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STUDENT LIBRARIAN PROGRAM
IN BELT VALLEY HIGH SCHOOL, MONTANA

by

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B. S. Wisconsin State College, 1949
Eau Claire, Wisconsin

Presented in partial fulfillment of the requirements for
the degree of Master of Education

MONTANA STATE UNIVERSITY

1954

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CHAPTER I

INTRODUCTION

A student librarian program was set up in Belt Valley High School after an objective evaluation had been made of the existent library. Library facilities were not adequately cared for during the regular school day. Consequently library service was unavailable when needed. This was no fault of the administration or of any person associated with the library. In many schools with a similar problem students were trained in library science.

THE PROBLEM

Statement of the problem. The purpose of this study was to examine the need for improved library service in Belt Valley High School. A student librarian program was adopted to fulfill that need. In many of our small high schools there has been the general feeling that "anyone can run the school library", with the result that high school libraries have been more or less of a farce. This is particularly true when applied to smaller high school districts where it is difficult to justify hiring a full-time librarian. Invariably a teacher-librarian becomes a part of the regular teaching staff. In addition to supervising the library, four or five classes are taught daily by this member of the staff. A teacher who exercises these

duties doesn't have time to administer all of the library processes and procedures that must be carried out daily in the high school library. By training select members of the student body, a well integrated library staff was formed to meet the needs of those using the library every period of the day.

Importance of the study. The information in this study may benefit the following:

1. School administrators who may be plagued with a similar problem within their school system;
2. Small high school librarians in the field or those just beginning teaching;
3. Students interested in doing library work as a guide in understanding library problems, processes, and procedures; and
4. Laymen interested in a typical school problem and how it was solved within the school through the cooperation of the students, teaching staff, librarian, and administrator.

The students who participate in a program of this type derive many benefits that are extremely valuable to their growth and development. Cundiff notes that:

The values to the student from work in the library were, in order of frequency: makes students familiar with the library, aids in personal development, makes students more cooperative with librarian, opens library work as a career, makes students more interested in studying.¹

¹ Ruby Ethel Cundiff, "Student Library Aides", Wilson Library Bulletin, 27:396-7, October, 1952.

The objective evaluation of this program cannot be overlooked without a further consideration. When teacher librarians set up a student librarian program in any school, regardless of size, they will become more conscious of the fact that many values accrue. The library needs of the school are properly cared for. The problems of the teacher librarian have decreased immensely. Student librarians gain in their growth and development.

Limitations of the study. This study involved a practical problem and its treatment in Belt Valley High School, Montana. Many educational problems are solved in schools each year. This is usually accomplished through the cooperation of the administration, staff, students, and laymen in the school districts. The results are not always permanent, and changes are made through constant evaluation of what has been done.

Review of related literature. In a search for background material, it was found that a greater interest is being taken in the role of libraries in education. Student librarian programs are being introduced in an ever increasing number throughout the United States. Functionally, the library is the hub of the educational system around which the various parts of the curriculum revolve. Books, periodicals, and articles on related literature were reviewed in search of illustrative material. Some of this material is quoted in the chapters that follow. The general consensus is that perfection in the student librarian

programs has not yet been attained. This is implied in Hundertmark's statement that any good librarian who visits us would probably spot a book here and there that should not be in the category where we placed it; but our students are proud of the job.²

² Margaret Z. Hundertmark, "Dust in Our Eyes", Wilson Library Bulletin, 27:158-60, October, 1952.

CHAPTER II

SELECTION OF STUDENT LIBRARIANS

The following list of criteria for selecting student librarians has been developed.

Willingness to do the task. The student should consent to do all of the tasks involved in library work before becoming a member of the library staff. If the library is to operate smoothly, none of the student librarians should be appointed. The opportunity to work in the library usually finds the librarian swamped with volunteers who are willing and eager to assume responsibilities.

Passing grade in school subjects. This information is available on sophomore, junior, and senior students. Freshmen usually are not taken into the library staff until the second semester. They need the first semester to become oriented to high school. If students rank low scholastically they need their study hall periods for study and may not become a part of the library staff. There is an exception to this rule. A student who is working up to his ability and has four study hall periods is allowed to join the library staff. Some prestige and recognition can be gained by these students.

Personality Characteristics. This information is known on upperclassmen. Selecting a gregarious student is

a wise choice. An introverted student may benefit from participation in library work. A fair judge of personalities may find that the personality of any student may improve if given the opportunity. The library offers that chance.

Responsible in doing tasks. This may be determined by having observed the student in his past school associations. In a small high school, observation can be accomplished very discreetly. The student who doesn't need constant supervision in the classroom, study hall, and in extra-curricular activities, is probably a good risk as an addition to the library staff.

Neatness of person and dress. Personal neatness of student librarians is enhancing to the library environment. A student librarian who is neat about his appearance tends to keep the library neat.

A need for student librarians. An interest in the school library may be developed by organizing a staff of student librarians. Members of the student body are less skeptical of their fellow students than they are of faculty members.¹ This results in a greater use of the library facilities by the student body.

A summary of student librarian selection used by Cundiff follows.

¹ Mary Peacock Douglas, The Teacher - Librarian's Handbook. (second edition; Chicago: American Library Association, 1949), p. 21.

Opportunity to work in the library is put on a voluntary basis. It is understood that any student who becomes an aide must give up a period a day for library service. Qualifications - ability to get along with and work with his classmates as a number one requisite. Neatness in appearance, a sense of humor, an outgoing interest in people, and an enthusiastic desire to give service to all. Must be capable of assuming responsibilities, he must be reliable, honest, and trustworthy in collecting fines, et cetera. Must have a certain degree of quiet enthusiasm and interest. Would possess a fair amount of tact as assistants do much toward creating the proper library atmosphere in the library. No scholastic requirement, but the student maintains grades up to . . . ability.²

The criteria used in the selection of student librarians in one school may not be of practical use in selecting assistants in some other school. The teacher librarian has to select criteria that will fit the needs of the local school.

Prior to the selection of apprentices to work in the library, teacher librarians might benefit by considering one other author's recommendations.

