils and new pupils to the services of the library, for giving teas and other school functions, and for presenting book reviews before community groups.

In a report given by W. F. Hall before the Arkansas State Department of Education, the following summary was given on the socializing function of the library:

"Socialization of the individual is the major function of the school, and the library is the most potent force in achieving this purpose. The entire function of the organized library is planned with an eye to the social values. These values are attained vicariously through reading of books, and practically through student participation as library helpers. Youth takes more to a principle if it is taught through the release of energy in connection with a real enterprise. The library affords many opportunities for pupil participation which draw out native abilities and enable them to function to the highest pitch."¹⁹

Summary of Results from Questionnaire. A questionnaire which was prepared and sent to 322 accredited high schools in Virginia, included a block of items pertaining to the purposes and aims of pupil library

¹⁹ W. F. Hall, "The Need for Elementary School Libraries," Report of Arkansas State Department of Education, 1936, p. 28.

activities.²⁰ Table II of this study shows the summary of purposes as compiled from the 180 replies to the questionnaire.

TABLE II

SUMMARY OF PURPOSES AND AIMS OF SCHOOL LIBRARY
ACTIVITIES AS COMPILED FROM QUESTIONNAIRES
SENT TO 322 ACCREDITED VIRGINIA
HIGH SCHOOLS

Number of Schools Reporting	Types of Purposes and Aims Prescribed by the School for the Activity
53	For the improvement of the library program.
43	For developing certain skills in the pupils
34	For serving the school and the librarian.
21	For offering pre-vocational training.
48	No prescribed purposes.

Note: Some schools reported more than one of these purposes.

Additional information was included with a number of the replies. Several additional purposes stated seem

²⁰ See Appendix C, Section II-F-4. "Tabulation of Data Based on Replies Received from 180Va. Public Schools in Response to Questionnaire on Library Assistants and Library Clubs."

sufficiently significant to quote here:

- (1) "The boys and girls in my club serve as a liaison between home rooms and the library--they are in the main, a service organization."²¹
- (2) "The purpose for using boys and girls as helpers in my school is to bring about better relationship between the student body and the library."²²
- (3) "My student assistants help with the house-cleaning duties."²³
- (4) "I must have student help in the library in order for the program to function...There must be many schools like ours in which the school librarian would have to neglect essential duties if she did not have pupil assistants."²⁴

Summary: The objectives of the school library activity program are in keeping with the aims of education which have been established by the Educational Policies Commission and the Cardinal principles of education. In summarizing, the objectives of the library activity program are: (1) to teach the pupil the proper use of library tools, (2) to provide exploratory pre-vocational experience for the pupils; (3) to add to the efficiency

21 Ruth Miller, (Librarian Harrisonburg High School), Letter to the author, January 10, 1950.

22 Catherine Sheally, (Librarian Hopewell High School), Letter to the author, December, 1949.

23 Josephine Peters, (Librarian Effinger High School), Letter to the author, December, 1949.

24 Gladys Barreto, (Librarian Petersburg High School), Letter to the author, November, 1949.

of the school library program, (4) to foster closer relationship between the pupils and the librarian and (5) to provide social and ethical training for the pupils.

CHAPTER IV

THE ORGANIZATION OF LIBRARY ASSISTANT GROUPS

In public school libraries, the responsibility of the work of the student library program is generally considered to be chiefly that of the librarian.¹ Along with her responsibilities are combined those of the principal who as head of the school sees that all extra-curricular activities, including those of the library, are provided for in the school schedule, thereby making them an integral part of the school program.² The teachers contribute toward the organization pattern of the library assistant group through the pre-school conference held in a number of school divisions. On these occasions, problems of the previous year are brought forth for consideration, and solutions and recommendations for further development are discussed.³ Therefore, the organization and work of library assistants is apparently a faculty project, with the school librarian usually

1 National Education Association and American Library Association Joint Committee, Elementary School Library Standards, (Certain Report) (Chicago, A.L.A. 1925) p. 16.

2 Leonard V. Koos, et al., Administering the Secondary School, (New York, American Book, 1940) p. 38.

3 e.g., Conferences of this nature have been held in a number of Virginia school divisions. Among them are Westmoreland, Richmond, Pittsylvania, and Lancaster Counties.

taking the lead for carrying out suggestions and policies set forth by teachers and principal for (1) establishing requirements for selecting participants (2) training of participants (3) assigning duties to participants (4) scheduling of duties, and (5) rewarding and compensating participants.

Selection and Requirements for School Library Assistants

From 180 replies received to a questionnaire sent to 322 accredited high schools of Virginia,⁴ it was revealed that varying methods of selection for pupil library assistants were used. Also, further data were secured from out-of-state school divisions of Tennessee, North Carolina, New Jersey, Kentucky and Minnesota. From these sources of information, the following general requirements and procedures for selecting student helpers were found to be in actual practice today in Virginia high schools and elementary schools, and in certain out-of-state schools.

Scholastic Rating. Shaffer⁵, formerly State Supervisor of Libraries in Tennessee, points out that a high scholastic average has long been a widely used requirement for admission into the groups of school library

4 Infra, pp. 113-116.

5 Tennessee, State Department of Education, Division of School Libraries and Textbooks, "Some School Library Problems," Nashville, Tennessee, 1944, p. 2.

assistants. Although, it is a definite procedure to follow, it may be regarded as somewhat fallacious in practice and "almost as artificial as one which would exclude all but good readers from using the library."⁶

Librarians have found from experience that many successful assistants have been pupils who were not listed in the upper quartile of the class scholastically. This has been especially true of boys who have found certain subject matter difficult to master, but the experiences encountered as library assistants have proved very satisfying. With certain pupils, the work of a student helper has met their need to the extent of encouraging them to improve in their class work.⁷ Recorded data seem to indicate a trend away from the scholastic rating as a major consideration for admission into the group of library assistants. Of the 180 Virginia schools reporting on the questionnaire, only 7 of the schools consider a high scholastic record as a basis for membership in school library activities.⁸

6 Tennessee, State Department of Education, loc.cit.

7 Mary P. Douglas, "Organization of Library Assistants on a State-Wide Basis," (Address Presented before Virginia Education Association in Richmond, Oct., 1949).

8 Infra, pp.113-116.

Volunteers Through Formal Application. Clara Glenn,⁹ school librarian in St. Paul, Minnesota endorses the practice of requiring a formal and written application from pupils who are interested in becoming members of the library assistant staff. The required application form varies. Some are written in the words of the applicant, stating reasons why he desires admission, and qualifications which he considers himself to have for the work involved. It may include references from teachers, compensation expected, hours of availability for work, and arrangements for an interview. Another type of the written application is the mimeographed questionnaire form which is supplied to interested pupils. Glenn¹⁰ believes that by having prospective student library helpers file written application the work is lifted from that of haphazard help to one with dignity and purpose.

Fargo¹¹ is in full agreement with this method of selection as it puts the matter on a business basis, besides being excellent training in how to go about getting a job.

Selection by Faculty Agreement. The method of selection made by common agreement from the faculty and administration is recommended by the Department of Library

9 Clara Glenn, "Organized Pupil Assistance," Wilson Library Bulletin, 8:327-37, February 1934.

10 Loc. Cit.

11 Lucile Fargo, Library In the School, (Chicago, American Library Assoc., 1947) p. 127.

Science at the University of Kentucky and has practical application in Virginia and in surrounding areas. In Kentucky schools, a committee composed of the librarian, principal, class or homeroom teacher, and in some instances the superintendent, with student body recommendations, chooses the library assistant staff.¹² In Virginia, 55 of the 180 accredited high schools which replied to the questionnaire, reported this method of selection to be in use in their schools.¹³

Selection From Library Club Membership. Ten¹⁴ schools in Virginia from the total of 180 reporting, state that the members of the library club automatically become library assistants, or are selected by general agreement by the club members from their membership. Supplementing this information, the reports from librarians revealed that this method of selection was not usually desirable because it necessarily tends to give double recognition to one group of pupils in the school. Also, it may result in a closed selection for library assistants.¹⁵

12 Kentucky, Dept. of Educ., Do Pupils Help in Your School Library?, Frankfort, Kent., 1949, n.p.

13 Infra, pp.113-116.

14 Infra, pp.113-116.

15 Supplementary notations attached to questionnaire forms by librarians.

Other Methods of Selection Less Frequently Used:¹⁶

1. Selection of pupils who are scheduled to assigned study hall groups at a time when their help is needed in the library.

2. Selection of pupils who have been excused from participation in physical education groups due to certain defects or disabilities.

3. Assignment of pupils to library duties as a form of punishment when they have caused a disciplinary problem to develop in the classroom.

4. Selection of pupils with the highest grade average from the classes in library instruction.

5. Selection of pupils from classes in office practice and commercial work especially where there is a need for assistants with a knowledge of typing.

As revealed by the questionnaire, 108 schools in Virginia follow the practice of providing an opportunity for pupils to volunteer for the work of library assistants.¹⁷ This number is a large majority of the total 180 which reported. Closer examination of the reports from the 180 schools, indicates that the volunteer method is used with many variations. Little regard

¹⁶ Infra, pp.113-116.

¹⁷ Infra, pp.113-116.

seems to be given to high scholastic rating as a criterion for selection, but a number of librarians noted the fact that "pupils had to maintain an acceptable grade average"¹⁸ in order to continue with the work of an assistant, although grades were not an admission requirement. Some schools reported the use of a combination of methods of selection, such as pupils volunteering, but with final approval from the faculty and the librarian. Likewise, the scholastic rating requirement is considered in combination with the other methods of selection.¹⁹

Personal Qualifications for Library Assistants. In order to be successful as a student library assistant, librarians consider it necessary that pupils have certain desirable personal traits which are an asset toward efficiently performing the assigned duties.

Bennett,²⁰ lists the following traits as desirable for library helpers: (1) reliability (2) efficiency (3) resourcefulness (4) enthusiasm (5) patience (6) spirit of quietness.

18 Supplementary note to questionnaire

19 Infra, pp.113-116.

20 Wilma Bennett, Student Library Assistants, (N. Y., H. W. Wilson Co., 1934), p. 1.

A pamphlet published by the Library Division of the Tennessee State Department of Education, emphasizes the importance of such personal traits as (1) neatness in personal appearance and (2) the ability to get along well with other people.²¹

In the North Carolina School Library Handbook, Douglas²² calls attention to desirable attitudes of helpfulness and willingness, with an ability to write a legible handwriting.

The Training of School Library Assistant Staffs

The instruction given the assistants in Virginia Public School Libraries generally falls under two large classifications which are (1) individual instruction and (2) group instruction.²³ From a questionnaire²⁴ sent to the accredited high schools in Virginia, 152 librarians reported the use of group instruction;

21 Tennessee, State Dept. of Education, op. cit.

22 Mary P. Douglas, North Carolina School Library Handbook, (N. C., Supt. of Public Instruction, 1938) p. 104.

23 Virginia, State Dept. of Educ., School Libraries and Textbook Service, Annual School Library Reports, 1949, n. p.

24 Infra, pp.113-116.

31 librarians reported individual instruction. Of the total 180 librarians reporting, 3 stated that both methods were used at certain intervals in the training to meet the need of specific pupils learning certain techniques.

Individual Instruction. With the individual instruction procedure, the pupil is introduced to one library technique at a time, after which training he is given an opportunity for practical application. This teaching device is in keeping with sound educational methods which take into account the existence of individual differences, and allows for achievement through varying patterns of learning. Just as with the accomplishment of all new experiences, librarians have found that the time required for teaching pupils new procedures varies with the individual who is being taught, in accordance with his ability for learning.²⁵

In the publication Some School Library Problems, prepared by the Division of School Libraries of the Tennessee State Department of Education, the following suggestions are made for using the individual instruction methods with library assistants:

"Individual instruction can be most satisfactorily

²⁵ Daniel A. Prescott, Emotion and the Educative Process, American Council on Education, Washington, D. C., 1938, p. 197-208.

planned by using a combination of three methods such as: (1) preparing a code book or manual of instruction; (2) scheduling experienced assistants to work with beginners; (3) encouraging students to seek the aid of the librarian, whenever they are in doubt about directions."²⁶

The code book or manual may be a product of the library assistant group, of the library club, or of the faculty, as part of the school's course of study. Those in use at the present time usually contain units of instructional materials on such phases of library services as processing a new book, mending books, use of the card catalog, circulation duties, Dewey Decimal Classification, and locating materials in the library.²⁷

Librarians who follow this practice recommend that one unit of work be taught at a time, with instructions for mastering it. After all of the units have been satisfactorily completed, the manual then serves as a guide or handbook for the pupil as he goes about performing his duties as a library assistant.

In like manner, the individual lesson sheet²⁸ is used by librarians in giving individual instruction to library helpers. The lesson sheets are mimeographed forms prepared by the librarian who distributes them to

²⁶ Tennessee, State Dept. of Education, Division of School Libraries and Textbooks, op. cit. p. 7.

²⁷ Bedford County Schools, Library Handbook, Bedford, Va., 1947-48, pp. 30-40.

²⁸ See Appendix D "Individual Lesson Sheets"

the assistants with instructions for learning the material or technique assigned.

