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A DESCRIPTIVE STUDY OF THE DEVELOPMENT
OF THE LIBRARY PROGRAM OF
LEWIS AND CLARK JUNIOR HIGH SCHOOL
BILLINGS, MONTANA
1956-1959

by

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B.A. Montana State University, 1952

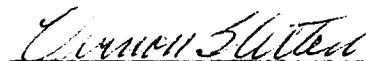
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MONTANA STATE UNIVERSITY

1959

Approved by:


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Dean, Graduate School

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CHAPTER I

THE PROBLEM AND PROCEDURES

I. THE PROBLEM

Background and setting of the problem. Lewis and Clark Junior High School of Billings, Montana was opened for occupancy on October 29, 1956.

The building, a two-story brick structure with a student capacity of fifteen hundred, is located in northwest Billings; the area of the city that has absorbed the major increase in Billings' population since 1950.

In addition to thirty-eight classrooms and eighteen special teaching and administrative rooms, the building contains a library with a student seating capacity of ninety-four and a book capacity of 13,200 volumes.

At the time the school was occupied, the library's book collection consisted of two sets of encyclopedias, six hundred fiction books, and two hundred non-fiction books.

Since one of the major determinants of a school library program is the curriculum, a brief description of that curriculum is presented here for background purposes.

The Billings school system operates under the six-three-three plan of school organization. Thus, Lewis and Clark offers courses for grade seven, grade eight, and grade nine.

The course offerings shown in Table I allow no electives in grade seven. Of the nine courses taken in grade seven, four are full year courses taught five days a week, one is a half-year course taught one day a week, and four courses are taught on alternate days of the week throughout the year.

The grade eight offerings include four full year required courses and students are allowed two electives from a list of eight.

Beginning with grade nine, courses are assigned credit for transfer to senior high school. A student entering grade ten must have earned $3\frac{1}{2}$ credits in grade nine. Of this total, one credit must be in English and one-half credit in physical education. The grade nine list of courses totals fifteen.

Statement of the problem. This study will contain a description of the development of the library program of Lewis and Clark Junior High School in the areas of organization, administration, and service from 1956 to 1959.

This study will also include a comparison between the library program of Lewis and Clark and the standards of school library service as outlined by the State Board of Education of Montana, the Northwest Association of Secondary and Higher Schools, and the American Association of School Librarians of the American Library Association. This aspect of the study will be used to determine how close the library program of Lewis and Clark comes to these standards, and use will be made of this information to determine what must be done to bring the library program described herein closer to the standards desired.

The following questions were formulated as a means of attacking

TABLE I
 COURSE REQUIREMENTS AND OFFERINGS BY GRADE
 LEWIS AND CLARK JUNIOR HIGH SCHOOL

<u>GRADE SEVEN</u>	<u>GRADE EIGHT</u>	<u>GRADE NINE</u>
<u>REQUIRED:</u> English Geography Montana History*** Arithmetic Spelling-Science Art* Chorus (girls)* Woodshop (boys)* Library Science** <u>Electives:</u> None	<u>REQUIRED:</u> English U. S. History Mathematics Science-Speech Physical Education <u>ELECTIVES: (two)</u> Chorus* Woodshop* Homemaking* Orchestra* Band* Library Assistant* Audio-Visual*	<u>REQUIRED:</u> English Physical Education <u>ELECTIVES: (three)</u> Algebra Mathematics Latin World History Social Science General Science Biology General Business Fine Arts Home Economics Mechanical Drawing Metal Shop Library Assistant Band Chorus Orchestra

* Taught alternate days of week
 ** Taught one period a week for one semester
 *** A three week unit

this problem:

1. What are the standards and goals of school library programs at this time as outlined by the State Board of Education of Montana, the Northwest Association of Secondary and Higher Schools, and the American Association of School Librarians of the American Library Association?
2. How close to these standards and goals is the library program herein described?
3. What has been the course that has brought this library program to its present status?
4. In general, what must be done if this library program is to achieve the standards and goals described in this study?

The approach to these questions is a non-quantitative one, being observations of the person making this study, and limited quantitative records of operation of the Lewis and Clark library program.

Importance of the problem. A knowledge of the existing situation is essential for constructive thinking about practical problems.¹ If one has goals to which he aspires, he must have a knowledge of the existing situation in order to know where to begin.² In short, one must know where he is in relation to where he wants to be if desired goals are to be achieved.