The teacher-librarian selects the assistants on the basis of the following requirements:

1. Schoolwork must be at a satisfactory level.
2. A high citizenship rating is required.
3. The pupil should love books and have an interest in the library.
4. An attitude of helpfulness and a willingness to take directions and follow them are highly desirable.
5. Legible handwriting is essential.
6. The assistant must have a sense of orderliness and good housekeeping.
7. He must be able to work well with others.³

² Ruby Ethel Cundiff, "Student Library Aides", Wilson Library Bulletin, 27:396-7, October, 1952.

³ Regina I. Fitzgerald, "Training Pupil Assistants", The National Elementary Principal, 31:120-1, September, 1951.

In other words, the apprentice should be of such stuff as librarians are made, and happy is she who adds to these things the ancestry of culture.⁴

⁴ Mary E. Hazeltine, and others, An Apprentice Course For Small Libraries. (Chicago: American Library Association, 1917), p. 7.

CHAPTER III

ORIENTATION OF STUDENT LIBRARIANS TO LIBRARY PROCEDURES

Method of orientation. It was impractical to assemble all of the prospective student librarians for orientation at any given time in the high school. Curricular obligations, extra-curricular activities, students working after school, and bus schedules made such a meeting impossible. Orientation was accomplished during advisory periods, study hall periods, after school hours, or at the student's convenience during his free time. If the time element isn't a problem, there is an ideal time for this orientation.

The apprentice work should be given at the busiest time of the year for mutual advantage; work is seen at its best when at its busiest; the apprentice feels the pressure, and the library, the relief in the assistance given.¹

A set of rules were adopted in the use of the library. The apprentices were instructed to be aware of the rules at all times. The rules were not rigid, but did aid in keeping reasonable orderliness. The rules were as follows:

1. In order to avoid congestion the number of pupils allowed in the library at one time will not exceed three.
2. Precedence is given to teachers who bring their

¹ Mary E. Hazeltine and others, An Apprentice Course For Small Libraries. (Chicago: American Library Association, 1917), p. 7.

classes to the library to work on special projects.

3. None of the books may be carried out of the library at any time without being properly checked out by the librarian.

4. Reference books, periodicals, and magazines may be used in the study hall without being checked out, but they must be returned at the end of the period to the library.

5. Student librarians may not discuss problems, other than those pertaining to the library, with other students.

6. When a student librarian is requested by another teacher a substitute should be arranged for during that period.

7. Student librarians are requested to be in the library promptly after having left their previous class.

8. A reasonable amount of silence is to be maintained at all times.

Then the student librarian should be acquainted with the library equipment. This consists of the following:

1. Shelving. Shelving for the books may be arranged around the walls of the room or in stacks. For the high school library, wall shelving is best, since use can be made of all the wall space, and the floor space may be kept clear for tables and other necessary furniture. All of the floor space is needed as the library is located in the back of the study hall. The shelves are made of wood. Wood

shelves are preferable in a small room with wall shelving. They are more attractive and can be finished to match other furniture. Each section of shelves should be only three feet long. There is danger of sagging in the center if the section is any longer. A set of shelves should be not more than seven shelves high, since this is all the average pupil can reach. The space between the shelves should be ten inches, and the depth of the shelves eight inches. They will house the majority of the books purchased.

2. Table. The librarian's table is arranged so that the librarian has a clear view of everyone entering and leaving the library. Very few books disappear from the library unnoticed under such an arrangement. The best table size is three feet wide, five feet long, and thirty inches high. A desk drawer should house the stamp, stamp pad, and other small equipment needed in checking books in and out of the library.

3. Card Catalog Case. The card catalog case is made of steel. It consists of four trays for author, title, and subject cards for all books in the library. Library equipment is stored in the two large drawers in the bottom of the case.

4. Newspaper Rods. In order that the newspapers may be kept in presentable shape they should be put on newspaper rods. There are six newspaper rods in a holder attached to the magazine rack.

5. Magazine Rack. The magazine rack is made of

wood. There are four rows of compartments that hold two copies each of approximately twenty-five different magazines. The magazine rack with the newspaper holder attached is located near the library door where it is convenient for all to use.

6. Vertical Files. Under ideal conditions standard business filing cabinets are very useful for filing clippings, pamphlets, and pictures. These are costly and can not be purchased at will. Pamphlet boxes and manila folders make a good, less expensive substitute. These are labeled as to their content and shelved with the reference material.

7. Bulletin Boards. Bulletin boards have an important use in the library as a convenient place for posting lists of books which the teachers of the various departments assign the pupils for reading, for advertising new books, for display of pictures, for posting current events, and for school notices of all kinds. Probably the best bulletin boards are those made of cork carpet framed with a narrow moulding. The bulletin board should be placed in a conspicuous place where it catches the eye readily.

8. Book Supports. In order to keep the books on the shelf in an upright position, a good supply of book supports is indispensable. They save excessive book wear and keep the shelves attractive.

An explanation is made to the student librarians as

to how books are selected for the library:

1. This involves an extensive study of the community. The homes of the students, the interests of the students, the course of study in the school, the latest curriculum trends, the teachers, and the existing book collection have to be considered.

2. Book selection aids are used in book selection. Some reliable book lists from which books may be selected for purchase are:

A. Elementary

1. Basic Book Collection for Elementary Grades. 1943. 133p. American Library Association, 50 E. Huron St., Chicago 11, Ill., \$2.50. (New edition scheduled for 1950.)
2. Bibliography of Books for Young Children. 1948. Association for Childhood Education. 1201 Sixteenth St., N. W., Washington, D. C. \$1.
3. Children's Catalog. H. W. Wilson Co., 950 University Ave., New York City. 1946 and supplements. Price based on size of community. New edition every five years.
4. Rue, Eloise. Subject Index to Books for Intermediate Grades. First Supplement. 197p. c1943. American Library Association, 50 E. Huron St., Chicago 11, Ill. \$2.50. (A new basic index for intermediate grades is scheduled for fall of 1949.)
5. Rue, Eloise. Subject Index to Books for Primary Grades. 236p. c1943. American Library Association, 50 E. Huron St., Chicago 11, Ill. \$2.50. Supplement 76; c1946. \$1.25.
6. Toronto Public Library (Canada). Books for Boys and Girls, ed. by L. H. Smith. 367p. c1940. Ryerson Press, 299 Queen St., W. Toronto (2B) Canada. \$2.50.