Group Instruction. According to the 1948-1949 Annual Library Report for Virginia, 120 of the public schools use the group instruction method with the library assistants.²⁹ To carry out this form of instruction, usually a short course in library instruction is given as part of an English class, social science class, or as a separate course in library activities. The course which is described in the Library Manual For Virginia Public Schools³⁰ as a requirement for graduation of all high school pupils, is used as a basis for training of the library assistant, with emphasis on the service phase of the instruction. The course³¹ includes twelve lessons or units of work in the use of library tools and in the development of an appreciation for library materials. Specific techniques as pasting in book pockets, slipping cards, preparing overdue books, shellacking new books, and general reference work are recommended as training for those who will have

29 Virginia, State Dept. of Education, Library and Textbook Service, Annual Library Report, 1948-1949.

30 Virginia, State Dept. of Education, Library Manual for Va. Public Schools, v.xx, No. 2, August 1937, p. 13.

31 Ibid, p. 50-84.

an opportunity for practical application of such techniques as library assistants.

For the past few years, there has been a decided trend toward the use of the conference or workshop method as a procedure for instructing pupil assistants. Available data show no instance when a workshop for the instruction of library assistants has been held in Virginia; however, a very successful one took place at Clear Lake Camp, Dowling, Michigan in the fall of 1949, in which the library assistant staffs of 23 high schools participated. A report of this workshop shows the following reaction of the group who attended:

"Students and sponsors, alike, feel that there are unlimited opportunities in a project of this kind to develop leadership, personality, and good citizenship as well as to further interest in librarianship as a career. The student demonstrations, panel discussions, and films encourage the application of the best library practices and contribute to increased efficiency in the performance of library duties in our own schools."³²

Duties of School Library Assistants

Research shows that student assistants perform many worthwhile duties in school libraries. Fargo³³ suggests 35 types of tasks which library assistants may perform

³² "Michigan Student Assistants Hold Three Day Workshop", Library Journal, 75:84, January 15, 1950.

³³ Fargo , op. cit., p. 126.

successfully. Reports³⁴ from librarians in Virginia Public Schools list 17 different techniques in which library helpers are engaged.

Librarians apparently realize that such wide-spread pupil responsibility requires careful thought as to purposes and outcomes. Fargo³⁵ says the librarian should ask herself the following three questions before assigning duties to pupils:

Are the skills involved such as to be effective educational tools?

At what point do these library skills cease to have educational value and become routine tasks with no intellectual stimulus?

Is training in the ideal of helpfulness of sufficient importance to warrant the organization of the work on a social basis even though the skills involved are of negligible value to the pupil?

A list of assignments for library assistants has been compiled by the Tennessee State Department of Education, and is as follows:³⁶

Mechanical

1. Cleaning and beautifying the library.
2. Checking attendance.
3. Preparing books and non-book materials for circulation.
4. Mending and repairing.
5. Inventory.

³⁴ Infra, pp.113-116.

³⁵ Fargo, op. cit., p. 191.

³⁶ Tennessee State Department of Education, op. cit., p. 3.

Clerical

1. Ordering books, non-book materials and printed catalog cards.
2. Checking invoices for magazines and books.
3. Typing letters, cards, bibliographies, and stencils.
4. Filing.
5. Circulation.

Service

1. Preparing bibliographies.
2. Planning publicity.
3. Reference.

Douglas³⁷ suggests 47 different duties which are considered legitimate tasks for school library assistants to perform. These duties are classified under the four headings: (1) background duties, including activities which will enable the assistant to help other students and at the same time give the work meaning for him; (2) books and materials which involve the daily routine duties for assistants; (3) room arrangement and publicity, including house-keeping duties and creativeness resulting in making the library attractive; and (4) publicity outside the library which takes into account publicity projects for the community such as book reviews, plays, and newspaper publicity.

One summary of responsibilities for library helpers lists all duties under the two headings of clerical and mechanical work. This list is as follows:³⁸

Clerical Work

Typing

37 Douglas, op. cit., p. 105-6.

38 Fargo, op. cit., p. 126.

Typing (continued)
 Bibliographies
 Orders
 Overdue notices
 Fine notices
 Circulation Work
 Filing
 Circulation Cards
 Clippings
 Pictures
 Periodicals
 Checking Orders
 Taking Inventory
 Checking Attendance
 Accessioning
 Checking Periodicals

Mechanical Work

Shelving and Shelf Reading
 Labeling
 Pasting and Stamping
 Mending Books
 Mounting Pictures
 Cleaning Books
 Library Housekeeping

It may be noted that the three lists of duties to which reference has been made in this study exclude all mention of the responsibility of pupils dealing with discipline problems in the library, however, observation shows that in certain situations, pupils are placed in full charge of other pupils while the librarian is in a classroom engaged in teaching duties. If it is found necessary to assign such responsibilities to pupil helpers, the librarian should "start in a small way",³⁹ and not leave the pupil in charge until the situation is well taken care of.

39 Fargo, op. cit., p. 126.

The following tabulation based on information supplied by 180 school librarians in Virginia Public Schools gives an over-all picture of the duties performed by library assistants in the school libraries in Virginia:

TABLE III⁴⁰

FREQUENCY OF OCCURRENCE IN VIRGINIA PUBLIC SCHOOL
LIBRARIES OF DUTIES PERFORMED BY SCHOOL
LIBRARY ASSISTANTS- 1949

Number of Schools Reporting	Types of Duties Assigned to Library Assistants
157	Housekeeping duties; dusting, waxing, etc.
156	Circulation duties
152	Checking on over due materials
134	Preparing publicity and posters
125	Processing materials
123	Inventory
113	Assisting in reference problems
107	Mending and repairing
105	Typing
104	Filing
93	Checking attendance
69	Checking new book orders
30	Preparing bibliographies
21	Preparing book orders

Additional services of library assistants as reported by librarians in the State include showing films to classes, preparing orders for films to be borrowed,

⁴⁰ This table has been compiled from information tabulated in Appendix C.

checking film orders, preparing films for mailing, and conducting story hours in elementary classes.

According to information reported by school librarians in Virginia Public Schools, and shown in Table III the most predominant of the duties performed by the library assistants are those involving housekeeping activities; also, circulation responsibilities apparently are general assignments for library helpers. In all but 21 of the 180 schools reporting, the librarians considered that the preparation of new book orders demanded her professional attention, although it was pointed out in some instances that pupils were given an opportunity to make suggestions for new books which they would like to have ordered for the school.

Scheduling the Duties of Library Assistants

Noted writers in the field of library work such as Fargo, Shaffer, and Douglas recommend the use of formal scheduling of duties to library assistants. The types of schedules vary, but in general they are used for the following purposes: (1) to serve as a file record of the work assigned to the pupils; (2) to enable the librarian to eliminate the repetition of assignments, and to rotate them, in order to give varied experiences to all pupils; (3) to serve as an advance notice to the pupils of the tasks which they are to perform; (4) to give definiteness of purpose to the assignments and to place

them on a business-like basis;(5) to afford the librarian an opportunity to check the duties with the established purposes for the activity to see if growth is being provided.

Scheduling duties on a weekly basis. The Library Manual for Virginia Public Schools recommends the scheduling of duties according to a weekly schedule because it is believed to bring most "effective results . . . with each student having a specific activity or group of activities for which he is responsible."⁴¹

Douglas,⁴² encourages school librarians to use the weekly schedule method. The weekly schedule used by the schools of North Carolina, is based on the seven period day and provides for two pupils per period in the library. Pupils determine their assignments by referring to the code letters by their names, and are assigned the same duties for every day during the period of one week.

Another scheduling of duties on a weekly basis has been prepared by the State Department of Education of Tennessee.⁴³ This chart is similar in purpose to the one

⁴¹ Virginia, State Department of Education, School Libraries and Textbook Service, op. cit., p. 85.

⁴² Douglas, op. cit., p. 107.

⁴³ Tennessee, State Department of Education, Division of Libraries and Textbooks, op. cit., 1944, p. 8.

used by the North Carolina schools; however, it should be pointed out that the Tennessee schedule is based on the six period day, with more variation of duties within the week's period. Also, the activities are more inclusive, providing for planning assembly programs, making posters, and cutting stencils.

SAMPLE CHART OF ACTIVITIES FOR STUDENT LIBRARY
ASSISTANTS IN TENNESSEE PUBLIC SCHOOLS

Period	Student	Mon.	Tues.	Wed.	Thurs.	Fri.
1	Mary A.	c	sh	c	b	c
	June A.	sh	c	a	c	co
2	Tom B.	c	cl	c	sh	c
	Susie S.	bb	c	sh	c	cr
3	Bill H.	c	fc	c	r	c
	Louise B.	fp	c	ov	c	sh
4	May J.	c	l	c	st	c
	Jack T.	l	c	cc	c	po
5	Henrietta B.	c	m	c	sh	c
	Florence T.	s	c	mo	c	sh
6	Bessie Z.	c	sh	c	p	c
	Edna R.	sh	c	tc	c	e

SYMBOLS USED IN CHART

a Planning assembly programs	ob Ordering Books
b Preparing bibliographies	cc Ordering printed catalog
bb Arranging bulletin boards	ov Overdues
br Writing book reviews or articles for the school paper	op Ordering pamphlets, cards
bt Planning book talks	p Pasting
c Circulation	po Making posters
cl Cleaning and beautifying of library	r Reference
co Collating	s Shellacking
cr Checking in and reinforcing magazines	sh Shelving books
e Arranging exhibit cases	st Stamping
fe Filing catalog cards	t Typing letters
fp Filing pamphlets	tb Typing bibliographies
i Checking invoices	tc Typing catalog cards
l Lettering	ts Cutting stencils
M Mending	
mo Mounting pictures	

The Library Service of the State Department of Education of Virginia, also, recommends the scheduling of duties to library assistants.⁴⁴ This schedule follows closely that of Tennessee, but takes into account the first fifteen minutes of the school day, when two library assistants are scheduled to help, and also, one pupil for after school hours.

Other Methods of Scheduling Duties of Library Assistants. Other methods for assigning duties to library helpers have been tried at various times. Fargo⁴⁵ suggests the method of scheduling jobs instead of periods. Under this system, each pupil chooses a special task which he desires to carry out regularly and methodically at such times that are convenient to him and to the librarian. An assistant may select the task of caring for the magazines for a given period of time, another may choose the responsibility of shelving books, another may take over the job of mending worn volumes. Such a plan is intended to overcome scheduling conflicts which may occur in some schools with certain pupils' schedules.

The assignment book method.⁴⁶ is used by some librarians. A notebook which is placed on the librarian's desk

⁴⁴ Virginia, State Department of Education, School Libraries and Textbook Service, op. cit., p. 86.

⁴⁵ Fargo, op. cit., p. 124.

⁴⁶ Glenn, op. cit., p. 333.

has a page or pages devoted to the assignment of each individual assistant; that is, each library helper has his own section of the notebook which contains his duties for a school year. The pupil's name appears at the top of the page with the hours of work designated, and duties for him to perform.

Rewards and Compensation for the Work of the
Student Library Assistant

Compensating and rewarding the pupil in public schools for services rendered as a library assistant has long been a matter of controversy among school personnel. The general consensus of opinion seems to be in opposition to any form of material reward. Recognition by the school, comparable with that for other activities is generally accepted by educators.

One school principal, says, "No, let us keep a few places in the school where work shall be done for the work's sake, or for the good of the community. We spoil the finer flavor of school service when we put it on a basis of grades, credits, and pay."⁴⁷

A report from a national survey made during the period from 1930-37 regarding pupil compensation for library work, stated that $\frac{1}{2}$ of the schools allowed credit

⁴⁷ Fargo, Op. cit., p. 201.

toward graduation, 1/6 granted extra-curricular or honor points, 1/3 did not give any recognition, but relied on voluntary interest of the pupils.⁴⁸

An analysis of practices followed in the schools of Virginia shows great irregularity. Table IV is based on summarized data supplied by the school librarian in reply to a questionnaire sent to the accredited high schools in the State.⁴⁹

TABLE IV*

TYPES OF REWARDS AND COMPENSATION GIVEN TO STUDENT LIBRARY ASSISTANTS IN VIRGINIA PUBLIC SCHOOLS

Number of Schools Reporting	Types of Rewards and Compensation Given for Student Library Assistant Work
99	Not any recognition given.
27	Academic credit.
20	Parties, picnics, and other social functions.
19	Awards in the form of gifts.
9	Activity credit.
2	A small amount of wages.
1	Free lunches.
1	Privilege of reading new books first.
1	Exemption from paying book fines.
1	Library certificate.

*Data based on information supplied by 180 schools.

It is interesting to note that 99 schools out of the 180 have volunteer assistants working in the library without receiving any form of recognition. When any academic

⁴⁸ Fargo, loc. cit.

⁴⁹ Infra, pp.113-116.

credit is given, it should be pointed out that the assistants have been enrolled in a formal class of instruction which includes classroom assignments. The gifts used as awards cover a wide range of items: fountain pens, books, book marks, and pencils. The wages paid to pupils were reported to be 25¢ per hour, and followed a practice of the school of paying a similar rate for other work performed by the pupils such as cafeteria and janitorial duties.

The possibility of paying pupil library assistants was brought to the foreground with the development of the National Youth Administration and Works Progress Administration Library Projects in Virginia.⁵⁰ Under this program, the Federal Government compensated pupil helpers on an hourly wage basis for services rendered the school. Although the work differed in purpose from that of the volunteer pupil assistant, it is usually agreed by those who participated in the project that the assignments were similar in nature with those given to the un-paid helpers.

After the Federal project closed in 1943, a number of the paid assistants had developed an interest in the work, and desired to continue with the duties as volunteer assistants. In some schools, the question of

50 Supra, p.16.

continuing with hourly wages paid by the local school funds was raised, and became a practice.