In addition, it is helpful, if not necessary, to know what course has been followed to bring a given program to where it is. Thus, a knowledge of the development of that program will help one determine whether to continue in the same way or to change your present course altogether. Unless new, or at least better thinking results from a study of this

¹Carter V. Good, and Douglas E. Scates, Methods of Research; Educational, Psychological, and Sociological (New York: Appleton-Century-Crofts, Inc., 1954), p. 255.

²Ibid.

kind, there is probably little value in it.

The purpose of this study will be to provide a description and an evaluation of the development of the Lewis and Clark library program in order to determine where in relation to the standards and goals discussed in Chapter II that program is; this knowledge will then be used to arrive at conclusions concerning the present course of the program.

Limitations and delimitations. The scope of this study includes only the library program of Lewis and Clark Junior High School and its relationship to the criteria against which that program will be evaluated.

A limitation of this study is the validity of the judgment of the person making the study as regards the evaluations concerning how close the library program of Lewis and Clark Junior High School comes to meeting the goals of a school library program.

A lack of time to plan an overall library program prior to putting the library into operation in 1956 represents a further limiting factor.

The existing audio-visual aid program in the Billings system, separate as it is from the library program, represents a limiting factor in making the library of Lewis and Clark a complete materials center for the school.

Definitions of terms. The term standards is used in this study as specific requirements of a state or regional accrediting agency pertaining to the organization and administration of a school library program under the jurisdiction of that agency.

The term standards is also used in this study to describe the recommendations of the American Library Association pertaining to the

areas of library personnel, the library collection, the library quarters, and the library budget. These standards will be referred to in this study as professional standards.

The term goals is involved with somewhat abstract concepts of the role of the school library in the total educational program of the school it serves; it implies the end purpose of the school library program.

The term service is used to describe any activity of the school library that helps teachers and pupils meet their respective needs.

II. THE PROCEDURES

The use of the related literature. The related literature is used in this study to provide a criteria against which judgments concerning the library program of Lewis and Clark Junior High School can be made.

Organization of the reporting of this study. Since the evaluation of the development and the status of this library program depend upon a criteria against which judgments can be made, a thorough treatment of this criteria is essential to the study and is treated in Chapter II. This data will be reported in such a way as to allow a ready reference to any part of it in the remainder of the study when the criteria is being applied.

The physical characteristics of a library play such an important role in the development of any library program as to require a completeness of treatment as is given in Chapter III.

A description of the development of the library program of Lewis and Clark Junior High School and the application of pertinent criteria

make up the remainder of this study in Chapter IV, Chapter V, Chapter VI, and Chapter VII.

A summary and recommendations conclude the study in Chapter VIII.

CHAPTER II

STANDARDS, GOALS, AND MOVEMENTS IN THE SCHOOL LIBRARY PROGRAM

I. PROFESSIONAL STANDARDS AND GOALS

Goals of the school library program. A joint committee of the American Library Association and the American Association of School Librarians published a study in 1945 in which they outlined goals and standards of the school library program. The statement of goals in that publication was so well thought out that it is still applicable. The services of the school library program in the guidance program, the reading program, and the enrichment program are clearly set forth as follows:

1. To participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members.
2. To stimulate and guide pupils in all phases of their reading that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.
3. To provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.
4. To provide boys and girls with the library materials and services most appropriate and meaningful in their growth and development as individuals.¹

¹American Library Association. American Association of School Librarians, School Libraries for Today and Tomorrow: Functions and Standards (Chicago: American Library Association, 1945), pp. 9-10.

5. To help children and young people to become skillful and discriminating users of libraries and of printed and audio-visual materials.

6. To introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth.

7. To work with teachers in the selection and use of all types of library materials which contribute to the teaching program.

8. To participate with other teachers and administrators in programs for the continuing professional and cultural growth of the staff.

9. To cooperate with other librarians and community leaders in planning and developing an overall library program for the community and the area.²

Standards of personnel. Table II contains the quantitative standards of personnel, collection, housing, and budget as recommended by the American Library Association. Columns two and three of this table are concerned with the standards of personnel.

Under these standards, a trained librarian is a person with a college year of library training.³ The standards call for one full time librarian as a minimum for schools with enrollments up to five hundred.

As can be seen from column two of Table II, the number of trained librarian increases by one for every five hundred enrollment. In addition to the recommendations for librarians, the standards also call for one clerical assistant for every one thousand enrollment.

Standards of the collection. Columns seven and eight of Table II

²Ibid., p. 10.

³Ibid., p. 41.