B. High School

1. Basic Book Collection For High Schools. 1950. American Library Association, 50 E. Huron St., Chicago 11, Ill. \$2.75.
2. Books for You, High School. 1945. National Council of Teachers of English, 211 W. 68th St., Chicago, Ill. 30¢.
3. By Way of Introduction, a Book List for Young People. 142p. 1947. American Library Association, 50 E. Huron St., Chicago 11, Ill. \$1.25.

4. Standard Catalog for High School Libraries. 1947 and supplements. H. W. Wilson Co., 950 University Ave., New York City. New edition every five years.
5. Your Reading, grades 7, 8, 9. 1946. National Council of Teachers of English, 211 W. 68th St., Chicago, Ill. 30¢.

C. Book reviewing periodicals

1. The Booklist (Semi-monthly except August). American Library Association, 50 E. Huron St., Chicago 11, Ill. \$5.
Gives brief descriptive and critical notes on new books particularly suitable for small libraries. Includes special section on children's books and on books for young people.
2. Elementary English, 211W., 68th St., Chicago 21, Ill. \$3.50.
Includes reviews of children's books.
3. English Journal, 211 W. 68th St., Chicago 21, Ill. \$3.
Includes reviews of books for high school readers.
4. Horn Book (bimonthly), Horn Book, Inc., 264 Boylston St., Boston, Mass. \$3.
Contains articles on books and writers as well as critical reviews of books for children and young people.
5. Library Journal (semi-monthly except monthly July and August). R. R. Bowker Co., 62 W. 45th St., New York City. \$6.
Includes section of book reviews and appraisals in each issue.
6. N. Y. Herald Tribune Book Review, weekly. New York Tribune, Inc., 230 W. 41st St., New York City. \$1.
A regular supplement to the Sunday edition of the New York Herald Tribune. Contains book reviews of new books, with a section of books for young people edited by Louise S. Bechtel.
7. New York Times Book Review (weekly). Times Pub. Co., Times Sq., New York City \$6. with Sunday edition of the New York Times; separately, \$2.
A regular supplement to the Sunday edition of the New York Times. Contains reviews of new books, with a section devoted to books for children.
8. Wilson Library Bulletin (monthly, September to June). H. W. Wilson Company, 950 University Ave., New York City. \$2.
Contains book reviewing section entitled "Readers' Choice".²

² Mary Peacock Douglas, The Teacher - Librarian's Handbook. (second edition; Chicago: American Library Association, 1949), pp. 96-99.

The criteria used in the selection of textbooks should be considered from the standpoint that it may be applied to the selection of any book. Criteria set up by a group of Montana educators follows:

I. AUTHOR OR AUTHORS (Most texts are written by several authors to insure attention to subject matter, style and vocabulary control)

A. Educational background

1. Undergraduate work and degrees from what institutions?
2. Work experience--past and present; also nature, type and extent of each.
3. Does the above background of each consistently fit into co-authorship of book being evaluated?

II. PUBLISHING COMPANY

A. Name

B. Type

1. Is it essentially dedicated to production of books based upon sound educational values; or is the sale of texts a secondary project?

C. Are the advertising circulars dependable?

D. Do the advertising circulars enhance better use of educative material?

III. ELEMENTS OF THE BOOK

A. Title

1. Is the book appropriately and appealingly named as judged by content?

B. Preface

1. Are the authors' aims specific and definite; and are they consistent with the development of the book or is the book consistent with stated aims?

C. Copyright

1. The importance of this depends upon the type of book being considered.
 - a. Science and Social Studies should be recent.
 - b. Literature need not be.
2. Number of printings indicate popularity.
3. If a revised edition, have sufficient changes been made to warrant the change?

D. Table of contents

1. Is table of contents so clear and logical that the reader knows at a glance the content and sequence of material?

- E. Index
 - 1. Is print of index such that it is practical for children who must use it?
- IV. MECHANICAL SET UP
 - A. Binding
 - 1. Is it durable?
 - 2. Is it easily soiled?
 - 3. Is it sturdily sewed at the back?
 - B. Paper
 - 1. Is the weight sufficient that print does not show through?
 - 2. Is it of quality that does not tear easily?
 - 3. Is it without gloss?
 - C. Size
 - 1. Is it convenient to meet the needs of the child?
 - 2. If it is to be used for oral reading is it light enough to hold comfortably?
 - D. Print
 - 1. For books that will be used by children with normal vision, print should be used that will afford reading ease.
 - 2. Conditions that govern this are:
 - a. Height of letters measured by points. One point is $1/72$ of an inch.
 - (1) 14 point for grade 1 (a little more than $1/6$ ")
 - (2) 12 point for grades 2 and 3 ($1/6$ ")
 - (3) 10 or 12 point for grades 4, 5, and 6 (app. $1/7$ ")
 - (4) 10 point for grades 7 and up
 - b. Width of spacing between letters.
 - (1) 6 or 7 letters per running centimeter. (A running centimeter is about $1/3$ inch.)
 - c. Width of spacing between lines (leading)
 - (1) The larger the print the wider the spacing between lines.
 - (2) Liberal leading increases readability.
 - (3) $1/24$ to $1/10$ recommended.
 - E. Lines with reference to length and arrangement.
 - 1. Recommendations
 - a. Short lines favored 2.6" to 3.5"
 - (1) Lines not so short to cause excessive hyphenation.

- b. Widely used--4.0" to 4.5".
- c. Best arrangement when natural word groups are not broken.
- d. 16 words divided into units of 4, 5, and 6 words.
- e. Wide margins are recommended for small children.
 - (1) At least one inch.

V. CONTENT

A. Organization

- 1. Does the purpose expressed in the preface show itself as a thread of unity throughout the book?
- 2. Is it clarified by example and related units throughout the text?
- 3. Is there a balanced distribution of subject matter in topics covered?
- 4. Are the number of topics adequate?
- 5. Does each topic get adequate coverage?

B. Curriculum Fulfillment

- 1. Does the content provide material for the child's development?
- 2. Does the content provide material for the four objectives of education?

