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A Developmental, Sequential Method of Teaching Library Skills to Student Librarians

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A DEVELOPMENTAL, SEQUENTIAL METHOD
OF TEACHING LIBRARY SKILLS
TO STUDENT LIBRARIANS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
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August, 1968

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SPECIAL
COLLECTION

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Library
Central Washington
State College
Ellensburg, Washington

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CHAPTER I

THE PROBLEM

For some time there has been an increasing use by both students and faculty members of library resources in Malta High School. With budget restrictions and limited professional staff, the school library has been able to maintain and extend it's services to meet the expanded demands, in part, by training and using students as student librarians or assistants. Pupils from any level of the four-year high school are eligible to become student librarians upon request to the professional librarian and with the concurrence of the principal and the guidance counselor. The problem is to train these student librarians to perform appropriate library activities competently.

STATEMENT OF THE PROBLEM

This study developed and tested the success of a developmental, sequential series of study units to teach skills useful in the library. The units were used to train student librarians, and to develop library skills in students with little or no previous acquaintance with the reference tools and resources of the high school library. Specifically, the material was designed to develop skills and competency, to give status to student librarians, to offer vocational experience, and to increase recognition and appreciation of

the varied resources of the library. In some cases the training may have had a therapeutic value.

Importance of the Study

The course of study developed was used as a guide in training the student librarians.

The administrators of Malta High School have followed the experimental work done on the study with the result that the informational material sections will be incorporated into the English program to be used to teach basic library knowledge.

Approach to the Problem

The first step in approaching the problem was to discuss the proposed study with the high school principal and the school superintendent to determine if it met with their approval, if it would be permissible to have the cooperation of the guidance counselor, and if all English classes might be tested. Permission was granted in the spring of 1967.

The group instructional meetings were scheduled for one hour a week. In 1966-1967 it had been possible to meet regularly during the seventh period, the activity hour. The following year scheduling problems forced the class to meet during a noon hour each week.

A few of the units were partially structured and were used with the student librarians in 1966-1967. These trials served as a pilot study to determine if the program

showed any promise. The standard test used in the program was also tried and found suitable in that no students reached a perfect score and the seven sections of the test covered areas appropriate to high school library learning.

In this same year the school began to offer one-fourth credit to student librarians. This furnished motivation for the student librarians to consider the work meritorious and for instruction. This course needed to be developmental from simple to more difficult learning and to have order or sequence.

The program was developed for and tested with the regular high school students from no specific class level. For the majority, it was their first service contact with the library. Four of the students had been library assistants the preceding year and one of these had worked occasionally in the Phillips County Library.

Method

Fifteen students were named to be library assistants. Later, one moved from the district and two had to cancel because of scheduling conflicts.

A pretest, "Senior High School Library and Reference Skills Test," by Claude A. Stephenson (copy is in the Appendix), was administered to all students in the English classes of the high school. Teacher-made tests were given to the student librarians at suitable points in the course. Students observed demonstrations and filmstrips, took part in discussions and practices, heard informal lectures, and

were given quizzes, tests, and worksheets.

At the conclusion of the course a post test (the same form used in the pretest) was given to the student librarians. In addition, a teacher-made test was given and a survey of actual tasks was made. These, with a subjective evaluation of attitudes, were the factors used in determining grades.

Limitations

This study was conducted at Malta High School, Malta, Montana, and the course developed is for use in that school.

Malta, in the Milk River Valley of the high plains region of eastern Montana, is a rural-type town with no manufacturing, and it's economy is dependent upon agriculture. Malta, the county seat of Phillips county (50 by 120 miles), has a population of 2,500 which is about half of that of the whole county. There are five smaller towns and villages in the county, the largest having about 400 residents.

The high school, with just over 300 pupils, is in a city-county high school district, and students are brought by bus from as far as fifty-two miles on one of the four bus routes. A number of families living still further away or far from the bus routes have to move to town for the school term or have their high school youngsters room and board in town.

The nearest high school of comparable size is in Harlem,

about forty-five miles away in the adjacent county. This distance precluded any opportunity to do a comparative study.

Professional staff changes imposed another limitation. Plans had been approved to use students from one teacher's English classes as a control group matched by age, sex, I.Q., and grade level with the student librarians. This became impossible because of resignations and shifting in the English staff. The guidance counselor, new to the position and with no counseling experience, could not cooperate effectively in selecting a control group.

This forced a change in the testing procedure. A standard pretest was given in the English classes to all high school students. The student librarians were given the same test at the end of the school year and the results were tabulated and compared. Teacher-made tests were also used.

Another limitation was the calibre of students working as student librarians. They were involved in many other activities and scheduling conflicts for instructional periods were frequent.

It was impossible to test the effectiveness of the program scientifically because of the named variables which could not be controlled. In addition, there were many intangible qualities such as honesty, cooperativeness, courtesy, and like traits which could not be measured but did have an influence on the worth of the student librarians.

Nonetheless, the whole program showed such value and

and impact upon those students involved that the high school administrators believed pertinent parts should be extended to the whole student body through the English curriculum.

DEFINITIONS OF TERMS USED

In this study the following terms were used consistently as follows:

Student librarians. Pupils of the high school who have asked to help in the library, have been accepted, and work without pay are referred to as student librarians.

Student assistants. The term, student assistants, will be used interchangeably with the term, student librarians.

Course of study. The series of units developed in this study to teach library skills are named the course of study.

Library skills. The skills which are basic to understanding fundamental techniques in locating and using library materials of all kinds and the technical processes suitable for student librarians to perform are known as library skills.

Developmental training. The systematic training and instruction in library skills from the simple to the more difficult is defined as developmental training.

Sequential training. The orderly arrangement of instructional units is referred to as sequential training.

Readers' Guide. The term, Readers' Guide, is used interchangeably with the full title, the Readers' Guide to Periodical Literature or to the Abridged Readers' Guide to Periodical Literature.

Dewey Decimal System. The term, Dewey Decimal System, is used interchangeably with the term, Dewey Decimal System of Classification.

CHAPTER II

THE REVIEW OF LITERATURE

The research for this review has been focused on the factors which have brought many changes in the educational programs to meet the needs of this nation for the present and the future. The study was narrowed to the involvement of the library and the desirability of using and training students as student librarians.

Ever since the first satellite was launched by the Russians there has been a great deal of talk about the fact that the United States was surpassed in space exploration by another nation. The schools were the object of a veritable murrain of outspoken criticism of what is taught, how it is taught, why it is taught, and even where it is taught. Some of the criticism has been constructive, some has been destructive, and much has been galvanic to the schools to examine, evaluate, and reform the curriculum.

The tasks before the secondary schools today are so varied and so extensive that any available means to encompass them should be used. The task is constantly being enlarged by the sheer increase in the number of people in the population explosion and is being accelerated by the advances in knowledge and technology, especially in the fields of electronics and space exploration. There are no static periods in this expansion to allow for catching up; even while the latest

released knowledge is being assimilated newer findings are being explored. More advances have been made in the last decade than in all the preceding ones.

Leon Carnovsky has suggested that some of the answers in man's search for advancement are to be found in libraries when he wrote:

Democracy in its finest sense means the perpetual growth of man as man, as a spiritual personality capable of making value judgments between the generally acceptable and the truly superior. I know of no finer charge to the librarian than to take part in the battle to raise one's sights, and to introduce the individual to the world of great literature -- great because of its probings into values that can never be discovered in test tubes, slide rules, or statistical compilations (12:491).

Kenneth Hoover has said "ideas control the universe" (29:frontispiece) and direct the learning needed to develop concepts into realities. The burden falls on the schools which find libraries for reference and enrichment an integral part of the curriculum and a support for every classroom.

This does not imply that all educational activities of the school need or should go through the library somewhat like trains into Grand Central Station but that pertinent library resources be utilized to support, expand, enrich, and vary the classroom diet.

By using a variety of media, new concepts and correlations may or will emerge to advance and expand learning. Often non-book materials clarify images from the spoken or written word, acting somewhat like a catalyst. A common

saying, one look is worth a thousand words, is an epigram worth keeping in mind. Sometimes a multiplicity of words is stultifying and may serve as a switch to cut off all mental contacts or as a narcotic to dull the senses.

"The school emphasizes that a student can learn only a little of what is knowable. The school ... endeavors to create an awareness of the vastness of information, knowledge, and wisdom, and partly through the library services, encourages an understanding of the approach, attack, and technique for searching, discovering, ... and utilizing knowledge" (33:92). This statement has an implication for the school: that school be sharply aware of "the precise purpose of it's program ... and the objectives to be achieved" (25:17).

"No other culture in American history has demanded so much of it's education as the American culture and no other culture has been better served by it's education" (4:200). The states and regions, with little in common at times, had to be united nationally and millions of foreigners from frequently incompatible heritages had to be molded into a single culture. Economic and social differences had to be resolved and "Americans had to be inspired with an allegiance to the democratic ideal" (ibid.).

The educational program has constantly expanded from early colonial times, but the expansion has not been completed. Whenever a crisis, national or international, or an apparent setback occurs, the populace looks for a whipping

boy and the schools are the answer. Attacks may be criticisms, personal grievances, financial objections, or dislike of school philosophies.

The task of education is "to prepare for life in the present, to preserve the best of the past, and to anticipate the future and it becomes the job of the school to implement these objectives in the curriculum. The educational process is the means society designates to perpetuate it's culture and to improve upon it. The school is expected to provide formal education" (4:200).

What is this education? "Education is the process of teaching and learning expected patterns of human conduct. Each society passes it's culture (ideas, beliefs, values, skills, and other behavior expectations) on, with some changes to successive generations" (8:15).

Margaret Mead defines education as "the cultural process, the way in which each newborn human infant ... is transformed into a full member of a specific society" (ibid.).

James B. Stroud states: "Education is a process by which societies perpetuate or renew themselves" (ibid.).

The primary function of the public school system in the American democracy according to Charles A. Beard is:

As I see things, the training of minds and the dissemination of knowledge - knowledge useful in the good life, in the conduct of the practical arts and in the maintainance and improvement of American society" (5:43).