TABLE II
 SUMMARY OF QUANTITATIVE STANDARDS
 SUGGESTED FOR SCHOOL LIBRARIES
 AMERICAN LIBRARY ASSOCIATION

(1)	(2)		(3)	(4)	(5)	(6)	(7)	(8)
SIZE OF SCHOOL	LIBRARY PERSONNEL			LIBRARY READING ROOMS			LIBRARY BOOK COLLECTION	
Enroll- ment	Trained Librarian	Clerical	Floor Space Per Reader	Minimum Seat. Capacity	No. Read- ing Rooms	Minimum No. Titles	Minimum No. Volumes	
200	1	Part time	25 sq. ft.	Largest Class Plus 20	1	1,700	2,000	
500	1	1	25 sq. ft.	75	1	3,500	5,000	
1,000	2	1	25 sq. ft.	100	1	5,000	7,000	
2,000	4	2	25 sq. ft.	200	2	6,000	10,000	
3,000	6	3	25 sq. ft.	300	3	7,000	12,000	

cover the standards for the library book collection.

These standards call for a minimum collection of seventeen hundred titles and two thousand volumes. It can be seen from Table II that the per cent of duplication of titles increases with the increase in school enrollment.

In addition to the figures given in Table II relative to the library book collection, the American Library Association recommends that, "books, periodicals, information file, and audio-visual materials be organized for service."⁴

Standards of housing. Columns four, five, and six of Table II cover the standards for housing as recommended by the American Library Association.

The floor space is a constant of twenty-five square feet per reader.⁵

The minimum seating capacity recommended for schools up to three hundred enrollment is forty-eight or the largest academic class plus twenty. For schools above five hundred but less than one thousand, seating for fifteen per cent of the student body should be provided. Schools with more than one thousand enrollment should provide seating for ten per cent of the student body. One reading room for every one thousand students is recommended in Table II.

In addition to the above, the library quarters should provide a workroom and a storage room and, if possible, a conference room.⁶

⁴Ibid.

⁵Ibid.

⁶Ibid.

Standards of service. The standards of service recommended by the American Library Association are not shown in Table II as they come under the heading of qualitative standards rather than quantitative.

These standards are divided between service to pupils and service to teachers. Service to these two groups is in the areas of the school's reading program, the guidance program, reference service, curriculum development, and the organization of materials for service.⁷

The school library serves the teachers and pupils in the reading program of the school by cooperating with teachers in the development and improvement of reading ability of the individual student and assisting in the development of discrimination, taste, and appreciation in personal reading interests.⁸

The guidance program of the school is served by the school library through a rich collection of both book and non-book materials and by planning with the guidance personnel of the staff for programs that will help students in their personal and vocational guidance planning.⁹

The school library serves students as a laboratory for reference work by providing a rich reference collection and guidance to students in the use of the collection.¹⁰

The school library and the librarian are in a unique position to

⁷Ibid., p. 11.

⁸Ibid.

⁹Ibid., p. 12.

¹⁰Ibid., p. 13.

serve in the area of curriculum development as expressed by the needs of the pupils and teachers. The library should be able to supply a wealth of curriculum enriching materials for both teachers and pupils.¹¹

Unless the materials in a library are organized in a recognized, systematic arrangement, their usefulness is minimized.

The Dewey Decimal Classification System is recognized as the most useful system for organizing the books on the shelves.¹² A cataloging system that will provide an index to the book and non-book materials is essential if pupils and teachers are to know what materials the library has and where to locate those materials.¹³

Records of organization and operation should not be allowed to become a fetish, but the following are considered essential:

1. An up to date shelf record of every book.
2. A complete dictionary card catalog.
3. An inventory record.
4. A record of circulation.
5. A record of books on order and at bindery.
6. A charging record of books in circulations.¹⁴

II. NORTHWEST ASSOCIATION STANDARDS AND GOALS

Goals of the school library program. The library standards of the Northwest Association of Secondary and Higher Schools are in the

¹¹Ibid.

¹²Ibid., p. 15.

¹³Ibid.

¹⁴Ibid., p. 14.

process of being revised and the standards quoted in this study are from the revised version.

The revised standards make the following statement relative to the role of the school library.

The Northwest Association considers the library to be a very important part of the educational program of a high school.

