



8-1972

## A Study of Student Library Assistant Programs in Selected Class B Secondary Schools in the State of Michigan, 1970-71

Marie Rose Sivak  
*Western Michigan University*

Follow this and additional works at: [https://scholarworks.wmich.edu/masters\\_theses](https://scholarworks.wmich.edu/masters_theses)



Part of the Library and Information Science Commons

---

### Recommended Citation

Sivak, Marie Rose, "A Study of Student Library Assistant Programs in Selected Class B Secondary Schools in the State of Michigan, 1970-71" (1972). *Masters Theses*. 2803.

[https://scholarworks.wmich.edu/masters\\_theses/2803](https://scholarworks.wmich.edu/masters_theses/2803)

This Masters Thesis-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Masters Theses by an authorized administrator of ScholarWorks at WMU. For more information, please contact [wmu-scholarworks@wmich.edu](mailto:wmu-scholarworks@wmich.edu).



A STUDY OF  
STUDENT LIBRARY ASSISTANT PROGRAMS  
IN SELECTED CLASS B SECONDARY SCHOOLS IN  
THE STATE OF MICHIGAN, 1970-71

by.

Marie Rose Sivak

A Project Report  
Submitted to the  
Faculty of the Graduate College  
in partial fulfillment  
of the  
Specialist in Arts Degree

Western Michigan University  
Kalamazoo, Michigan  
August, 1972

#### ACKNOWLEDGEMENTS

The author of this specialist project wishes to express her sincere gratitude to the librarians in Class B High Schools in the state of Michigan for taking time from their busy spring schedules to complete the survey; to Dr. Jean Lowrie, Dr. Laurel Grotzinger, and Miss Eleanor McKinney, advisory committee, without whose valuable assistance this paper would not have been possible; and to the student library assistants of River Valley High School who served as research subjects and fine ambassadors of good will.

Marie Rose Sivak

## INFORMATION TO USERS

This dissertation was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

### **University Microfilms**

300 North Zeeb Road  
Ann Arbor, Michigan 48106  
A Xerox Education Company

MASTERS THESIS

M-3694

SIVAK, Marie Rose

A STUDY OF STUDENT LIBRARY ASSISTANT  
PROGRAMS IN SELECTED CLASS B SECONDARY  
SCHOOLS IN THE STATE OF MICHIGAN, 1970-71.

Western Michigan University, Sp.A., 1972  
Library Science

University Microfilms, A XEROX Company, Ann Arbor, Michigan

PLEASE NOTE:

Some pages may have  
indistinct print.

Filmed as received.

University Microfilms, A Xerox Education Company

## TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS . . . . .	i
TABLE OF CONTENTS . . . . .	ii
LIST OF TABLES . . . . .	iv
 CHAPTER	
I INTRODUCTION AND STATEMENT OF THE PROBLEM . . . . .	1
II SURVEY OF RELATED LITERATURE . . . . .	6
III METHODOLOGY OF THE STUDY . . . . .	22
Collection of the Data . . . . .	22
Definitions . . . . .	23
Research Techniques . . . . .	24
Design of the Questionnaire . . . . .	24
Distribution of the Questionnaire . . . . .	26
Treatment of the Data . . . . .	27
Identification and Treatment of Questionnaire Items . . . . .	27
IV FINDINGS OF THE STUDY . . . . .	28
Findings Based on the Questionnaire . . . . .	28
V CONCLUSIONS . . . . .	52
BIBLIOGRAPHY . . . . .	56

	PAGE
APPENDICES	
Appendix A - Class B Schools in Michigan Which Responded to the Questionnaire . . . . .	60
Appendix B - Questionnaire . . . . .	75
Cover Letter . . . . .	78
Appendix C - Professional and Supportive Staff in the School Media Program Graphed Recommendations from the 1969 Standards for School Media Programs . . . . .	79
1969 Standards Supportive Staff . . . . .	80
1969 Standards Applied . . . . .	81
Professional Specialists . . . . .	82
Job Levels . . . . .	83
Appendix D - Additional Duties of Student Library Assistants . . . . .	84



## LIST OF TABLES

TABLE	PAGE
1. Existence of a Program for Student Library Assistants . . . . .	28
2. Student Selection . . . . .	30
3. Credit for Library Service . . . . .	31
3A. Credit for Library Service . . . . .	32
4. Type of Credit for Library Service . . . . .	32
5. Remuneration for Library Service . . . . .	33
6. Other Recognition for Library Service . . . . .	34
7. Student Assistant Help Beyond the First Year . . . . .	35
8. Credit Beyond the First Year . . . . .	36
9. Membership in SLAAM . . . . .	37
10. Regular Attendance of State SLAAM Meetings . . . . .	38
11. Local Student Librarians Club . . . . .	38
12. Attendance at SLAW Workshop . . . . .	39
13. Professional Librarians Employed in Michigan Class B School Libraries . . . . .	40
14. Paid Clerical Assistants Employed in Michigan Class B School Libraries . . . . .	41
15. Number of Years Paid Clerical Assistants Have Been Employed in Michigan Class B Schools . . . . .	42
16. Number of Unpaid (Volunteer) Adult Assistants Working in Michigan Class B Schools . . . . .	43
17. Value of a Program for Student Library Assistants in the School . . . . .	46
18. Continuation of Program for Student Library Assistants . . . . .	47

## CHAPTER I

### INTRODUCTION AND STATEMENT OF THE PROBLEM

The purpose of this paper is to examine the present status and organization of programs for student library assistants in selected Class B secondary schools in the state of Michigan; and to determine how valuable such programs are to the librarians of these schools.

The need for such a study is evident as one reads the current professional literature. If a school librarian is considering use of student library assistants, he will find little helpful information. Presumably, there are programs throughout the state of Michigan which are successfully operated and adequately staffed and evaluated. This study is designed to give the librarian current information on school student library assistants programs so that he may select a program for his needs; or adapt his present program without going through a lengthy process of experimentation.

At the present time, there also appears to be a wide discrepancy regarding the status of the student library assistant from state to state and from school to school. This aspect of the problem with respect to certain Michigan schools is examined in order to determine whether or not such programs should be continued.

Certain other questions also emerge when considering the student library assistants program. First, does the school library need or should it have student help? Recruitment methods have not

changed appreciably over the years, but school mergers, double busing schedules, and shared time classes may have changed the student's time and course of study to the degree that he may not be able to devote the time to working in the library that he once did. In addition, it may be more important for the librarian to work on a team with department chairmen and counselors than to attempt to arrange a work schedule to correspond with student modules of free time. Specifically, this survey asks what methods are used to select students, what kind of recognition they receive, and if they receive any form of remuneration for their participation.

The awarding of credit, academic or non-academic, was also questioned in order to ascertain the effect on students. There seems to be no uniform method of issuing points for service. Rewards vary nationally from recognition at spring assemblies and gifts, to monetary payments and printed certificates. Therefore, the researcher examined the opinions of the librarians regarding types of awards offered Michigan student library assistants.

Should the student have library training as part of his total experience? Should he be trained to operate and repair audiovisual equipment? The subject of training personnel is an important one in every type of organization today. Training of student assistants places heavy demands on the librarians' time, but is essential to a successful library program using such assistants. Types of in-service training considered essential in the past include the orientation of new student librarians and training of students for special

duties. Counseling and follow-up have also been important components of this phase of library work preparation. Librarians' reactions to inservice training, not only of students, but also of paraprofessionals, have been vocal. Therefore, it was the purpose of portions of the questionnaire to determine the type and duration of inservice planning for Michigan secondary school student library assistants. Questions were also asked regarding the sending of student assistants to the summer workshops which were held annually at Western Michigan University from 1959 to 1969.

There appears to be a national trend away from the use of student library assistants and the increased employment of paraprofessionals, adult paid technicians, and media specialists in schools. Whether or not this is true in Michigan schools is also explored in this paper.

Do state associations have value for the student librarian? In the past, presumably, the library club has played an important role in the social and educational development of the student librarian. It was often the only opportunity that the student had to see the entire group of student assistants because scheduling usually did not permit them to meet as a class during the school day. It has also served as a social experience for the individual. Regional meetings which included students from other schools, and state-wide conferences afforded many young people the advantage of idea exchange, and helped them broaden their base of knowledge and often participate in planning the program itself. This survey asks

questions about school membership in and participation in the Student Library Assistants Association of Michigan (SLAAM), and local library-related organizations.

Finally, the values of the total program in the opinion and words of the school librarians were surveyed. It was assumed that the librarians worked with a particular group of student assistants who in a particular situation could proffer a valid judgment of the program for the student and for the library.

In summary, the concerns of this paper are reflected in a statement made over twenty years ago by one vocal library assistant who observed and described a good library program which has had active effective student participation. Blalock<sup>1</sup> noted that library patrons should be given complete library instruction, the services should be widely publicized and all facilities should be readily available and adequate and these objectives should be aided by use of student library assistants. If the student librarian group is not too large for the amount of time the librarian has to spend with them, then she will be able to develop in them an attitude of helpful enthusiasm and pride in their library and in the part they play in its function in the school. The librarian who has a positive attitude and who involves the student in all phases of library operation and policy development can engender an interest and willingness to help which is necessary to the successful operation of any

---

<sup>1</sup>Clara Lou Blalock, "A Student Assistant Speaks," Wilson Library Bulletin, XXV (May, 1951), 673.

service organization. The following study directs itself to these assumptions and attempts to provide some facts to support or reject them.

## CHAPTER II

### SURVEY OF RELATED LITERATURE

Relatively little research<sup>1</sup> has been conducted in recent years regarding the status of student library assistants in school libraries. Assistants were an accepted part of the library situation in the late 1920's, and they increased in numbers and kinds of responsibilities until reaching their zenith during the decade of the 1950's. Most of the information currently in print was written during the period 1949-1956 and includes several advanced degree theses<sup>2</sup> on student library assistant training and their duties. The search also revealed three comprehensive bibliographies on student assistants.<sup>3</sup> Much of the literature written in the 1960's and

---

<sup>1</sup>Library Literature, Education Index, Reader's Guide, Dissertation Abstracts were examined for the period 1920-1970.

<sup>2</sup>Floyd R. Meyer, "Library Facilities and Services in Nebraska Secondary Schools Accredited by the North Central Association" (unpublished Ed. D. dissertation, University of Nebraska, 1957); J. Allen Oakum, "Manual for Training Student Library Assistants in the High School Library" (unpublished master's thesis, Kent State University, 1952); Ruth McFarlane Rowan, "Student Assistants in the High School Library; Their Selection, Training, and Duties" (unpublished MASL thesis, Western Reserve University, 1950).

<sup>3</sup>Rachel DeAngelo, "Student Library Assistants," Library Journal, LXXX (January 15, 1955), 174-75; S. L. Hopkinson, "School Library Assistants: An Annotated Bibliography," School Library Association California Bulletin, XXXIII (March, 1962), 14-15; "Student Library Assistants (Selected References)," American Association of School Librarians, Chicago, 1966. (Mimeographed.); from "Student Library Assistants," University of Michigan Extension Service, Ann Arbor, n.d. (Mimeographed.)

published in popular professional journals has been, for the most part, based on opinion. Even though much has been written about the library, the new Standards For School Media Programs<sup>1</sup> and their implementation, and new strides and directions in educational technology, the student librarians' role and status have escaped the serious attention of the profession. The articles which have been written show a trend away from the use of student help in school libraries.

Grazier,<sup>2</sup> in her article, "Student Assistants: To Have or Have Not", raises a number of pertinent questions for school librarians interested in reexamining a program for student library assistants. The answers are not there, but the questions are valuable because they remind the librarian that such a program may have more than one purpose. By providing the answers, the librarian can more easily determine how and if he is helping the students and/or the profession while supervising a student assistant program.