Worthy goals, but, currently, American education has been comparable to the swing of a long pendulum from one extreme to the other in it's focus and curriculum. Is it to be child-centered or curriculum-centered? Which is better, the traditionally highly structured schedule, a modular scheme, or flexible scheduling? Should provisions be made for students with superior learning potential by accelerated programs, honor programs, enrichment, or what? Which is preferable: to let the child proceed at his own speed or to keep him with his age group? Will the pendulum ever halt or shorten it's arc in a position unifying the best from several philosophies of education?

Alfred North Whitehead said, "The problem of keeping knowledge alive, of preventing it from becoming inert, ... is the central problem of all education" (20:27).

William O. Stanley contends:

In order to understand the variety of special demands upon the school, and to evaluate and deal with these demands, teachers **require** three kinds of knowledge and sensitivity: (1) knowledge and awareness of the principal contemporary problems which generate these demands; (2) knowledge and appreciation of the principal common values in our society - particularly the democratic values which are at stake in struggles over educational conservation and change; and (3) mastery of relevant new social knowledge which has not yet been fully applied in professional thinking or in educational practice" (49:6).

"Also influencing the resolution of educational issues

is the society which schools are designed to serve. Based upon a democratic heritage, the schools must prepare youngsters to cope with the privileges, duties, responsibilities, and obligations of citizenship. As our society matures, however, these expectations change at an alarming rate. In effect, the task of the schools is to prepare the youth of our nation for a society which is not yet born" (30:2).

Wesley F. Gibbs has written:

In the achievement of quality in schools, educators and citizens across the country have come to realize that a quality library program is essential. Since evaluators of universities, colleges, and high schools have always looked critically at library services, it is not surprising that elementary educators and the public at large should come to realize that a student deprived of good library service is a student deprived of good education. School libraries rightfully command the attention of educators, school board members, and citizens who seek to improve their schools.

The goal of the library program has been described as putting the right book in the hands of the right child at the right time. This remains the important objective; however, we must now include helping the classroom teacher to use the right educational tool at the right time, in addition to keeping an ever-growing quantity of valuable educational aids readily available to teachers and students alike.

School library service, like many other facets of the school program, is evolving toward higher and more complex activities (24:1).

The tremendous number of publications, the impact of

federal help in increasing library holdings, the growing enrollments, and the changing teaching methods which utilize the library more and more, are changing the old concept of a library as a storehouse of books, zealously guarded and reluctantly circulated, to one of the library as a center for media of many kinds to be used in numerous and varied ways.

There have been frequent and acrimonious arguments between supporters of the socially-oriented curriculum and the child-centered one. Many of their concepts are relevant when considered in the light of guidance and its part in the curriculum concerning teaching methods and subject content. Other educators seem to be changing emphasis from the disciplines of science and logic toward the humanities in an attempt to help the nation adjust its enormous strides in technology with its woeful lag in social adjustments both nationally and internationally. Hilda Taba concludes that:

Efforts to develop thinking take a different shape depending on whether the major function of education is seen as fostering creative thinking and problem solving or as following the "rational" forms of thinking established in our classical tradition. And such differences in these concepts naturally determine what are considered the "essentials" and what the dispensable "frills" in education (52:30).

As a result of increasing enrollments and the need for better staff utilization, many educators have followed

closely the experimental schools using the Trump plan which tends to encourage individualized learning within a framework of large group orientation to a unit. The initial presentation is to a large group of students and then this group separates into smaller units for group projects and discussion related to phases of the whole unit. This is followed by individual study and, finally, a period for summation. The group and individual activities make heavy use of extensive library resources, much in excess of those available in the majority of today's high schools. The preliminary work is often planned by a group of teachers and the librarian to set up a bibliography and to determine what other media is suitable and available. Sometimes arrangements are made for utilizing resource people and for inter-library loans.

With large enrollments and limited staffs much interest and experimentation is concerned with flexible scheduling. This plan permits "heavy" courses to use more units of time more frequently during a week than "light" courses and also makes it possible for youngsters to choose more electives or to have more time for individual activities.

Both of the foregoing ideas require a well-organized time schedule and administrators who have a comprehensive understanding of the teaching plans. There has to be very close and understanding cooperation between the teachers involved and the librarian, with mutual respect and appre-

ciation.

In the past, education has dropped programs completely to get on the bandwagon of some well-publicized new program. Now some of these older programs are being reviewed to see if successful features of them might be profitably incorporated into modern methods. Education trends now are going back from totally curriculum-centered programs toward an emphasis on the child and his interests. The revival of interest in the work of Marie Montessori and her theories of child training are being successfully used to capitalize on the child's natural interests in activities and learning in settings where wrong responses are almost impossible. One success leads a child naturally to attempt further trials.

This same idea seems to be basic to programmed learning where correct responses are rewarded by praise and encouragement to proceed while faulty responses immediately refer the learner to a relearning situation and practice until success. One feature of programmed learning is that evaluation is immediate and impersonal. There is no personality involved, but programmed learning makes no allowance for recognizing creativity. Creative individuals are the ones who really add variety and advancement to thinking.

Regardless of what curriculum plans are followed, if one teaches he must teach something. Socrates recognized that the teacher teaches necessarily of himself. Marshall

McLuhan makes a strong case for the conviction that "the form of any medium rather than it's content, determine what is being communicated" (38:7).

A major problem in implementing educational programs is the needed manpower. Even when funds are available there often is a dearth of trained and qualified personnel. To ease the tension in libraries, there are a number of sub-professional tasks that student librarians can do, and, at the same time, be extending their own knowledge (21:2464). The student librarians serve the school community in two ways. While on duty the student learns library skills, procedures, and techniques by actively participating in suitable activities. Simultaneously, as he is developing a facility with books and library materials, he is being trained to be a cooperative and efficient assistant, and is widening his horizons by a growing familiarity with many types of literature, and he is developing an understanding of librarianship and it's career opportunities.

Even reluctant readers find many library activities satisfying. By contact with the rich amount of varied materials the reluctant reader may, by browsing and exposure, find materials never before realized. A whole new world may open and a reluctant reader may become an avid one (59:816).

No matter what program is followed success can be determined by evaluation through formal or informal means or a

combination. "Whatever method is used, one can only infer the state or condition of his intellect through observation of his performance" (39:13). "Evaluation is easy since the effectiveness of teaching and the extent of learning can be determined by how quickly, efficiently, and thoroughly students accomplish their work ..." (56:23).

The question then becomes: Why use student library assistants? The answer is:

"that it can provide students with opportunities not only to learn ... but to have personal relationships, experiences of creativity, security, self-expression, and library exposure which are perhaps unavailable elsewhere for many in the school program, home, or community. The school librarian recognizes that the extra work involved in utilizing student assistants is as much a part of responsible school library programming as keeping the collection up to date or assisting a teacher to prepare a special resource unit" (58:100).

Abraham Lincoln aptly summed the situation when he said: "If we could first know where we are and whither we are tending, we could then better judge what to do ... and how to do it" (36:461).

CHAPTER III

LESSON PLANS FOR TEACHING LIBRARY SKILLS

The developmental, sequential plan for teaching library skill to student librarians was divided into fourteen units after the introduction which included the grade level attainments for grades seven through twelve and a presentation of the goals of the professional librarian and those of the student librarians. The instructional units were arranged in four sections: goals, materials, procedure, and activities.

This order was used in this study as consistently as possible. This does not imply that units may not be interchanged to accomodate classroom needs, nor does each unit need to be used completely. The subject areas require varying lengths of time.

ORIENTATION TO THE COURSE

Goals

Student goals. Beginning student librarians have vague ideas of library service, believing that checking books in and out are the main activities. They hope to earn one-fourth credit, to have freedom from a study hall to a more pleasant place, to learn a little about the library, and to discover how to find materials they themselves will use.

Librarian's Goals

The librarian has a different concept of what library service will give to the student assistants. Skill in using library resources is a lifetime skill that, once acquired, may be used in most other libraries with little or no adjustment. Library skills attained in high school are useful to college-bound students and to those terminating their formal education. With more leisure time, many adults are turning to activities that are enriched by library resources. The library experience should provide information, enrichment, and enjoyment as well as vocational experience to student librarians.

Personal Growth of Student Librarians

Student librarians should show a growth in competence and skills as well as in an increase in poise in working with faculty members and peers. This should be accompanied by a quiet air of assurance from continued acquaintance with the library resources plus an increased knowledge and competence in locating materials. The student librarians should have a growing awareness of the future value of the skills they have acquired.

GRADE LEVEL ATTAINMENTS

The grade levels from seven through twelve have

minimum standards suitable for normal needs of each grade in the Malta schools. These standards are:

Seventh Grade

- A. To understand the arrangement and rules of the library
- B. To find books: fiction, non-fiction, biographies, story collections, Montana books
- C. To use the card catalog
- D. To read a catalog card of each type
- E. To identify parts of a book and to know how to open new books
- F. To make a simple bibliography
- G. To take notes, avoiding plagiarism

Eighth Grade

- A. To use the Abridged Readers' Guide to Periodical Literature
- B. To use biographical sources: Biographical Dictionary, Current Biography, Who's Who in America
- C. To use the World Almanac and yearbooks
- D. To use atlases and the Geographical Dictionary
- E. To take notes, avoiding plagiarism

Ninth Grade

- A. To use supplementary reference books

- B. To make bibliographies, preliminary and final
- C. To take notes, avoiding plagiarism

Tenth Grade

- A. To improve skills learned in lower grades
- B. To use cross references
- C. To take notes, avoiding plagiarism

Eleventh Grade

- A. To improve use of previously learned skills
- B. To use additional reference books
- C. To improve note taking, avoiding plagiarism

Twelfth Grade

- A. To improve on all previous attainments
- B. To use additional reference books
- C. To use additional sources, i.e., resource people
- D. To be able to use inter-library loans
- E. To use a college library (field trip if feasible)

MATERIALS USED

Commercial Materials

- A. Encyclopaedia Britannica filmstrip series, "Using the Library".

- B. "Senior High School Library and Reference Skills Test," 1960, by Claude A. Stephenson, The Perfection Form Co., Logan, Iowa
- C. Demcobind -- A Practical Manual on Mending Books, Demco Library Supplies, Madison, Wisconsin
- D. How to Use the Readers' Guide to Periodical Literature. H. W. Wilson Co., New York
- E. The library itself

Teacher-Made Materials

- A. Work sheets
- B. Demonstrations tests or jobs
- C. Quizzes, formal or informal
- D. Handouts
- E. Final test

UNIT I

Unit I, Getting Acquainted with the Library, familiarized student librarians with the two rooms of the library area open to students, the uses of each room, and the shelving arrangement of the books. Circulation regulations for books and periodicals were explained. The procedures to leave or return to the study hall or classrooms as far as the library is concerned were described.