It is the instructional materials center and should be under the direction of a qualified librarian who selects, catalogs, and organizes for use all books, periodicals, pamphlets, and other instructional materials.¹⁵

Standards of personnel. The Northwest Association standards of personnel require that a school librarian have a minimum of nine quarter hours of library science training and that this training should be in the areas of organization and administration, classification and cataloging, book selection, and library reference materials.¹⁶ The standards further stipulate that larger schools should require more than the above minimum.¹⁷

The Northwest Association standards of personnel further require that the librarian in a school with less than one hundred enrollment should work in the library two periods a day; in schools with from one hundred to five hundred, half a day; in schools with more than five hundred enrollment, a full time librarian is required.¹⁸

¹⁵Northwest Association of Secondary and Higher Schools. Standard V-Library. 1959. (Typewritten)

¹⁶Ibid.

¹⁷Ibid.

¹⁸Ibid.

The only statement about clerical assistants made by the Northwest Association is, "Larger schools should provide adequate clerical help."¹⁹

Standards of the collection. The Northwest Association standards of the collection require a minimum of eight hundred titles and one thousand volumes.²⁰ This requirement applies to schools with less than one hundred enrollment. Schools with enrollments between one hundred and three hundred must have twelve hundred titles and fifteen hundred volumes; schools with enrollments between three hundred and five hundred must have two thousand titles and twenty-five hundred volumes; schools with enrollments between five hundred and one thousand must have three thousand titles and four thousand volumes; and schools with more than one thousand enrollment must have three thousand titles and six thousand volumes.²¹

The Northwest Association standards require that the basic book collection be chosen from either the Basic Book Collection for High Schools, or the Standard Catalog for High School Libraries.²²

In addition to standards for the book collection, the Northwest Association standards include requirements for the periodical collection of the library. The minimum number of periodicals required is ten for schools with less than one hundred enrollment, to forty periodicals for

¹⁹Ibid.

²⁰Ibid.

²¹Ibid.

²²Ibid.

schools with enrollments of more than one thousand.²³ The standards further specify that all of the minimum number of periodicals must come from either the Reader's Guide to Periodical Literature or the Abridged Reader's Guide to Periodical Literature.²⁴

Standards of housing. The Northwest Association standards for housing require that there be seating for the largest class, sufficient shelving for all books and periodicals, vertical file facilities, adequate counter space for checking materials in and out, and space for cataloging and repairing of materials.²⁵

Standards of service. The Northwest Association standards for service require that the staff should provide library science instruction for every student, and that the library should be open every period of the day and before and after school.²⁶

III. MONTANA STANDARDS AND GOALS

Goals of the library program. The Montana State Board of Education standards for libraries make no statement relative to the goals of the school library program.

Standards of personnel. The Montana standards for personnel require that schools with enrollments of less than one hundred employ a

²³Ibid.

²⁴Ibid.

²⁵Ibid.

²⁶Ibid.

part time teacher-librarian with a minimum of six quarter hours of library training; schools with from one hundred to four hundred are required to employ a part time teacher-librarian with nine quarter hours of training; schools with enrollments from four hundred to eight hundred must employ a part time teacher-librarian with twelve quarter hours; and schools with more than eight hundred, a full time librarian who is a graduate of an approved library course.²⁷

Standards of the collection. The Montana standard for the collection is stated as, "a catalogued library of eight hundred live books and sufficient reference material of recent copyright date" ²⁸
The standards further require a minimum of fifteen periodicals and one daily newspaper.²⁹

Standards of housing. The Montana standards make no statement on housing the library collection.

Standards of service. There is no direct statement concerning service in the Montana standards, but a degree of service is implied in the requirement that the collection be catalogued and that reference materials and periodicals be chosen so as to serve the needs of the school.³⁰

²⁷Montana. State Board of Education, "Standards for Accrediting and Supervision of Junior and Senior High Schools in Montana." (Helena: State Department of Public Instruction, 1955), pp. 7-8.

²⁸Ibid.

²⁹Ibid.

³⁰Ibid.

IV. MOVEMENTS IN THE SCHOOL LIBRARY PROGRAM

Library science instruction. Very few would argue with the statement that, "a familiarity with library materials and a knowledge of how to use them are indispensable to the person who receives full service from the library."³¹

However, it is a moot question whether library training should be by a formal class in library science instruction with isolated units of study taught, or whether students should only be taught what they need to know about the library when the need arises.³²

The idea behind the formal method is that there will be enough carry-over for the time the information taught is needed, while the idea behind the informal method is to make the unit taught more meaningful to learn at that time for a specific purpose.³³

Both methods have their good points, and it is probably best to combine the two by having a special class in library science cover a basic course, and then to have the librarian and the subject matter teachers cooperate in follow up teaching as specific library research projects arise throughout the year.³⁴

A good basic course required of all students would include the following units of study:

³¹Mary Peacock Douglas, The Teacher-Librarian's Handbook, Second edition, (Chicago: American Library Association, 1949), p. 114.