C. Style

- 1. Are sentence and paragraph construction so clear that children can study independently with good results?
- 2. Is material presented to stimulate interest?

D. Vocabulary

- 1. Are new words introduced gradually, progressively and consistently?

E. Are visual aids given generously to clarify concepts and to arouse interest in content?

- 1. Types depend on kind of book
 - a. serial pictures
 - b. composite pictures
 - c. activity pictures
 - d. contrasting pictures
 - e. brightly colored pictures for small children
 - f. cartoons
 - g. maps
 - h. graphs
- 2. Placement of visual aids
 - a. evenly distributed
 - b. intelligently placed with regard to content
 - c. full or half-page illustrations for important features

VI. INSTRUCTIONAL HELPS

A. Vocabulary study

1. Aids in getting pronunciation and meaning independently
2. Glossary
3. Rate of word introduction
- B. Teaching Helps
 1. Are there suggestions for types of procedure
 - a. projects
 - b. problems
 - c. original work
 - d. reviews
 - e. activities
 - f. units correlating other fields
- C. Study helps for children
 1. questions
 2. experiments
 3. summaries
 4. problems
 5. interesting and thought provoking check-ups
- D. Teachers' manuals
 1. Do they follow text?
 2. Do they give assistance for individual difference?
- E. Bibliography
 1. For children's books
 2. For teacher's professional library
 3. For visual aids (a) films; (b) filmstrips; (c) slides.³

3. Select books for practical use only and choose the best on a subject. Buy as economically as possible. Duplicate good titles rather than add those of less value. In selecting books, keep in mind the abilities of the students in the school. Try to provide books for all types of pupils.

4. Editions are chosen which are suitable for school library use. Popular books should be in reinforced reprint editions suitable for hard use.

³ Committee of Teachers and County Superintendents, "General Outline For Evaluating Texts", Workshop at Eastern Montana College of Education, 1951.

5. It is necessary to provide some authoritative supplementary material for each subject taught in the school. Teachers are asked to help select new books in their special fields of study.

Student librarians are asked to help in the selection of books by a somewhat different method. They keep track of the different subjects asked for most frequently. This is valuable information when ordering books. In the small school library only a limited number of books can be purchased due to cost and budget limitations. The books must therefore be carefully analyzed and tested by criteria so that they may be judged for their suitability.

Evaluation of books. The best way to test a book is to read it. It is necessary to cultivate an ability to glean swiftly, comprehensively, and accurately, to get the gist or main points of a book. There are fundamental principles which can be applied everywhere in evaluating books. Student librarians are also instructed as to the type of criteria that is kept in mind by those who purchase library books.

A. Criteria for judging books

1. Is the subject matter suitable and desirable for young people?
2. In factual books, is the subject matter accurate, authoritative and up to date?
3. Will the subject matter tend to develop desirable attitudes, and appreciation?
4. Does the subject matter interpret historical or modern life situations from a true and unbiased viewpoint?
5. Is the style of the book -- vocabulary, sentence structure, form, diction-- appropriate and effective for the subject

- matter and for the readers for whom it is intended?
6. Is the format of the book satisfactory-- in appearance, size, durable binding, opaque paper, wide margins, type, spacing between lines?
 7. Are the illustrations satisfactory from the standpoint of text, of clarity, of art value?
 8. Is the author qualified to write in this particular field?
 9. What is the reputation of the publisher in relation to desirable books for school libraries?
 10. Has the book been included in any recognized list or review of books suitable for school libraries?⁴

A selector of books is always interested in the qualifications of the author of the book. Book reviews give valuable information about the author's background. What book reviewers think about the content of the book should be considered. The sources for such reviews were mentioned previously. The major classes of books with a description of what they mean are explained to the student librarians.

1. Biography. Biography books rank next to fiction as the most popular books found in the library. They are valuable books for the understanding they give of human nature and the picture they give of the life of the period. To be worthy of recognition the biography should truthfully and accurately portray the life of a worthy person. In addition to being accurate the biography should be interesting and present with dramatic effect a lifelike

⁴ Douglas, op. cit., p. 87.

portrait of the person. The biographical writings may be autobiographic, written by the person himself, or biographic proper, where another person tells the life-story.

2. History. Older historians, such as Parkman, usually follow the narrative style. Modern historians follow the method of scientists in their observation of facts and in their efforts to discover how things actually happened. Present-day historians, such as Breasted and Beard, emphasize the daily life of all classes, social and economic influences, and mass movements. The first test to apply to an historical work is truth. This implies dependable sources, accuracy of statement, and reliable citations. Clear literary style and balance in selection and arrangement as well as an unbiased viewpoint are also desirable.

In physical make-up, an historical volume must contain bibliographical data, a full index, good maps, illustrations, facsimiles, and portraits.

3. Geography and Travel. When evaluating a book of travel the important thing to search for is the reliability of the author's own observations and of the sources of his information. Correct information and intelligent interpretation plus a picturesque style, which holds the interest from point to point, make an appealing travel book. Travel books are very popular and because of the large number published from year to year, they are difficult to select.

4. Science and Others. In fields of science, useful arts, economics and sociology, the date of publication is

particularly important. So many discoveries, inventions, and social changes are taking place that material must be up to date in addition to being accurate, reliable, and written by competent authors.

5. Literature. A fine literary book lifts one to a mental height which is lacking in the atmosphere created by a poorly written book. The extent to which the literature book satisfies the reader is a real test of the book's value.

6. Reference Books. A general reference work is a book or set of books containing specific information in brief form covering a broad range of subjects arranged in such order that the facts may be found quickly. They really form the backbone of the school library and are, or should be, more used than any other books.

a. Dictionaries. The dictionary is the first and most important single reference book of the school. Originally the dictionary was an alphabetical list of words giving their etymologies and meanings. The recent unabridged dictionary, however, includes, in addition, a great deal of encyclopedic information, special lists, and illustrations. The three leading American dictionaries of the English language are Webster's New International, the New Standard, and the Century Dictionary and Cyclopedia. These contain practically all the words of the English language and are therefore called "unabridged." There are smaller, shorter dictionaries, abridged from the New

International and the New Standard for high schools.

b. Encyclopedias. The most used reference work next to the unabridged dictionary is the general encyclopedia. The dictionary deals with words, giving definitions and origins; the encyclopedia with subjects. The encyclopedia is a self indexing book. As a rule the material is arranged alphabetically by subject. In some, however, the material is arranged alphabetically under a broad subject with sub-topics under each. The Encyclopedia Britannica is a good example of this type. This gives the most comprehensive view of a large field but is hard to use for detached subjects as material may be scattered and the index must be used.