Goals

- A. To understand the library arrangement
- B. To understand the shelving arrangement of books
- C. To know the circulation procedures
- D. To know procedures for going to the library from classrooms or study hall.

Materials Used

- A. Filmstrip, "Know Your Library: A World of Books"
- B. The library itself

Procedures

- A. Informal lecture

For general use the library has been divided into two areas. The general reading room has book stacks

where both fiction and non-fiction are arranged on open shelves; the card catalog with it's listing of all books in the library by author, by title, and usually by subject matter, and current issues of periodicals to read in the library. The second area is the reference room where the Abridged Readers' Guide, the almanacs, yearbooks, encyclopedias, dictionaries, and other reference materials will be found.

Books are arranged in order from left to right beginning at the entrance. Fiction books are arranged alphabetically by author from left to right, top to bottom, on the shelves nearest the door. Following these are the non-fiction books, the ones about facts, arranged by number according to subject matter, first, then alphabetically by authors if there is more than one book in a class. The numbers range from 001 to 999. Story collections are shelved according to collector in the small island shelves. Biographies are classified as 92 (formerly 921) by the biographees and shelved following the 920 group. The Montana collection is on the east side of the island shelves. New or very popular books are placed in the book cart north of the reading tables.

Books are checked out for one week but may be renewed if more time is needed. Fines of two cents a school day are charged for overdue books. Books placed on reserve by instructors are checked out for overnight

or for use in the library for one period only. Magazines are checked out only for reference work. Everyone is asked to check out all material at the check-out desk.

Students are asked to sign the check-in slip on the small table near the entrance. No return pass is needed to return to the study hall but a student on a pass from a classroom needs to pick up his pass from the check-out desk where it was left and to have it stamped with the time and initialed by the desk attendant.

Note: The filmstrip may be used here, in the beginning, or to accompany the informal lecture.

B. The library itself is used to point out areas and to familiarize students with the actual locale.

Activities

A. Discussion

B. Question and answer time

UNIT II

Unit II, at the Desk, taught the student librarians appropriate attitudes and needed skills for circulating materials, for receiving returned materials, and for assessing and handling fines.

The student librarian is now ready to serve the patrons. To make this a happy experience it is best to be business-like with no unnecessary visiting, but to be pleasant and helpful. They may ask the librarian for help with perplexing problems.

Goals

- A. To check out books
- B. To check out periodicals
- C. To check out records and filmstrips
- D. To check out reserved books and reference sources
- E. To check in books
- F. To make fine slips
- G. To handle fines

Materials

- A. Sample forms: salmon cards, blue cards, yellow slips
- B. Record sheet for fines
- C. Vertical card tray

Procedures

- A. To check out books
 - 1. Have the student sign the book card
 - 2. Stamp the date due slip in the back of the book and the book card with date due stamp
 - 3. Place the stamped book card in the front of the vertical card tray in the drawer at the right
 - 4. If card is filled, clip a new one behind it
- B. To check out periodicals (only for reference work)
 - 1. Record student's name, the magazine, and it's date on a blue card from the center drawer
 - 2. Stamp this card with issuing date
 - 3. Stamp date on back cover of magazine
 - 4. File card in the magazine slot
- C. To check out records and filmstrips
 - 1. These are circulated only to faculty members or to students with a faculty request
 - 2. Follow the same procedure as for periodicals but use a salmon card

D. To check out reserved and reference books

1. These may be checked out overnight.
2. The card with the red flag on it is dated with the day stamp.
3. Notify the student that his book is due at the first period the following day.
4. Place the card behind the divider marked Reserved in the vertical.

E. To check in books

1. Note the due date; look behind that number in the vertical tray for card with the author and book title. Be sure the copy number and the accession number (on top right) of card and book pocket match. Return card to book pocket. This is called "slipping" books.
2. Place book on the shelving cart.
3. A book that is overdue is placed on shelf beneath desk after being slipped.
4. Books for which no cards can be found are placed on the "snag" shelf for the librarian.
5. Books that need repair are placed on the "mend" shelf.
6. Overnight books are checked in the same way. If returned late, notify the librarian.

7. Periodicals are matched by the check-out date; mark through the date on the periodical itself, and destroy slip.

F. To make fine slips

On yellow slip write name of student, name of book, the date due, and stamp it with date returned. Figure the school days overdue and charge 2¢ each. Write this figure in upper right hand corner. Put slip in fine slot alphabetically by student's name.

G. Fines paid

Record amount paid on record sheet. If paid in full, destroy slip. If partially paid, make a notation on the fine slip and return it to fine slot. Any money handled must be accounted for, so librarians are required to be exact.

Note: Any or all of the above may be demonstrated as the routine is being explained.

Activities

They perform these operations with selected materials going through all needed steps.

UNIT III

Unit III, the Dewey Decimal System, explained the background of the system and the logical arrangement of the classification. This unit may require several days of instruction and practice activities.

Goals

- A. To teach the Dewey Decimal System's orderly arrangement
- B. To have assistants at ease using it in locating materials

Materials

- A. Filmstrip, "The Classification of Books"
- B. Handout sheets with the Dewey Decimal Classification
- C. The library itself

Procedures

- A. Give a brief background of the Dewey Decimal System.
- B. Discuss the helpful features and explain why some libraries use the Library of Congress Classification.
- C. Hand out information sheets for students' notebooks (copy following the next page).
- D. Use the filmstrip as the arrangement is explained.

- E. Review the shelf arrangement for fiction.

Activities

- A. Make a simple diagram of the library showing the location of the main classes of non-fiction.
- B. Practice associating titles with correct areas.
- C. Go to the shelves to find a book in each of the following fields. Write down title, author, and Dewey number:
1. Poetry
 2. Birds
 3. Mythology
 4. American history
 5. Agriculture
 6. Airplanes
- D. Learn the ten main divisions of the Dewey Decimal System.
- E. Give test (on the second following page) after above activities and practice.

The Dewey Decimal System

About 1976 Melvil Dewey developed the Dewey Decimal System to classify non-fiction books. In this system each number stands for a subject. All books on the same subject have the same classification number and are shelved together. In this system all knowledge is divided into ten main classes. These ten classes are in turn subdivided into sections which may be further subdivided by the use of decimals.

Explanation of the Number Order

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.

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 the peoples.

300-399 Social Studies

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.

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 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 the 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.

QUIZ TO FOLLOW UNIT III

1. Most libraries divide the book holdings into _____
and _____.
2. Melvil Dewey was
3. Fiction is
4. When slipping books these things have to match:
 - a.
 - b.
 - c.
5. Fiction books are arranged on the shelf by
6. Other books are arranged on the shelves by
7. On the back of this sheet write a magazine charge
slip.
8. On the back of this sheet write out a book fine slip.
9. Name three library jobs you consider most interesting.

UNIT IV

Unit IV, Shelving Books, was taught by an informal explanation of handy procedures for separating fiction, non-fiction, story collections, and Montana books. This explanation was accompanied by demonstrations of the sorting process and of the interfiling with materials already on the shelves. The unit ended with an activity problem.

Goals

- A. To teach efficient sorting and shelving of books

Materials

- A. Groups of books from the shelves selected at random
- B. Returned books that have been slipped

Procedures

- A. Separate the books on the shelving cart into fiction and non-fiction.
- B. Fiction
 - 1. Sort the books alphabetically by author.
 - 2. Shelving
 - a. Arrange on shelves alphabetically by author.
 - b. Arrange books by the same author alphabetically by the first major word of the titles.

C. Story collections

1. Sort story collections by collector's name.
2. Shelf alphabetically by collector's name.

D. Montana books

1. Montana books are placed on east side of island.
2. Montana fiction is arranged alphabetically by author.
3. Non-fiction is arranged by Dewey classification.

E. Non-fiction

1. Arrange numerically from 01 to 999
2. Biography 92 and 921 are interfiled alphabetically by biographee and follow the 920's
3. Interfile non-fiction numerically with books already on the shelves.

Activities

1. Arrange books in the shelving cart in the order they will appear on the shelves. You may work together on this.
2. Shelf them.
3. Number the following books in the order they would be shelved:

____ Travels of Marco Polo 915

- ___ Little Women by Alcott
- ___ Electronics by Irving 621.38
- ___ The Boy Electrician by Morgan 621.3
- ___ The Taming of the Shrew by Shakespeare 822.3

Add to, alter, or expand as class needs indicate.

UNIT V

Unit V, The Card Catalog, taught that the card catalog is a directory to all the books in the library and provides the library address for every book. There are at least two cards for every book and often three or more and the card catalog is the key to locating books by author, title, or subject matter.

Goals

- A. To teach the arrangement of the card catalog
- B. To locate books by author, title, and subject cards
- C. To understand cross reference cards

Materials

- A. The filmstrip, "The Card Catalog"
- B. Sample and extra cards
- C. The card catalog

Procedures

- A. Use the filmstrip
- B. Follow the filmstrip to teach:
 - 1. The author or main entry card
 - 2. The title card
 - 3. Subject card or cards
 - 4. Cross references -- see also cards

- C. Use sample or extra cards for practice.
- D. Annotations: what they are; how they help
- E. Call number: where it is on card and book.
- F. Explain the accession numbers on card and book.
- G. Explain the use of slips in the box above the card catalog. The slips of blank paper are for student use in writing needed information to locate books.

Note. This may need a number of exposures and much practice. Students find the filmstrip helpful for independent review.

Activities

- A. Using the card catalog:
 - 1. Locate a book on space exploration.
 - 2. Note the call number and see if book is in shelf.
 - 3. Find a book about Benjamin Franklin.
 - 4. Find a book by Benjamin Franklin.
 - 5. Who wrote "The Small Woman?" Its call number?
 - 6. Find title and author of a book about early days in Montana. Note its call number and see if you can find it.
 - 7. Do we have a book by Betty MacDonald?