It is interesting to note the contrasting opinions expressed in the following two quotations regarding the matter of rewarding pupils for working as library assistants:

In 1930, Fargo made the recommendation that "the paying of a small wage (perhaps 25¢ per hour) is an excellent plan."⁵¹

In 1944, another viewpoint is given: "Many school librarians prefer to plan the library program so that students will develop a feeling of civic responsibility for the library and for the school without even academic credit."⁵²

The annual reports from 512 public school librarians in Virginia for 1948-1949, revealed that 447 of these schools had student library assistant groups with a total of 4,441 students participating.⁵³ Figure 1 of this study shows the location of these groups according to school divisions.

Replies received from 180 accredited high school

⁵¹ Fargo, op. cit., p. 32

⁵² Tennessee, State Department of Education, op. cit., p. 9.

⁵³ Cf. Chapter I

Alexandria ●●
 Bristol ●●
 Buena Vista ●
 Charlottesville ●●
 Clifton Forge ●●
 Danville ●●
 Fredericksburg ●●
 Hampton ●
 Harrisonburg ●
 Hopewell ●●
 Lynchburg ●●●
 Martinsville ●
 Newport News ●●
 Norfolk ●●●●●
 Petersburg ●●●
 Portsmouth ●●
 Radford ●
 Richmond ●●●●●●●●●●
 Roanoke ●●●●
 South Norfolk ●
 Staunton ●●
 Suffolk ●●
 Williamsburg ●●
 Winchester ●
 Waynesboro ●

● Location of 447 Virginia Public Schools having library assistant groups, as reported on Librarians' Annual Reports to the Supervisor of School Libraries and Textbooks of the State Department of Education for the school year 1948-49.

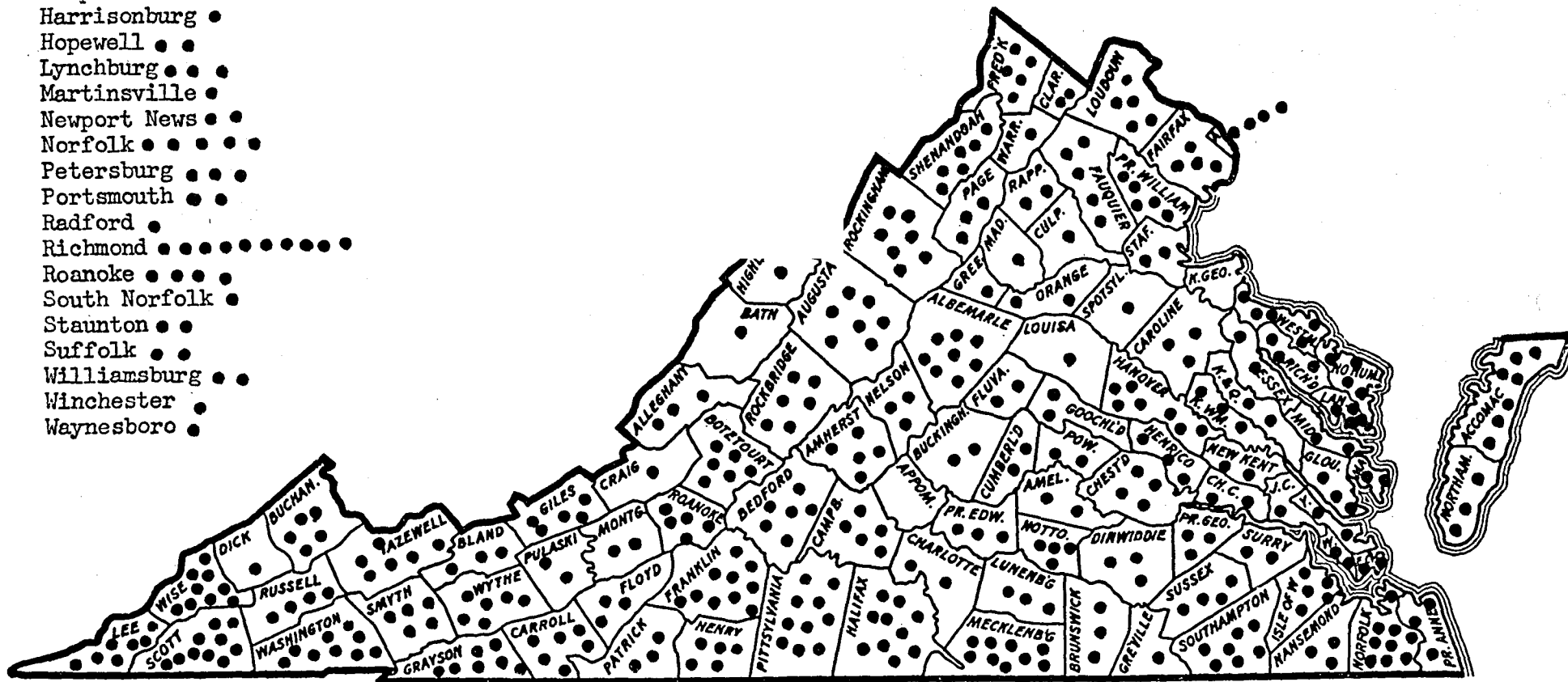


Figure 1

libraries to which a questionnaire was sent⁵⁴ showed that in these schools there were 2,422 library assistants. The number of library assistants reported per school division revealed a wide range. The divisions reporting the largest numbers were Pittsylvania and Winchester, with student library helpers numbering 89 for each county. Alleghany and Rappahannock reported only one student assistant who worked in the libraries in their schools.⁵⁵

According to the data shown in Table V, schools with enrollments of 700-799 have the largest number of pupils serving as library assistants. As may be expected, the smaller schools with enrollments less than 100 pupils have the fewest number of library helpers.

It is interesting to note from Figure 2 of this study that the largest number of pupils who help in the library are enrolled in the tenth grade. A noticeable decline seems to come in the twelfth grade.

Summary. The student assistant library program has been found to be a wide-spread activity in the public schools of Virginia. This activity includes: (1) selection of student assistants according to varied methods

54 Infra, pp.113-116.

55 Infra, pp.113-116.

TABLE V

NUMBER OF LIBRARY ASSISTANTS IN VIRGINIA PUBLIC SCHOOLS
GROUPED ACCORDING TO SCHOOL ENROLLMENT*

Number of Schools Reporting	School Enroll- ment	Number of Library Assistants	Average Number of Pupils Per School
9	1-99	60	$6\frac{2}{3}$
17	100-199	176	$10\frac{1}{3}$
29	200-299	292	10
33	300-399	315	$10\frac{1}{2}$ †
26	400-499	322	$11\frac{3}{4}$ #
22	500-599	284	13
37	600-699	67	12
10	700-799	305	$30\frac{1}{2}$
7	800-899	118	17
8	900-999	145	16
15	1000-1999	335	$22\frac{1}{3}$
1	2000 up	23	23

* Data based on replies received from 180 schools in answer to questionnaire on library assistants and library clubs.

† Two schools in this group did not report number of assistants.

One school in this group did not report number of assistants.

FIGURE 2

NUMBER OF LIBRARY ASSISTANTS FOR EACH GRADE LEVEL AS REPORTED ON
180 REPLIES RECEIVED TO QUESTIONNAIRE SENT TO 322
ACCREDITED HIGH SCHOOLS IN VIRGINIA

Grades 1-3  - 36 Pupils

Grades 4-7  - 168 Pupils

Grade 8  - 354 Pupils

Grade 9  - 536 Pupils

Grade 10  - 558 Pupils

Grade 11  - 512 Pupils

Grade 12  - 258 Pupils

and qualifications such as scholastic rating, pupil application, faculty agreement, etc; (2) training of student assistants by individual and group instruction methods; (3) scheduling of the work of student assistants which includes mechanical, clerical, and service duties, usually on a weekly schedule basis; (4) compensating and rewarding of student assistants for the duties performed by gifts, a small wage, or school recognition.

In Virginia Public Schools, there are 4,441 student library assistants as reported in the Superintendent's Annual Report for the year 1948-1949. This participating membership is representative of 447 schools in which library assistant groups may be found.

CHAPTER V

THE SCHOOL LIBRARY CLUB

The library club is a recognized activity of the modern school program, and appears in certain suggested lists of school clubs.¹ It is generally considered to be a group of volunteer pupils with common interests centering around the library and its service.² Most commonly, this organization is referred to as a club, but in some schools it is designated as a library committee, library council, and library squad.³

Purposes of the School Library Club

The school library club operates under a constitution and a set of by-laws, both of which are necessarily in accordance with the general school policies and practices.

Douglas⁴ cites three purposes for the school library club which are:

To sponsor a greater interest among the students in libraries and library service.⁵

1 Maris M. Proffitt, High School Clubs, Bulletin No. 18, (Washington, U. S. Dept. of Interior, U. S. Government Printing Office, 1934), pp. 48-49.

2 Lucile F. Fargo, Activity Book for School Libraries, Bk. 1, (Chicago, American Library Asso., 1938), p. 75.

3 Fargo, op. cit. p. 196.

4 Mary P. Douglas, North Carolina School Library Handbook, (N. C. Supt. of Public Instruction, 1938), p. 104.

5 Note: Chapter VII of this study treats the effectiveness of the vocational training received from participation in library activities.

To stimulate reading interests.
 To improve the library service of the school.

Fargo⁶ considers the primary concern of a library club to be:

Entertainment and enlightenment of its members.
 Encouragement of reading.
 Pursuit of enterprises, literary and bookish, which have cultural value and lead to wider appreciation
 Stimulation of school loyalty.

The above mentioned purposes are generally accepted and appear in the by-laws and constitutions⁷ of clubs functioning in the schools.

Membership in the Library Club

Membership in the library club is composed of student assistants who receive credit for daily responsibility in the library, volunteer workers who devote an hour or more per week to helping in the library, home room representatives organized to cooperate between the library and the student body, or students who enjoy reading good books and find the librarian a congenial advisor for a book club.⁸

⁶ Fargo, op. cit., p. 79.

⁷ See Appendix E "Constitution of Washington-Lee High School Library Club".

⁸ Wilma Bennett, Student Library Assistants, (N.Y., H. W. Wilson Co., 1934). p. 1.

Douglas⁹ recommends open membership into the library club and believes that any student who wishes to join the organization should be considered eligible, just as he would for any other school club --- the requirements being regular attendance and willingness to participate.

The State Department of Education of Virginia recognizes the library club as an organization of the school activity program and in the Library Manual used by librarians in Virginia Public Schools the following recommendation appears:

"It is usually desirable to hold...a conference of pupil assistants...This is frequently more effective if the pupils organize into a club. Some schools find it desirable to permit students outside of the student assistant group to join the library club."¹⁰

The requirements and limitations for membership in the club are provided for in the constitution¹¹ of the organization. Clubs vary in number, but librarians strive to keep the membership within a workable size group of twenty-five or thirty. If more than thirty pupils select this activity, it is recommended that two sections of the

9 Douglas, loc. cit.

10 Virginia, State Dept. of Education, Library Manual for Va. Public Schools, v.xx, no. 2, August 1937, p. 87.

11 Infra, pp.121-123.

club be organized, perhaps with the 8th and 9th grade pupils composing a junior club and the upperclassmen forming a senior organization. Since the social interests of these two age groups vary, it has been found that the two-club division works successfully in meeting pupil differences.¹²

Bennett¹³ agrees that the maximum number of thirty makes a workable size group.

To give added significance to joining the library club, a formal ceremony¹⁴ is sometimes held for new members. The rituals may be performed before the entire student body, thereby serving as a stimulus to potential members, or the initiation may take the form of a regular program of the club, and in this case would be witnessed only by club members. The ceremony is one of solemnity and meaning, which serves to add dignity to the organization.

Meetings of the School Library Club

Frequency and time of meetings are usually provided for in the constitution of the club.¹⁵ At some schools,

¹² Madeline Willis (Librarian of Newcastle High School), Viewpoint expressed in conversation with author, Roanoke, Virginia, March 9, 1950.

¹³ Bennett, op. cit., p. 225.

¹⁴ See Appendix F, "High School Library Club Holds Initiation Service."

¹⁵ Infra, pp.121-123.

it has been found advisable to hold regular weekly meetings, but in other schools, the groups convene bi-monthly or monthly.¹⁶

The meetings necessitate pre-planning, both on the part of the librarian and the members of the club. Too much informality at meetings has been known to result in chaos, whereas, extreme formality may result in the discouragement of pupil participation and the use of initiative. The librarian, as faculty advisor, is in a position to judge the degree of informality which is permissible with varying groups of members.

A simple procedure to follow for meetings is suggested below:¹⁷

1. Call to order.
2. Reading of minutes of preceding meeting.
3. Roll call answered by the name of book each club member is reading.
4. Report of committees.
5. Old and new business.
6. Program.
7. Announcement of next program.
8. Adjournment.

Officers of the School Library Club

The officers and election of officers for the school library club are provided for in the constitution of the organization,¹⁸ and follow the usual pattern for other

¹⁶ Infra, pp. 113-116. Section II-F-1.

¹⁷ Douglas, op. cit., p. 110.