7. Special Reference Books. Special subjects are covered by this type of book. Some of these with brief explanation are:

a. American Yearbook. Included in this reference book are social and business conditions, current events, science, literature, and art.

b. Statesman's Yearbook. In this reference is included descriptive information on foreign countries, statistics, and facts about our own government.

c. World Almanac and Book of Facts. This reference is especially good for information on the United States as to laws, statistics, and other relative material.

There are many more reference books available, but these are especially good for small high schools.

A book index is a list of what is in a book. Student librarians are often called on to find reference to material found in a book for underclassmen. Student librarians should be instructed that an index is usually found at the end of a book and is arranged in alphabetical order. In the index the page or pages are given where each thing is located in the book.

The student librarian is also instructed as to the general and specific value newspapers and magazines have in the library. Next to the daily newspaper, magazines are the most widely read in the high school library.

Some very valuable materials are to be found in clippings and pamphlets. Magazines are good sources in making picture collections. These can be used by many of the teachers in their classes. When mounted on manila sheets they last longer and can be used many times. Magazines and pamphlets are preserved until such time as a selection, classification, and filing period can be arranged for. They are stored in an old filing case and are then ready for use by the students and teachers in the high school and grade school.

The student librarian is instructed as to the number and types of magazines and newspapers found in the library. Table I shows the magazines and newspapers purchased for the Belt Valley High School Library.

TABLE I

MAGAZINES AND NEWSPAPERS
IN BELT VALLEY HIGH SCHOOL,
MONTANA

Magazines	Newspapers
Congressional Digest	Belt Valley Times
Consumers Report	Great Falls Tribune
Field and Stream	
Good Housekeeping	
Holiday	
Life	
Montana College Magazines	
National Geographic	
Newsweek	
Popular Mechanics	
Popular Photography	
Reader's Digest	
Saturday Evening Post	
Science Digest	
Senior Scholastic	
Soldier and Airman Magazine	
Time	
Today's Health	
U. S. News and World Report	

CHAPTER IV

DUTIES OF STUDENT LIBRARIANS

Clerical work. Clerical work in the library takes up a lot of time. Many of the clerical duties can be accomplished by student librarians. A list of clerical duties that trained student librarians can do follows:

1. Typing. Advanced student librarians with a basic knowledge of typing can accomplish many tasks. Some of these are:

- a. Make out book order lists.
- b. Keep the accession records up to date.
- c. Type author cards.
- d. Type title cards.
- e. Type subject cards.
- f. Type tracing on the back of the main entry card.
- g. Type shelf list cards.
- h. Type bulletin board notices.
- i. Type labels for pamphlet boxes.
- j. Type reading lists.
- k. Type overdue book lists.
- l. Type library news items for the school paper.
- m. Type general library correspondence.

2. Orders. Student librarians aid the teacher librarian by calling attention to the reduction in the supply of expendable library materials. They can also

assist in keeping record of requests for books unavailable in the high school library. This is valuable information when preparing an order for new books.

3. Request letters. Occasionally a request must be sent out for the return of a book that has been borrowed. The reason usually is that the book has been kept out of circulation too long. Fortunately few requests have to be made for the return of books to the library.

4. Overdue notices. The charging tray is checked daily by the student librarians for overdue books. Overdue notices are posted every week on the bulletin board. This has to be done as books that are kept out of circulation may cause difficulties to students who want them for making book reports or just for recreational reading.

5. Fine notices. An overdue book results in a penalty to the borrower. When the overdue notice is ignored a "fine" notice is made out and posted on the bulletin board. Posting a "fine" notice seems to prompt the student to return the overdue book more rapidly.

6. Lending books. The high school library has adopted a system of recording the number of books loaned. This record shows the name of the book that is out of the library, who has the book, and when the book will be returned to the library. (The loan system is presented later in the chapter.)

7. Filing. The filing system includes filing cards into the card catalog and keeping the cards in the charging

tray up-to-date. Clippings, pictures, and periodicals are filed in a cabinet for future use.

8. Checking orders. When a supply of books and supplies are received in the mail student librarians can help check the order slip against the goods received. This procedure is required to be carefully handled by explicit order of the administrator.

9. Taking inventory. It is advisable to take inventory of the school-library book collection every year unless there are more than 5000 books belonging to the library, in which case partial inventory is taken each year.¹ Only one student librarian is needed along with the teacher librarian at the time of taking inventory in the small high school library. In a larger high school the greater volume of books would necessitate using more student librarians when taking inventory. Pupil assistants enjoy doing this work under supervision.

1. All books should be arranged in correct order on the shelves.

2. The shelf list, which is described in the next chapter, is arranged as the books should be on the shelves. The books and the shelf list should be checked together.

3. If there is a book on the shelf for which there is no accession number on the shelf-list card, turn the book down on the shelf.

4. If there is a shelf-list card or an accession number for which there is no book on the shelf, put a paper clip on the card.

5. At the close of each day's checking, take all books turned down on the shelves to the librarian's

¹ Mary Peacock Douglas, The Teacher - Librarian's Handbook. (second edition; Chicago: American Library Association, 1949), p. 40.

desk and make shelf-list cards for them if they belong to the library. Be sure that they have been accessioned. If any books are in the school library by mistake, return them to the owners.

6. After books have been checked with the shelf list, consult all sources--such as list of books at bindery, loans not returned, etc.--to see if titles marked with clips for these titles are removed. If there are any books which can not be located, write with pencil on the shelf-list card opposite the accession number information to that effect. "M.I. 5/49" may be used for Missing in Inventory May 1949. A card in the front of the shelf-list drawer should explain all abbreviations. If the book is known to be lost or discarded, write that information on the shelf-list card and in the "Remarks" column of the accession record. Shelf-list cards for which all copies of the book are lost or discarded should be considered for withdrawal immediately. Books represented by these cards should be considered for replacement. If new copies are secured, the new accession number is added to the card and it is refiled in the shelf list.