8. How many different titles by Charles Dickens are in the catalog?
 9. You liked Warrior Scarlet but you forgot the author, you would like more books by the same author. How will you solve the problem? How many titles by this author do we have?
- B. Practice filing cards above the rods in the catalog.

UNIT VI

Unit VI, The Book, demonstrated the actual physical makeup of a book as well as the purposes and organization of the internal parts.

Goals

- A. To teach the physical structure
- B. To teach the purposes of the internal parts in addition to the body

Materials

- A. Old discarded books
- B. Several books of different quality

Procedure

- A. To learn the physical parts of a book by informal lecture and disassembling an old book
 - 1. The cover
 - 2. End sheets: plain, illustrations, or maps
 - 3. Spine
 - 4. Signatures
- B. To learn the internal parts and their purpose by informal talk and examples
 - 1. The title page
 - 2. The copyright
 - 3. The imprint

4. Illustrations -- any embellishments: pictures, maps, charts, photos, graphs, and etc.
5. Table of contents -- chapter, sections, or both
6. Body of the book
7. Index -- alphabetical list of items treated and paged

Activities

- A. Examination of books and book parts as being taught
- B. Discussion

UNIT VII

Unit VII, Finding Information in Magazines, was designed to teach students how to find this useful material and to prepare preliminary and final bibliographies.

Goals

- A. To learn to use the Readers' Guide
- B. To make bibliographies, preliminary and final

Materials

- A. Copies of the Abridged Readers' Guide to Periodical Literature, both monthly issues and annual and biennial cumulations
- B. Copies of "how to Use the Readers' Guide to Periodical Literature," which may be obtained free in quantities from the H. W. Wilson Company.
- C. Filmstrip, "Using Special Reference Books"

Procedures

- A. Informal lecture

Magazines or periodicals supply more current information than can be found in the latest books. The problem is to find specific articles or subjects. The answer is to consult the Abridged Readers' Guide to Periodical Literature, hereafter referred to as the

Readers' Guide, which is an index to material printed in a number of popular and worthy magazines. The Readers' Guide is issued monthly except July and August; the summer entries being in the September issue. There are quarterly cumulations as well as annual and biennial ones, so it is not necessary to keep all monthly or pre-cumulation issues.

B. Examine copies of past issues noting the pages which list the magazines indexed, the abbreviations used, and the general arrangement.

C. Use the pamphlet about the Readers' Guide which has sample pages from the complete guide and two pages of questions and problems which may be used advantageously to teach needed learnings to efficiently use the Readers' Guide. The first part of the filmstrip parallels the pamphlet closely and may be used to introduce the unit or for summary and review at the end of the instructional period.

D. Bibliographies

1. Preliminary bibliography: completely list all sources to be investigated including the author, title, magazine, pages, and date.
2. Final bibliography: arrange all sources used by author, title, magazine, pages,

and date. Arrange the entries in alphabetical order by authors' last names.

Any source investigated but not used is discarded.

Note. This unit may be taught when a classroom assignment is going to require research. This emphasizes the value of close cooperation between the classroom teacher and the librarian. Student librarians profit in their own work and can help others.

Activities

Activities for this unit are handled in the teaching of the unit but may be extended by classroom needs.

UNIT VIII

Unit VIII, The Dictionary, was taught to extend knowledge about and facilitate in using a useful tool. The dictionary is a handy means of finding definitions, pronunciations, and usages of words. Some dictionaries contain information on the history and origin of particular words. Often the dictionary is one of the better places to begin research to be certain that the meaning of a term is really understood.

Goals

- A. To teach knowledge about dictionaries
- B. To teach skill in using the dictionary
- C. To point out the difference between the abridged and unabridged dictionaries

Materials

- A. Filmstrip, "Using the Dictionary"
- B. Copies of various dictionaries: abridged, unabridged, and those from different publishing companies

Procedures

- A. The filmstrip, "Using the Dictionary," is used to introduce the learning. This is accomplished by examination of dictionaries

to find specific examples.

Note the following specific learnings:

1. Entry words
2. Guide words
3. Pronunciation, pronunciation key
4. Accent marks, primary and secondary
5. Syllable divisions
6. Meanings; illustrations
7. Parts of speech
8. Abridged and unabridged

B. Webster's Collegiate

1. Thumb index or relative section
2. Synonyms and antonyms
3. Homographs
4. Illustrations -- scale of size
5. Compound words
6. Prefixes and suffixes
7. Appendix

C. Unabridged Dictionaries

1. Webster's New International - 3rd edition
 - a. Chronological arrangement of meanings
 - b. Well-known quotations to illustrate exact usage of words
2. Funk and Wagnall's
 - a. Chronological arrangement of meanings

b. Illustrations of usage, not quotations

Activities

Use the abridged dictionary to find the meanings and pronunciation of the following words. Rewrite each word diacritically and give a practical definition.

Note page of the entry.

- | | | |
|------------|--------------|------------|
| a. blithe | d. noisome | g. urban |
| b. cache | e. gesture | h. zealous |
| c. epitome | f. prevalent | i. respite |

UNIT IX

Unit IX, The Encyclopedias, sought to teach that encyclopedias are specialized sources of information about many subjects entered in alphabetical order. Frequently they supply sufficient information for the general researcher.

Goals

- A. To note the arrangement of entries
- B. To learn value of the index
- C. To note subject emphasis of different encyclopedias
- D. To note scholarliness of entries

Materials

- A. Filmstrip, "Using the Encyclopedia"
- B. Different sets found in the library

Procedures

The Encyclopaedia Britannica filmstrip, "Using the Encyclopedia," is self-explanatory and serves as a good introduction to encyclopedias in general and ways to use them. Special mention should be made of the World Book Encyclopedia having no index volume but a Study Guide volume which is puzzling at first but is helpful when understood. Most sets have the last volume as a

general index. Another exception is Compton's Pictured Encyclopedia which has a Fact Index in each volume of the subjects beginning with the letters contained in that volume. The Fact Index has cross references to related material in other volumes.

An examination and discussion should develop an understanding of the different encyclopedias and their subject emphases: World Book on humanities, Compton's on science, Collier's on social studies, and others.

Activities

A. Discussions and question and answer

B. Questions such as:

Where did you find the best article on new math?

One on the history of printing?

C. Discover that all kinds do not have the same entries or to the same length by comparing different sets on the same entry.

UNIT X

Unit X, Using Special Reference Books, treated special reference books that are more specific in content and use than the general encyclopedias.

Goals

- A. To introduce almanacs and yearbooks
- B. To introduce biographical sources
- C. To introduce literary sources
- D. To introduce atlases and geographical dictionaries

Materials

- A. Filmstrip, "Using Special Reference Books"
- B. Library holdings of special reference books

Procedures

Use the filmstrip to introduce the learning; accompany it with examination and discussion about each book mentioned in the filmstrip. Point out other similar books not mentioned in the filmstrip.

Examine, compare, and spend time in critical examination of these source books.

Activities

Use the following page or a similar worksheet to utilize the sources examined.

REFERENCE SOURCE PROBLEMS

Give title and page of the source used. Give the information requested.

1. Who said "An expert knows more and more about less and less"?
2. Which is further north, Portland, Oregon, or Toronto, Ontario?
3. Who won the Pulitzer prize for American poetry, for American biography in 1965?
4. Who won the Nobel Prize for medicine, for science in 1965? for peace?
5. Who was Spartacus?
6. Who created Mr. Dooley, a humorous literary character?
7. Which team won the pennant in the American League in 1967? Who won the World Series the same year?
8. A brief biography of John Paul Jones.
9. The production of cattle in mainland U. S. in 1965 (\$).
10. The highest and lowest points in Montana.

11. Hottest and coldest weather ever recorded in Montana,
and where and when.
12. A biography of Willie Mays.
13. Foreign exchange on the British pound in 1967.
14. Location and population of St. Regis.

UNIT XI

Unit XI, Preparing Books, was developed to teach the handling of books from the time received until readied for the shelves.

Goals

- A. To collate a new book
- B. To open properly the first time
- C. To apply plastic book jackets
- D. To stamp with ownership stamp
- E. To add book pockets and date due slips
- F. To enter accession numbers

Materials

- A. Plastic book jackets and tape
- B. Stamp and **pad**, book pockets, date due slips, glue
- C. Fine point pen with permanent black ink

Procedures

A. To collate a new book: Check carefully through a new book to see that all parts are in order; that nothing listed in the table of contents is omitted. Ascertain that the cover and all sections or signatures are right side up. If a book is defective in any way it may be returned for replacement or refund.

B. To properly open a new book to assure maximum normal use the book is placed on its spine, the back cover is opened to the table and the finger is firmly but gently pushed down the hinge to the spine from top to bottom. The same thing is done to the front cover. Next a small number of pages in the back are opened as one and the finger again follows along the center edge. The process is repeated with a small section in the front, and then the whole book is opened in this manner taking a small section each time. This process limbers the stitching which holds the signatures together, preventing the book from later cracking into parts.

C. Plastic jackets are applied carefully following the manufacturer's directions. This is important for good fit and best wear.

D. Books are identified with the ownership stamp placed on the top of the inside of the front cover, the top of the page facing the back cover, on the top of the back of the title page, and on the lower margin of page twenty-one.

E. A book pocket is placed symmetrically close to the lower edge of the inside of the back cover. The date due slip is placed centered on the facing page. Paste is applied sparingly to the top of each item and then a small bit on each lower corner.

F. The accession number is written neatly with a fine pen and permanent black ink on the lower center margin of the back of the title page, on the lower margin of page twenty-one, and on the top right hand corner of the book pocket and the book card.

Activities

Help prepare new books after watching demonstrations and discussion following the learning presentation.

UNIT XII

Unit XII, Mending and Repairing, was taught to instruct student librarians in minor repairs that might be done rather easily in the work room. Books of value and usefulness which warrant major repair are sent to a professional bindery but much money can be saved and the usefulness of other books extended appreciably by the library staff.