¹⁸ Douglas, op. cit.

school clubs. Bennett¹⁹ recommends the following list of officers:

1. The sponsor, who is logically the school librarian acting in an advisory capacity.
2. The president, who presides over meetings and is the recognized head of the organization.
3. The vice-president, who assumes the duties of the president during his absence, and is directly responsible for all membership activities.
4. The secretary, who records the minutes of the meetings, and is responsible for all correspondence.
5. The treasurer, who collects the dues of the club, pays any incurred bills, and keeps an accurate account of all finances, and a record of financial transactions.
6. The reporter, who writes articles or news items concerning club activities for publication in the school, local, or national papers.

Along with the officers elected by the club, are the standing committees which are appointed by the president, and whose duty it is to carry forth the work of the organization. Bennett²⁰ suggests the following standing committees:

1. Executive Committee, composed of the officers who decide on policies and activities for the club.
2. Program Committee, usually headed by the vice-president as chairman, and has as its chief responsibility the planning of programs.

19 Bennett, op. cit., pp. 226-231.

20 Loc. Cit.

3. Correspondence Committee, headed by the secretary as chairman, whose primary duties are to write letters and minutes for the club, and to establish and maintain a file record of all correspondence.
4. Room Committee, whose duties include the care of the plants and flowers, preparation of posters, and other materials for making the meeting quarters attractive.
5. Library Procedure Committee, whose responsibility is to interpret the library program to the student body and to act as liaison group between the students and the library.

Other committees vary in nature with the local club situation. Certain suggested ones are: New Books Committee, Exhibit and Bulletin Board Committee, Art Committee, Photography Committee, Publicity Committee, Magazine Committee, Fugitive Material Committee, and Typing Committee.

Programs and Activities For The School Library Club

Fargo²¹ believes that a club travels on its own programs which should be planned in advance and with an effort of continuity. The program must begin where the pupils are, though presumably, it will not stay there.

Although one of the standing committees (Program Committee) is directly responsible for the programs, the club sponsor finds that she must accept a certain part of this planning in the form of guiding the pupils. She takes into account the community situation, school regulations, pupil background, and in light of her maturity and

²¹ Fargo, op. cit., p. 61.

experience is able to anticipate possible consequences which may occur after the programs are presented.

The programs are usually prepared in advance for the entire school term, with copies of the year's program on file in the school.

The following is an outline of the programs planned in advance by Martinsville High School Library Club:²²

September - General Organization
 October - Duties and Responsibilities of Library Assistants
 November - Illustrated Lecture on Canadian Tour
 December - Reviews of Six New Library Books by Club Members
 January - Important Events and Persons of the Month
 February - Origin of Saint Valentine
 March - St. Patrick's Day
 April - Election of Officers
 May - Installation of Officers

Librarians are cautioned against regular library club programs which consist in the performance of such library duties as dusting and waxing the furniture in the library, shelving and pasting book pockets, and other routine procedures. Such programs may be considered an example of exploitation of pupils during a time allotted them for a curricular activity.²³

Suggested Types of Club Programs

Radio Programs.²⁴ The radio is one of the favorite

²² Felsie Riddle (Librarian Martinsville High School), Letter to Author, March 20, 1950.

²³ Fargo, op. cit., p. 76.

²⁴ Margaret Leake (Librarian Manchester High School), Description to Library Club Programs, May, 1950.

media for young people to use in presenting their ideas to an audience. Library clubs have been known to use this device successfully. Sometimes, the program is in the form of a "mock" broadcast presented before the club members or the entire student body. In other instances, the clubs have presented actual broadcasts over the local radio station. Book reviews and book quizzes have been subjects used by the pupils.

Programs Using Films.²⁵ The use of well-chosen films has been found to make an effective type of library program. This kind of program does not eliminate planning. Preparing the pupils for what is to be seen and heard is important, as well as to have the physical set-up carefully prepared in order to avoid disruption after the program begins. Appropriate films dealing with (1) how to use library tools (2) the book-binding process (3) functioning of other libraries such as Library of Congress, and (4) how the library serves the community, are among topics which have been used by school library clubs, and recommended by the Bureau of Teaching Materials of the State Department of Education.

²⁵ Virginia, State Board of Education, Bureau of Teaching Materials, Educational Motion Pictures for Virginia Public Schools, November, 1949. p.

Panel Discussion Programs.²⁶ The panel discussion type of presentation lends itself easily to a large group of topics which are of interest to library clubs. The "Information Please" program idea has served as a favorite pattern for club members in working up a panel. Topics which have been successfully used by school library clubs include: (1) recent books (2) childhood favorites among books (3) comic books (4) how to use the library and (5) how to care for library materials.

Social Hour Programs.²⁷ Experience has proved to librarians that the social hour program requires little encouragement from the club sponsor, as the members of the club have a natural desire for such activities. The "party" or social hour function can well be planned so as to be an educational experience, as well as wholesome pleasure. Successful library parties have been planned around the topic of the "wild tea party" in Alice in Wonderland, on the ball from the Cinderella fairy tale, and on birthday parties commemorating famous literary or historical personalities. Appropriate decorations, invitations, games, refreshments may all be planned so as to contribute to the educational value of the social hour program.

26 Amelia High School, "Amelia High School Library Club Programs", 1939.

27 Madeline Willis (Librarian New Castle High School, New Castle, Virginia) Typewritten Project Prepared at University of North Carolina, 1949.

Creative Programs.²⁸ The creative type of program affords the members of the club an opportunity to develop certain special interests as well as a chance to display hobby collections and talent. Original poems, stories, art work, craft work, and collections of interesting objects all may have a place in this type of presentation.

Business Meetings²⁹ When there is business to be transacted, usually the program consists of a discussion of definite and important items conducted according to parliamentary procedure. The librarian, planning with the officers in advance of the meeting, helps to assure a smoothly and successfully run program, which serves as a clearing house for other programs and activities.

Activities In Which School Library Clubs Have Successfully Engaged

The following list of activities as reported by school library clubs in Virginia and in other states reveals the possibility for the accomplishment of worthwhile purposes of the organization:

Presentation of plays in the auditorium, including the use of original scripts and puppet shows.³⁰

Visits to other libraries, book stores, and book-binding firms.³¹

28 Leake, op. cit., n. p.

29 Amelia High School, op. cit., n. p.

30 Leake, op. cit., n. p.

31 Bedford, Virginia., op. cit., p. 44

Presentation of a mock trial about people who disregard library regulations.³²

Presentation of a circus based on animals found in books.³³

Preparation of artistic book jackets, book marks, book-plates, posters, and dolls dressed as book characters.³⁴

Correspondence and meetings with library clubs in this country and with foreign countries.³⁵

Compiling of a summary of reading interests in the school and in the community.³⁶

Presentation of story hours to younger children.³⁷

Preparation of scrapbooks for children's hospitals.³⁸

Arrangement of displays in the school about new materials, old book favorites, and hobby collections.³⁹

Presentation of a book fair on a community basis.⁴⁰

Sponsoring a book collection of book characters.⁴¹

32 Fargo, op. cit., p. 22.

33 Ibid., p. 111

34 Roanoke County, Virginia, Andrew Lewis High School Library Club, "List of Library Club Programs", November 9, 1949.

35 Loc. cit.

36 Amelia High School, op. cit., n. p.

37 Spotsylvania County, Virginia, J. J. Wright School Library Club, News Letter, 1949, n. p.

38 Douglas, op. cit., p. 8.

39 Ibid., p. 10.

40 Petersburg, Virginia, Petersburg City Schools, 1948.

41 Warren County, Va., Warren County High School, Unpublished article on Book Week Activities, November, 1948.

Celebration of special days with seasonal decorations, faculty and community teas, and "open" house in the library.⁴²

Publication of a periodical news letter about library activities.⁴³

Preparation of a club handbook.⁴⁴

Topics suitable for library club programs: (1) Books Worth Owning (2) Famous Illustrators of Children's Books (3) Virginia Writers (4) Famous Animals In Literature (5) "Know Your State" (6) Favorite Books of Our Parents (7) Library Work As A Career.⁴⁵

The School Library Club Program In Virginia Public Schools

During the school year of 1948-1949, two hundred and twenty-three (223) school library clubs operated in Virginia public schools, with a total participating membership of five thousand, two hundred and seventeen.⁴⁶

This figure shows a great gain from the year 1932 when for the first time, mention of the school library club

⁴² Douglas, op. cit., p. 8.

⁴³ Spotsylvania County Schools, op. cit., n. p.

⁴⁴ Martinsville, Virginia, Martinsville High School, Library Club Yearbook, 1949.

⁴⁵ Bedford, Virginia, op. cit., p. 43.

⁴⁶ Virginia, State Board of Education, School Library and Textbook Service, Annual Library Report, 1948-1949. (Compilation of Annual School Reports).

movement appeared in the Annual Report of the Superintendent of Public Instruction.⁴⁷ Since that date, there has been a gradual development of the program which may be attributed to the increase in the number of libraries with trained personnel, and the greater emphasis which has been placed on the activity phase of the school curriculum.

Table VI, which is based on the reports of schools recorded in Annual Reports of the Superintendent of Public Instruction for a period of eighteen years, shows this development.

From a total of 100 county school divisions in Virginia, 82 of this number reported library club programs for the school year of 1948-1949, all but two of the twenty-five city school divisions reported schools having this organization.⁴⁸

Figure 3 of this study shows the location of the clubs within the county and city divisions of Virginia, based on the information supplied by the librarian in the Annual Library Report for the school year 1948-1949.

Reported data from school librarians in Virginia reveal a wide range in the size of club membership. Three school divisions, Goochland, Richmond, and Rockingham

⁴⁷ Virginia, State Board of Education, Annual Report of the Superintendent of Public Instruction, v.xv, no. 2, 1932, p.

⁴⁸ Virginia, State Board of Education, Annual Report of Supt. of Public Instruction, v. no. 2, 1948-1949, p .

TABLE VI⁴⁹

NUMBER OF SCHOOL LIBRARY CLUBS IN VIRGINIA PUBLIC SCHOOLS
REPORTED ACCORDING TO SCHOOL YEAR

Year Reported	Total Number of Clubs Reported in Annual Report of Supt. of Public Instruction
1932	33
1933	51
1934	no report
1935	77
1936	104
1937	113
1938	123
1939	126
1940	136 High School, 13 elem.
1941	167 High School, 19 elem.
1942	191 High School, 12 elem.
1943	166 High School,
1944	159
1945	173
1946	181
1947	205
1948	208
1949	219*

*The total number of 223 clubs reported on page 62 of this study compiled from the actual library reports and included one school division which did not send in reports in time to be tabulated on the Annual Report of the Supt. of Public Instruction.

49 Virginia, State Department of Education, Annual Reports of Supt. of Public Instruction, 1932-49.

Alexandria ●
 Bristol ●●
 Buena Vista ●
 Charlottesville ●
 Clifton Forge ●
 Danville ●●
 Fredericksburg ●
 Hampton ●
 Harrisonburg ●
 Hopewell ●●
 Lynchburg ●
 Martinsville ●
 Newport News ●●
 Norfolk ●●●
 Petersburg ●●
 Portsmouth ●
 Radford ●
 Richmond ●●●●●●●●●●
 Roanoke ●●●
 South Norfolk ●
 Staunton ●
 Suffolk ●
 Williamsburg ●●
 Winchester ●
 Waynesboro ●

● Location of 223 Virginia Public Schools having organized library clubs, as reported on Librarians' Annual Reports to the Supervisor of School Libraries and Textbooks of the State Department of Education for the school year 1948-1949.

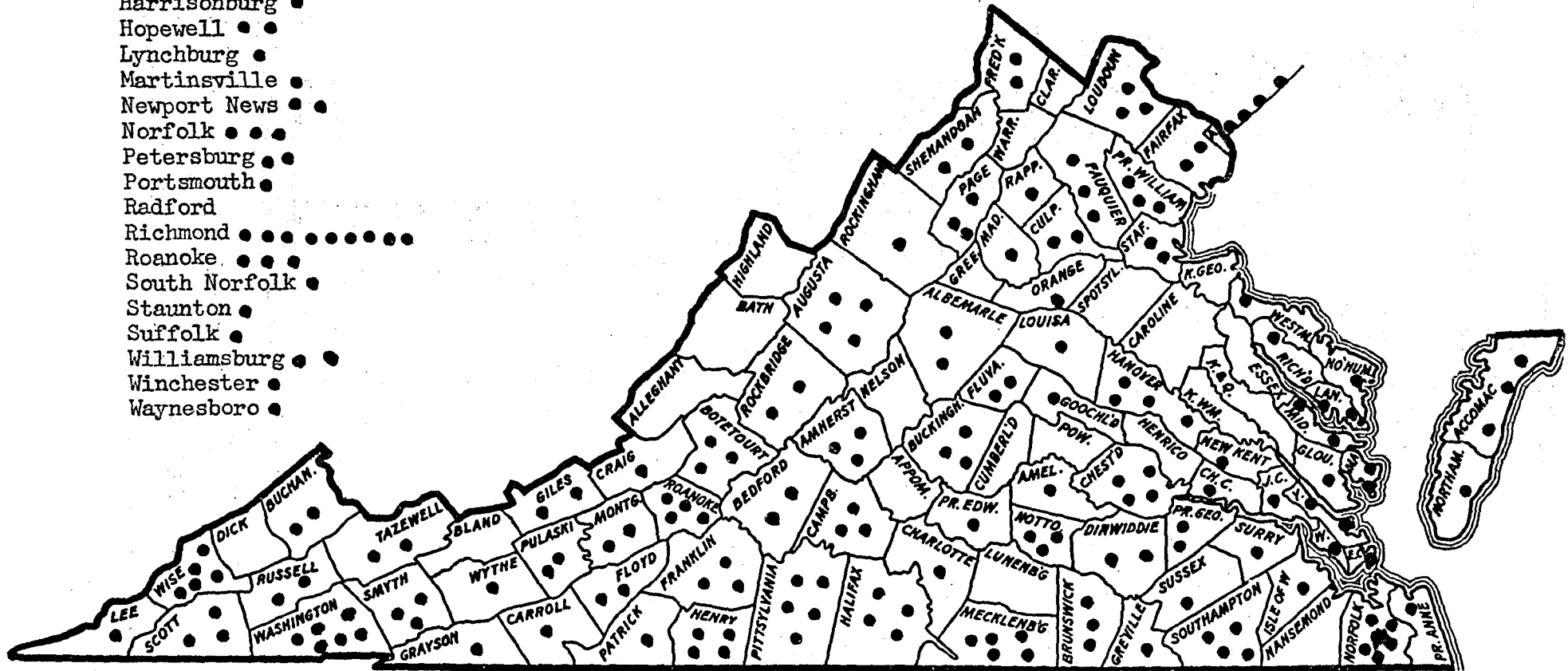


FIGURE 3

Counties had only seven pupils per county participating in library club activities; whereas Washington County reported a total membership of 667. The average number of members per school division was reported to be forty.⁵⁰

The individual school reporting the largest membership in a school library club was Valley Institute in Washington County with a total of 454 pupils enrolled for the past year. Rosenwald High School in Fauquier County with a club enrollment of 300 was the second largest reported number.⁵¹ The school library clubs in Virginia have an average membership of 23 pupils per school, with the figure ranging from 7 to 454.⁵²

Table VII shows the total number of library club members in each county and city school division in Virginia.