Along with Grazier's article, the editors of Forward printed the results of a postal card survey<sup>3</sup> they conducted. This survey was based upon the questions she raised concerning the student library assistant program. This appears to be the only Michigan

---

<sup>1</sup>American Association of School Librarians, Standards for School Media Programs, (Chicago: American Library Association, 1969).

<sup>2</sup>Margaret Hayes Grazier, "Student Assistants: To Have or Have Not," Forward, XVII (Spring, 1968), 19-20.

<sup>3</sup>"Student Assistants in the Library," Forward, XVII (Spring, 1968), 21-23.



survey ever conducted with published results for the state.

Although the actual research is limited, the literature does consider certain questions that are basic to the survey conducted by this researcher: 1) Who is the student library assistant? 2) What role does he play in relation to the school library and to the professional and supportive staff in the school library? 3) What are his duties or activities? 4) What type of inservice or special training does he receive to prepare him for his responsibilities? 5) What rewards does he receive for his contributions to the total library program? Several authors have discussed elements of these questions.

In her introduction to the chapter on the work of the student assistant, Wilma Bennett says: "The library assistant must be reliable, efficient, resourceful, enthusiastic, patient, and quiet (and still remain human)."<sup>1</sup>

Alice Wright further defines the student librarian in this way:

The position of the "page" in the public library and the student assistant in the school library might be likened to that of the stoker in the running of a hand-fired ship—low in the personnel scale but essential to smooth operation.<sup>2</sup>

She goes on to identify his role:

In the school library, the primary role of the

---

<sup>1</sup>Wilma Bennett, The Student Library Assistant, A Workbook, Bibliography, and Manual of Suggestions (New York: H. W. Wilson Company, 1938), p. 1.

<sup>2</sup>Alice E. Wright, "Pages and Student Assistants: Their Training and Care," Wilson Library Bulletin, XXXVI (May, 1962), 739.

student assistant is to free the librarian for more professional work by taking over the simple routine tasks. Other objectives may be to increase the assistant's understanding of library methods and procedures and to provide better library service to the school community.<sup>1</sup>

The student library assistant, presumably, must never take the place of adequate professional or paraprofessional help. There are guides for development, evaluation, and improvement of library programs. Two such guides which were designed to aid the school in implementing their educational goals and instruction programs are the 1960 Standards for School Library Programs, and the 1969 Standards for School Media Programs. They include specifications and recommendations for library/media staff:

Regarding student library assistants, the 1960 Standards state:

Under favorable circumstances, organized student participation in the school library programs yields educational and other values to the students involved. It heightens a sense of belonging, provides opportunities for leadership and cooperation, fosters the abilities to assume responsibility and to work satisfactorily with others, expands the knowledge and appreciation of libraries and their resources, and for some students leads to an interest in librarianship as a profession.

Volunteer student help in the library should never be exploited, and under no circumstances should it be used as a substitute for paid clerical assistance or janitorial work.

All students who can profit by the experience and who are capable of contributing to the work of the library should have the opportunity to serve

---

<sup>1</sup>Ibid.

the school in this manner.<sup>1</sup>

The work of unpaid student library assistants cannot be interpreted as being the equivalent of activities conducted by school librarians, or as a justifiable substitute for the services of clerical, secretarial, maintenance, or other salaried staff workers needed in the school library. Teaching these pupil assistants to perfect library skills and to develop desirable personal qualities constitute a part of the guidance or co-curricular program of the school and is an additional responsibility of the school librarian.<sup>2</sup>

The statement in the 1969 Standards is more succinct:

Unpaid student media assistants (both student library assistants and audiovisual assistants) are not the equivalent to media aides.<sup>3</sup>

The 1969 Standards are also explicit regarding the size of the professional staff and supportive staff in the school library program. See graphs in Appendix C for amplification.

It is recommended that the media center have one full time media specialist for every 250 students or major fraction thereof.<sup>4</sup>

In order to meet the needs of an effective media program and its diversified activities, it is recommended that at least one media technician and one media aide be employed for each professional media specialist in schools of 200 or fewer students. As many additional aides and technicians should be appointed as needed to

---

<sup>1</sup>American Association of School Librarians, Standards for School Library Programs, (Chicago: American Library Association, 1960), pp. 20-21.

<sup>2</sup>Ibid., p. 58.

<sup>3</sup>American Association of School Librarians, Standards for School Media Programs, p. 16.

<sup>4</sup>Ibid., p. 12.

support special media programs in the schools, such as television broadcasting, remote access, and language laboratories. It is important that there be a technician with graphics ability in each school.

Where the enrollment of the school exceeds 2000 the number of media aides and technicians might need to be adjusted. For each portion of the enrollment exceeding 2000, the ratio of supportive staff members to media specialists might be less than 2 to 1.<sup>1</sup>

It is significant to note that in a comparative study of the four documents, the 1969 Standards, the 1970 Media Guideline Projects<sup>2</sup> the Jobs in Instructional Media Study (Act I of JIMS),<sup>3</sup> and the 1970 School Library Manpower Project,<sup>4</sup> only the 1969 Standards mention student help. The other studies treat adult professionals and paraprofessionals only.

The one aspect of all four documents which stood out clearest was the delineation of job levels. Although slightly different job titles were used in each case, there was unquestionably a commonness of terminology and a grouping into three levels: the media professional, the technician, and the aide.<sup>5</sup>

---

<sup>1</sup>Ibid.

<sup>2</sup>Media Guidelines Project, Guidelines Manual (Manmouth, Oregon: Teaching Division of Oregon State System of Higher Education, 1970).

<sup>3</sup>Association for Educational Communications and Technology, Jobs in Instructional Media (Washington, D.C.: National Education Association, 1970).

<sup>4</sup>American Association of School Librarians Library Manpower Project, School Library Personnel (Chicago: American Library Association, 1970).

<sup>5</sup>William Oglesby, "A Reason for Peace," Audio Visual Instruction, XVI (June/July, 1971), 70.

A search of the literature also reveals that student library assistants perform around ninety different duties.<sup>1</sup> According to Mary Peacock Douglas, "Library work will largely resolve itself into one of the following divisions:

1. Circulation
2. Library Housekeeping
3. Mechanical preparation of materials
4. Mending
5. Care of periodicals and newspapers
6. Publicity
7. Clerical duties (special training needed)
8. Reference duty (advanced students)
9. Cataloging and order work (advanced students)."<sup>2</sup>

Ruth McFarlane Rowan<sup>3</sup> further divides duties of student library assistants according to experience.

Of course, students today are involved with more than print information. This is not new since audio-visual information has been in evidence in school libraries since 1946. Fred Winston<sup>4</sup>

---

<sup>1</sup>Oakum, "Manual for Training Student Library Assistants in the High School Library," p. 38.

<sup>2</sup>Mary Peacock Douglas, The Teacher-Librarian's Handbook (Chicago: American Library Association, 1949), p. 23.

<sup>3</sup>Rowan, "Student Assistants in the High School Library," pp. 28-29.

<sup>4</sup>Fred Winston, Guiding Students in the School AV Club; A Guide for School Building Audiovisual Coordinators in Organizing and Training Students for Participation in the School AV Program (Washington, D.C.: Department of Audiovisual Instruction, NEA, 1962), pp. 17-21.

defines the audio-visual related duties of the student assistant, listing them according to difficulty. He says these responsibilities range from classroom preparation for an audio-visual presentation, e.g. light control and distribution of proper equipment, operation of simple equipment, to technical processes and maintenance of use, records and assisting in recruiting and training of new personnel. For a complete detailing of the lists of duties defined by Rowan and Winston see Appendix D, p. 84.

However, in regard to these duties, a word of caution is offered by Caroline Plank when she says, "Never ask a student assistant to perform any task that the teacher has not carried out first."<sup>1</sup> This is excellent advice, for one must perform any duty to know what it entails. Not only will the student lose face if the results are not as planned, but he will also waste materials trying to complete the impossible. Of course, all new methods or materials should first be tested by the librarian as well.

Perhaps the most important aspect of the librarian's work with student assistants in the library is the inservice training program he has prepared for his staff. "Each term and oftener, new relays of boys and girls must be taught to perform new tasks, and afterwards must be supervised--duties which may absorb as much, if not more, of the librarian's time as doing the work herself."<sup>2</sup>

---

<sup>1</sup>Caroline L. Plank, "Training Student Assistants in School Libraries," Maylayan Library Journal, II (October, 1969), 11.

<sup>2</sup>Helen Wheeler, "What About the Student Library Assistant," School Activities, XXXV (January, 1964), 146.

"Training the media-program service crew demands an organized teaching program with study materials and laboratory practice sessions."<sup>1</sup> Essential also to the training program are an equipment handbook, scheduled practice sessions, and adequate personnel for carrying on the training. "Objectives, identified as kinds of performance, ought to be written out and then developed by appropriate means in optimum order so as to build one skill on another to facilitate the learning process."<sup>2</sup>

One-week summer workshops for student librarians, which were sponsored by the School of Librarianship at Western Michigan University for a period of 10 years, were discontinued in 1969 because the school was no longer convinced of their ultimate value. Furthermore, it was difficult to find school librarians who were willing to serve as full-time staff personnel.

Virginia McJenkin states: "Any good inservice education program has certain definite guidelines or characteristics:

- The program must grow out of problems that are significant to those participating
- The concerned persons must be involved in planning the inservice activities
- Clean and specific goals must be set up and kept in focus
- There must be opportunities for all concerned to share effective techniques that are learned and materials that are located

---

<sup>1</sup>Carlton H. W. Erickson, Administering Instructional Media Programs (New York: Macmillan, 1968), p. 268.

<sup>2</sup>Ibid., p. 270.

- Necessary resources, materials, and consultants must be made available
- Any program must start where the group is and go as far as possible
- Each person must have a vital part in making the program successful
- There must be evaluation of progress and reexamination of needs at regular intervals."<sup>1</sup>

In addition, Stebins notes that "training library personnel is a continuous day-by-day job with its prime aim the development of the individual and the good of the library."<sup>2</sup>

If the student performs his tasks satisfactorily he, presumably, should receive some type of reward for his efforts. There are differing opinions as to the nature of the acknowledgement, however, Douglas states:

Some plan of recognition for the service given should be provided. What form this recognition will take depends on the type of rewards for other services in the school. Perhaps the most prevalent way of recognition is through service awards, such as pins, certificates or badges. Honor pins may be awarded for library service, sometimes bringing recognition by membership in the National Honor Society of a school holding membership in that organization. A service award printed on parchment paper and encased in a suede cover of the school's colors would be

---

<sup>1</sup>Virginia McJenkin, "School System Programs in Inservice Education on the School Library as a Materials Center," in The School Library As A Materials Center, ed. by Mary Helen Mahar. (Washington, D.C.: Department of Health, Education, and Welfare, 1964), p. 39.

<sup>2</sup>Kathleen Stebins, Personnel Administration in Libraries (New York: Scarecrow Press, Inc., 1958), p. 55.



received with satisfaction by any student.<sup>1</sup>

Sister M. Lillian agrees that student assistants "need to be given credit for making the library the beehive of activity that it is."<sup>2</sup> She goes on to report the results of a survey on the type of recognition that students received in 60 public and private schools in Washington, D.C. Fifty of the 60 schools recognized the service of their volunteer aides. Twenty-one presented Honor Certificates or Good Citizen Certificates. Fifteen schools gave the student librarian a pin on Awards Night. Nine schools gave a letter award. Seven gave one-half credit a year. Five gave a financial reward. One gave a copy of Magill's Masterpieces of Literature<sup>3</sup> for three years of outstanding service. Sister Lillian further reports that in this same survey in answer to the question, "What length of service is demanded for recognition?", 20 schools reported that library aides render five hours of service per week; 26 reported a one and one-half hour work load per week; 20 schools require one year of service for a reward; and one librarian explained, "At our Awards assembly in February, pins are awarded to those who have accomplished 18 hours of service."<sup>4</sup>

---

<sup>1</sup>Mary Peacock Douglas, The Pupil Assistant in the School Library, (Chicago: American Library Association, 1957), p. 17.