Goals

- A. To keep books which require only minor repairs in good shape.
- B. To teach student assistants needed skills

Materials

- A. Casein glue
- B. Mending tools and press
- C. Mending tissue, waxed paper sheets, cellophane tape
- D. Mystic tape in various widths and colors
- E. Perforated cloth tape
- F. Double-fold cloth tape in various widths
- G. Electric stylus and colored transfer papers
- H. Cleaning paste and erasers

Procedures

A. Tipping in pages: usually a fine line of casein glue is applied to the inside edge of a loose page and this edge is pushed firmly and gently into the center with a folding stick, being sure the pages are in numerical order. Sometimes the edge has to be strengthened with a strip of thin tough paper. Sheets of waxed paper are inserted on each side of the tipped in page until the glue dries to protect adjacent surfaces.

B. Minor tears and rips can be mended with Magic Mend tape. Never use ordinary cellophane tape as it yellows and becomes brittle.

C. Covers may be cleaned by applying a commercial cleaning paste, following the directions.

D. Marks and soil may be removed from pages with an art gum or knead-it eraser.

E. Loose hinges can be tightened by applying a coat of casein glue into the hinge from both ends with a small long-handled paint brush.

F. Spines can be recovered by using Mystic Tape of appropriate color and width and relabeling the back with title and call number. This needs practice in using the electric stylus.

G. Sometimes it is advisable to strengthen a weak spine connection by applying a strip of perforated

cloth tape on the inside.

H. If a book seems to be very limp in the spine it may be practical to remove the covers and back, then align the signatures and apply a generous coating of casein glue on the spine. Place the book in a press, being sure it is firmly aligned, and allow it to dry overnight or longer. The repaired spine will be flexible but firmly held together.

I. Book covers are replaced by using double fold cloth tape of a suitable width (width of the spine plus the hinge).

J. Tired-looking covers may be resized by using a mixture of casein glue and water brushed over the original covers.

Activities

A. Practice on old books to be discarded, proceeding from simple to the most complicated problems

B. Practice using the electric stylus to transfer lettering to repaired books.

Test

Repair three books: a simple job, strengthening a spine, and a major job.

UNIT XIII

Unit XIII, Miscellaneous Activities, dealt with the tasks that did not seem to fit any other area: bulletin boards, housekeeping, the scrapbook, recording jobs, circulation card sorting, and typing chores. In making bulletin boards the student librarians had an opportunity to be creative.

Goals

- A. To care for room neatness
- B. To sort cards
- C. To record periodicals received
- D. To keep the scrapbook
- E. To do typing upon request

Materials

- A. Scrapbook
- B. Record forms
- C. Poster materials and supplies

Procedures

A. Each group of two student librarian is responsible for one bulletin board during the school year. These bulletin boards may be seasonal or about library instructions, new books, or library activities. Other ideas may be approved by the librarian.

B. The scrapbook is a book of clippings about students during the school year. They are from daily and weekly papers, exchange papers, and other material. They are arranged chronologically. One or two assistants are responsible for assembling, but all may contribute materials and suggestions.

C. Recording the receipt of magazines is done on forms for monthly or weekly publications. These cards are filed alphabetically in the magazine file. After checking the cards, the magazines are stamped with the ownership stamp on the cover and on page twenty-one. New issues are placed in plastic jackets after the past issue is removed and filed in the store room if saved for reference work. Otherwise, past issues are placed in a free reading shelf.

D. The student librarian on duty the last period will sort the book cards into alphabetical order by author, count the fiction and non-fiction, record the totals in the circulation record, and place the counted cards after the proper date divider.

E. Housekeeping chores of straightening the chairs, the periodical table, and the free access magazine shelves are done in the last few minutes of each period.

F. Each librarian at the beginning of duty will read any notices under the class cover of the main desk.

G. Typing chores will be assigned from time to time to those student librarians who are able to type. The commercial department may allow practice time credit for this upon arrangement.

UNIT XIV

Unit XIV, The Spring Roundup, was the evaluation methods that were used in determining grades for the student librarians.

Goals

- A. To give a teacher-made test
- B. To observe the performance on specified activities
- C. To use the standard test as a post test (given as a protest), for a comparison to determine progress
- D. To evaluate subjectively the intangible qualities

Materials

- A. The standard test administered to all in the fall
- B. Teacher-made test (copy on the following page)
- C. List of performance demonstrations

Procedures

Part One

The student librarians' class is given a test devised by the librarian. It contains a check on items

that were memorized, questions of opinions, others of recall, and a few that are correct if the answers are at all reasonable. (The following page is a sample.)

Part Two

This is a survey of skills and is rated by observation on the part of the librarian. Sample activities might include repairing a book, filing five assorted magazines, shelving an assortment of books, reading a section of shelves, and like activities.

Part Three

The student librarians are given the same standard test that they were given at the beginning of the school year and the results are compared and tabulated. This serves as a check on the student librarians' knowledge and also is indicative of the effectiveness of the instruction they have received.

Part Four

The grades earned by the student librarians depend in part on the results of the tests plus an assessment of the intangible qualities of service, courtesy, friendliness, and cooperation.

Activities

- A. Might go to Havre to tour the college library
- B. Might have a picnic

SPRING LIBRARY TEST

1. The two types of books in the library are:
2. Why is the Dewey Decimal Classification System used?
 - a. Name two of its advantages.
 - b. Name one disadvantage of it.
3. Name two non-book holdings of the library.
4. What problems do these particular holdings create?
5. Name the two things in the library that are the most important helps in finding material.
6. Number and name the main divisions of the Dewey Decimal Classification.
7. What part of the library course did you find most enjoyable?
8. What library problem do you find most troublesome?
9. What suggestions for improving the library arrangement or service would you like to suggest?

CHAPTER IV.

RESULTS OF THE STUDY

The test answer sheets were carefully examined and all unfinished ones were eliminated from the tabulations. For special reasons, the test of one student, school librarian F, was scored individually and will be discussed later. There were sixty-five seniors, fifty juniors, sixty-four sophomores, and fifty-nine freshmen tests recorded.

The scores were tabulated by the seven different sections of the test and by total scores. Upon charting the findings to the nearest tenth, it was observable that with each succeeding grade level the totals increased from fifty-seven and two-tenths of a possible one hundred for the freshman class to sixty-four and five-tenths for the seniors.

In section B, Uses of the Dictionary, the sophomores were slightly higher than the juniors and they were three-tenths of ten possible points higher on section G, Periodicals. The freshmen exceeded the sophomores on area test D, Research Vocabulary, by two-tenths of a point of a possible ten points and almost matched the junior class.

The following table reports the scores on each section of the test and the totals for each of the four high school

TABLE 1

RELATIVE ACHIEVEMENT OF ALL CLASSES TO PERFECT SCORES

Class	Test Sections							Total	Σ	N
Senior	9+	7.9	7.2-	6.5+	19.6+	4.7-	9.6	64.5+	4195	65
Junior	9-	7.6-	6.2+	5.7	16.2	4.5	8.1+	59.6-	2978	50
Sophomore	8.4+	7.6+	6.3-	5.5	15.5-	3.9	8.4+	55.8-	3569	64
Freshman	8.1-	7.2-	5.5-	5.7-	14.5+	3.8-	7.7-	52.7	3109	59
Possible	10	10	10	10	30	10	20	100		

High School Mean = 58.2-

grades. The mean score on the whole test for the high school was fifty-eight and two-tenths. $\frac{\Sigma}{N}$.

The explanation of the unexpected results of the freshman class on Research Vocabulary may be a carry over from a research assignment this class did as eighth graders, indicating good preparation for the unit and good recall for approximately six months.

The tests of the twelve student librarians (three seniors, three sophomores, and six juniors) were pulled from those of their classmates after the class tabulations were completed. The one exception has already been cited.

The pretest mean for the eight was sixty-nine and six-tenths and the post test mean for twelve cases was seventy-two and three-tenths of a possible one hundred. The highest individual score was eighty-five and the lowest on the post test was fifty-eight; a range of twenty-seven. On the pretest taken by the student librarians the high was seventy-nine and the low fifty-seven; a range of twenty-two.

The scores of the student librarians were tabulated by sections and totals and appear on the following page. The student librarians are identified by letter rather than by name. Graphs of the individual comparisons are in the appendix.

INDIVIDUAL STUDENT LIBRARIANS

Student A

A, a senior, was a student librarian for the second year. A, on the pretest, scored sixty-three compared to the class mean of sixty-four and five-tenths. A low average student, A obtained seventy-five on the post test. A showed steady growth, not only in the mastery of library knowledge and skills, but also in self-confidence and assurance. This was reflected in performance in other classes and other school services. A is an identical twin. The twin had shown the more promise (informally), but A slowly outstripped the twin in all areas, the latter's graduation being doubtful at times.

Student B

Another senior, B, became a student librarian with vague ideas of what was involved. The class average was sixty-four and five-tenths. On the pretest B scored sixty-eight. On the post test B dropped to fifty-eight. This was startling but, after much reflection the conclusion was reached that the latter score was a more just representation of the student's knowledge. The pretest possibly indicated guess-work while more serious consideration was given the post test. For some time B had difficulty in establishing a workable relationship with student patrons, varying from too friendly to too dictatorial. Possibly B learned more in this respect than any other student librarian.

Student C

C, a senior, scored seventy points on the pretest compared to sixty-four and five tenths for the class. On the post test C rose to seventy-two. This gain was in accord with the steady effort and scholarship exhibited in all of C's efforts.

Student D

A sophomore, D rated fifty-seven on the pretest compared to the class rating of fifty-five and eight-tenths. On the post test D went to sixty-four. This range may indicate that D had had a limited knowledge of the library services and library instruction had helped.

Student E

Another sophomore, E, was absent from school frequently and did not take the pretest. The sophomore mean was fifty-five and eight-tenths; E's post test score was seventy-four. E became efficient in reference work and filing and, in personality, became less timid.

Student F

F, a sophomore, did not take the pretest on which the class scored fifty-five and eight-tenths. On the post test F scored sixty-nine. F showed a steady increase in library knowledge as well as an increase in poise and thoughtfulness. It seemed a helpful experience.

Student G

A junior, G rated well above the class on the pretest, seventy-four to fifty-nine and six-tenths. With only six months of library service, G scored seventy-six on the post test and always exhibited a genuine spirit of inquiry and interest.

Student H

Student H, a junior, served for two seccessive years, but did not complete the first year. H scored seventy-nine on the pretest compared to the class mean of fifty-nine and six-tenths. On the post test H scored eighty-five, the highest score recorded. H is a consciencious, meticulous worker but has a little difficulty in repartee with peers. Library association has lessoned this problem.