Summary. The library club is a recognized activity of the modern school curriculum. It operates under a constitution and has as its purposes the stimulation of the use of library materials, the improvement of library service, and encouragement of interests in library work as a vocation. The membership is composed of students who are able to fulfill prescribed requirements for proper participation in the club. The organizational framework of the club provides for officers, and their election, comparable

50 Virginia, State Board of Education, School Lib. & Textbook Service, Annual Library Reports, 1949 (Compilation of 512 Reports)

51 Loc. cit.

52 Loc. cit.

TABLE VII 53

TOTAL NUMBER OF LIBRARY CLUB MEMBERS PER SCHOOL DIVISION
IN VIRGINIA FOR THE SCHOOL YEAR 1948-1949

School Division	Number Library Club Members	School Division	Number Library Club Members
Accomac	49	Floyd	18
Albemarle	43	Fluvanna	17
Alleghany	0	Franklin	66
Amelia	23	Frederick	33
Amherst	73	Giles	27
Appomattox	0	Gloucester	20
Arlington	64	Goochland	7
Augusta	30	Grayson	10
Bath	0	Greene	12
Bedford	24	Greensville	15
Bland	45	Halifax	84
Botetourt	28	Hanover	47
Brunswick	86	Henrico	77
Buchanan	12	Henry	104
Buckingham	46	Highland	0
Campbell	31	Isle of Wight	14
Caroline	0	James City	18
Carroll	26	King George	0
Charles City	18	King & Queen	0
Charlotte	10	King William	0
Chesterfield	122	Lancaster	38
Clarke	0	Lee	12
Craig	24	Loudoun	24
Culpeper	73	Louisa	9
Cumberland	0	Lunenburg	0
Dickenson	0	Madison	16
Dinwiddie	66	Mathews	103
Elizabeth City	21	Mecklenberg	108
Essex	0	Middlesex	46
Fairfax	24	Montgomery	61
Fauquier	334	Nansemond	0

53 Virginia, State Department of Education, Libraries and Textbooks Service, Annual Library Reports, 1949.

TABLE VII (continued)

TOTAL NUMBER OF LIBRARY CLUB MEMBERS PER SCHOOL DIVISION
IN VIRGINIA FOR THE SCHOOL YEAR 1948-1949

School Division	Number Library Club Members	School Division	Number Library Club Members
Nelson	0	Warwick	16
New Kent	18	Washington	667
Norfolk	140	Westmoreland	172
Northampton	23	Wise	437
Northumberland	24	Wythe	17
Nottoway	87	York	30
Orange	15	Alexandria	36
Page	56	Bristol	34
Patrick	12	Buena Vista	26
Pittsylvania	77	Charlottesville	21
Powhatan	0	Clifton Forge	0
Prince Edward	12	Danville	32
Prince George	39	Fredericksburg	10
Princess Anne	25	Hampton	15
Prince William	62	Harrisonburg	30
Pulaski	31	Hopewell	60
Rappahannock	15	Lynchburg	40
Richmond	7	Martinsville	36
Roanoke	103	Newport News	30
Rockbridge	39	Norfolk	57
Rockingham	7	Petersburg	63
Russell	25	Portsmouth	15
Scott	108	Radford	0
Shenandoah	48	Richmond	385
Smyth	67	Roanoke	85
Southampton	54	S. Norfolk	42
Spotsylvania	0	Staunton	10
Stafford	24	Suffolk	10
Surry	11	Williamsburg	45
Sussex	12	Winchester	69
Tazewell	27	Waynesboro	15
Warren	0		

with those of other school clubs. At the scheduled meetings of the club, programs of a literary or esthetic nature are presented. There are 223 school library clubs in Virginia public schools as reported on the last Annual School Report of Librarians, and a total membership in these clubs of 5217 pupils.

CHAPTER VI

A LIBRARY ASSISTANT ASSOCIATION ON A STATE-WIDE BASIS

While a majority of the accredited high schools, and a number of the elementary schools, have had student library assistant activities for many years,¹ a plan for organizing the students on a state or national basis has received little attention until recent years. Richard Lowe,² School and College Relations Officer of the United States Navy Recruiting Service, believes that these assistants have lacked the benefits derived from state or national organizations to motivate their work and place it on a level with the organized activities of the school.

Recognizing the values derived from broadening the scope of school clubs, many activities of the schools have been given wider recognition through inter-scholastic contests, conventions, festivals, and state-wide clubs. The Virginia High School League, Beta Club, Future Farmers of America, and Future Homemakers of America are examples of effort made to organize school activities on state and national levels.

The purposes for developing a state-wide library program are to: (1) promote higher standards among school

¹ See Annual Reports of Supt. of Public Instruction 1932-49.

² Richard Lowe, "National Association of Student Librarians", Wilson Library Bulletin, 24:158, Oct., 1949.

libraries;(2) increase the efficiency in the performance of library duties by student assistants and (3) encourage the application of the best library procedures and practice.³

It is believed by Lowe, an eminent authority, that a real need exists for a state-wide association of library clubs, and that a valuable service could be rendered to the participants in the organization, as well as to the school and to the profession. Lowe makes the following suggestions as possible outcomes of the movement:

"Such an organization could draw into it existing local organizations that might care to affiliate. Its constitution and by-laws would supply the machinery for chartering new chapters (local library clubs) and would provide suitable emblems for its members. Annual district or state workshops could be held possibly under the sponsorship of colleges and universities with suitable facilities for their operation. These workshops would include demonstrations in book-binding and repair, instructions, discussions, field trips, library films, exhibits. They would contribute immeasurably to improve practices with the schools and the morale of the students involved."⁴

A Survey of State-Wide Library Clubs in the United States

A questionnaire on the organization of state-wide library associations was prepared and sent to the 23 state library supervisors⁵ in the United States. Sixteen of the twenty-three reported, and the following data based on the 16 reports

3 Lowe, loc.cit.

4 Loc.cit.

5 Cf. Footnote number 5, p. 6.

have been summarized below:

Five states at the present time have functioning library clubs on a state-wide basis. With the exception of the New Jersey Club which was organized in 1930, all others have come into existence within the last three years. They are Indiana, New Jersey, North Carolina, South Carolina, and Texas.

A report from the executive secretary of the American Library Association, dated June 14, 1950, states that three other states of Louisiana, Maryland, and Michigan have organized clubs, but no individual reports have been received from them for this study.

Four states reported that the need had been felt and plans for an organization were underway now. These states include Alabama, Connecticut, Florida, and Tennessee.⁶

Seven states reported that nothing had been accomplished regarding the organization of a state-wide association. These states are Georgia, Kentucky, Illinois, Massachusetts, Minnesota, Oregon, and Wisconsin.

Although the framework for the organization is similar with each state association, there are varying features which require separate descriptions.

Indiana.⁷ The Indiana State-Wide Library Club,

⁶ Note: Virginia is also included in this group, but since a questionnaire was not sent to the Virginia Supervisor of Libraries, plans concerning this program will be treated separately.

⁷ Esther Burrin, Letter and information supplied on questionnaire, December 20, 1949.

known as the Hoosier Student Librarian's Association was organized on December 4, 1949, with membership open to any junior or senior high school student interested in library work. The association operates under a constitution in which the following objectives are stated:

"To increase pupil interest and participation in library work.
To promote friendship among librarians and student librarians throughout the state.
To attract good pupil assistants and to arouse interest in librarianship as a profession."⁸

The constitution provides for officers consisting of a president, vice-president, secretary, treasurer, reporter, advisory council, and executive council. Annual meetings are held in the fall, and annual dues of 25¢ per member are required by the constitution.⁹

New Jersey. The New Jersey School Library Council was organized in 1930, and according to available data, was the first state-wide association to be formed. The constitution, which was revised in 1946 to meet present conditions, states the purpose of the club as; "to further interest in library work, to encourage pupils to make library work their life profession, and to create friendship among members of various councils."¹⁰

Membership in the association is open to any "library council of any school in New Jersey...if the school librarian is a member of the New Jersey School Library

⁸ Indiana, Hoosier Student Librarians' Association, Constitution and By-Laws, Article II, n. p.

⁹ Loc. cit.

¹⁰ New Jersey, Constitution of New Jersey Library Council Association, Article I, 1946, n. p.

Association."¹¹

The constitution provides for officers to be elected each spring; annual dues of \$1.00 per member, and two meetings per year.

Jane B. Hobson, Consultant for School and Young Peoples Libraries in New Jersey, feels enthusiastic over the State Association which she reports is a "strong and active organization which has 800 members. They not only do the routine procedures (in the school libraries), but have done much in building up the splendid public relations in evidence there (New Jersey)."¹²

Hobson¹³ adds further that the recruiting which is done from the council varies, but that this year one high school has three potential librarians serving on the council, and she believes that pupils as well as teachers are enthusiastic about the Association.

North Carolina. The North Carolina High School Library Association was organized in 1947 with 105 local clubs participating. Membership is limited to high school seniors who are interested in library work, and who are members of a local library club of North Carolina. The objectives of the organization are to "promote pupil interest and participation in school library work, better understanding and cooperation between local and state

11 New Jersey, op. cit., Articles II and III

12 Jane B. Hobson, (New Jersey State Department of Education), Letter, January 19, 1950.

13 Loc. cit.

high school library clubs, and to arouse interest in the study of librarianship as a profession.¹⁴ The club operates under a constitution which is incorporated in a handbook, made available to all club members. The constitution¹⁵ provides for (1) the officers of the club, their necessary qualifications, and procedure for election (2) the emblem and pin for the association (3) the official flower, which is designated as the red carnation (4) the code "Books are the keys to knowledge" (5) colors to be blue and white and (6) annual dues of 25¢ per member.

The annual convention of the Association for 1950 was held on March 24-25 in Lumberton, North Carolina. A copy of an announcement regarding the meeting appears in the appendix of this study.

South Carolina. The school library clubs in South Carolina, at the present time are organized on a regional basis, with the ultimate hope of incorporating the regional groups into a state association. The requirement for membership in the regional organizations is active participation as a school library assistant.

The purposes of the regional clubs are to "give a child a chance for development and growth of initiative

¹⁴ North Carolina, (State Department of Education), The North Carolina High School Library Association Constitution, n.d., n. p.

¹⁵ Loc. cit.

and leadership, and to promote his understanding of library work and recruitment."¹⁶ Nancy J. Day,¹⁷ State Supervisor of School Libraries of South Carolina, reports that the organization is too young yet to mention its accomplishments, but she believes that it is functioning satisfactorily.

The following announcement which appeared in the "South Carolina (Library) News Letter" for December, 1949, shows the first step which was taken in organizing the library assistants into regional groups:

"Mrs. Harvey Stephens has been appointed by the officers of the School Library Section to serve as chairman of a committee to work out plans for organizing pupil assistants in the high school libraries of South Carolina, first on a regional basis and later on a state-wide basis. Mrs. Stephens has sent out letters to various school librarians, one in each judicial district, requesting that he serve as chairman for his particular district...The chairman is to work with the librarians and the students to see if such an organization is desirable within his specific district, and if so, to see that the students have the opportunity for setting up such an organization...."¹⁸

To show the outcome of this first announcement, an excerpt from the South Carolina "News Letter" for March, 1950, is quoted below:

"In the last News Letter the work which was being done to organize student librarians was discussed. Since then a number of meetings have been held on a judicial district basis... Thus far meetings have

¹⁶ Nancy J. Day, Note and information supplied in reply to questionnaire, December 20, 1949.

¹⁷ Loc. cit.

¹⁸ South Carolina, Department of Education, News Letter, v. 4, no. 2, p.4

been held in seven districts.

Students have organized in these districts and are making plans to meet at Winthrop College in Rock Hill, S. C., on April 21 and 22, to discuss a state organization

A student of the Library Science Department of Winthrop College will speak on "Why I Chose Library Work As A Career".