<sup>2</sup>Sister M. Lillian, "Should A Library Aide Be Rewarded?" Catholic Library World, XXXIV (April, 1963), 459.

<sup>3</sup>Frank N. Magill, ed., Masterpieces of World Literature In Digest Form (New York: Harper and Row, 1952).

<sup>4</sup>Sister M. Lillian, "Should a Library Aide Be Rewarded?" p. 401.

At a library convention held in November, 1963, at Villanova University, Pennsylvania, student librarians from La Reine High School in Washington, D.C., where Sister M. Lillian is the librarian, and other students from the Atlantic Border discussed the question of rewards for student library assistants. Sister M. Lillian reports, "Most library aides stated that the work is a reward in itself".<sup>1</sup> Other rewards suggested by students ranged from the lofty "desire to do something for others" to the practical "opportunity to be the first to get a reserved book".<sup>2</sup>

The school library committee of the Southeastern Library Association made a study in 1952 of school library assistants. The results of this survey as reported by Alice Brooks McGuire, "Rewards given to student library assistants include, in order of frequency: socials, academic, extra curricular points, pins, letters, certificates, pay, gifts, and lunch."<sup>3</sup>

In 1959, Lawanya Styers, president of the West Tennessee Association of Student Library Assistants wrote an article for the Tennessee Librarian regarding the intrinsic values of library week for student library assistance:

To me one of the most important rewards I have gained is self-discipline. A student librarian develops a great appreciation for books and

---

<sup>1</sup>Ibid., p. 400.

<sup>2</sup>Ibid.

<sup>3</sup>Alice Brooks McGuire, "School and Children's Libraries," Wilson Library Bulletin, XXVII (January, 1953), 396.

authors that he could not acquire in any other way than by close association with the library. We learn something and can be of service to both students and faculty. We learn to develop original ideas in preparing displays, bulletin boards, and assembly programs. Another of the many rewards of being a student library assistant is the opportunity to gain a knowledge of librarianship as a career. We have many opportunities for good times and fellowship. We have an opportunity in our West Tennessee Association to meet new people and exchange ideas with them. Regional conventions give students an opportunity to hear well known authors and other distinguished speakers, it is also helpful for students to see how conventions on a large scale are handled.<sup>1</sup>

Regarding the granting of credit towards graduation, and perhaps a letter grade, the 1960 Standards state:

Student library assistants are given the same recognition and awards which are given to students belonging to other service clubs.<sup>2</sup>

The 1969 Standards state:

If schools feel it advisable to provide students with a volunteer service program in the media center, such activities should receive service and not academic credit, and should not interfere with the academic program of the student.<sup>3</sup>

Catherine S. Blanchard conducted a survey study in 1949 on student assistants in high school libraries. Almost 40 percent of the librarians participating in Blanchard's study reported giving

---

<sup>1</sup>Lawanya Styers, "Rewards of Being A Student Librarian," Tennessee Library, XI (January, 1959), 35-36.

<sup>2</sup>American Association of School Librarians, Standards for School Library Programs, p. 58.

<sup>3</sup>American Association of School Librarians, Standards for School Media Programs, p. 16.

academic credit for student library service.<sup>1</sup> It should be noted here, however, that the practice of giving academic credit for student library service is opposed by many school librarians.

In Blanchard's study, librarians agreed that some form of reward should be granted to student library assistants for their services, that service in the library must be made as attractive as participation in journalism, dramatics, or sports. Some granted recognition in decidedly tangible rewards such as pay, academic credit, and honors awards; others granted intangible rewards such as the opportunity for the students to gain positions of prestige or satisfaction from self improvement. Specifically, 119 librarians reported granting honors rewards including extracurricular credit, 100 librarians reported granting academic credit, and 33 reported giving pay.<sup>2</sup> For some student library assistants, affiliation in a local, state, regional or national library/media-related organization is a form of reward. It lends cohesiveness to the group of student librarians and is often the only occasion they have to meet together.

Among the states which still have continued to foster organizations are Wisconsin, Nebraska, Kansas, and Arkansas. Little has been written recently, but in 1951 Rachel Wilkes, in speaking of organized library clubs, : "One of the purposes of such organization

---

<sup>1</sup>Catherine S. Blanchard, "Student Assistants in High School Libraries," Library Journal, LXXIV (April 15, 1949), 637.

<sup>2</sup>Ibid., p. 640.

is to meet some of the competition offered by other high school student groups that are already thus organized."<sup>1</sup> One of the original purposes of SLAAM, the Michigan Association, was as a recruitment agency for future librarians, and all their conferences were oriented toward "learning more about some particular library function or technique and a talk about books of interest to high school pupils."<sup>2</sup> The future of a national association for student library assistants is summed up by Richard Barrett Lowe when he says: "The general purposes of the National Association of High School Student Librarians would be to promote higher standards in the high school libraries, to increase efficiency in their performance of library duties, and to encourage the application of the best library procedures and practices".<sup>3</sup> Such an association, however, has never been formally organized.

In answer to the question, "Why is the student assistant employed and even advocated by many modern school librarians and schools meeting the Standards?" Wheeler says:

Because, regarded as a service club within a program of constructive school citizenship activities, it can provide students with opportunities not only to learn and practice paging and minor clerical skills, but to have

---

<sup>1</sup>Rachel Wilkes, "Tricks for Training Student Assistants at Centralia," Illinois Libraries, XXXIII (January, 1951), 57.

<sup>2</sup>"Students Assistant's Program Successful," Michigan Library News, (June, 1950), 7.

<sup>3</sup>Margaret L. Turk, "Future Hoosier School Librarians," Library Journal, LXXV (September 15, 1950), 1477.

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.<sup>1</sup>

Finally, a statement by Douglas reflects the attitudes librarians have held for over 30 years regarding student librarians, and summarizes much of the supportive concepts found in the literature.

The use of pupil assistants in the school had its genesis in the need for help in extending library services; it has continued because the students themselves find satisfaction in the services they render. The student who works in the library is there because he elected to be there. The work that he does means a great deal to him as well as to his school. His service in the library is designed to increase his effectiveness without exploiting the pupil or expecting him to perform duties which require training and experience beyond his capacity. He is not a trained librarian and cannot perform the professional services expected of librarians, nor should he be expected to take the place of clerical assistants who should be employed in larger schools. He is, however, a valuable assistant and an ambassador of good will.<sup>2</sup>

---

<sup>1</sup>Wheeler, "What About the Student Library Assistant?", p. 146.

<sup>2</sup>Douglas, The Pupil Assistant in the School Library, p. 1.

## CHAPTER III

### METHODOLOGY OF THE STUDY

The purpose of this chapter is to describe the schools used in this study, the research techniques, the design used for collection of the data and the treatment of the data.

#### Collection of the Data

The investigation of the problem began with an attempt to identify a group of schools which would be representative of those throughout the United States having an organized program for student library assistants. Because of a time limitation, it was decided to survey only Michigan schools.

At first it was believed that member schools of the Student Library Assistants Association of Michigan (SLAAM) would be a good basis for study, but because of difficulties in obtaining a complete membership list, this possibility was abandoned.

Finally, Class B secondary schools were selected as the basis of the survey for three reasons: 1) a current list of school names and addresses was available from the Michigan High School Athletic Association; 2) this class appeared to provide an adequate sample by number and size as there were 713 member schools in all classes, A, B, C, and D in Michigan during the 1970-71 school year with the

largest number 205, in Class B;<sup>1</sup> 3) the researcher is employed by a Class B secondary school which would make the results personally meaningful in that recommendations could be directly implemented.

#### Definitions

The terms to be used in this paper are defined as follows:

Secondary school--A secondary school comprises any span of grades beginning with the next grade following the elementary school and ending with or below grade 12, including junior high schools, the different types of high schools, and vocation or trade high schools.<sup>2</sup>

Class B Secondary School--A Class B secondary school is defined by the Michigan High School Athletic Association as having an enrollment of not less than 550 students nor more than 1199 students.<sup>3</sup>

Librarian--For purposes of this paper, the person completing the Questionnaire from each school, usually the Media Specialist, Professional, or Head Librarian, will be called the librarian.

Student library assistant--The term student library assistant will be employed here to describe the secondary school student who is regularly scheduled to carry out duties in and for the school

---

<sup>1</sup>This figure is exclusive of all-girl secondary schools.

<sup>2</sup>Mary Helen Hahar and Doris C Holladay, eds., Statistics of Public School Libraries 1960-61: Part I: Basic Tables. (Washington, D.C.: U. S. Government Printing Office, 1964), p. 78.

<sup>3</sup>"Directory Issue," Michigan High School Athletic Association Bulletin, XLVII (November, 1970), 232.



program of which he is a part.<sup>1</sup>

Aide--For purposes of this paper, a member of the supportive library/media staff, a clerical assistant, or paid or unpaid (volunteer) adult non-professional help will be called the aide.

### Research Techniques

The survey method was used to investigate the status of the student library assistant organization in selected class B secondary schools in the state of Michigan, 1970-71. The data were collected through questionnaires sent to school librarians in the survey group of 205 school libraries.

A literature search, as reported in the preceding chapter, was made to discover the history and status and the duties of the student library assistant in school libraries. The search established the categories of questions as well as necessary definitions.

### Design of the Questionnaire

The questionnaire was designed to obtain information relating to the following subjects on student library assistants in the secondary school library: 1) the number of student library assistants serving the secondary school library; 2) the type of credit, recognitions, or reward each may receive; 3) membership in local, regional, state, or national library/media-related organizations; 4) the numbers of professional library personnel employed by

---

<sup>1</sup>Wheeler, "What About the Student Library Assistant?", p. 145.

the school district and the numbers of clerical library personnel and the length of time they have been employed; 5) the in-service or other special instruction planned for them; and, 6) a request for a statement from the librarian regarding the value of the student library assistants program in his respective school. A copy of the questionnaire is in Appendix B, p. 75.

There were twenty questions in the survey, though some had more than one part. The first part of a question may have required a simple "Yes" or "No" response, and if the answers were "Yes", the second part requested additional information.

Question number one related to the existence of a program for student library assistants in each secondary school surveyed. Only if the respondent answered affirmatively, was he required to complete the questionnaire.

Question number two asked how many students participated in that school's organized program for library assistants. Question number three dealt with how student library assistants were selected for participation in the program.

Questions four through seven inclusive dealt with how the students' contribution to the library program was acknowledged; the type of credit, recognition, or reward each may receive.

Questions eight, nine and ten dealt with student membership in local, regional, state, or national library/media-related organizations.

Questions twelve, thirteen, fourteen, and fifteen dealt with

additional personnel employed in secondary school libraries, exclusive of student help. This category included professional librarians and paid or unpaid (volunteer) adult clerical assistants, the numbers employed, and how long they had been employed by the school. The answers to these questions on the numbers of non-professional employees seem to have a direct bearing on the amount of time the professional librarian was able to devote to the training of the student library assistant. It was also interesting to see whether the Elementary and Secondary Education Act, Title I, which provided, in 1965, federal funds for the employment of library personnel has significantly changed the numbers of non-professionals employed in these schools.

Questions eleven, sixteen, and seventeen dealt with in-service training or other special instruction provided for the student library assistant.

Questions eighteen, nineteen and twenty requested the librarian to evaluate the program for student library assistants in his respective secondary school.

#### Distribution of the Questionnaire

The questionnaires were mailed on June 15, 1971, to the head librarian in each of the selected 205 Class B secondary schools. A cover letter (see Appendix B), and a stamped self-addressed envelope were enclosed. The researcher, anticipating that some of the Class B secondary schools might already have adjourned for the summer at the time the questionnaire was mailed, telephoned the

schools in Berrien and Kalamazoo counties which had not responded by July 1, and requested them to return the completed survey.