Student I

This student did not take the pretest. The junior class score was fifty-nine and six-tenths. On the post test I scored sixty-eight. This student librarian did not reach expectations but worked in the library during an almost totally unsupervised period of the day. I's outgoing personality tended to make it difficult to pursue many things deeply or seriously. Counseling to develop a more serious outlook toward serious matters might be worthwhile.

Student J

Student J completed the pretest through item fifty-two, scoring forty-three. The junior class score was fifty-nine and six-tenths. On the first fifty-two questions of the post test J answered forty-six correctly. On the complete post test J's score was seventy-six. This student librarian had been asked by the principal, counselor, and librarian to try library service to channel excess energy. Too small in an athletic-minded family for competitive athletics, J's interest was aroused by the suggestion, with the result that J became an effective library assistant.

Student K

K, a junior, worked in the school library the past two years and occasionally at the county library. In the first year K took the standard test as part of the pilot study and scored seventy-nine. In the second year on the pretest, K scored seventy-five compared to the class score of fifty-nine and six-tenths. In the second year on the post test K's score was eighty. The range between the first two test scores might indicate a loss of recall after four or five months. K is a superior student.

Student L

This student had been a librarian when a sophomore and had taken the standard test in the pilot study, scoring sixty-six points. As a junior L scored seventy-one in the

pretest compared to the class mean of fifty-nine and six-tenths. On the post test L dropped to seventy. The only explanation might be that L, with a very high I.Q., has been in many different activities and might profit from counseling about too many activities and interest for the normal school day.

CONCLUSIONS

The results attained by the student librarians in the testing program might not be a true picture as the obtainable I.Q.'s of the group ranged from 99 to 135 with several in the superior range. This is unlikely to be true in succeeding years. The differences in student abilities conceivably would affect the total accomplishment. The statistical compilations for the student librarians were from a very small sample and a larger sampling might alter the case considerably.

The measurable differences between the student librarians and the high school grades may not be a large when part of the course of study is taught in the English classes. A measurable difference attributable to skills practiced and more frequent association with library materials might be expected.

On the teacher-made tests the student librarians exhibited competence and increased knowledge. The unmeasurable and intangible variations in behavior could only be assessed in a subjective manner yet added to the whole evaluation of the program. Possibly the most notable outcome was the enthusiasm shown in library activities and the expressed desire to serve as library assistants another year.

Considering all the limitations the study seemed to be effective and worthy of further use and testing.

CHAPTER V

SUMMARY

In spite of limitations and erratic scheduling of instructional periods the study advanced the knowledge and performance of the student librarians judged by the measurable results. A large part of the evaluation was nominal but if a control group matched by age, sex, grade, and I.Q. could be used in another situation the conclusions would have more validity. A much larger sample would be difficult to use in the present library situation.

The higher achieving students may not profit from working more than one year as student librarians. Two of the more able students who had been librarians for two years and took part in the pilot tests at the end of the first year show little progress for the second year. Librarian H, who was an assistant for two years may disprove this conclusion. Student A, with a lower potential, was a librarian for two years but measured the highest gain of any librarian in the tests. These few cases cannot be too significant but it is an area that should be studied and tested for a future decision. If the decision depends in part on the I.Q. or other ability measure the guidance counselor should have a greater responsibility in determining who may work in the library.

The value of continuous daily class periods in the early fall will be tested this year in comparison with the weekly

period used hertofore. One advantage in the high school situation will be that formal instruction will be completed before other school programs compete for time.

The superintendent and principal have been impressed with the progress exhibited by the student librarians and want this benefit extended to all students through the English curriculum.

There has been much personal satisfaction in using and testing the developmental, sequential program. Continued use may bring rearrangement and revision of the units completely or in part. The effect of using instructional sections of this program in the English curriculum may alter the relative value of the course of study for student librarians. It may aid in demonstrating the need for more intensive work with the student librarians. This also will need further time and testing.

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APPENDIX

SENIOR HIGH SCHOOL LIBRARY AND REFERENCE SKILLS TEST

By

CLAUDE E. STEPHENSON, M. Ed.

DIRECTIONS: Study each question carefully. Select the best answer from those offered and mark its letter on the answer sheet.

Section A: Alphabetization

1. Which of the following shows the CORRECT filing? (A) bridge filed before brick; (B) addition filed before auditor; (C) television filed before telephone; (D) vitamin filed before vital; (E) carriage filed before carpenter.
2. Which of these shows INCORRECT filing? (A) dog filed before dodge; (B) dollar filed before dome; (C) Dole filed before dominion; (D) domestic filed before domicile; (E) dominion filed before domiao.
3. Which of the following names appears last in the telephone book? (A) Jack Smith; (B) James Stone; (C) Jerome Stanley; (D) Joseph Small; (E) John Stark.
4. Which of the following shows CORRECT filing? (A) rude before ruddy; (B) interval before interview; (C) namely before name; (D) fracture before fraction; (E) brim before brew.
5. Which of the following names should be listed FIRST in the telephone book? (A) Mary Masters; (B) Lloyd Matthews; (C) John Martain; (D) George Mallory; (E) Alice May.
6. Which of these groups of words is in alphabetical order?
(A) Lash, lass, lassie, lasso, last; (B) Lash, lassie, lass, lasso, last;
(C) Lass, lash, lassie, lasso, last; (D) Lash, last, lass, lassie, lasso.
7. Which of these groups of words is in alphabetical order?
(A) alias, address, conversant, descriptive, infamous; (B) address, alias, conversant, descriptive, infamous;
(C) address, conversant, alias, descriptive, infamous; (D) infamous, conversant, address, alias, descriptive.
8. Which of these names is last in the telephone book? (A) Frances Huney; (B) Paul Huney; (C) Alice Hunter; (D) John Hart; (E) Jack Huntley.
9. Which group of words is alphabetically arranged?
(A) zygospore, zygopophysis, zygodactyl, zygomatc, zygomorphism;
(B) zygopophysis, zygodactyl, zygomatc, zygomorphism, zygospore;
(C) zygomorphism, zygospore, zygopophysis, zygomatc, zygodactyl;
(D) zygodactyl, zygopophysis, zygomatc, zygomorphism, zygospore.
10. Which of these word groups is alphabetically arranged?
(A) auto, autocrat, automobile, automation, automatic; (B) autocrat, auto, automobile, automatic, automation;
(C) auto, automatic, autocrat, automation, automobile; (D) auto, autocrat, automatic, automation, automobile.

Section B. Uses of the Dictionary

11. The pronunciation of each word in the dictionary is shown (A) at the bottom of the page; (B) in the middle of the definition; (C) in your literature book; (D) immediately after the entry of the word in the dictionary; (E) at the end of the definition.
12. The two words printed separately in heavy black letters at the top of the dictionary page (A) indicate the lesson of the day; (B) give the phonetic spelling of the word; (C) are different words with the same spelling; (D) are words made from other words; (E) are guide words.
13. Key words to pronunciation at the bottom of each page in the dictionary (A) indicate the alphabetical order; (B) indicate the number of syllables in a word; (C) indicate the different meanings of a word; (D) indicate the number of words in the lesson; (E) indicate the pronunciation (SOUND) of each syllable.
14. If you are looking up the word **increment**, you would look for it on the page of the dictionary having the guide words (A) **inapt — incentive**; (B) **incertitude — include**; (C) **inclusion — inconstantly**; (D) **incontestable — incumbent**.
15. The phonetic spelling of a word in the dictionary appears (A) after the part of speech; (B) immediately after the word; (C) after the plural; (D) after the use of the word in a sentence; (E) after the definition.
16. In the pronunciation of words in the dictionary, the principal accent is indicated by (A) a light accent mark; (B) a hyphen; (C) no mark; (D) three marks; (E) a heavy, black accent mark.
17. If you are looking up the word **osafy**, you should look on the dictionary page having the guide words (A) **obelisk — obliterate**; (B) **optimist — orchard**; (C) **orthopedist — osteopathist**; (D) **osteopathy — out**; (E) none of these.
18. In which of the following would you look to find the real name of LEWIS CAROL? (A) **Reader's Guide to Periodical Literature**; (B) an unabridged dictionary; (C) an atlas; (D) **Who's Who**; (E) **Who's Who in America**.
19. If you were looking for the pronunciation of a word, you should consult (A) a year book; (B) a dictionary; (C) an almanac; (D) an encyclopedia; (E) a teacher or librarian.
20. You have a word for which you wish to find the correct spelling, but you are not sure how it is spelled. How should you proceed? (A) Try the way you think it is spelled as a last resort; then give up. (B) Look through the listing in the dictionary which begins with the first letter of the word. (C) Write down all the possible spellings you can think of; then systematically look them up in the dictionary until all have been eliminated but the right one. (D) There is really no way to find it unless there is someone near whom you can ask.

Section C. The Card Catalogue

21. If you know the subject but not the title or author, you could locate the book by looking in the Card Catalogue for the (A) author card; (B) subject card; (C) title card; (D) cross reference card; (E) none of these.
22. The Card Catalogue contains (A) a complete list of all supplementary reading books by grades; (B) a complete list of Reference Books in the library; (C) a list of new books added to the library; (D) an index by subject, title, and author of the books in the library; (E) all of these are equally true and descriptive of the Card Catalogue.
23. If you went to the library to find a book about airplanes and didn't know the call number, you would look in the (A) dictionary; (B) card catalogue; (C) verticle file; (D) almanac; (E) encyclopedia.
24. If you want to find the book called *Picture Book of Ships* in the library, you should look in the catalogue drawer marked (A) T for *The Picture Book of Ships*; (B) P for *Picture Book of Ships*; (C) B for *Book of Ships*; (D) Cross Reference; (E) Authors.
25. In which tray in the library card catalogue would you find the title card for Synge's *The Book of Discovery*? (A) The Aa — Cos tray; (B) the Cot — Eia tray; (C) the Rud — Tel tray; (D) the Tel — Vis tray.
26. How could you most easily find whether or not your library owns a copy of Ruch's *Psychology and Life*? (A) Look in the card catalogue. (B) Consult the *Reader's Guide to Periodical Literature*. (C) Look through the psychology books on the shelves. (D) Look in the bibliography of your science book. (E) Look in the pamphlet file.
27. Nearly every book in the library will have at least how many cards in the catalogue? (A) two cards; (B) six cards; (C) one card; (D) four cards; (E) three cards.
28. Although research on a topic should probably begin with the skimming of an encyclopedia article for an overview, the second step should nearly always be (A) checking the new book shelf; (B) writing the report; (C) making a list of possible sources of information from the card file; (D) perusing the book shelves; (E) asking the librarian for help.
29. Which of the following information is found on a subject card? (A) facts about the author of the book; (B) facts about the publication of the volume; (C) the call number; (D) facts about the book: size, number of pages, whether there are pictures and/or illustrations, etc.; (E) all of this information appears on the card.
30. Which of these publications usually found in high school libraries do not appear in the card catalogue listing? (A) magazines; (B) reference books; (C) fiction books; (D) special collections; (E) biographies.