....On Saturday morning, there will be a meeting to discuss organization of student librarians on a state basis."¹⁹

Texas. The Teen-Age Library Association is the name by which the Texas assistant library club is known. It was organized in April, 1949, and at the present time has 70 participating local clubs, "with the number increasing daily".²⁰

The first meeting of the club was held in Abilene, Texas, on April 18 and 19, 1949, in joint session with the 36th Annual Convention of the Texas Library Association. At this first meeting, 16 schools were represented and 100 local club members participated. Under a temporary chairman, the meeting took form and the following recommendations were made:

"That the organization be called the Teen-Age Library Association, as a section of the School

19 South Carolina, op. cit., p. 16.

20 Mattie Moore, Information supplied in reply to questionnaire, Texas, State Department of Education, December, 1949.

Division of the Texas Library Association.

That the following requirements be met by local clubs seeking membership in the State Organization:

1. Local clubs should be organized library clubs with duly elected officers.
2. There shall be a minimum of 10 members in the club.
3. The club shall be sponsored by the high school librarian.

There may be one voting delegate from each local club. Additional representatives will depend upon accommodations at the location of the meeting."²¹

The report was accepted, the permanent officers elected, and the Teen-Age Library Association became a functioning organization.

Besides the business and social items on the agenda, discussions took place on the topics: (1) the work of the student assistant; (2) requirements of student assistants; (3) credit for the work of a student assistant; (4) Book Week; (5) bulletin boards; (6) library publicity; and (7) library clubs.²²

In order for a local club in Texas to become affiliated with the Teen-Age Library Association, the by-laws require that formal application be filed on a form supplied by the State organization. If the local club meets the requirements, and is accepted into State membership, a certificate is awarded to the school group, which may be

²¹ Texas, Teen-Age Library Association, Report of Organization Meeting, April 809, 1949, n. p.

²² Loc. cit.

posted in the club room or library.

Information secured from the other eleven²³ states reporting show a decided interest and definite trend toward the development of an association which would incorporate local school library clubs into a state organization. Reports to the questionnaire revealed a 100% approval of state-wide recognition from the states that have not already developed such an association.

The following comments taken from these reports verify this opinion:

"(Florida) We recently had a county-wide meeting in Polk County with 200 student assistants participating from that one County. By the end of the year, we should have a state-wide group started."²⁴ Membership in the county organization will be granted upon application to all students in Polk County elementary, junior high, and senior high schools who have served in the capacity of library assistants. Meetings of the group are to be held once each fall and each spring.²⁵

"(Connecticut) We do not have a state-wide organization in Connecticut, but from time to time we have been discussing the advisability of creating such an organization. I shall be interested to know what you in Virginia decide to do."²⁶

23 Note: The eleven states are: Alabama, Connecticut, Florida, Georgia, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Tennessee, and Wisconsin.

24 Sara Krantzman, Reply to Questionnaire, December 16, 1949.

25 "Student Assistant Organize in Polk County, Florida", Library Journal, 75:250, February 15, 1950

26 Reta Clark, Letter, (to author) Department of Education, Hartford, Connecticut, December 19, 1949.

"(Alabama) We have many such clubs in individual schools, and one very booming one for a county school system, and a large city school system and several small systems in the district. We feel that a state-wide organization will develop from these local organizations."²⁷

"(Tennessee) We are considering organizing on a regional basis, but we are also making a little preliminary study first."²⁸

POSSIBILITY FOR ORGANIZING A STATE-WIDE LIBRARY CLUB IN VIRGINIA

The movement for a state-wide school library club for library assistants in Virginia started in October, 1949, with the school librarians voicing the need and advisability of such an organization. The matter was brought to the attention of the State Supervisor of School Libraries who in turn conferred with the president of the School Librarians' Section of the Virginia Education Association. As a result of this conference, the decision was reached to devote the program for the next annual meeting of the Section to a discussion of the possibility for organizing a state-wide library club in Virginia.

On November 4, 1949, at the annual meeting of the School Librarians' Section of the Virginia Education Association, held in Richmond, Virginia,

"the discussion of the problem of a state-wide association for student library assistants was led by Ellinor G. Preston, Supervisor of Libraries, Richmond Public Schools. Mrs. Dorothy Watson, Supervisor

²⁷ Fannie Schmitt, Reply to Questionnaire, December 16, 1949.

²⁸ Louise Meredith, Reply to Questionnaire, December 16, 1949.

of School Libraries, Roanoke City Public Schools, told of her experience in organizing an association of library assistants in the City of Roanoke. Mrs. Mary Peacock Douglas, Library Supervisor of the Raleigh Public Schools in North Carolina discussed her state organization in detail. At the close of the discussion, a motion was made and passed that a committee of all library supervisors (in Virginia) should be named to make tentative plans for a state-wide student assistant organization."²⁹

Summary. In recent years the school library profession has become concerned over the possibility of organizing local school library clubs into state associations because of certain values which are believed to be derived from an organization of this nature.

At the present time the eight³⁰ states of Indiana, Louisiana, Maryland, Michigan, New Jersey, North Carolina, South Carolina, and Texas have state organizations for the school library assistants. The following eleven states are investigating the possibility for such an organization: Alabama, Connecticut, Florida, Georgia, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Tennessee, and Wisconsin.

The School Librarians' Section of the Virginia Library Association has appointed a committee to make tentative plans for an organization of library assistants in Virginia Public Schools.

²⁹ Ruth Harless, Secretary of School Librarians' Section of V.E.A., Minutes, November 4, 1949.

³⁰ Cf. p. 2 of this chap.

CHAPTER VII

VOCATIONAL ASPECT OF THE STUDENT LIBRARY ACTIVITY PROGRAM

In recent years, the shortage of trained personnel in the field of school library work has been acute, as revealed in the following statement taken from the 1948 Annual Report of the Superintendent of Public Instruction:

"Along with the need for an increase of 50% in the number of trained librarians for the secondary schools is an equally serious shortage of librarians in the elementary schools. At least 500 additional trained librarians are needed for elementary schools having seven or more teachers in order for the librarians in these schools to meet the training standards which will become effective for the school year 1950-1951."¹

Up to the present date, this shortage of trained librarians, which is not peculiar to Virginia, has been relieved to a very small degree.²

Shaffer³ has made the statement that student assistants who show promise should be encouraged to become librarians and opportunities should be given them to examine the catalogs of the various library schools and the vocational literature on the subject. She feels that a definite program of recruiting is needed as it is obvious

1 Virginia, State Board of Education, Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, 1947-48, v.xxxi, no. 3, September, 1948, p. 139.

2 Ibid, 1948-49, v.xxxii, no. 3, Sept., 1948, p-

3 Tennessee, State Department of Education, Division of School Libraries and Textbooks, "Some School Library Problems," Nashville, Tennessee, 1944, p. 10.

that there is a dearth of librarians at the present time.

In view of this great need, the librarians both in Virginia and in other states have been making a special effort to encourage student assistants who possess desirable characteristics and qualifications to enter the professional library field, and various methods have been used for soliciting this interest.

Methods Used To Recruit Student Library Assistants
Into the Field of Library Work

In Indiana, the School Librarians Association issued a leaflet entitled A Date With Your Future.⁴ This publication contains vocational information on librarianship as a career, and was distributed to student assistants and other prospective librarians with necessary explanations of the data being supplied by the librarian. One section of the leaflet which was headed "Where To Begin" showed a sketch drawing of student assistants at work in a school library with the following suggestions accompanying it:

- While in high school be a student assistant in your school library.
- Grasp every opportunity both in classes and in extra-curricular activities to broaden your horizon and increase your knowledge.
- Obtain a wide acquaintance with standard authors. Read widely in all fields. Develop speed in reading.
- Learn to use a typewriter. Take bookkeeping so you can handle budgets.
- Work in school library service clubs.

⁴ Indiana, State Department of Education, A Date With Your Future, Indiana School Librarians Association, Indianapolis, Indiana, n. d.

Talk to librarians. Visit school libraries wherever you are.

Florida State Department of Education issued a similar publication entitled Balancing the Books.⁵ Using stick drawings as illustrations, and presenting the information somewhat in story form about characters named Joe, Susie, Teacher, and You, the offerings and opportunities of the library profession are given. In 1948 the same leaflet was distributed by the State Department of Education of Virginia to school librarians with instructions for using them with student assistants and prospective librarians.

The Department of School Libraries of the Alabama Education Association issued and distributed a folder entitled How About School Librarianship For You?⁶ The information included in this leaflet stated average salary scales, opportunities for professional growth, opportunities for immediate placement, and the stimulating aspect of school library work. This same publication was also distributed to the school librarians in North Carolina by the Division of Instructional Service of the North Carolina State Department of Education.

⁵ Florida, State Department of Education, Balancing the Books, The Department, Tallahassee, Florida, n. d.

⁶ Alabama, State Department of Education, How About School Librarianship For You? Department of School Libraries of the Alabama Education Association, Montgomery, Alabama, n. d.

Another means of informing prospective librarians of the opportunities in the professional library field is the vocational guidance conference.

Conferences of this nature are held in many Virginia school divisions each year. The Whitmell Farm Life School in Pittsylvania County, Virginia, sponsors an all day conference of this type for all high school pupils in the County each spring. On this occasion, the group interested in becoming professional librarians has an opportunity to discuss the possibility with specialists in the field. A similar conference was held in Southampton County in March, 1950, for all Negro pupils.

The New York Library Association Study

In 1949 the New York Library Association requested that a research study be made of the methods used by librarians and library schools in New York State to challenge capable young people to enter the profession. The study revealed to some extent what school librarians in New York State are doing toward the fostering of an interest on the part of student library assistants in the field of library work.⁷

A questionnaire was prepared and distributed to school librarians and library schools. One hundred and six

⁷ NYLA School Librarians Section, "Recruiting for Librarianship", Wilson Library Bulletin, 24: 236-237, November, 1949.

librarians responded, including elementary, junior high school, high school, and a few special school librarians.

The questionnaire consisted of the following six questions:

- "1. How did you happen to become a librarian? What factors influenced your decision?
2. Have you tried to interest any of your pupils in librarianship?
 - (a) How many? Successfully?
 - (b) Any recently? How many?
3. What methods did you use to recruit pupils in librarianship? What methods were most successful?
4. What does your vocational guidance department do to help a student who is considering librarianship as a career?
5. What do you believe that library schools could do to promote interest in librarianship?
6. What abilities and personal traits do you consider important in a student who is considering librarianship as a career?"⁸

The tabulation of the replies showed that over 50% of the librarians responding had made an effort to interest pupils in a career of librarianship, that between 300 and 400 students had definitely been influenced by the efforts of these librarians, and approximately 25% of this number had entered the professional library field.⁹

From the total number reporting, 67 librarians stated that they had found informal conference periods with students most beneficial. In these conferences, the requirements, advantages, and opportunities of librarianship

8 NYLA School Librarians Section, Loc. cit.

9 Loc. cit.

were brought out. In discussions with prospective librarians, the librarians stressed the following four qualities which they considered desirable for pupils to have if they expected to enter the professional library field:

"The ability to convey their knowledge of books and their enthusiasm for books to other people.

An interest in people and an understanding of their problems.

Ability to organize.

Qualities of a good teacher."¹⁰

Other means for encouraging interests in library work were found to be field trips and publicity projects within the school.

A Summary of the Virginia Program

A questionnaire¹¹ on the vocational aspect of the training received by student librarians in Virginia Public Schools was prepared and sent to 322 of the accredited high schools by the author of this study. A tabulation from the 180 responses is given below:

77 schools reported that library club programs were devoted to a discussion of the topic of librarianship as a career.

136 schools reported that vocational material in the field of library work was available to library assistants and to other pupils.

10 NYLA Librarian Section. Op. cit.

11 Infra, p.111.

- 77 schools reported that the guidance director considered participation on the pupil assistant staff as an indication of an interest in library work; 10 reported that this was not considered an indication.
- 73 former student library assistants were reported to have entered the professional library field.
- 33 former student library assistants were reported to be enrolled in a library school at the present time.
- 315 pupils enrolled in school at the present time were reported to have indicated an interest in library work as a career; 264 of this number were reported to be members of the library assistant staff or of the school library club.

Summary. Recruitment for librarianship is a matter of immediate concern due to the present shortage of trained personnel in the field of library work. Investigation into the question shows that school librarians are making an effort to recruit students who are engaged in library activities for careers in the field of library work.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

From a consideration of the material presented, the following conclusions seem justifiable:

1. Since the library activities in Virginia Public Schools involve a total of 9,589 pupils who participate in these activities, the experience afforded such a large number are worthy of further critical investigation and consideration.
2. Prior to 1930, there was little evidence of the existence of library clubs and student library assistants. The first recorded data regarding these library activities appeared in the Annual Report of the Superintendent of Public Instruction in 1936. Since that time the development has been gradual, with a decline in number during the period of the WPA School Library Project.
3. The specific purposes for establishing a program for student library assistants are: (a) to create an interest in the library which will lead to the improvement of the program in the school;

- (b) to serve as a means of vocational guidance;
 - (c) to relieve the librarian of certain mechanical and clerical duties in order for her to have more time for serving the school and community;
 - and (d) to provide social and ethical training.
4. Library assistants in the public schools are a select group of helpers, who meet varying standards of selection and possess desirable work habits and personal traits.
5. The organization of the student library assistant entails: (a) establishing selection requirements; (b) training of participants; (c) assigning duties to participants; (d) scheduling of duties; and (e) rewarding and compensating participants for the services rendered.
6. The school library club is a recognized organization of the curriculum, operating under a constitution and by-laws. The purposes of the organization are: (a) to sponsor a greater interest among the pupils in library service; (b) to stimulate reading interests; (c) to improve the library service in the school.
7. There is a decided trend toward organization of school library clubs on a state-wide basis. In recent years, five states have established associations. The purposes of the state clubs

are: (a) to promote higher standards in school libraries; (b) to increase the efficiency in the performance of library duties by student assistants; (c) to encourage the application of the best library procedures and practices; (d) to stimulate interest in library work as a profession.