7. A record of additions by large classification subjects should be kept during the year. This information may be put on cards filed in the front of the shelf-list drawer.

8. An inventory record for each year should also be kept. It may be kept on a single sheet fastened in the front of the accession record or it may be kept on cards filed at the front of the shelf list. It should give the following information:

- a) Number of books by classes at the beginning of the year
- b) Number of additions by classes during the year
- c) Number of books lost and discarded by classes during the year
- d) Total number of books by classes now owned by the library. The inventory information by subject may be as detailed as needed. For example under the column "Books" the 600 group might be broken down to show the number of books on health, on home economics, and on handicrafts by listing their numbers under 600 Useful Arts just as 821 Poetry is listed under 800 Literature in the inventory sheet. It is recommended that a copy of the state annual report form be secured and that the Inventory Record Sheet be made to answer the data required for that report.

9. When any books are lost or discarded, this must be shown in all records. The process is referred to as "withdrawing all records."

It means:

- a) Indicate on the accession record in the column "Remarks" for the proper accession number what has happened to the book and when.
 - b) Take the shelf-list card for the book out of the shelf-list file and indicate after the accession number on it what has happened to the book. Keep the shelf-list card and, if a duplicate copy of the lost book is bought, add the new accession number on the card and refile it in the shelf list in its proper place. If a duplicate copy of the lost book is not purchased, file the shelf-list card under a guide card reading "Lost Books", or discard it if a "Lost Book" file is not kept. It seems advisable to keep a "Lost Book" file which should be cleared about every three years if books do not show up or are not replaced. If the shelf-list card has more than one accession number on it, it must be kept in the regular, or "active", shelf-list file. In this case information about the lost or discarded copy appears on the card opposite the proper accession number.
 - c) All catalog cards for lost books must be taken out of the card catalog. How to be sure what catalog cards are made for each book is called "tracing" and is explained under "Cataloging", pages 66-67.
10. If inventory is taken at the end of the year and the books are not to be used until school opens again, they may be protected by tacking brown kraft wrapping paper over each section. Books can be protected from rodents during the summer by shelving them to protrude a little beyond the front edge of the shelf.²

² Ibid., pp. 41-3.

TABLE II
INVENTORY RECORD SHEET³

Name of School	Date			
Books	No. at First of Year	No. Added	No. Lost and Discarded	Total No. of Books Now
Reference Books				
000 Gen. Works				
100 Philosophy				
200 Religion				
300 Sociology				
400 Languages				
500 Science				
600 Useful Arts				
700 Fine Arts				
800 Literature				
821 Poetry				
900 History				
910 Geography				
920 Biography				
F Fiction				
E Easy Books				
SC Story Collection				
Total				

³ Ibid., p. 42.

10. Student librarians are capable of keeping simple statistical records. One type would be the circulation record. This is a record indicating the number of fiction, nonfiction, and magazines loaned over a given period day, month, or year. Table III is an example of such a record.

TABLE III

CIRCULATION RECORD

Year				
Month	Fiction	Nonfiction	Total	Magazines
Sept.				
Oct.				
Nov.				
Dec.				
Jan.				
Feb.				
Mar.				
Apr.				
May				

11. Information as to the number of students using the library facilities is sometimes desired by the

administrator. By setting up a statistical record similar to the one above the student librarian can keep record of this daily, weekly, or over any period desired.

These are the most important of the clerical duties that can be accomplished by the student librarians.

Mechanical Work. In addition to the clerical duties student librarians can perform there are many mechanical functions equally as important to be accomplished. These functions and their accomplishment are as follows:

1. Preparation of books for shelves. After the books have been received and checked against the order and bill, they are ready for processing. The steps of initial preparation are as follows:

a. Opening the new book. Hold the book with its back on a table, press the front cover down to the table top, then the back cover, and alternately press a few leaves of the book down first from the front and then from the back. This should be repeated several times until the stiffness is removed from the back of the book. If a new book is opened in any other way the danger is that the back may be broken beyond repair. If the back of the book is broken the leaves of the book will soon start falling out.

b. Cutting leaves of the book. Occasionally a new book will have some uncut leaves. These should be cut before the book is put into circulation. A student may inadvertently tear into the content of the book if the book is loaned out with uncut leaves.

c. Collating. Every book should be examined carefully for imperfections. Some of these imperfections may be blank pages, loose stitching, or other physical defects in the book. The book can not be accepted in that condition. If any imperfections are found the book should be returned to the book jobber or publisher for exchange.

d. Marks of ownership. Some mark of ownership should be stamped into every book acquired by the high school library. The name and location of the high school are on the stamp. New books are stamped on the inside of the front cover, on the page before the title page, and on page twenty-three. Page twenty-three is the secret page. In case the cover and a few pages are torn off, page twenty-three identifies ownership of the book.

2. Accessioning. The accession record is a record of all the volumes that have been added to the library in the order received. The accession book is composed of loose leaf sheets that can be taken out to type the following statistics about new books received:

a. A list of all volumes obtained and entered in the library, the publisher, cost, and classification number.

b. The net number of volumes obtained at any specific time.

c. This is an invoice of all books purchased by the library.

d. Indicates the number of books gained by

purchase or gift.

e. The administrator can use the accession record in determining how much insurance is necessary to cover the cost of the books in the high school library.

One volume is entered on each line of the accession sheets. If a book is lost and an identical book is purchased a separate line of the accession record is used for entry. The book now has an accession number. This number is entered on the top right hand corner of the inside cover of the book, book card, and on the book pocket.

3. Classification. This is the process of arranging books in a library so that works on the same subject or of similar literary form shall stand together on the shelves. The system most generally used by libraries to accomplish this is called the Dewey Decimal System. Table IV shows the ten main classes of the Dewey Decimal System. Each class may be subdivided further according to the need of the library.

TABLE IV

DEWEY DECIMAL CLASSIFICATION

100-199 Philosophy

In the beginning people began to think about themselves and to wonder why they were put on earth. They tried to reason also who was responsible for their being here. Experience had taught them that, if they were not good, they would perhaps be punished. These ideas are incorporated in the 100's.