Section D. Research Vocabulary

31. The author's explanation of his reasons for writing the book is usually known as the (A) analytic entry; (B) appendix; (C) classification; (D) title page; (E) preface.
32. Material added at the back of the book — for example, charts, tables, and supplementary data — is known as the (A) copyright; (B) preface; (C) index; (D) appendix; (E) glossary.
33. An explanation of terms or words would be found in (A) a cross reference; (B) a glossary; (C) an index; (D) a bibliography; (E) a preface.
34. The exclusive right to print a manuscript is called (A) an appendix; (B) a bibliography; (C) a preface; (D) a copyright; (E) a glossary.
35. A card in the card catalogue which is filed under the last name of the person who wrote the book is called the (A) index card; (B) title card; (C) author card; (D) bibliography card; (E) biography card.
36. A bibliography is a (A) history of the Bible; (B) life of a person; (C) type of printing; (D) list of books relating to a given subject; (E) none of these.
37. An annotated bibliography always contains which of the following? (A) definitions; (B) quotations; (C) comments; (D) illustrations; (E) none of these.
38. Which of the following terms would most properly be applied to the books, magazines, and pamphlets a student has used in writing a term paper? (A) Sources Consulted; (B) Bibliography; (C) Footnotes; (D) Glossary; (E) Appendix.
39. The word *periodical* usually refers to (A) fiction books; (B) pamphlets; (C) reference books; (D) magazines; (E) all of these.
40. Failure to give the sources of ideas when one writes a report is called (A) plagiarism; (B) preface; (C) footnoting; (D) copyrighting; (E) annotating.

Section E. Reference Books—Their Uses

41. All research should probably start with the (A) almanac; (B) encyclopedia; (C) card catalogue; (D) *Reader's Guide*; (E) *Reader's Digest*.
42. Which of these would be the most authoritative help in conducting a student council meeting? (A) *School Activities Magazine*; (B) Emily Post's *Etiquette*; (C) *Congressional Record*; (D) *Robert's Rules of Order*; (E) the student's school paper.
43. After the name of a city in the atlas, you would find a code number such as F-6, p. 35. What does this code number mean? (A) which map the city is located on; (B) the section of the book it is located in; (C) the population of the city; (D) the location on the map on page 35 where one may find the city; (E) none of these.
44. If you were looking for a specific topic in a book, you could find it most easily and quickly by consulting the (A) table of contents; (B) index; (C) glossary; (D) librarian; (E) preface.
45. The *Reader's Guide to Periodical Literature* directs the reader to material in (A) newly published books; (B) newspapers; (C) approximately one-hundred American and Canadian magazines; (D) encyclopedias; (E) the pamphlet file.
46. The letter R on the back of the book binding above the call number stands for (A) reserved; (B) rebound; (C) the initial of the author's last name; (D) reference; (E) religion.
47. The date on which a book must be returned to the library is stamped on (A) the binding; (B) the Date Due slip on the first page; (C) the last page; (D) only the card in the librarian's file; (E) no record.

48. Cross Reference is (A) the title of an encyclopedia; (B) information found in a certain reference book; (C) reference to additional information; (D) a famous author; (E) a dictionary.
49. The table of contents of a book is usually found (A) at the front of the book; (B) at the back of the book; (C) in the middle of the book; (D) at no particular place in the book; (E) to be omitted.
50. The index contains (A) chapter headings; (B) authors' remarks; (C) an alphabetized list of all the topics mentioned in the book; (D) acknowledgements; (E) all of these.
51. To find a quotation relating to a certain subject in the *Book of Quotations*, one should look for the (A) author; (B) key word in the index; (C) title; (D) table of contents; (E) none of these.
52. If you were seeking the location of a country, the best reference book to use is the (A) atlas; (B) encyclopedia; (C) dictionary; (D) year book; (E) *Who's Who*.
53. If you were looking for information concerning a living American personality of importance, you would consult (A) *Who's Who*; (B) *Who's Who in America*; (C) *Living Authors*; (D) *Rand-McNally Atlas*; (E) an encyclopedia.
54. If one is interrupted in his reading and wants to keep his place in the book, he should (A) turn down the corner of the page; (B) open the book face down; (C) check the place with a pencil; (D) place a piece of paper between the pages; (E) lay a pencil or pen in the book and close it.
55. Which of the following source books does not belong in the same class as the others? (A) *Webster's Geographical Dictionary*; (B) *World Almanac*; (C) *Statesman's Yearbook*; (D) *Who's Who*; (E) *Rand-McNally Atlas*.
56. In which volume of the encyclopedia would you look to find information on the teachings of Jean Jacques Rousseau? (A) St—Tu; (B) Hi—Ji; (C) Ra—Ss; (D) in none of these; (E) in all of these.
57. An encyclopedia set which has all the maps together in one place in the index volume is the (A) *Encyclopedia Britannica*; (B) *Colliers' Encyclopedia*; (C) *Encyclopedia Americana*; (D) *Compton's Encyclopedia*.
58. If you were to look up an article by SUBJECT in the *Readers' Guide to Periodical Literature*, which of the following information would you find? (A) the subject heading in bold-faced capitals; (B) the title of the article; (C) the author's name if it were given in the magazine; (D) the magazine, the volume number, and pages upon which the article appeared; (E) all of this information would be given.
59. The easiest of the following encyclopedias to use and read is (A) *World Book Encyclopedia*; (B) *The Encyclopedia Americana*; (C) the *Encyclopedia of Chemistry*; (D) the *Encyclopedia Britannica*.
60. Which of these encyclopedias has all of its articles written and signed by recognized experts? (A) the *Americana*; (B) *World Book*; (C) *Britannica*; (D) *Compton's*.
61. Which encyclopedia includes biographies of living people? (A) the *Americana*; (B) the *Britannica*; (C) *World Book*; (D) *Compton's*; (E) none of these.
62. In which of the following would you look to find the name of the present U.S. Ambassador to Great Britain? (A) *Statesman's Year Book*; (B) in the *Encyclopedia Americana* under U.S.; (C) in a world atlas; (D) *Who's Who*; (E) *Webster's Biographical Dictionary*.
63. Which is the best description of an atlas? (A) It is a book of maps. (B) It tells what cities are capitals of states and how to get to them. (C) It gives road maps and mountain ranges. (D) It is a book describing the geographical, economic, and political aspects of each country.
64. Which of these sources should you consult first to find the OIL CAPITAL of the world? (A) an encyclopedia; (B) the *Reader's Guide*; (C) the *Rand-McNally Atlas*; (D) a dictionary; (E) none of these.
65. In *Webster's New International Dictionary*, Second Edition, (unabridged), the last thumb index is labeled "Biog". Here one can find (A) a person's name, birth and death dates; (B) a person's full name and its pronunciation, his nationality, his achievements and the dates of his birth and death; (C) a person's name, whether he is a citizen of the U.S.A. or not, and his political affiliation; (D) a person's name and its pronunciation; (E) a list of books used in making the dictionary.
66. A famous dictionary of antonyms and synonyms which is used extensively by good writers is (A) *Roget's Thesaurus*; (B) *Webster's Unabridged Dictionary*; (C) an almanac; (D) an atlas; (E) none of these.
67. If you wish to locate the entire poem, "The Wreck of the Hesperus," but do not know what book it is in, the fastest way to locate it would be to (A) look up information as to where to look in *Granger's Index to Poetry and Recitations*; (B) look through the books on the shelves; (C) look in the card file under "Wreck"; (D) look in the encyclopedia; (E) ask the librarian.
68. When consulting an atlas, one should always (A) choose a famous atlas; (B) get permission from the librarian; (C) check the copyright date to make sure the information is up to date or pertains to the era being studied; (D) has an index; (E) none of these are important.
69. Which of the following is not true of *Current Biography*? (A) It is issued monthly. (B) It is published in an annual volume. (C) Each volume is thoroughly indexed. (D) Most biographical sketches also include a photograph. (E) It presents the lives of famous Americans who have died within the past fifty years.
70. Some encyclopedias have yearbooks which keep them up to date. Which of the following have/has yearbooks? (A) the *Americana*; (B) the *Britannica*; (C) *Collier's*; (D) the *World Book*; (E) all of these.

Section F. The Dewey Decimal System

71. Most of the school libraries in the United States are organized according to the (A) Library of Congress System; (B) Marshall Plan; (C) Dulles Plan; (D) Dewey Decimal System; (E) Hammurabic Code.
72. Fiction books are arranged alphabetically on the shelves of the library by (A) the first letter of the title; (B) the first letter of the first name of the author; (C) the first letter of the last name of the author; (D) the first letter of the name of the publisher; (E) none of these.

73. Dewey's Decimal System of arranging books contains how many main divisions? (A) twenty; (B) five; (C) ten; (D) fifty; (E) varies, depending on the library.
74. Each main division of the Dewey system contains how many subdivisions? (A) two; (B) ten; (C) fifteen; (D) none; (E) hundreds.
75. The title of the first main division 0-99 of Dewey's system is (A) History; (B) Science; (C) General Reference; (D) Poetry; (E) Religion.
76. The CALL NUMBER of the book appears on the (A) binding; (B) front cover; (C) first page; (D) does not appear at all; (E) check out card inside, only.
77. Subjects relating to history may be found in which main division of the Dewey Decimal System? (A) second division, 100-199; (B) third division, 200-299; (C) fifth division, 400-499; (D) tenth division, 900-999; (E) ninth division, 800-899.
78. The letter B below the class number on a book stands for (A) the person the book is about; (B) the name of the author; (C) bibliography; (D) biography; (E) botany.
79. The first item of the CALL NUMBER is the (A) author number; (B) class number; (C) volume number; (D) copyright number; (E) copy number.
80. Subjects relating to science may be found in which main division of the Dewey Decimal System? (A) 600-699; (B) 500-599; (C) 200-299; (D) 300-399; (E) 800-899.