#### Treatment of Data

Returns from the school librarians totaled 130 out of 205, or 63.41 percent. Appendix A, p. 60, gives a listing, alphabetically by name, of all the participating schools.

#### Identification and treatment of questionnaire items

As the questionnaires were received, they were examined and the data were tabulated. Computation involved frequency distribution, after which percentages were computed to the nearest hundredth for each question.

Only the answers to questions numbered 1, 2, 12, 13, and 15 identified the schools by name. See Appendix A for these tabulations.

Categories were formed from answers received by combining related items on the questionnaire and then tables were prepared to represent these tabulations. Additional informative opinions from open end questions and final comments from the librarians were included as separate items under appropriate headings.

The research has been organized and presented in five key chapters. Following Chapter I which is the introduction and statement of the problem, Chapter II which summarizes the literature, this third chapter has described the methodology. Then Chapter IV deals with the findings of the survey and Chapter V presents conclusions and recommendations. Several appendices and a bibliography complete the report.

## CHAPTER IV

### FINDINGS OF THE STUDY

This chapter presents the findings based on the responses and tabulations of the questionnaire sent to librarians in selected Class B secondary schools in the state of Michigan.

#### Findings Based on the Questionnaire

##### Existence of a program for student library assistants

Before answering the questions the respondent was asked to indicate whether or not a program for student library assistants existed in his secondary school. Only if the answers were affirmative was the respondent requested to complete the questionnaire. The question asked was: "Do you have a program for student library assistants?" One hundred and thirty librarians out of 205 surveyed responded to this question including two who indicated that their respective schools would be closed and would cease to exist as of June, 1971. The question demanded a simple "Yes" or "No" answer. The results of the tabulation showed that 93.08 percent of all the respondents answered "Yes" to the question. (See Table 1).

Table 1

##### EXISTENCE OF A PROGRAM FOR STUDENT LIBRARY ASSISTANTS

Possible answer	Number	Percentage
Yes	121	93.08
No	9	6.92
Total	130	100.00

### Student participation in a program for student library assistants

The second question was: "How many student library assistants do you have working in your school library or media center?" One hundred sixteen librarians responded to this question giving numerical answers ranging from one to 60 with an average per school of 16.8 student library assistants. These figures are tabulated, by school, in Appendix A, page 60.

The average enrollment of all Class B secondary schools in Michigan is 875. This survey showed that there are 16.8 student library assistants per school, or one student library assistant for each 52.0833 students enrolled.

A national survey published in Statistics of Public School Libraries, 1960-61 showed that the number of volunteer student library assistants in the United States is 266,300<sup>1</sup> or approximately one student library assistant for each 95 school enrollees. The conclusion is then drawn that Michigan Class B secondary schools make greater use of student library help than the national average.

### Selection of student library assistants

Question three was: "How are they (the student library assistants) selected?" Respondents were given the choice of answers (A) Recommended by teachers, (B) Volunteer by class, (C) Other. Returns indicated that the largest number, or 46 percent, were "volunteer by

---

<sup>1</sup>U. S. Department of Health Education and Welfare, Statistics of Public School Libraries 1960-61, Basic Tables Part I. Prepared by Mary Helen Mahar. Office of Education No. 15049. (Washington, D.C.: Government Printing Office, 1964), p. 51.

class" indicating the desire of secondary school students to participate as student assistants in the library. The next highest figure, or 27 percent, was "recommended by teachers". This also appears to be a positive sign for it indicates faculty interest and involvement in the school library program. Tabulation of all responses, in descending order of frequency are listed in Table 2.

Table 2

## STUDENT SELECTION

Volunteer by class	46
Recommended by Teachers	27
Other	27
Volunteer	14
None of above	10
Librarian selects	9
Students choice	6
Picked from study hall	5
Recommended by counselor	5
Counseled by guidance department	3
By application or interview	3
Individually	2
Actively recruited	1
Screened by librarian	1
Recruited	1
Elective subject	1
Limited to eleventh and twelfth grades	1

Recognition of student library assistants

Questions four, five, and six were concerned with how the students' contribution to the library program was acknowledged; whether they received school credit for their performance, and, if

so, monetary remuneration for their performance; whether they received other or additional recognition commensurate with similar school activities.

Question number four was in two parts. The first part of this question "Do they receive credit?" demanded a simple "Yes" or "No" response. The results of the tabulation showed that 43.85 percent of all respondents answered "Yes" to the question. (See Table 3).

Table 3

CREDIT FOR LIBRARY SERVICE		
Possible answer	Number	Percentage
Yes	57	43.85
No	32	24.61
No answer given	41	31.54
Total	130	100.00

Some of the respondents who indicated type of credit granted did not answer the first part of the question.

If it may be assumed that the first part of question four was meant to be answered affirmatively when a type of credit was checked in the second part of the answer, then the results of the tabulation for part one of question four would be different. (See Table 3A).

The second part of this question requested the respondents to identify the type of credit by answering "Yes" or "No" in each instance whether the credit was academic or non-academic (service). (See Table 4).



Table 3A  
CREDIT FOR LIBRARY SERVICE

Possible answer	Number	Percentage
Yes	87	66.93
No	32	24.61
No answer given	11	8.46
Total	130	100.00

Table 4  
TYPE OF CREDIT FOR LIBRARY SERVICE

Academic credit	Number	Percentage
Yes	52	40.00
No	16	12.31
No answer given	62	47.69
Total	130	100.00
Non-academic credit		
Yes	34	26.15
No	8	6.15
No answer given	88	67.69
Total	130	..

This was a poorly worded question because in the second part of question four, the percentage shown under "No answer given" is high because respondents did not complete each separate part. If the respondent answered "Yes" to academic credit, he did not fill in

the "No academic credit" part of the question. Similarly, if the respondents answered "Yes" to non-academic credit, he did not respond in any form to the academic credit part of the question.

There are two parts to question number five. The first part, "Do you pay your student library assistants?" demanded a simple "Yes" or "No" response. The results of the tabulation revealed that only 3.08 percent of all respondents answered "Yes" to the question. Ninety percent of all respondents answered "No". (See Table 5).

Table 5  
REMUNERATION FOR LIBRARY SERVICE

Possible answer	Number	Percentage
Yes	4	3.08
No	117	90.00
No answer given	9	6.92
Total	130	100.00

In the second part, the 3.08 percent responding affirmatively to the question were requested to supply additional information regarding hourly rate paid to the student library assistants and the source of funds.

Of the four responding, two reported paying \$1.50 per hour, and one reported paying seventy-five cents per hour "From the budget". Two additional comments were given by librarians who answered "No" on the first part. One of these reported paying some girls out of her own funds \$1.00 per hour, and said she had paid as high as \$1.70

per hour for "a girl who was real good help". Another librarian stated the cooperative program in the school had almost destroyed their student library assistants program because school policy dictates that co-op students who are working in the school cannot receive a salary.

A firm conclusion may be drawn from these responses that Class B secondary schools in Michigan do not pay their student library assistants to any significant degree.

Question number six was: "Do they (student library assistants) receive any other kind of recognition?" The results of the tabulation showed that 47.69 percent of all respondents answered "No" to the question. (See Table 6).

Part B of the question also requested the respondents who answered "Yes" to also answer: "Please state:" (kind of recognition). An analysis of the 46 "Yes" responses yielded a list of rewards. This list of responses is given in descending order of frequency after Table 6.

Table 6  
OTHER RECOGNITION FOR LIBRARY SERVICE

Possible answer	Number	Percentage
Yes	46	35.38
No	62	47.69
No answer given	22	16.92
Total	130	..

Rewards given: listed in descending order of frequency:

- Pin or charm and achievement recognition at honors assembly
- Certificate of merit
- Pictures in yearbook
- Token gifts (usually at Christmas)
- Annual party
- Permanent record (CA-60)
- Field trips
- Report card mark
- Scholarship to workshop (SLAW)

Some of the rewards given were restrictive:

- Pin if \$1.50 club dues and 30 hours of service are given
- Pin for 3 years service
- Annual award to graduating senior who has worked more than one year in the high school library
- Pin or charm after two years
- Personal satisfaction is enough reward.

Question number seven was actually a continuation of question number four, but was placed in this position on the survey because the answers may be more meaningful when considered after the responses given to questions numbered five and six.

Question number seven was: "May they work in the library more than one year?" The question demanded a simple "Yes" or "No" answer. The results of the tabulation showed that 85.23 percent of all respondents answered "Yes". (See Table 7).

Table 7

STUDENT ASSISTANT HELP BEYOND THE FIRST YEAR

Possible answer	Number	Percentage
Yes	111	85.38
No	8	6.15
No answer given	11	8.46
Total	130	..

The second part of question seven asked the respondents whether the student library assistant could receive credit for library work beyond the first year. The question demanded a simple "Yes" or "No" answer. The results of the tabulation to this part showed that 50.77 percent of all respondents answered "Yes" to the question. (See Table 8).

Table 8  
CREDIT BEYOND THE FIRST YEAR

For credit?	Number	Percentage
Yes	66	50.77
No	32	24.62
No answer given	32	24.62
Total	130	..

For two important reasons, it is assumed that working in the library for more than one year is desirable for the successful student library assistant program. First, the extended service lends continuity to the program. Second, experienced personnel can work with and assist in the training of beginners.

Unfortunately, graduation requirements, which vary from school to school, often prevent a student from working as a library assistant for more than one year, either for academic credit or service credit. Yet this is the individual who, presumably, could benefit most from continued experiences in one of the few areas where he can meet with personal success and satisfaction.

As responses to question 7 reveal, few library programs create this atmosphere of success and satisfaction for first year student library assistants, since awards are most often given to the students who have worked more than one year in the library.

Many of the respondents who checked "No" to the first part failed to respond to the second part of the question. The "No answer given" column reflects this lack of a response.

Questions eight through eleven, inclusive, were concerned with affiliation and participation in a local or state library-related organization, or workshop for student library assistants.

Question number eight was: "Do your student library assistants belong to SLAAM (Student Library Assistants Association of Michigan)? This question demanded a simple "Yes" or "No" response. The results of the tabulation showed that 72.31 percent of all respondents answered "No" to the question. (See Table 9).

Table 9

MEMBERSHIP IN SLAAM

Possible answer	Number	Percentage
Yes	23	17.69
No	94	72.31
No answer given	13	10.00
Total	130	100.00

Question number nine was: "Do you regularly attend the State SLAAM meetings? This question demanded a simple "Yes" or "No"

response. The results of the tabulation showed that 78.46 percent of all respondents answered "No" to the question. (See Table 10).

Table 10

## REGULAR ATTENDANCE OF STATE SLAAM MEETINGS

Possible answer	Number	Percentage
Yes	15	11.54
No	102	78.46
No answer given	13	10.00
Total	130	100.00

Question number ten was: "Do you have an organized student librarians club?" This question demanded a simple "Yes" or "No" response. The results of the tabulation showed that 62.31 percent of all respondents answered "No" to the question. (See Table 11).

Table 11

## LOCAL STUDENT LIBRARIANS CLUB

Possible answer	Number	Percentage
Yes	37	28.46
No	81	62.31
No answer given	12	9.23
Total	130	100.00

Librarians' comments in regard to local clubs are listed below:

We do not actually have an organized club, but we have four activities a year

Most clubs in our school have been abandoned

We used to, but transportation interfered

We used to, in fact one of our students was president of the Wayne-Monroe group

Busing prevents before school and after school activities

Not the past year

It seems that the school program has been so filled with activities that it's hard to keep up student interest

When we had student assistants we had a club

The answers to question ten and the librarians' additional comments seem to reflect the reasons why so few participate in a state organization such as SLAAM. It, perhaps, is because they do not have an organized club within their own schools which would promote attendance and participation in regional and state meetings.