TABLE IV (continued)

DEWEY DECIMAL CLASSIFICATION

200-299 Religion

Having assured themselves that their presence on earth was due to a Supreme Being, it was only natural that they should worship Him. Thus we have the 200 group which includes the religions of all peoples.

300-399 Social Sciences

It was not long before the people on earth began to realize that they must live together and that laws were necessary for peace and harmony. They sought education, government, and the conservation of natural and human resources. The 300's cover all these things.

400-499 Languages

The necessity for organization accentuated the need for communication: and communication is dependent upon language which is the 400 group.

500-599 Science

Man was not alone in the world. There were animals, flowers, rocks; there were constellations and stars, and many other things which attracted his attention and required his consideration. These things constitute the 500's.

600-699 Useful Arts

All the elements available to man needed to be put to use. Inventions and machinery were employed for improved health, farming, home and manufacturing. This applied science is the basis for the 600 classification.

700-799 Fine Arts

With the comforts of home life begun and with more time for leisure, the finer sensibilities of man expressed themselves in painting, sculpture, music and other fine arts, which are grouped in the 700's.

800-899 Literature

Literature naturally followed man's expression through the fine arts, and he began to express himself in writing about various things. He made poems of his feelings; he wrote stories. So the 800's stand for this development.

TABLE IV (continued)

DEWEY DECIMAL CLASSIFICATION

900-999 History

Because of their achievements the people were able to visit from land to land and to tell of the life and history of their own lands. They were proud of their advancement and they wanted their children to know of their struggles and their progress. The story of mankind became history and is classified in the 900's.

000-099 General Works

With a wealth of accumulated knowledge in all the foregoing fields at hand, it seemed wise to put it together for the use of all people. These encyclopedias or general works are numbered in the 000's.⁴

When there is some doubt as to the proper classification of a book, carefully examine the classification of similar books. There are several aids in classification. Two of these are:

1. An annotated basic list of 10,000 books.⁵
2. List of subject headings for small libraries.⁶

For the sake of convenience, works of fiction are not given class numbers. In the library they are grouped together in alphabetical order by the name of the author.

⁴ Ibid., pp. 50-51.

⁵ Isabella M. Cooper, editor, An annotated basic list of 10,000 books. (Chicago: American Library Association, 1926), 1295 pp.

⁶ Minnie Earl Sears, editor, List of Subject Headings for Small Libraries. (fourth revised edition; New York: H. W. Wilson Company, 1941), 516 pp.

The "Standard catalog for high school libraries"⁷ is considered the best classified high school list for finding the correct class number for the majority of books in the high school library. There will, however, be a number of books which will not be included in this list.

4. Marking backs of books. The call numbers are written on the backs of books with white ink. On light colored books black India ink can be used. The class number is printed one and one-half inches from the bottom of the back of the book. When the ink has dried a coat of shellac is applied over the number to preserve the ink. If a number has to be removed this can be done quite easily. Use water to remove white ink and ammonia to remove black India ink. The shellac can be removed with alcohol. Large high schools usually purchase an electric stylus for marking backs of books.

5. Care of the shelves. Books are arranged on the shelves from left to right, beginning at the top, numerically by their class numbers and alphabetically by author number under the class. Books of fiction are usually not given a class number. They are shelved alphabetically by author and title. Student librarians can look the shelves over for misplaced books two or three times a day. Students

⁷ Dorothy E. Cook, et al., Standard catalog for high school libraries. (New York: H. W. Wilson Company, 1928).

do not always put the books back in their correct place on the shelves when browsing for a book. A dust cloth is kept handy for dusting off the shelves.

6. Card catalog. The card catalog is an index to the contents of the high school library. This catalog can readily be added to, or changed. The catalog is easy to understand and easy to consult since all cards are arranged according to the first words in the alphabet, like the words in a dictionary or encyclopedia. The cards used in the catalog are white and of standard size, three by five inches. Three kinds of cards are made for each book entered in the library. They are author, title, and subject cards. They are arranged alphabetically by the headings, or first words at the top of the card in the card catalog. The author card is the main entry card and is the one which represents the book most fully in the card catalog. On the face of this card are written the call number, the author's full name inverted, the title, the edition, the imprint, the collation, and sometimes the series note and contents. An example of the author card appears in the following order according to terms used in library cataloging.

Call
no. Author, Surname First
 Title -----
-----, Edition -----, Imprint -----
 Collation -----, (Series
note -----)

 Contents note. -----

-----.

FIGURE 1
SAMPLE AUTHOR CARD

The first added entry card made is usually the title card. Since many people know books by their titles only, the titles are given on cards in the card catalog. The title is written on the first line beginning at the second indentation. If the title occupies more than one line, begin all succeeding lines at the third indentation which is two spaces to the right of the second indentation. The author's name is written on the first line below the title beginning at the first indentation. An example of the title card appears in the following order according to terms used in library cataloging.

Call	Title.
no.	Author, Surname First.
	Edition ----- Imprint -----
	Collation ----- (Series
	note -----.
	Contents note. -----

	-----.

FIGURE 2

SAMPLE TITLE CARD

Subject cards are made for books shelved in the library. A subject heading is selected for each book. The term subject heading refers to the word or words chosen to represent in the card catalog the subject matter of which the book treats. Akers⁸ recommends how to choose subject headings for books.

When deciding upon the heading for a subject entry, choose that heading which most truly represents the contents of the book or a certain part of the book, that is, the most specific subject or subjects possible. For example, if a book is about trees, how to identify them, their uses for ornamentation, select the specific term TREES.⁹

The selection of the right or most fitting subject requires an abundance of good judgment and common sense.

⁸ Susan Grey Akers, Simple Library Cataloging, (third edition; Chicago: American Library Association, 1944), 197 pp.

⁹ Ibid., p. 21.

There are lists of subject headings available to aid in making the choice.

There are available two very good lists: for small public and high school libraries, Sears' List of Subject Headings for Small Libraries, and for school libraries and for cataloging the children's books of the public library, Smith's Subject Headings for Children's Books.¹⁰

The form of the subject card is similar to that of the author or title card. Write the subject heading in full capitals on the third line of the card beginning at the second indentation. An example of the subject card appears in the following order according to terms used in library cataloging.