6. The present shortage of trained library personnel is acute. The school library activity program is recognizing its opportunity and responsibility for soliciting and stimulating the interests of prospective librarians.

II. RECOMMENDATIONS

In view of the present situation regarding student assistant staffs and library clubs, as revealed through this study, the following recommendations for future growth and development seem appropriate:

1. The organization of library clubs and library assistant work should be encouraged in certain areas of the State which at the present time are without these activities.
2. More meaningful training and worthwhile activities should be provided for the pupils who participate in these activities.
3. Library clubs should have open membership for all qualified and interested pupils.

4. Where membership exceeds 30 in number, the club for the sake of functioning more successfully should be divided into two groups.
5. Duties assigned to library assistants should be well defined and the execution of them should possess educational value.
6. Library assistants in the schools should be encouraged to perform their assigned duties without expecting rewards or compensation.
7. Meetings of the club should be planned by the librarian and club members in advance.
8. A state-wide library club should be organized in Virginia as a part of the School Librarians' Section of the Virginia Education Association.
9. To relieve the shortage of trained librarians in the field of school library work, the schools should assume the responsibility for recruiting pupils with desirable qualifications for the professional library field.
10. In order for school library activities to function satisfactorily they must be in accord with the school philosophy which is an outgrowth of the thinking of the entire faculty.

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APPENDIX

QUESTIONNAIRE ON SCHOOL LIBRARY PUPIL ASSISTANTS AND LIBRARY CLUBS

Name of school _____ County or City _____

Name of librarian _____ School enrollment 1949-50 _____

I. Library Assistant Staff

A. Number of assistants: Boys _____ Girls _____ Total _____

B. Grade level of student assistants: (Give the number from each grade level as follows):

Grades 1-3 _____ Grades 4-7 _____ Grade 8 _____

Grade 9 _____ Grade 10 _____ Grade 11 _____ Grade 12 _____

C. How assistants are chosen:

(1) _____

(2) _____

(3) _____

D. What credit, compensation, or rewards are given for serving?

(1) _____

(2) _____

(3) _____

E. Check the techniques used in training assistants:

(1) Formal class instruction ()

(2) Group instruction ()

(3) Individual instruction ()

(4) _____

(5) _____

F. Check the duties listed below which are performed by the library assistants:

(1) Mechanical

- (a) Housekeeping ()
- (b) Checking attendance ()
- (c) Processing materials ()
- (d) Mending and repairing ()
- (e) Inventory ()

(2) Clerical

- (a) Preparing book orders ()
- (b) Checking book orders ()
- (c) Typing ()
- (d) Filing ()
- (e) Circulation duties ()
- (f) Checking on overdue books ()

(3) Service

- (a) Preparing bibliographies ()
- (b) Preparing publicity and displays ()
- (c) Assisting in reference problems ()

(4) Other Services

- (a) _____
- (b) _____
- (c) _____

111a

II. Library Club (If there is not an organized library club in your school, disregard this section.)

A. Number of members in club: Boys _____ Girls _____ Total _____

B. Grade level of members: (Give the number from each grade level as follows):

Grades 1-3 _____ Grades 4-7 _____ Grade 8 _____

Grade 9 _____ Grade 10 _____ Grade 11 _____ Grade 12 _____

C. How members are chosen:

(1) _____ (2) _____

(3) _____ (4) _____

D. What credit or rewards are given?

(1) _____ (2) _____

E. Approximate date when first library club was organized in your school _____

F. Organization of the club:

(1) How often are meetings held? _____

(2) Officers: (a) _____ (b) _____
(c) _____ (d) _____

(3) Types of programs: (a) _____ (b) _____
(c) _____ (d) _____

(4) Services and purposes:
(a) _____ (b) _____
(c) _____ (d) _____

III. Vocational Aspects of Training Received

1. Is library work as a vocation stressed at meetings of the organizations? _____

2. Is vocational material in the field of library work made available to library assistants and club members? _____

3. Does the guidance director consider participation in library activities as an indication of a vocational interest? _____

4. How many former pupils who have been members of the library club and library assistant staff in your school have entered the professional library field? _____

5. How many pupils who have received this experience and training are enrolled in a library school at the present time? _____

6. How many pupils enrolled in your school at the present time indicate an interest to enter the professional library field? _____

7. How many of these pupils are members of the library club or of the library assistant staff? _____

8. How many pupils have been encouraged to enter the professional library field as a result of a vocational interest revealed through personal interviews? _____

9. Did you enter library work as a result of membership in a library club when you were in high school? _____

APPENDIX B

COPY OF LETTER SENT TO STATE LIBRARY SUPERVISORS

Dear Supervisor:

I am making a study of school library clubs in the United States as background material for the possible organization of a State-wide library club in Virginia.

I shall greatly appreciate your answering the following questionnaire or supplying any additional information which you consider would be helpful to me in preparing this survey.

With best wishes, I am

Yours sincerely,

Margaret E. Rutherford, Assistant
Supervisor of School Libraries

MER:es

1. Name _____ Address _____

2. Does your State have a State-wide library club?

Yes _____ No _____

3. When was it organized? _____

4. How many local clubs participate? _____

5. What are the requirements for membership in the State library club?

a. _____

b. _____

c. _____

6. What are the purposes?

a. _____

b. _____

c. _____

7. What evidence is there that the club is accomplishing these purposes?

FORM S. B. NO. 6. PAGE 2

1	I-A	I-B				I-C				I-D			
Floyd	1 24		9	8	4	3		1	1				1
Fluvanna	1												
Franklin	1 2			2				1		1			
Frederick	1 8		5	2	1			1		1			
Giles													
Gloucester	1 9		1	1	1	2	4	1					1
Goochland	1 30		7	5	8	10		1			1		
Grayson	1 9				5	1	3	1			1		
Greene													
Greensville	1												
Halifax	1 7		4		1	1	1	1			1		
Hanover	3 31	1	3	10	3	14		1	1	1	3		
Henrico	3 60	2	2	4	7	23	11	11	1	2		2	1 1
Henry	2 18		6	3	2	7		1			2		
Highland	1 3			3							1		
Isle of Wight	1 3						3	1			1		
James City	1 25	6	9	2	3	3	2	1			1		
King George	2 4					2	2	1					
King & Queen	1 9		2	7				2				2	
King William	1 10		2	5	3			1	1			1	
Lancaster	1 12		2	4	6		1					1	
Lee	1 4		1	1	2			1			1		
Loudoun													
Louisa	1 28		5	3	10	10		1			1		1
Lunenburg	1 3					1	2	1			1		
Madison	1 11		2		5	4		1					
Mathews	1 10			3	1	1	5	1			1		
Mecklenburg	4 36		9	3	9	14	1	1	2	1	2		1
Middlesex	1 10		1	5	1	3		1			1		
Montgomery	2 22	1	16	1	1	3	1	1			2		
Nansemond	3 76			60	7	9		3			1	3	
Nelson	3 6			4	2			2			1		
New Kent	1 13		5	3	3	2		1				1	
Norfolk	2 38	1	3	11	8	1	14	1	1			2	
Northampton	1 12		3	3	2	4		1	1			1	
Northumberland	1 9		4	2	3					1		1	
Nottoway	3 78	40	7	14	8	8	1	1	2	1	2		
Orange	1 11			5	2	1	6	1			1		
Page	3 63		11	23	17	11	1	1	2		2		

APPENDIX C (CONT.)

I-B			(1)					I-F (2)				(3)		(4)		II-A		II-B	
1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	24	7	9	8
1	1		1	1	1	1			1	1	1	1	1			1	7	4	
1	1		1	1	1	1			1	1	1	1	1						
1	1		1	1	1			1	1	1	1	1	1			1	18		8
1	1		1	1	1			1	1	1	1	1	1			1	30		7
1			1	1	1	1		1	1	1	1	1	1						
	1		1	1				1	1	1	1		1						
3	3		3	2	3	2	3	2	2	3	2	2	3	1	3	3	3	39	5
1	3	3	2	2	2	2	3	1	1	1	3	3	3	3	3	1	2	70	8
1	2	1	2	2		1	2				2	2	2						
	1		1	1							1	1				1	3		3
	1		1	1	1	1		1	1	1	1	1	1	1	1	1	1		
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	6
	1	1	1	1				1	1	1	1	1	1						
2	1	1	1			2				1			1	1					
1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	10		2
1		1	1		1	1		1		1	1	1	1			1	12		2
	1	1	1		1	1				1	1	1	1						
	1	1	1	1	1		1	1	1	1	1	1	1	1		1	25		9
	1				1			1		1	1	1		1					
	1		1	1	1	1		1		1	1	1	1	1	1	1	24		5
2	2	4	4	3	3	3	2	1	3	3	1	4	4	4	2	2	68		38
1	1	1	1	1	1	1			1	1	1	1	1	1	1	1	6		1
1	2	2	2	2	2				1		1	1	1	1		2	22		1
1	3	3	3	1	2	3		2	1	2	2	3	2	2					
	1	2	1	1	2	1	1		2		2	1	2	1					
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13		5
	2	1	2	1	2	2	2	1	2	2	1	1	2	1	2	2	1	46	
	1	1	1	1	1	1		1	1	1	1	1	1	1	1				
2	3	3	3	3	3	1	2	1	3	2	1	2	2	3	1	2	45		2
	1				1						1					1	35		12
2	3	3	3	2	3	1	3	3	2	3	3	2	3	3		2	57		11

		II-C				II-B			II-F (1)				II-F (2)			II-F (3)			II-F (4)	
4	3	1			1			1		1	1	1	1	1	1		1	1	1	1
3		1		1			1			1		1	1	1	1		1			1
4	2	4			1	1				1		1	1	1	1	1			1	
8	10	1					1			1		1	1	1		1	1	1	1	1
4	18	2			1	3				3	2	2	2			1	1	2	2	3
16	19	5	2			1				2	2	2	2		1	2	1	1		2
		1							1											
7	6	1					1		1	1	1				1	1		1		1
5		3	1				1			1	1	1	1	1	1			1	1	
6						1				1	1	1	1		1	1		1	1	1
6	5	1				1				1		1	1			1	1		1	1
8	3	8	1			1				1		1	1	1	1			1	1	
8	12	1				1	1			2	2	2	2	1		2	1		1	1
1		1				1			1		1	1	1	1		1		1	1	1
5	2	4	1		1		2			1	1	2	2	2		2			1	
3	2				1					1		1	1	1	1	1	1		1	1
14	6	1	1		1			1	1	1		2	1	2		1	2	2	2	1
										1		1	1	1		1	1		1	
13	11	1	1			1	1	1		1		1	1	1		1		1	1	
4	5	1	1			1				1		1	1	1		1			1	1
17	11	1	1			2				1	1	1	1	1		1	1	1		1

APPENDIC C (CONT.)

I-E			(1)				(2)				(3)				(4)		II		II-B					
		1								1		1												
	3	6		6	3	6	4	4		1	2	3	6	6	2	5	4		3	70		20	4	
1	1			1	1	1				1			1	1	1	1								
		1		1		1	1			1	1	1	1	1	1									
	1	2		1			1	1		1	2	2	2			1			1	20			11	
	1	2		1	2	2	1	1	1		2		2	2	2	2			1	20				
		1		1			1	1								1								
	1	1		1		1	1	1		1	1	1	1	1	1	1			1	8			2	
	1	1		1	1	1		1	1		1	1	1	1	1	1			1	53		30	7	
1	2	3		3	2	3	3	3	1		1	2	2	3	3	1	3	2		2	44		7	8
	1	3		3	1	1	1	2		2	1	3	3		1	2			2	21			4	
	1	1		1	1		1				1	1	1	1	1	1			1	39			10	
	2	3		3	2	2	1	1		1		1	3	3	2	2			2	45		12	10	
1	1	4	4		4	3	4	2	3	1		2		2	4	4	3	3		3	62		17	17
	1	1		1		1	1						1	1	1	1			1	23				
	1	1		1	1	1	1	1				1	1	1	1	1			1	30		15	5	
1	2	1		2		2	1	2		1	2	2	2	2	2	2			1	37		37		
		1		1	1	1	1	1		1		1	1	1	1	1			1	12		2	2	
	1	1		1			1					1	1	1	1				1	32			12	
	1			1			1	1		1	1	1	1	1		1								
	1			1		1	1	1		1	1	1	1	1	1	1								
	1	1		1	1	1	1	1	1		1	1	1	1	1		1							
	1	1		1	1	1	1	1		1		1	1	1	1	1								
	1	1		1	1	1	1	1		1	1	1	1	1	1	1			1	29		18	4	
1	1	1		1	1		1	1		1	1	1	1	1	1	1			1	12		3	3	
	2	2		2	2		1	2		1	2	1	1	1	2	2			1	14		3	4	
	1			1			1					1	1	2	2				1					
1	1	1		1	1	1	1	1	1		1	1	1	1	1	1			1	20		3	3	