³²Ibid.

³³Ibid.

³⁴Ibid.

- Unit I. Organization and regulations
 - A. Arrangement of materials and equipment
 - B. Types of materials provided
- Unit II. Make-up and care of books
 - A. Physical make-up of books
 - B. Variations of Dewey for local library
 - C. Arrangements of books on the shelves
- Unit III. Classification and arrangement
 - A. General plan of Dewey Decimal System
 - B. Variations of Dewey for local library
 - C. Arrangements of books on the shelves
- Unit IV. The Card Catalog
- Unit V. The Dictionary
- Unit VI. The encyclopedia and other reference books
- Unit VII. Vertical file and magazines³⁵

The pupil-assistant and the library club. The use of the pupil-assistant had its beginning in the need to extend the services of the school library program.³⁶ But the program would not have grown as it has if the pupils themselves had not found satisfaction in the program. One authority expresses it this way, "The student who works in the library is there because he elected to be there."³⁷ The program is an elective one in the school and could not succeed otherwise.

This program should not be allowed to develop in a school merely to exploit cheap labor.³⁸ Unless the program provides stimulating and worthwhile challenges for the participants and thus goes far beyond the

³⁵Ibid., pp. 116-122.

³⁶Mary Peacock Douglas, The Pupil Assistant in the School Library (Chicago: American Library Association, 1957), p. 1-2.

³⁷Ibid., p. 1.

³⁸Ibid.

Realm of mere clerical routine, it is not fulfilling its chief purpose.³⁹

The library assistant program, like every other educational program of the school, must have educational goals that are meaningful to the individuals involved; it must be designed to do the following:

1. To give pupils an opportunity to broaden their personal experiences.
2. To give pupils an opportunity to become more adept in the use of books and libraries.
3. To provide opportunity to explore vocational interests through pre-vocational experiences.
4. To provide opportunities for experiencing the satisfaction inherent in service to fellow students and to teachers.
5. To promote cooperative attitudes between the librarian and the students.
6. To provide opportunities for democratic participation.
7. To provide opportunities for developing and using special abilities and skills.
8. To provide increased and improved library service to the school community.⁴⁰

While students of different age levels enjoy more doing different types of work, the duties of the assistants should be rotated in such a way that the younger assistants will be taught more advanced duties and so that the older assistants will develop a good attitude toward work they aren't particularly enthused about doing.⁴¹

The general areas of work that the pupil assistant can be

³⁹Ibid., p. 2.

⁴⁰Ibid.

⁴¹Ibid.

expected to serve in are circulation service, shelving service, room service, reserve materials service, book processing service, magazine and newspaper service, information file service, audio-visual materials service, publicity and public relations, reference, repair, certain aspects of cataloging and some general clerical service.⁴² The extent of the above services depend upon the age level and maturity of the students.

It must be realized that not every student who wants to work as an assistant will make a satisfactory worker, and even though a librarian might feel that working in the school library would be just what certain students need for their personal development, the librarian has an obligation to the students and the teachers to choose students who will give good service.

Some kind of criteria for the selection of the assistants must be set up. One authority recommends the following:

1. Passing grade in all subjects
2. At least two periods a week for library work.
3. Ability and willingness to work at his scheduled time in the library.
4. Time to help occasionally before and after school.
5. Infrequent absences and tardiness.
6. Respect for the library and its rules.
7. Interest in books and people.
8. Ability to cooperate with others.
9. Punctuality, accuracy, and dependability.

⁴²Ibid., pp. 3-11.

10. Reasonable initiative and observation.
11. Courtesy and a good disposition.
12. The respect of other pupils.
13. Neatness and cleanliness.
14. Legible handwriting.⁴³

It goes without saying that not all of these qualities will ever be found in one person, but serve only as a guide and as goals for the students themselves.

The library service club has been a natural outgrowth of the pupil assistant program. It helps the assistants to feel that they are a part of an extremely important program, as indeed they are, and it helps to fulfill the need of the adolescent to "belong."⁴⁴ The library club must be organized with emphasis on its service rather than its social aspect even though this aspect can be made a part of and contribute to its effectiveness.⁴⁵

In carrying out its role as a service club, the organization's standing committees should be committees designed to give better service to the teachers and to the students.⁴⁶

Thus, recommended committees are, a program committee to plan each meeting in such a way that the members will be instructed and inspired; the scrapbook committee to prepare a school history; a publicity

⁴³Ibid., p. 13.