Section G. Periodicals

81. If you were a girl who wanted information on the latest styles in clothing and tips on using cosmetics, you should consult (A) *Harper's*; (B) *Harper's Bazaar*; (C) *Time*; (D) *Reader's Digest*; (E) *Coronet*.
82. If you were remodeling your home, which of these would offer the most help? (A) *Time*; (B) *Better Homes and Gardens*; (C) *U.S. News & World Report*; (D) *Good Housekeeping*; (E) *The Reporter*.
83. Which of the following magazines is most like the *Saturday Evening Post*? (A) *Look*; (B) *Time*; (C) *Ladies' Home Journal*; (D) *The New Yorker*; (E) *The Atlantic*.
84. Which statement about magazines is false? (A) Advertisements detract from the value of the magazine. (B) Magazines are the best source of up-to-date information on any topic. (C) Magazines are published on nearly every conceivable topic. (D) The responsible citizen of today should probably read two or three magazines weekly.
85. Which of these is possibly of use in science courses each issue? (A) *Time*; (B) *Newsweek*; (C) *National Geographic Magazine*; (D) *Consumer's Report*; (E) All of these might be used.
86. Which of these does not usually feature short stories? (A) *Harper's Bazaar*; (B) *Good Housekeeping*; (C) *Better Homes and Gardens*; (D) *New Yorker*; (E) *Atlantic Monthly*.
87. Which one of these does not contain book reviews? (A) *Saturday Evening Post*; (B) *Time*; (C) *Newsweek*; (D) *Atlantic Monthly*; (E) *Saturday Review*.
88. Which of these would give you the most help in preparing a report on current American poetry? (A) *Fortune*; (B) *Reader's Digest*; (C) *U.S. News & World Report*; (D) *New Yorker*; (E) *Reporter*.
89. If you wanted to keep up with some of the latest advances in medicine, you could do so by reading (A) *Harper's Bazaar*; (B) *Harper's*; (C) *Good Housekeeping*; (D) *Saturday Evening Post*; (E) *Time*.
90. If you wanted a news article on American foreign policy, you could probably find it by consulting (A) *Good Housekeeping*; (B) *U. S. News & World Report*; (C) *Saturday Evening Post*; (D) *McCall's*; (E) *Popular Science*.
91. If you wanted new cooking recipes, which of these would probably be of help? (A) *Time*; (B) *New Yorker*; (C) *Harper's Bazaar*; (D) *Good Housekeeping*; (E) *The Reporter*.
92. The magazine which is most like the *Atlantic* is the (A) *Saturday Evening Post*; (B) *Harper's Magazine*; (C) *Good Housekeeping*; (D) *Life*; (E) *Harper's Bazaar*.
93. If you wanted a magazine containing sophisticated literature, short stories, and articles of high taste, you could choose (A) the *Atlantic Monthly*; (B) *Time*; (C) *Newsweek*; (D) *Ladies' Home Journal*; (E) *Saturday Evening Post*.
94. *Harper's Bazaar* is most like which of the following? (A) *Coronet*; (B) the *Atlantic*; (C) *Life*; (D) *Reader's Digest*; (E) *Mademoiselle*.
95. A magazine designed for the homemaker is (A) *Good Housekeeping*; (B) *The Reporter*; (C) *Newsweek*; (D) *The Rotarian*; (E) *Popular Science*.
96. Which of the following treats religion as a regular feature? (A) *Life*; (B) *Time*; (C) *Good Housekeeping*; (D) *U. S. News & World Report*; (E) *Changing Times*.
97. Which of these is primarily concerned with household economics? (A) *Life*; (B) *Time*; (C) *Changing Times*; (D) *Popular Mechanics*; (E) *Fortune*.
98. If you wished information on building some new furniture for your home—how-to-do-it hints—you would probably consult (A) *Changing Times*; (B) *Consumer's Report*; (C) *Holiday*; (D) *Good Housekeeping*; (E) *Popular Mechanics*.
99. If one wants background for purchasing a new car or some household appliance, a good source is (A) *Changing Times*; (B) *Good Housekeeping*; (C) *Time*; (D) *Consumer's Report*; (E) both *Changing Times* and *Consumer's Report* would be equally valuable.
100. Which of the following does not deal with scientific matters to any considerable degree? (A) *Scientific American*; (B) *Time*; (C) *National Geographic Magazine*; (D) *Nature Magazine*; (E) the *New Yorker*.

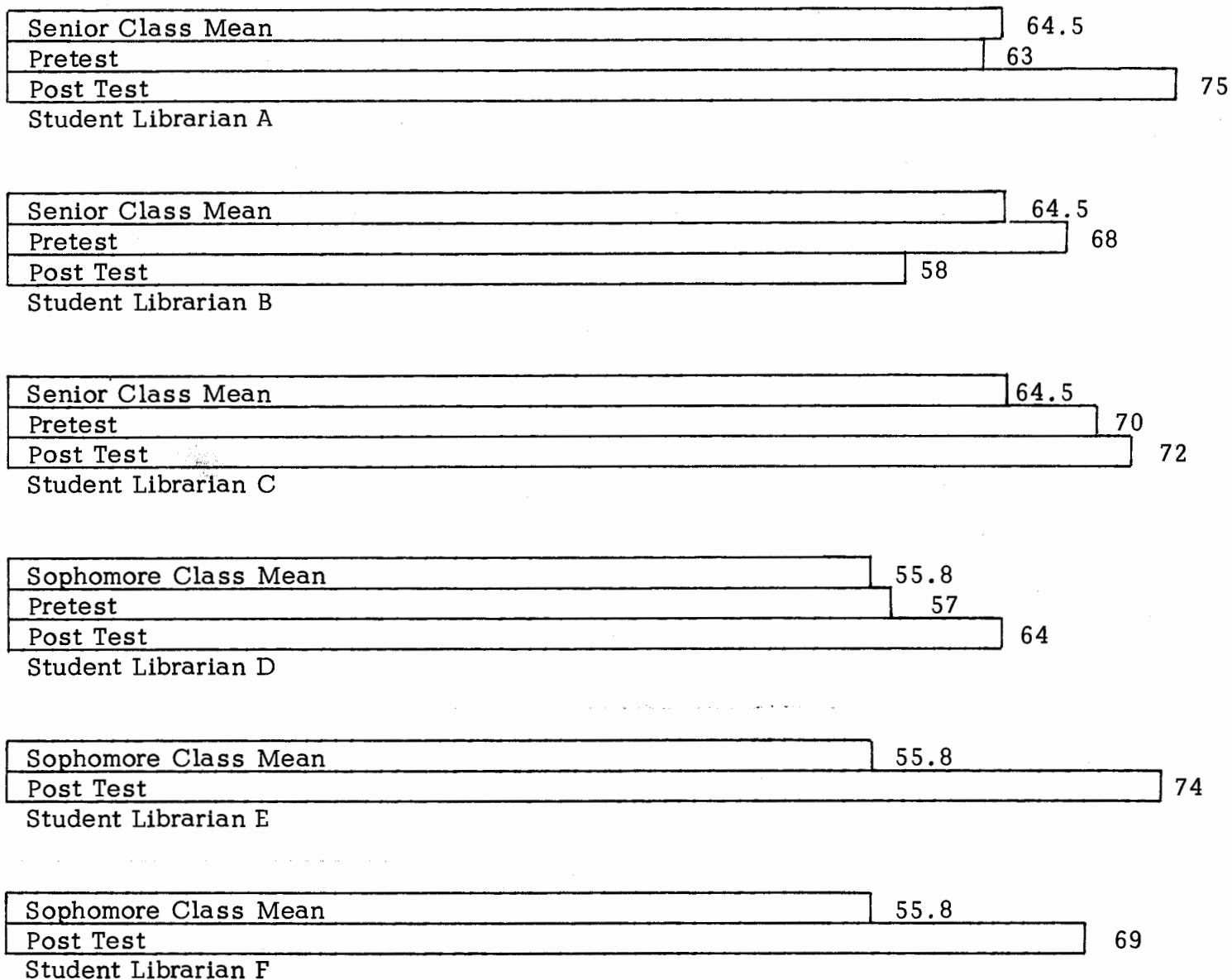
TABLE 2
STUDENT LIBRARIANS' STANDARD TEST SCORES

Student	A	B	C	D	E	F	G	Total	
A	9	9	9	7	25	7	9	75	post test
	10	8	9	6	13	8	9	63	pretest
B	10	8	8	7	12	5	8	58	post test
	10	9	9	8	20	8	4	68	pretest
C	10	9	7	9	22	7	8	72	post test
	10	8	8	7	23	5	9	70	pretest
D	9	8	6	5	20	6	10	64	post test
	5	6	6	6	20	2	12	57	pretest
E	10	9	8	5	18	6	8	74	post test
F	9	9	7	7	25	4	8	69	post test
G	9	9	9	8	24	8	9	76	post test
	10	9	10	9	19	5	12	74	pretest
H	10	10	8	9	24	9	15	85	post test
	10	9	8	9	23	6	14	79	pretest
I	9	7	7	8	22	8	7	68	post test
J	9	7	10	9	23	8	10	76	post test

K	10	8	7	7	19	9	10	70	post test 1968, spring
	9	10	7	7	21	7	10	71	pretest 1967, fall
	9	9	9	7	18	5	9	66	pilot test 1967, spring
L	10	8	8	7	26	9	12	80	post test 1968, spring
	9	8	10	7	22	7	12	75	pretest 1967, fall
	10	10	9	6	24	9	11	79	pilot test 1967, spring

TEST COMPARISONS OF INDIVIDUAL STUDENT LIBRARIANS ON
STANDARD TEST, SENIORS AND SOPHOMORES

FIGURE 1



COMPARISONS OF INDIVIDUAL STUDENT LIBRARIANS ON
STANDARD TEST, JUNIORS

FIGURE 2