Call	Subject
no.	Author, Surname First
	Title -----
	----- . Edition ----- . Imprint -----
	Collation ----- . (Series
	note -----)
	Contents note. -----

	----- .

FIGURE 3
SAMPLE SUBJECT CARD

¹⁰ Ibid., p. 26.

7. Shelf list. The shelf list is a classified list of the books in the library arranged by call numbers. This arrangement is the order in which the books stand on the shelves. The shelf list is used:

1. To take the annual inventory to see if any books are missing.
2. To show how many copies of a given book the library owns.
3. To show what kind of books are in a given class as an aid in classifying.
4. To show the librarian who is making out book orders how many books the library already has in any given class.
5. To serve in a limited way as a classed catalog.
6. To give source, date, and cost if no accession record is kept.
7. To serve as a basis for a bibliography or reading list on a specific subject.¹¹

The shelf list card is made when the book is cataloged. The entry on the shelf list card is the same as the entry on the main entry or author card. The shelf list cards are filed in a separate card cabinet.

8. Loan system. This is a method of recording the number of books loaned from the library. The charging system includes the use of book cards, book pockets, and date due slips.

On the inside of the front cover of each volume a book pocket is pasted. At the top on the left side the accession number is printed and on the right side the call number is printed.

A book card is made for every volume in the library. The call number and the accession number are located in

¹¹ Ibid., p. 109.

the same place as on the book pocket. In addition the author's name and the title of the book are printed on the book card. The book card is kept in the book pocket when the book is in the library. When the book is loaned, the book card is taken out, stamped with the date due, signed by the borrower, and filed in the charging tray.

The "date due slip" is a slip of paper about the size of the book card. This is pasted on the opposite page from the book pocket. Only the date the book is due to be returned to the library is stamped on this slip. The book pockets, book cards, and date due slips can be purchased from any library supply catalog.

When a student borrows a book, the book card is taken out of the book pocket, the date due is stamped on the card and on the date due slip found in the book. The borrower signs his name on the book card. The book card is filed in the charging tray back of a guide card bearing the date that all books borrowed on that date are due. Books are loaned for two weeks and may be renewed for an additional two week period. If the borrower needs the book for a longer period he may get special permission from the teacher librarian.

When the book is returned the date due slip is checked against the book card that is taken from the charging tray on the library table. If the book is overdue a fine of two cents per school day is charged the borrower. If the borrower has been sick or working for his parents

the teacher librarian deducts that time on the overdue book. The fine system tends to keep books in circulation.

9. Care of books. Care in keeping books in an upright position on the shelves does much to prolong the life of the book. The student librarians are responsible for arranging the books and keeping them in an upright position on the shelves at all times. Book supports are supplied in abundance for keeping books in their correct positions. When a book rests on the shelf in a slanting position the hinges will break more quickly than with hard usage. Constant attention to the physical conditions of the books on the shelves is necessary. In addition to the bad appearance which they present, books that are in a dilapidated condition also tend to make the pupils careless in browsing for a book.

Early and careful mending greatly prolongs the life of a book. Torn pages, loose joints, and loose leaves can be repaired in the high school library. If the backs are broken, sections are loose, or the sewing is weak the book is sent to the bindery. The books that need mending are usually those that are constantly in demand. Student librarians can do much of the mending. A book is not worth rebinding when the book has been defaced by stain, ink, or soil that cannot be removed. A book that has been rebound usually wears two or three times longer than a book does in the publisher's covers.

10. Pictures. The high school library has filed

filed some pictures on materials that can be used by teachers and students. They help in supplementing the regular school work. Student librarians cut and mount the pictures. The pictures are arranged in folders, labeled, and are filed in a cabinet reserved for them. An interesting bulletin board display can be made from the pictures, by the student librarians.

11. Posters and signs. Some important anniversaries fall during the school year. Many posters and signs can be made by student librarians or members of the student body depicting these anniversary dates. The student librarians can arrange these on the bulletin board in the library. The bulletin board is one of the best visual aids in the small school library.

In order to be effective, the bulletin board display or exhibit

must (1) be prepared with thought and care; (2) be attractive; (3) make an appeal to eye and thought; (4) be timely; (5) have news value; (6) be changed frequently.¹²

Douglas¹³ refers to practically every date during the months of the year when a special event should be celebrated. Classroom teachers are invited to furnish illustrative materials to be placed on display in the high school library.

¹² Douglas, op. cit., p. 145.

¹³ Ibid., p. 146-51.

12. Caring for periodicals. When new periodicals arrive for the library the student librarians process them as follows:

a. The two latest editions are shelved in the magazine rack.

b. The old magazines are removed from their holders.

c. The new magazines are placed in the plastic holders and are shelved in the magazine rack.

d. All of the old editions are stored in the library closet.

e. Old magazines are used for class work, for pictures, and for clippings to be filed in the cabinet.

The plastic covers for the magazines preserve the magazines during their two week circulation period in the library and for further use as explained previously.

13. Library housekeeping. Student librarians are instructed to keep the library neat during every period of the day. This consists of routine housekeeping. Everything in the library has a place and should be there when not in use. When the library space available is limited good housekeeping is especially important. One of the most important features of the library is a good library atmosphere.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The purpose of this study was to examine an existent need and to provide the fulfillment of that need by establishing a student librarian program in Belt Valley High School, Montana. In accomplishing the program, a basis for selecting the student librarians was considered as a first essential. Secondly, a program of orientation of the student librarians with the various and varied library procedures was systematically covered. The duties, clerical and mechanical, of the student librarians were outlined and explained in detailed fashion. Through this procedure, a well integrated high school library staff was formed in Belt Valley High School.

Conclusions. There is still much room for improvement in the library and in the method of operation. Constant evaluation has been made and will be made in the future for improvement. Evaluation must be made in terms of the total development of the library facilities in their relation to the students, teachers, and the instructional program of the school. The effects of the evaluative process should result in carrying out a remedial program. This is evaluated each successive time in an attempt to improve what exists.

Recommendations. The study may be of some value in

part or entirely to administrators, student librarians, or most of all to a teacher librarian who is in need of information on a student librarian program.

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