Question number eleven was: "Have any of your student library assistants attended the SLAW Workshop at Western Michigan University?" This question demanded a simple "Yes" or "No" response. The results of the tabulation showed that 77.69 percent of all respondents answered "No" to the question. (See Table 12).

Table 12

ATTENDANCE AT SLAW WORKSHOP

Possible answer	Number	Percentage
Yes	18	13.85
No	101	77.69
No answer given	11	8.46
Total	130	..



Questions twelve through fifteen require information about the professional and paraprofessional personnel employed in the school libraries in Michigan Class B high schools surveyed.

Question twelve was: "How many professional librarians do you have in your library?" This question demanded a numerical response. Results of this question are tabulated in Table 13.

Table 13

PROFESSIONAL LIBRARIANS EMPLOYED IN  
MICHIGAN CLASS B SCHOOL LIBRARIES

Number of professional Librarians per Class B high school	Schools Reporting
None	1
1	110
1.5	1
2	6
2.5	1
3	1
No answer given	9

Question number thirteen was: "How many paid clerical assistants do you have working in your library?" This question demanded a numerical response. Results of this question are tabulated in Table 14.

One school district media specialist reported there were 10 paid clerical assistants for 7 schools, grades K-12. One school district media specialist reported there were 2 3/4 for 4 schools.

Table 14

PAID CLERICAL ASSISTANTS EMPLOYED IN  
MICHIGAN CLASS B SCHOOL LIBRARIES

Number of paid clerical assistants	Schools Reporting
None	39
.5	9
1	56
1.5	1
2	12
3	1
5	1
No answer given	9

Question number fourteen was: "How many years have you had paid adult (non-professional) help in your library?" This question demanded a numerical response. Results of this question are tabulated in Table 15.

One librarian reported having three aides working for different lengths of time. One had been with the school for five years, one for three years and the third for two years.

The average number of years the reporting schools have had paid adult aides is four, and the range is from zero to fifteen.

Table 15

NUMBER OF YEARS PAID CLERICAL ASSISTANTS HAVE  
BEEN EMPLOYED IN MICHIGAN CLASS B SCHOOLS

Number of years clerical assistants have been employed	Schools Reporting
None	41
1	12
2	11
3	13
4	12
5	7
6	4
7	4
8	6
9	1
13	1
15	1
No answer given	16

Question number 15 was: "How many unpaid (volunteer) adult assistants do you have working in your library?" This question demanded a numerical response. Results of this question are tabulated in Table 16.

Question 16 and 17 were concerned with the type and duration of inservice training planned in each Class B secondary school in Michigan for the student library assistant.

The question was: "What kind of inservice training do you give your student library assistants?" The question was weak, partly because unlike questions one through eleven, examples of inservice

Table 16

NUMBER OF UNPAID (VOLUNTEER) ADULT ASSISTANTS  
WORKING IN MICHIGAN CLASS B SCHOOLS

Number of unpaid (volunteer adult assistants	Schools reporting	percentage
None	109	83.85
.5	1	.77
part time (8 hrs. per week)	1	.77
1	1	.77
2	2	1.54
4	1	.77
6	1	.77
7	1	.77
8	1	.77
9	1	.77
10	1	.77
50 for seven buildings, grades K-12	1	.77
No answer given	9	6.92
Total	130	..

training were not given. This was, instead, an open end question which resulted in a variety of answers which were difficult to categorize.

Several librarians answered that they began the school year with a workshop or one week preparation for students before the school library was opened to the student body. Forty, or approximately 31 percent of those responding, stated all their inservice education consisted of on-the-job training. Lincoln Consolidated

High School, Ithaca High School, and River Valley High School offered a regular class in Library Science for the students. Otsego High School offered a nine week training session also called a mini-class.

Some librarians stated that scheduling does not permit group instruction, or that students who must rely on bus transportation cannot be student library assistants and cannot belong to the library club because they do not meet during school hours for instruction or meetings.

Though the question was not asked, fourteen schools indicated that they used a library manual of some type in conjunction with their inservice training program. Five schools, Flat Rock High School, Delton-Kellogg High School, Bentley Senior High School, Lutheran High School East, and Michigan Center High School reported they used a student handbook written expressly for their own purposes. The librarian from Flat Rock High School enclosed a copy of their newly revised nine chapter student handbook, and Delton-Kellogg librarians stated they had a new handbook which was "five years in the making".

Five librarians stated that they prepared their own lessons to correspond with individual needs of the individual students.

Croswell-Lexington reported the use of a textbook, but did not further specify whether it was prepared by their staff or if it was commercially produced.

Michigan Center High School reported they used their own

school library handbook for the first semester and Fundamentals of the Library<sup>1</sup> for the second semester.

Holt High School, River Valley High School, and Okemos High School reported they used the Toser Manual.<sup>2</sup>

Several schools further reported specific duties for which they prepared their student assistants: Dewey System, circulation procedures, reference work, repairing books, ALA card filing, and audio-visual equipment repair. A complete listing of duties performed by student library assistants may be found in Appendix D, p. 84.

Question number 17 was: "Approximately how much time do you spend on inservice training?" This was an open end question with no time measurement or other suggestion for the respondents to check. This resulted in responses which were varied, often vague, and almost impossible to compare.

Answers to question number 17 ranged from "not enough time", "considerable", and "as needed" to some which were specific although they were not uniform enough to compare responses. Examples of such answers include "twenty-five percent", "five minutes per day per student", and "one-tenth of the librarian's time.

Two librarians responded "none", and 30, or approximately 23

---

<sup>1</sup>William Leahy, Fundamentals of the Library (Chicago: Kenneth Publishing Company, 1964).

<sup>2</sup>Marie Toser, A Work-Study Manual of Lessons on the Use of Books and Libraries (New York: H. W. Wilson Company, 1964).

percent gave no answer to the question.

The responses to questions 16 and 17 show that the inservice training program for student librarians in Class B secondary school in Michigan varies considerably within each school according to the individual situation, so that a conclusion regarding all schools cannot be drawn from the responses received.

Questions 18 through 20 were concerned with the present status of the student library assistants program; i.e. does it make a valuable contribution to the school program, should it be continued, and how do the individual librarians feel about their respective programs?

Question number 18 was: "Do you feel a student library assistants program is a valuable asset to your school?" The question demanded a simple "Yes" or "No" answer. The results of the tabulation showed that 88.46 percent of all the respondents answered "Yes" to the question. (See Table 17).

Table 17

VALUE OF A PROGRAM FOR STUDENT LIBRARY ASSISTANTS  
IN THE SCHOOL

Possible answer	Number	Percentage
Yes	115	88.46
No	2	1.54
Yes and no	1	.77
Questionable	1	.77
No answer given	11	8.46
Total	130	100.00

Question number 19 was: "Should it be continued?" The question demanded a simple "Yes" or "No" answer. The results of the tabulation showed that 86.15 percent answered "Yes" to the question. (See Table 18).

Table 18

## CONTINUATION OF PROGRAM FOR STUDENT LIBRARY ASSISTANTS

Possible answer	Number	Percentage
Yes	112	86.15
No	3	2.31
Yes and no	1	.77
No answer given	14	10.88
Total	130	100.00

Question number 20 was: "Additional comments". The schools responding "No" to either number 18 or number 19 and who answered number 20, gave these additional comments:

Student assistants have their place and if the right people worked it would be of value. But when students take library just for credit to graduate, there are more problems than help.

We very seldom get a good student, usually someone who needs a credit.

One survey was completed by a library aide who made some interesting observations:

I felt, as a library clerk, that student assistants play an important part in the library. We use our students to check out books and magazines, to help process books for our entire



system, (high school serves as process center), because we have one elementary librarian for four schools and one part time librarian at Junior high level. Students also put books and magazines on shelves. This year we asked students to fill out an application blank for library and audio-visual assistants. Usually counselors place students (who can't find any class) in as assistants. Consequently we don't always get students who are suited for library work.

Another school which professed to have no program of student library assistants commented:

We have some student assistants, however, there is no definite program as to training, etc.

Still another school, when answering question number 19 stated:

Questionable--it seems that the school program has been filled with so many activities, that it is hard to keep up student interest.

A school librarian from the central part of the state commented that the program should not be continued because the school was too crowded and there was no time to meet with the student assistants as a group. Students were bused in, had no place to hold evening meetings, and could not stay after 4:00 P.M.

One school with one librarian, one aide, and 14 student library assistants for 1100 students reported:

Additional professional and technical staff is sorely needed--even if student program is continued, they need better supervision to be of real value to them or us.

Finally, a librarian who did not wish to be identified stated:

There are times that I agree with Frances Henne that we could better pay a full time clerical worker. (However), when I recover my equilibrium, I decide it is worthwhile to the students because we have seen many 'blossom out' and accept responsibility.

They require a great deal of supervision especially when we have more than two any hour...many do an excellent job freeing the Librarian and Aide for more important tasks. They are helpful, but they take a great deal of my time.

Schools responding favorably to questions number 18 and/or number 19 were divided in their comments into three major categories: Those who were using the student library assistant program as a recruitment agency; those who favored the program, but with some modification in the way they were doing things; or those who have not given it much thought, but would not relinquish their student help, mostly because of the benefits to the students.

Those commenting in the first category said:

We have been able to direct quite a number of students into library training by showing them the benefits derived from the experience.

I could not run my library without my student assistants and since I have had four who are aiming for a degree, I feel very proud of my librarians.

Those commenting on a modified program said:

We need to be more selective in our assistant program this coming year. We need more restrictive guidelines in selection of students.

We probably should be doing more in the way of training and selection.

Because of number of duties not as much time is spent with the students as should be. They could be of much more value.

I need those kids, but I also need time to train them and more credit (they now receive  $\frac{1}{2}$  credit per year), or paid help would be better.

Undoubtedly paid student workers would be preferable to volunteers as there would be more quality control possible.

We will probably use more assistants this coming year as we plan to expand our library. (They had seven this past year.)

We really should have something.

Those who felt the students were benefiting from the program expressed it in this way:

Although paid help would be much better, I see none available. I feel the students are learning valuable skills on the other hand. I couldn't get along without them. I try not to exploit them.

It would be difficult to operate without them.

Without the students I wouldn't be able to get everything done.

Their help is invaluable.

With one librarian, and one Aide for one senior high, one junior high and six elementary libraries--do I need student help--you better believe it.

With more help we could spend more time with student library assistants as a group. For the number we have (11) I feel we do an adequate job and they are exposed to a variety of experience.

Is the program a valuable asset--not to help library service, but primarily to help students gain self confidence and opportunities to give service and participate in a school activity. Our library services the public and elementary school students as well as the high school. Most of our student librarians have no other participating activity.

If the program is an asset to the school, (it is) even more valuable for the students themselves.

The students give you some feedback on book selection, policies, etc.

Students who come in to ask about work because they like books (not just to get out of study hall) make the best assistants generally speaking.

Should the program be continued? It should. Sometimes the poorer students want to be assistants and it takes patience with them. The ideal way would be to have top students but I find they are too busy to give enough of themselves to be a really useful assistant.

The resulting answers to questions 18, 19, and 20 strongly indicate that schools want and need student help in the library. A great majority of librarians feel that both the school libraries and the student do benefit from an organized program for student library assistants.

While many librarians sanction this type of program, they also feel the need for more inservice training time for the student. An adolescent at this stage of development needs extra supervision, responsibility and attention. Although this means more work for the professional, most feel it is worth the effort because of the advantages to both the school and the student. All in all, the survey seems to reflect the attitude that the librarians feel the student library assistant has a favorable place in the school library program.

## CHAPTER V

### CONCLUSIONS

The results of this survey indicate that in the selected class B secondary schools in Michigan students are an integral part of the library program. These students perform a variety of non-professional duties which are essential to successful school library operation, and which may also benefit the individual student.