				II-C		II-D (1)		II-F (1)		II-F (2)				II-F (3)			II-F (4)				
16	22	8	2		1	2		1	2	1	3	3	3	2	1	1	1		1	1	1
4	4	1			1				1		1	1	1	1	1				1	1	1
4	11	5	1						1		1					1			1		
3	3				1				1		1				1				1		
10	5	1			1	1			1		1	1	1	1	1	1			1		1
8	11	10	1	1		2			2		1	1	1	1	1				1	1	
4	10	3	2			2			2		2	2	2	2	1	2	1	1	1	1	1
12	2	15	1			1			1		1	1	1	1	1						1
12	6	5	2				1	1		2	2	2	2	2	1				1		1
16	12		3			2	1		2	1	3	3	3	2	2	3	2		2	1	3
22	1				1				1		1	1	1	1	1		1		1		1
5	5				1	1			1		1	1	1			1			1		1
			1			1			1		1	1	1		1	1			1	1	1
5	22	1	1		1				1		1	1	1	1	1	1					1
10	10																				
1	4	2			1		1		1		1	1	1	1	1	1	1		1	1	1
3	3		1			1			1		1	1	1	1	1	1	1				1
3	3	1	1			1			1		1	1	1	1	1	1	1		1		
4	4	6			1	1			1		1	1	1	1	1	1	1				1

FORM S. B. NO. 6. PAGE 4

1 CITIES	I-A		I-B					I-C					I-D								
Alexandria																					
Bristol	1	29	5	2	7	11	2	2		1						1	1				
Buena Vista	1	40		8	18	5	9			1			1				1				
Charlottesville	1	4								1											
Clifton Forge	1	6				2	2	2		1					1						
Danville	0	0																			
Fredericksburg	1	7		1	2	3		1				1		1		1	1				
Hampton	1	14				1	3	10				1		1							
Harrisonburg	1	40	10	8	6	6	6	4		1			1								
Hopewell	1	31			13	10	4	4		1	1				1	1					
Lynchburg	1	6			2	4				1			1								
Martinsville	1	32				5	9	18				1					1				
Newport News																					
Norfolk	1	15		1	3	5	2	4		1			1								
Petersburg	2	34	2	1	7	9	15			2			1		1	1					
Portsmouth	1	13			8	1	3	1		1	1		1								
Radford	1	5					3	2		1			1								
Richmond	4	76		11	21	34	5	5		2		1	1	2		1	1				
Roanoke	2	23				11	7	5	1	1			1			1	1				
South Norfolk	1	10				5	3	2													
Staunton	1	10		2	3	3	2			1											
Suffolk	1	9			3	1	2	3		1							1				
Williamsburg	2	34	15	7	6	3	2	1		2					2						
Winchester	1	89				27	37	25		1					1						
Waynesboro	1	10			2	6	2			1			1								
TOTAL CITIES																					
TOTAL STATE		2129	36	168	354	536	558	512	258	10	1	39	108	16	8	7	92	11	27	9	19

B					II-C					II-D			II-F (1)			II-F (2)			II-F (3)			II-F (4)					
7	11	2	2	1						1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	18	5	9	1							1				1	1	1	1	1	1	1	1	1	1	1	1	1
	1	3	10							1	1		1			1	1	1	1	1	1	1	1	1	1	1	1
13	10	4	4	1						1		1		1		1	1	1	1	1	1	1		1	1	1	1
	5	9	18							1	1	1		1		1	1	1	1	1	1	1	1	1	1	1	1
6	6	13								1		1	1		1	1	1	1				1		1	1	1	1
19	10	15	6	2						1	1	1	1	1	1	1	1	1	1	1	1				1	1	1
3	11	9	5	2							1	1	1	1	1	2	2	2	2	2	2	1			1		1
8	4	6	1	2								1	2			3	2	2	1	1	1				1	1	1
3	27	34	25							1						1	1	1				1	1	1	1	1	1
1111	503	161	223	51	7	7	25	47	4	15	14	13	33	46	0	83	77	79	111	37	61	35	15	53	21	34	43

APPENDIX D

INDIVIDUAL LESSON SHEETS

THE CARD CATALOG AS AN INDEX TO THE LIBRARY

The card catalog is a record of the books in the library. It is a guide to the contents of the library just as an index is a guide to the contents of a book. Entries are on cards so that entries for new books may be inserted in alphabetical order. You will want to know how to locate author, title, and subject entries in the catalog, how to interpret other information found on the cards. The following topics, which bear on the subject, will be discussed in class:

The card catalog as an index to the book collection

The physical make-up of the card catalog: tray labels, guide cards, etc.

The arrangement of the cards

Types of entries: author; subject; title; cross references

Kinds of information on catalog cards

Call numbers: position on card; purpose

Dewey Decimal Classification

000-099	General works, such as bibliographies and encyclopaedia		
100-199	Philosophy and psychology		
200-299	Religion and mythology		
300-399	Social science, including sociology, economics, government, education, folklore		
400-499	Languages		
500-599	Science, including mathematics, astronomy, physics, chemistry, geology, and biology		
600-699	Applied science, including medicine, hygiene, engineering, agriculture, home economics, business, manufacture		
700-799	Fine arts, including art, architecture, sculpture, music, theater, sport, and recreation		
800-899	Literature of all countries:		
	810 American	840 French	870 Latin
	820 English	850 Italian	880 Greek
	830 German	860 Spanish	

900-999 Geography and History

910 Geography and Travel	940 European History	970 North American History
	942 England	971 Canada
	943 Germany	972 Mexico
	944 France	973 United States
	945 Italy	975 Southern States
	946 Spain	975.5 Vir- ginia
	947 Russia	975.6 North Carolina

APPENDIX D

INDIVIDUAL LESSON SHEETS

LIBRARY LESSON 4

REFERENCE BOOKS:

Below you will find descriptions of some of the most important reference books, which will be helpful to you in your various courses. These books are in your A. L. H. S. Library. Study the name, and content of each book carefully.

- R
808.8
B28 Bartlett, Familiar Quotations - Contains quotations in both prose and poetry. To find special quotations it is necessary to use the index which is at the back. To find quotations by certain authors it is necessary to use the author index which is at the front.
- R
803
B75 Brewer, Reader's Handbook - Gives famous names in fiction, proverbs, plots, and explains references frequently found in stories and plays. Arranged alphabetically, with no index.
- 821.08
P17 Palgrave, Golden Treasury - A collection of songs and poems, both English and American, early and modern. Separate indexes of writers, and first lines.
- 821.08
Q4 Oxford Book of English Verse - A collection of British poetry, includes a few American works. Has separate indexes of authors and first lines.
- 811.08
St3 Steadman, American Anthology - A collection of American poetry. Has separate indexes of poets, titles, and first lines. Contains brief biographies of poets, at the back.
- R
920
D58 Dilly Tante, Living Authors - Short biographies, and lists of works of authors living and writing in our time. Alphabetical index of authors at the back.
- R
920
K96 Kunitz, Authors To-day and Yesterday - Short accounts of the lives and works of 320 writers of the 20th Century. The subjects for this volume have been drawn from authors, living and dead, whose books have appeared wholly or largely since 1900. Joint index to Living Authors and Authors To-day and Yesterday.

- R
424
R63 Roget, Thesarus - A collection of words giving synonyms and usage. The book is arranged according to the ideas which the words express. Alphabetical index of words.
- R
291
B97 Bulfinch, Age of Myth and Legend - Myths and legends of Greece, Rome, Egypt, and the North. Alphabetically arranged glossary and index.
- 912
Ref Goode, School Atlas - Maps, in color. Book is concerned with various information about climate, soil, surface, vegetation, etc.
- R
383
Sco3 Scott, Standard Postage Stamp Catalog - Gives date of issue, color, shape, and value of every postage stamp that has ever been issued by any government in the world.

APPENDIX E

CONSTITUTION OF THE LIBRARY CLUB

OF

WASHINGTON-LEE HIGH SCHOOL

1. The name of this club is the Library Club of Washington-Lee High School.
2. Its purpose is to improve, wherever possible, the library and act as a governing body for and of the student assistants of the Library.
3. Officers of this club shall be a President, Vice-President, Secretary and Treasurer.
4. Meetings shall be called by the President.
5. The dues shall be ten cents and be paid monthly to the Treasurer.
6. This Constitution may be amended by a two-thirds vote of members.

BY-LAWS

ARTICLE I - OFFICERS

- SECTION I - The President shall preside at all meetings and perform all the duties usual to the office of President.
- SECTION II - The Vice-President shall take the place of the President in his absence and shall perform all other duties if so requested by the President, also shall be the chairman of all committees.
- SECTION III - The Secretary shall keep the minutes of all meetings of the Club; shall give notice of meetings to be held; and shall have charge of all Club correspondence.
- SECTION IV - The Treasurer shall receive and safely keep the money of the Club and pay it out only on the order of the President. (She shall make an annual report of all receipts and disbursements.)

ARTICLE II - ELECTION OF OFFICERS

SECTION I - All officers shall be elected by ballot at a stated annual meeting.

SECTION II - No member shall be eligible to office who has not been a member for at least one year.

If there are not sufficient members eligible for office, a general election shall be held.

SECTION III - No member shall hold the same office more than twice in succession.

ARTICLE III - MEMBERSHIP

SECTION I - All persons in the 10th, 11th, and 12th grades, who are or were student assistants and attending school at Washington-Lee High School, shall be eligible for membership in this Club.

SECTION II - All members of previous years shall be automatically a student assistant the following year.

ARTICLE IV - COMMITTEES

SECTION I - The President shall be empowered to appoint all committees needed at any time.

ARTICLE V - POINT SYSTEM

SECTION I - There shall be a system by which a member may receive his letter.

SECTION II - A member must reach 50 points before he can receive his letter. To keep it, there must be at least 18 points earned a month.

SECTION III - These points shall be determined by the librarian, using the following score as a guide:

1. Quality of work (points per week):

Excellent - 3

Good - 2

Fair - 1

Poor - 0

2. Attending Club meetings - 4
3. Being on a committee - 1
4. Officers:
 - President - 2
 - Any other - 1
5. Service in Washington-Lee Library (per month) - 2
6. Service in any other library (no matter how long) - 2

SECTION IV - All who work in the Library shall be entitled to have a pin, the letter to be a reward based on the point system.

ARTICLE V - AMENDMENTS

SECTION I - These By-Laws may be amended at any meeting by a two-thirds vote, a quorum (one-half) being present.

APPENDIX F

INITIATION CEREMONY FOR HOPE HIGH SCHOOL LIBRARY CLUB*

"(President presiding) Today we old members present to you students and faculty members, those who are being initiated as new members. New members, please stand. (President introduces each new member to the audience.)

In this initiation service we present to the initiates the fundamental purposes of the Hope High School Library, some of the principles which govern the selection of its resources, the requirements for membership and the club pledge. New members, we present to you for your acceptance the fundamental purposes of our library.

1st Old Member: Our library must assist in the free and effective dissemination of ideas and of clear, effective, democratic thinking.

2nd Old Member: To enrich the available resources in our school and community is one of the chief purposes of our library.

3rd Old Member: It is the purpose of the Hope H. S. Library to inform students in every field of knowledge necessary for victorious living today as well as tomorrow.

4th Old Member: It strives to provide appropriate facilities and resources for study time, for leisure time, and for recreational purposes.

5th Old Member: Our library must serve as a social force in our school and in our community.

6th Old Member: As all of you know, our library serves as a repository of knowledge that is recorded.

7th Old Member:...It must not be only a repository of recorded knowledge, but a workshop for every phase of work and interests found among the students.

Club President: New members, we urge you to remember these fundamental purposes as you serve your school and club. Now let us see what some of the principles of selection of library resources are: (The 7 old members stand again)

1st Old Member: In making selections for our library we should see that it contains a good representation of the history of ideas, both old and new....

2nd Old Member: We must be aware of the changing conception of communication and of the communication arts realizing that such media as film, recordings, etc., are rapidly finding their place in library collections...

.....

* "High School Library Club Holds Initiation Service", Library Journal, 75:473-75, March 15, 1950

Club President: You, as library personnel should realize, too, that certain abilities and personal characteristics are necessary if you serve your club and your school effectively. We now submit to you a few of these requisites.

(Again, each of the seven old members gives one of the following)

1st Old Member: You should have a keen interest in and a love for good books. Your self-control, self-discipline and conduct should be commendable at all times.

2nd Old Member: Your scholarship record should be at least on a C level, preferably higher.

.....

Club President: To be a member of the Hope H. S. Library Club is a great privilege and honor, and one each of you should regard with dignity and respect. The candles which burn before us symbolize the things to which you make your pledge as new members. First, a keen love and appreciation of good books. Second, the pursuit of knowledge and of wisdom and of a deep understanding of individual personalities and their needs. Third, sacrificial service to all. New members, please stand and hold your candles forward as we light them for you. (The club president and two of the old members take the 3 candles from the candelabra and light the candles of all new members). When the candles are lighted, all new members repeat the following pledge: 'I pledge that I shall endeavor to increase my appreciation and usage of good books and other materials, to pursue knowledge, wisdom, and understanding to the best of my ability, to seek to understand individual personalities and their needs, and to serve any and all whom I can help in achieving an education that will enable each one to live victoriously today and each day that is to come.'

With all members standing with candles burning the club president presents the Club to the high school principal for his acceptance."