Some librarians believe personal satisfaction is sufficient reward for student library assistant help but recognition commensurate with other awards given at annual assemblies may serve as an added incentive for performance and acknowledgement of outstanding service. However, if the sole purpose is to run the library, unless they receive some monetary compensation, it becomes exploitation when it ceases to be a learning process, educational, social, and skill-wise.

The educational and social development of the student library assistant may be further promoted through some library-related organization. However, there is a lack of such activities in these schools today due to uncontrollable outside factors such as transportation, lack of time, and the over-abundance of other school and community-related clubs which have been more firmly established in the students' program and routine.

Professional and supportive staff are necessary for the

operation of any secondary school library. A paraprofessional can do much to free the professional librarian from many routine tasks thus enabling him to work more directly with the student library assistant planning and developing a program of personal and social guidance. The paraprofessional, if trained properly, will also be able to work with student assistants.

Table 14, p. 41 shows an increase in the numbers of paid adult non-professional help in the past four years. This may be a result of the Elementary and Secondary Education Act of 1966, the Office of Economic Opportunity grants, and vocational programs which have made funds available to public schools for the employment of library personnel.

This study of the professional and supportive staff in Michigan class B secondary schools shows they still rank far below the 1969 Standards for School Media Centers<sup>1</sup> which recommends a minimum of two professional librarians and at least one media aide and one media technician for schools of that size.

Inservice training has been found to be a valuable tool in the development of an effective student library assistant program. The Michigan librarians surveyed feel inservice education would produce better qualified assistants if they had more time to devote to such a program. Carefully planned training sessions at the beginning of the school year, accompanied by a student-written or commercially produced workbook and followed by regular class meetings, would

---

<sup>1</sup>AASL, Standards For School Media Programs, p. 12, p. 16.

increase the value of inservice training for both the student and the school library.

To help the overburdened librarian who does not feel he has the time to train adequately his student library assistants, the following suggestions are offered: 1) accept only as many students as can properly be supervised; 2) accept students on probation and cooperate with the guidance department so if the student cannot complete the library class, he can be transferred to another class without loss of credit; 3) create a program whereby students may work as student library assistants more than one year so there will always be experienced participants working with new ones; 4) ask homeroom teachers to assist in the selection of students; 5) require the student to make formal written application to the librarian for a specific library position stating why he wishes to work in the library, and listing his qualifications and special skills such as typing ability, audio-visual technical experience, etc., in order to eliminate the less-than-sincere; 6) organize a media club open to the current group of student library assistants, audio-visual projectionists, and prospective student library assistants, so they may have some common group for discussion of mutual problems and triumphs.

It is evident that the student library assistants program in Michigan class B secondary schools has not changed appreciably since the 1968 postal card survey<sup>1</sup> was taken by the editors of

---

<sup>1</sup>"Student Assistants in the Library," p. 23.

Forward magazine. Methods of student selection, evaluation of program, and librarian attitudes toward the student librarians remain the same; but the 1968 survey did show a higher percentage of formal classes for inservice education. Many of the questions posed by the librarians four years ago remain unanswered today, and it is possible that many of these questions will remain unanswered.

Changes in the attitudes of school librarians toward student library assistants as a result of the 1969 Standards cannot yet be measured because not enough time has elapsed since their inception. However, as a recommendation, it would be useful for a study to be made at the end of five years regarding the status of the student library assistant not only in Michigan but in the United States to determine whether or not the 1969 Standards have had any effect, either as a direct result of their adoption or other outside influences.

In all probability student participation in the school library program will continue, but the role of the student library assistant may be changing, especially in the libraries which are developing the media-center concept. Therefore, a study of the "Changing Role of the Student Assistant in the Secondary School Library", may well warrant further investigation.



## SELECTED BIBLIOGRAPHY

### Books and Pamphlets

- American Association of School Librarians. Standards for School Library Programs. Chicago: American Library Association, 1960.
- American Association of School Librarians. Standards for School Media Programs. Prepared by the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association. Chicago: American Library Association, 1969.
- Bennett, Wilma. The Student Library Assistant, A Workbook, Bibliography, and Manual of Suggestions. New York: H. W. Wilson Company, 1939.
- Brown, James W., et al. AV Instruction Media and Methods. New York: McGraw-Hill Book Company, 1969.
- Cecil, Henry L., and Heaps, Willard A. School Library Service in the United States, An Interpretive Survey. New York: H. W. Wilson Company, 1940.
- Conference on Library Manpower, Washington, D.C., 1967. Library Manpower: Needs and Utilization. Chicago, Illinois: American Library Association, 1967.
- Douglas, Mary Peacock. The Pupil Assistant in the School Library. Chicago: American Library Association, 1957.
- Erickson, Carlton H. W. Administering Instructional Media Programs. New York: Macmillan, 1968.
- Lowrie, Jean Elizabeth. Elementary School Libraries. Second edition. Metuchen, New Jersey: Scarecrow Press, 1970. pp. 179-184.
- McJenkins, Virginia. "School System Programs in Inservice Education on the School Library as a Materials Center", in The School Library As a Materials Center, ed. by Mary Helen Mahar. (Washington, D.C.: Department of Health, Education and Welfare, 1964), pp. 35-40.

Magill, Frank N., ed. Masterpieces of World Literature in Digest Form. New York: Harper and Row, 1952.

Mahar, Mary Helen, and Holladay, Doris C., eds., Statistics of Public School Libraries 1960-61: Part I: Basic Table. Washington, D.C., U. S. Government Printing Office, 1964.

Michigan Association of School Librarians. SLAAM Handbook of the Student Librarian Assistants' Association of Michigan. Alpena, Michigan: Downing Printing, Inc., 1968.

Stebins, Kathleen. Personnel Administration in Libraries. New York: Scarecrow Press, Inc., 1958.

Toser, Marie A. Library Manual A Study-Work Manual of Lessons on the Use of Books and Libraries. New York: H. W. Wilson Company, 1964.

U.S. Department of Health, Education and Welfare. Statistics of Public School Libraries 1960-61. Prepared by Mary Helen Mahar. (Office of Education No. 15049) Washington, D.C.: Government Printing Office, 1964.

Winston, Fred. Guiding Students in the School AV Club: A Guide for School-Building Audiovisual Coordinators in Organizing and Training Students for Participation in the School AV Program. Washington: Department of Audiovisual Instruction, NEA, 1962.

#### Articles and Periodicals

Asheim, Lester. "Library Education and Manpower; ALA Policy Proposal." American Libraries, I (April 1, 1970), 341-344.

Blalock, Clara Lou. "A Student Assistant Speaks." Wilson Library Bulletin, XXV (May, 1951), 673.

Blanchard, Catherine S. "Student Assistants in High School Libraries." Library Journal, LXXIV (April 15, 1959), 637-641.

De Angelo, Rachel, comp. "Student Library Assistants." Library Journal LXXX (January 15, 1955), 174-175.

"Directory Issue" Michigan High School Athletic Association Bulletin. XLVII (November, 1970), 235-236, 239.

Grazier, Margaret Hayes. "Student Assistants: To Have or Have Not." Forward, XVII (Spring, 1968), 19-23.

- Hopkinson, S. L. "An Annotated Bibliography." School Library Association California Bulletin, XXXIII (March 1962), 14-15.
- McGuire, Alice Brooks. "School and Children's Libraries." Wilson Library Bulletin, XXVII (January, 1953), 396-7.
- Oglesby, William. "A Reason for Peace." Audiovisual Instruction, XVI (June July, 1971), 70-72.
- Plank, Caroline L. "Training Student Assistants in School Libraries." Maylayan Library Journal, II (October, 1961), 8-11.
- Sister M. Lillian. "Should a Library Aide be Rewarded?" Catholic Library World, XXXIV (April, 1963), 400-401, 459.
- "Student Assistants in the Library." Forward, XVII (Spring, 1968), 21-23.
- "Student Assistants' Program Successful." Michigan Library News, IX (June, 1950), 7, 12.
- Stump, Anna L. "We Give Credits." Library Journal, LXXVII (November 15, 1952), 1946-49.
- Styers, Lawanya. "Rewards of Being a Student Librarian." Tennessee Library, XI (January, 1959), 35-36.
- Turk, Margaret L. "Future Hoosier School Librarians." Library Journal, LXXV (September 15, 1950), 1477.
- Wheeler, Helen. "What about the Student Library Assistant?" School Activities, XXXV (January, 1964), 145-147.
- Wilkes, Rachel. "Tricks for Training Student Assistants at Centralia." Illinois Libraries, XXXIII (January, 1951), 56-57.
- Wright, Alice E. "Pages and Student Assistants: Their Training and Care." Wilson Library Bulletin, XXXVI (May, 1962), 739-748.

#### Unpublished Material

- American Association of School Librarians. "Student Library Assistants: Selected References." Chicago, 1966. (Mimeographed.)

- De Angelo, Rachel. "Role of the Student Library Club in a Total High School Program." Unpublished MSLS thesis, Columbia University, 1951.
- Meyer, Floyd R. "Library Facilities and services in Nebraska Secondary Schools Accredited by North Central Association." Unpublished Ed. D. dissertation, University of Nebraska, 1957.
- Oakum, J. Allen. "Manual for Training Student Library Assistants in the High School Library." Unpublished masters thesis, Kent State University, 1952.
- Rowen, Ruth McFarlane. "Student Assistants in the High School Library; Their Selection, Training and Duties." Unpublished MASL thesis, Western Reserve University, 1950.
- University of Michigan, Library Extension Service. "Student Library Assistants," Ann Arbor, n.d. (Mimeographed.)

APPENDIX A

CLASS B SECONDARY SCHOOLS  
IN MICHIGAN WHICH RESPONDED  
TO THE QUESTIONNAIRE

CLASS B HIGH SCHOOLS IN MICHIGAN			Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
1	Albion Senior H.S. Albion	750		per hr. 1+1 AV	1	2	0
2	Allegan Senior H.S. Allegan	600		12	1	1	0
3	Alma H.S. Alma	---		10-15	1	14	-
4	Avondale H.S. Auburn Heights	---		12	1	0	0
5	Bad Axe H.S. Bad Axe	---		17	1	0	0
6	All Saints H.S. Bay City	---		22	1	0	0
7	Big Rapids H.S. Big Rapids	900		18	1	1	0
8	Birch Run H.S. Birch Run	720		15	1	0	-
9	Cranbrook H.S. Bloomfield Hills	870		20	2.5	1	0
10	Brighton H.S. Brighton	---		8	1	0	0

NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
11	Columbia Central H.S., Brooklyn	600			8	1	0	0
12	Buchanan H.S. Buchanan	1100+			30	1	.5	0
13	Caledonia Community Valley H.S. Caledonia	---			12	1	0	0
14	Calumet H.S. Calumet	750			12	2	0	0
15	Charlotte H.S. Charlotte	---			12	1	1	0
16	Cheboygan Area H.S. Cheboygan	950			20	1	.5BA	0
17	Chelsea H.S. Chelsea	750			7	1	1	0
18	Chesaning Union H.S., Chesaning	1014			30	1	1	0
19	Clare H.S. Clare	940			10	1	.5	0
20	Coloma H.S. Coloma	800+			15-20	1	1	0

NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
21	Comstock H.S. Comstock	1000			12-15	1	2	0
22	Corunna H.S. Corunna	---			4	3	1	0
23	Croswell-Lexington H.S., Croswell	732			10	1	1	0
24	Divine Child H.S. Dearborn	640			4	1	-	10
25	Delton-Kellogg H.S., Delton	1200			20-30	1	1	0
26	Austin H.S. Detroit	550			12	1	1	6
27	Benedictine H.S. Detroit	650			5	1	0	2
28	Dowagiac Union H.S., Dowagiac	812			20	1	1	0
29	Edwardsburg H.S. Edwardsburg	---			18	1	1	0
30	Ovid-Elsie H.S. Elsie	750			12	1	0	0



NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
31	Mason Consolidated H.S., Erie	---			28	1	0	0
32	Holy Name H.S. Escanaba	---	X		13	0	0	0
33	Lake Fenton H.S. Fenton	950			20	1	0	0
34	Flat Rock H.S. Flat Rock	640			12	1	2	0
35	Ainsworth H.S. Flint	800+			per hr. 1-4	1	0	0
36	Atherton Community H.S., Flint	---			21	1	1	0
37	Bentley Senior H.S., Flint	600			11	1	1	0
38	Fruitport H.S. Fruitport	1183			35	1	1	0
39	Gladstone H.S. School & Public Lib., Gladstone	---			16	1+1	5	0
40	Central Christian H.S., Grand Rapids	740			2	1	0	.5

NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
41	Kelloggsville H.S. Grand Rapids	640			19	1	1	0
42	Kenowa Hills H.S. Grand Rapids	975			13	1	1	0
43	Southern Christian H.S., Grand Rapids	580			7	1	0	0
44	West Catholic H.S. Grand Rapids	1150			50	1	0	0
45	Calvin Christian H.S., Grandville	580			12-15	1	1	1
46	Greenville Senior H.S., Greenville	---			8	1	1	0
47	Gwinn H.S. Gwinn	---			22	1	.5	0
48	Harbor Beach Community School Harbor Beach	705			60	1	0	0
49	Lutheran H.S. East Harper Woods	600			11	1	0	0
50	Hemlock H.S. Hemlock	560		X	-	-	-	-

NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
51	Hillsdale H.S. Hillsdale	837			14	1	1	0
52	Holland Christian H.S., Holland	850			18+	1	0	0
53	Holly Senior H.S. Holly	983			25	1	1 adult 2 co-op	0
54	Holt Senior H.S. Holt	1135			21-28	1	1	0
55	Hudsonville H.S. Hudsonville	700			6	1	0	0
56	Unity Christian H.S., Hudsonville	610			-	1	0	0
57	Ida Public Schools Ida	---			6	1	3	0
58	Imlay City Jr. & Sr. H.S., Imlay City	1033			3-4	1	2	0
59	Inkster H.S. Inkster	1180			47	1	0	0

NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
60	Iron Mountain Senior H.S. Iron Mountain	---			9	1	1	0
61	West Iron County H.S., Iron River	---			9	1	1	0
62	Ithaca H.S. Ithaca	890			15	1	1	0
63	Jenison Public H.S., Jenison	---			42	-	-	-
64	Christian H.S. Kalamazoo	600			14	1	.5	0
65	Hackett H.S. Kalamazoo	420			8	1	0	9
66	Kingsford H.S. Kingsford	---			14	1	0	0
67	Lakewood H.S. Lake Odessa	---			12-16	2	1.5	0
68	Lakeview Community H.S., Lakeview	---			20	1	1	0
69	Linden H.S. Linden	636			15	1	0	2

NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
70	Lowell H.S. Lowell	---			3	1	0	0
71	Ludington H.S. Ludington	---			28	1	1	0
72	Manistee H.S. Manistee	1134			8	1	1	0
73	Marine City H.S. Marine City	604			7	1	1	0
74	Marshall H.S. Marshall	1160			14	1.5	1	0
75	Marysville H.S. Marysville	650			15	1	1	0
76	Mason Jr.-Sr. H.S. Mason	870			25	1	1	0
77	Michigan Center H.S. Michigan Center	650			25	1	0	0
78	Bullock Creek Jr.- Sr. H.S., Midland	1018			21	1	1	0
79	Millington H.S. Millington	1000			12-15	1	0	0

NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
80	Jefferson H.S. Monroe	550			6	1	1	0
81	Monroe Catholic Central H.S. Monroe	---			7	1	0	2
82	Montague H.S. Montague	600			-	1	0	0
83	Chippewa Valley H.S. Mount Clemens	---			26	2	1 Lib. 1 AV	0
84	Elisabeth Johnson H.S., Mount Morris	---			12	1	0	0
85	Oakridge Sr. H.S. Muskegon	---			22	2	1	0
86	Orchard View H.S. Muskegon	1150			4	1	1	0
87	Muskegon Heights H.S. Muskegon Heights	---			10	1	1	0
88	Negaunee H.S. Negaunee	---		X	-	-	-	-

NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
89	Anchor Bay H.S. New Baltimore	900			7	1	1	1
90	Huron H.S. New Boston	---			21	1	1	0
91	Northville H.S. Northville	1100			14	1	1	0
92	Okemos H.S. Okemos	1015			12 each	1	1	0
93	Oscoda Area Schools H.S. Oscoda	1100		X	-	-	-	-
94	Lakeville H.S. Otisville	805		X	-	-	-	-
95	Otsego H.S. Otsego	850			40	1	1	0
96	Parchment H.S. Parchment	750			18-20	1	1	0
97	Western H.S. Parma	827			10	1	1	0
98	Paw Paw H.S. Paw Paw	---		X	-	-	-	-

				Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
99	Petoskey H.S. Petsokey	600			15	1	0	0
100	Pinckney H.S. Pinckney	650			11	1	1	0
101	Pinconning Area Schools Pinconning	1550			20	1	2	0
102	Plainwell H.S. Plainwell	950			12	1	1	0
103	Pontiac Catholic H.S., Pontiac	540			12	1	0	0
104	Chippewa Hills H.S. Remus	---		X	-	-	-	-
105	Gull Lake H.S. Richland	679			20-24	1	1	0
106	River Rouge H.S. River Rouge	1200			-	2	1	0
107	Gabriel Richard H.S., Riverview	560			10	1	0	7
108	Rogers City H.S. Rogers City	700			20	1	2.75 for 4 schools	0



NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
109	Romeo H.S. Romeo	852			12	1	1	0
110	Rudyard H.S. Rudyard	---			12	1	2	0
111	Arthur Hill Technical H.S. Saginaw	---	X		-	-	-	-
112	Carrollton H.S. Saginaw	650			21	-	0	0
113	St. Stephen H.S. Saginaw	557			10	1	0	0
114	St. Clair H.S. St. Clair	---			5	1	1	0
115	Saline H.S. Saline	720			21	1	1	0
116	Sandusky H.S. Sandusky	---		X	-	-	-	-
117	L. C. Mohr H.S. South Haven	1000			12	1	.5	0
118	South Lyon H.S. South Lyon	882			12	1	1	0

NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
119	Sparta H.S. Sparta	900			12-14	1	.5	0
120	Spring Lake Jr.- Sr. H.C. Spring Lake	1100			28	2	2	0
121	Central Montcalm H.S., Stanton	530			12	1	1	0
122	Lakeshore H.S. Stevensville	---			32	1	1	0
123	River Valley H.S. Three Oaks	730			36	1	1	0
124	Three Rivers H.S. Three Rivers	1000		X	-	-	-	-
125	Vassar H.S. Vassar	---		X	-	-	-	-
126	Vicksburg H.S. Vicksburg	---		X	-	1	1	8
127	Wayland Public Schools, Wayland	660			1 each hour	1	0	-
128	Ogeman Heights H.S., West Branch	---			6	1	2	0

NUMBER OF SCHOOL	SCHOOL AND CITY	ENROLLMENT	SCHOOL REPORTED CLOSED	Q.#1	Q.#2	Q.#12	Q.#13	Q.#15
				NO STUDENT LIBRARIANS	STUDENT LIBRARIANS	PROFESSIONAL LIBRARIANS	PAID CLERICAL ASSISTANTS	VOLUNTEER ASSISTANTS
129	Wyoming Park H.S. Wyoming	741			3	1	2	0
130	Lincoln Consolidated H.S. Ypsilanti	750			28	1	2	0

APPENDIX B

QUESTIONNAIRE AND COVER LETTER

## STUDENT LIBRARY ASSISTANTS SURVEY

1. Do you have a program for student library assistants? Yes \_\_\_ No \_\_\_

IF YES, PLEASE CONTINUE THIS QUESTIONNAIRE

2. How many student library assistants do you have working in your high school library or media center? \_\_\_\_\_
3. How are they selected? Recommended by teachers \_\_\_\_\_  
Volunteer by class \_\_\_\_\_  
Other \_\_\_\_\_
4. Do they receive credit? Yes \_\_\_ No \_\_\_  
Academic credit Yes \_\_\_ No \_\_\_  
Non-academic credit Yes \_\_\_ No \_\_\_
5. Do you pay your student library assistants? Yes \_\_\_ No \_\_\_  
Hourly rate \_\_\_\_\_ Source of funds \_\_\_\_\_
6. Do they receive any other kind of recognition? Yes \_\_\_ No \_\_\_  
Please state: \_\_\_\_\_
7. May they work in the library more than one year? Yes \_\_\_ No \_\_\_  
For credit? Yes \_\_\_ No \_\_\_
8. Do your student library assistants belong to SLAAM (Student Library Assistants Association of Michigan)? Yes \_\_\_ No \_\_\_
9. Do you regularly attend the State SLAAM Meetings? Yes \_\_\_ No \_\_\_
10. Do you have an organized student librarians club? Yes \_\_\_ No \_\_\_
11. Have any of your student library assistants attended the SLAW workshop at Western Michigan University? Yes \_\_\_ No \_\_\_
12. How many professional librarians do you have in your library? \_\_\_\_\_

## STUDENT LIBRARY ASSISTANTS SURVEY

13. How many paid clerical assistants do you have working in your library? \_\_\_\_\_
14. How many years have you had paid adult (non-professional) help in your library? \_\_\_\_\_
15. How many unpaid (volunteer) adult assistants do you have working in your library? \_\_\_\_\_
16. What kind of in-service training do you give your student library assistants? \_\_\_\_\_
17. Approximately how much time do you spend on in-service training. \_\_\_\_\_
18. Do you feel a student library assistants program is a valuable asset to your school? Yes \_\_\_ No \_\_\_
19. Should it be continued? Yes \_\_\_ No \_\_\_
20. Additional comments:

Name of School:

Address of school:

Enrollment:

Name of person completing this questionnaire:

PLEASE RETURN BEFORE JUNE 25, 1971

Box 88  
Harbert, Michigan 49115  
June 15, 1971

Dear Colleague:

I am writing a specialist thesis in partial fulfillment of the requirements for a degree from Western Michigan University on student library assistants in class B high schools in Michigan. Enclosed is a short survey needed for my research.

I realize June and the end of the school year is an exceptionally busy time for you, but I would appreciate your cooperation in completing this brief questionnaire and returning it to me in the stamped self-addressed envelope on or before June 25, 1971.

Thank you for taking a few minutes to assist me in this project. Results of this survey will be available upon request in September.

Sincerely,

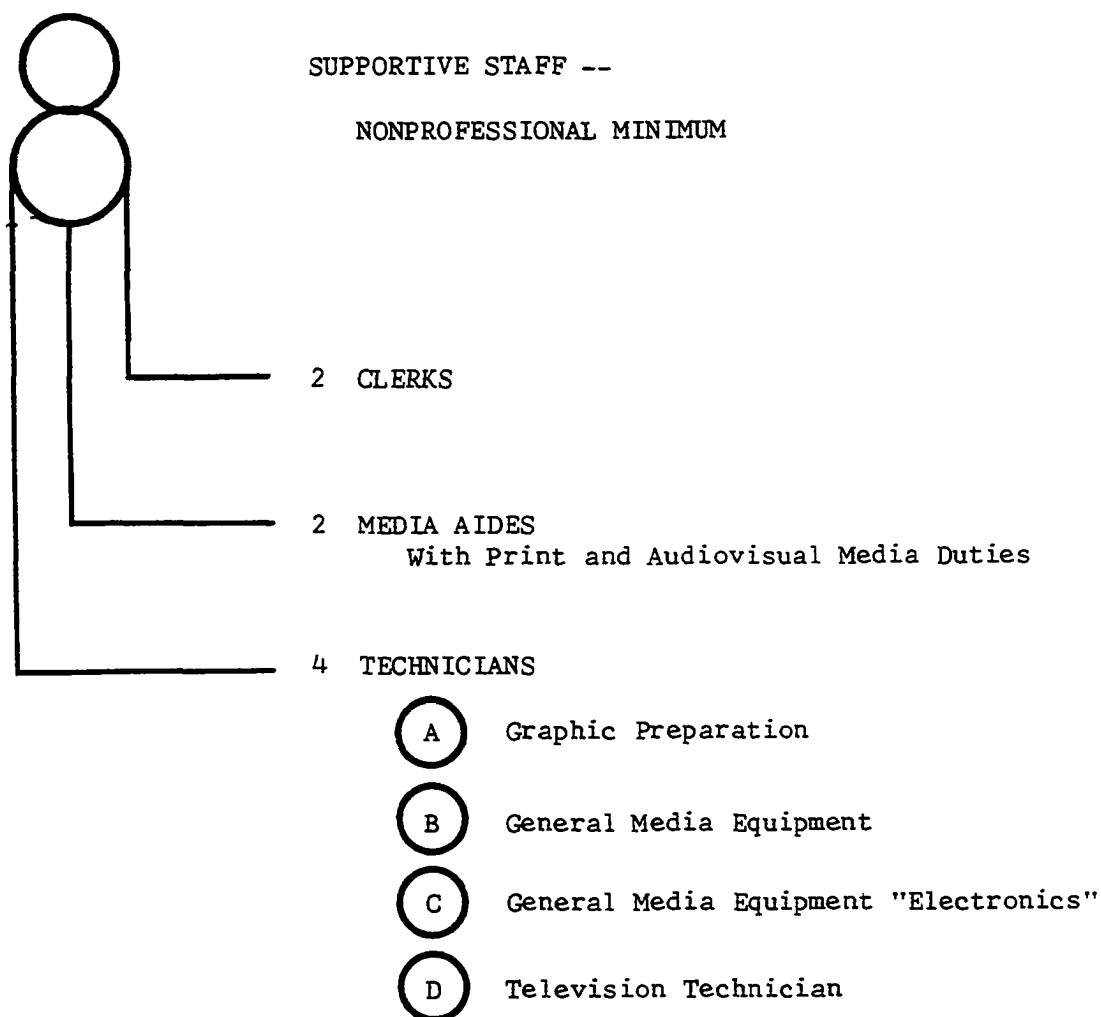
Marie R. Sivak  
Library Coordinator  
River Valley Schools  
Three Oaks, Michigan

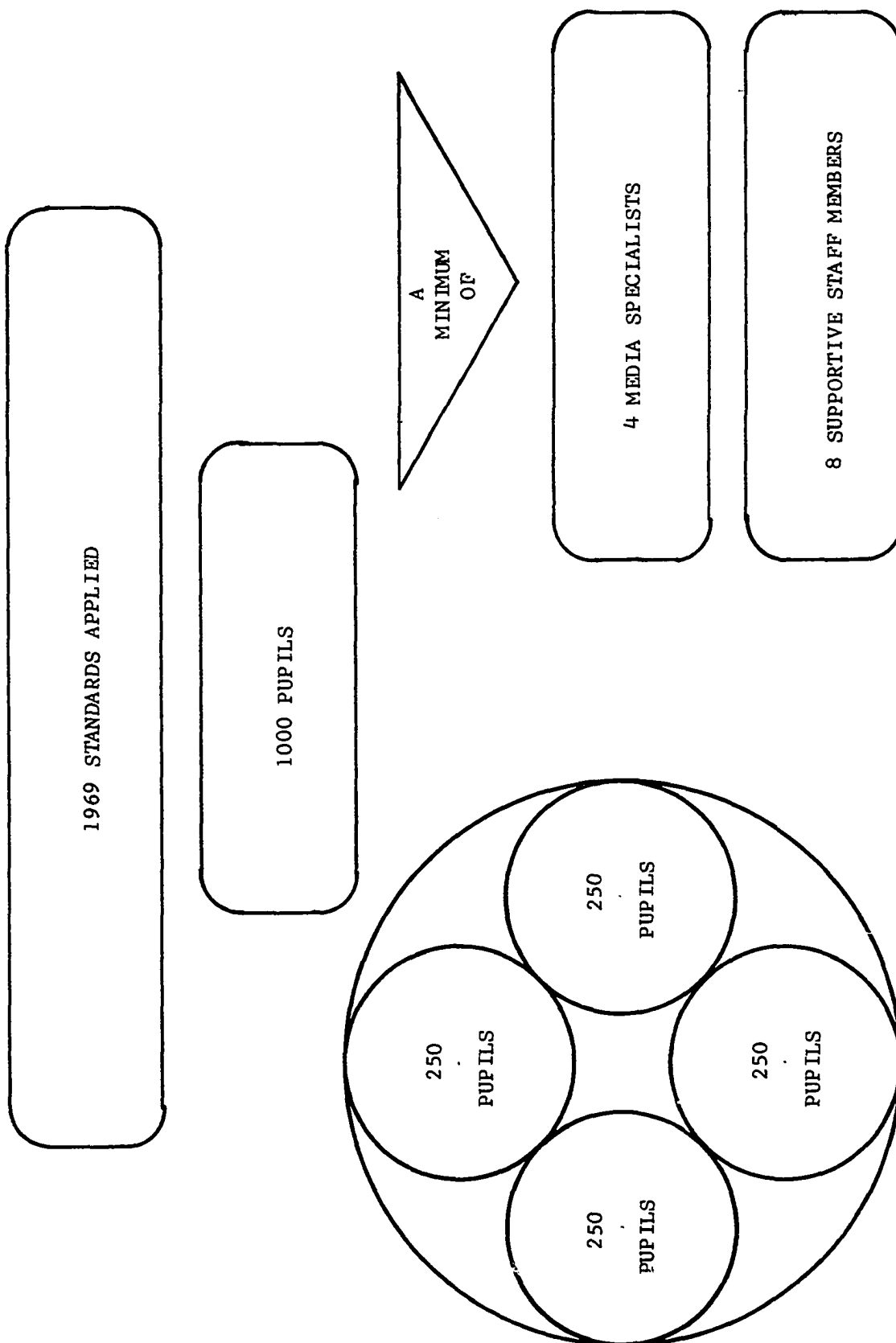
APPENDIX C

PROFESSIONAL AND SUPPORTIVE STAFF  
IN THE SCHOOL MEDIA PROGRAM GRAPHED  
RECOMMENDATIONS FROM THE 1969  
STANDARDS FOR SCHOOL MEDIA PROGRAMS



## 1969 STANDARDS





PROFESSIONAL SPECIALISTS

IN        Television  
          Computerization  
          Programed Instruction  
          "Multimedia"  
          Media Preparation

Who are not Qualified to Teach

JOB LEVELS<sup>1</sup>

<u>1969 Standards</u>	<u>1970 Media Guidelines</u>	<u>1970 JIMS</u>	<u>1970 SLMP</u>
Media Specialist	Director- Administrator  Professional	Specialist  (Includes 'Generalist')	District School Library Media Director  Head, School Library Media Center  School Library Media Specialist
Media Technician	Artist-Producer  Technician	Technician	School Library Media Technician
Media Aide	Clerical Manual	Aide	Clerical or Secretarial

<sup>1</sup>William Oglesby. "A Reason for Peace." Audiovisual Instruction. XVI (June/July 1971), p. 72.

APPENDIX D

ADDITIONAL DUTIES OF  
STUDENT LIBRARY ASSISTANTS

Ruth McFarlane Rowan<sup>1</sup> divides duties of student library assistants according to experience:

The less experienced child can do the following:

1. mechanical preparation of books, excluding outside lettering
2. straightening the room and keeping it in order
3. caring for plants
4. running errands
5. renewing date slips
6. stamping library identification on all supplies
7. clipping and mounting pictures
8. shelving fiction

The more experienced pupil who shows some particular skill might have these duties

1. lettering backs of books, shelf labels and signs
2. reinforcing magazines and pamphlets
3. typing headings on catalog cards
4. typing bibliographies, book orders, etc.
5. writing overdue notices for books and fines
6. assisting at the charging desk
7. helping with simple reference questions
8. taking charge of the room in the temporary absence of the librarian
9. filing circulation
10. carding returned books
11. shelving books, and training younger assistants to help

Many librarians put students in complete charge of circulation desk work, along with books in and out, the assistants answer student questions, shelve books, read shelves, and send out overdue notices and reserve book notices.

---

<sup>1</sup>Ruth McFarlane Rowan, "Student Assistants in the High School Library; Their Selection, Training, and Duties" (unpublished master's thesis, Western Reserve University, 1950), pp. 28-29.

Mechanical routines for the preparation of new books can be done by students. They can accession these books, stamp them with ownership stamp, find the cutter numbers, type and paste book pockets and cards, and file the catalog cards.

Miscellaneous duties would include filing pamphlets in a vertical file, checking in mail and magazines, preparing magazines for use, helping with inventory, and making bibliographies.

Additional duties of student assistants may include:

1. replacing material in the vertical file
2. writing book reviews and annotations
3. helping students locate books on shelves
4. finding and replacing back copies of magazines
5. making cards for quick reference file
6. checking lists with the catalog
7. filing shelf-list and catalog cards on top of the rod for revision by the librarian
8. making index cards for magazines not indexed in periodical indices in library
9. selecting books for display
10. making lists of books students like to read
11. fugitive material
12. library publicity
13. preparing bulletin boards
14. sending requests for free material
15. helping with library exhibits and library open house
16. helping with library instruction

Of course, students today are involved with more than print information. This is not new since audio-visual information has been in evidence in school libraries since 1946. Fred Winston<sup>1</sup>

---

<sup>1</sup>Fred Winston, Guiding Students in the School AV Club; A Guide for School Building Audiovisual Coordinators In Organizing and Training Students for Participation in the School AV Program (Washington: Department of Audiovisual Instruction, NEA, 1962), pp. 17-21.

defines the audio-visual related duties of the student assistant,  
listing them according to difficulty

1. distribute audio-visual materials and equipment to teachers; run errands within the school
2. adjust class room shades; turn lights off and on
3. tune classroom radios, TV receivers; report on equipment not working properly
4. operate record players
5. set up, take down small classroom tripod projection screens
6. set up, operate slide projectors
7. set up, thread, operate filmstrip projectors
8. set up, thread, operate tape recorders
9. set up, operate opaque projectors
10. set up, thread, operate motion picture projectors
11. make simple types of handmade lantern slides
12. check AV materials and equipment in and out
13. assist in the editing of a regular AV newsletter to faculty members.
14. keep records of materials and equipment use; make frequency utilization charts
15. operate curtain, lights and handle props for assembly programs
16. mount pictures, make display charts, help to arrange bulletin boards and corridor displays
17. place microphones and make tape recordings
18. place microphones and operate PA systems
19. operate spotlights
20. operate auditorium motion picture projector
21. operate auditorium stage lighting, drapes, curtain
22. make minor repairs on equipment; clean lenses; replace lamps, fuses, belts, etc.
23. splice film, filmstrips and tape recordings
24. make tape recordings for radio programs: copy from one tape to another
25. prepare materials for and operate photocopy machines
26. take school photographs



27. process and print pictures and slides
28. maintain systematic records of the use of equipment
29. assist in the recruiting and training of new AV club members
30. collect requests from teachers for materials and equipment and order films from rental or free sources.
31. maintain in and out records for films: return them on time
32. prepare daily or weekly projection schedule; assign operators