⁴⁴Ibid., p. 20.

⁴⁵Ibid.

⁴⁶Ibid.

committee to plan and execute displays, programs, and bulletin boards;
a cooperative committee to serve as a liaison between the library and the
rest of the school.⁴⁷

⁴⁷Ibid., pp. 20-21.

CHAPTER III

PHYSICAL CHARACTERISTICS OF LEWIS AND CLARK LIBRARY

I. FLOOR PLAN AND SEATING

The floor plan. The Lewis and Clark library floor plan is built with a split-level arrangement. The entrance to the library is on the upper level as are the charging desk, the book stacks, the work room, and the conference room. The main reading room, the periodical reading room, and the reference area are on the lower level. Two steps lead from the upper level to the lower level at four locations, directly opposite from the entrance, adjacent to the conference room, and from the stack area onto the floor of the main reading room.

The work room is separated from the upper level traffic area by the charging desk and counter-height shelving. The storage room is a closed room adjacent to the work room. The conference room is a closed room, but closed off by floor to ceiling glass rather than by a solid wall.

The main reading room is partially separated from the periodical reading room by a five foot high brick wall that allows an open passage of three feet. The main reading room is separated from the stacks by built-in shelving that is five feet high.

The main reading room and periodical reading room runs from east to west parallel to the upper level. Windows run the full length of the room along the north side, the upper level and entrance being on the

south side of the room.

The main reading room is seventy-six feet by thirty feet, and has a seating capacity of seventy-six. This room totals 2,280 square feet.

The periodical reading room is twenty feet by ten feet with a seating capacity of eight. This room totals two hundred square feet.

The conference room is twelve feet by six feet with a seating capacity of ten. This room totals seventy-six square feet.

The work room is eight feet by six feet.

The storage room is eight feet by four feet.

Application of criteria. Since the main reading room has a total of 2,280 square feet and seats seventy-six, this room provides more than the twenty-five square feet per reader recommended by the standards for housing of the American Library Association.

In providing one reading room for every thousand students enrolled at Lewis and Clark Junior High School, the number of reading rooms recommended by the American Library Association is complied with. The provisions for seating in the Lewis and Clark library also more than meet these requirements of the Northwest Association of Secondary and Higher Schools.

Since the periodical reading room has a total of two hundred square feet and seats eight, the recommendations of the American Library Association are also met here.

The seating accommodations of the main reading room and the periodical reading room total eighty-four. This falls sixteen short of the American Library Association's recommendation that schools with

more than one thousand enrollment provide seating for ten per cent of the student body.

The conference room with seventy-six square feet and seating for ten, falls far short of the American Library Association recommendation on the number of square feet per reader. It is for this reason, and the reason that is necessary for the librarian's desk to occupy the conference room, that this room does not meet the needs of a conference room.

The provisions in the Lewis and Clark library for a reading room, a work room, a conference room, and a storage room meet the requirements of the Northwest Association of Secondary and Higher Schools in this regard.

II. HOUSING FOR MATERIALS

Built-in housing. Built-in shelving on the main reading room level will house three thousand volumes, while the built-in stacks will house 10,200 volumes.

Magazine and newspaper shelving in the periodical reading room will house fifty magazines and seven sections of newspapers.

Steel shelving in the storage room is sufficient to accommodate back issues of all magazines subscribed to by the library for periods of three years for the monthly magazines, and for two years for the weekly magazines. In addition, this shelving will house small stocks of regularly used supplies.

The counter-height shelving in the work area will house five hundred volumes that are being processed, repaired, or that are on reserve for special class use.

Movable housing. Three filing cabinets with three legal-size drawers in each, are provided for unbound reference materials such as maps, clippings, pictures, and pamphlets.

A steel record cabinet will hold twenty-five 33.3 long-playing records.

Application of criteria. The shelving for books, periodicals, and the housing for unbound reference materials provided in the Lewis and Clark library meet the requirements of the Northwest Association of Secondary and Higher Schools as discussed under Standards for housing on page sixteen of this study. The shelving provided for books in the Lewis and Clark library more than meets the recommendations of the American Library Association as shown in Table II.

CHAPTER IV

THE LIBRARY COLLECTION AND ITS ORGANIZATION

I. THE BOOK COLLECTION

The non-fiction collection. When Lewis and Clark Junior High School was opened for occupancy on October 29, 1956, the non-fiction collection, excluding two sets of encyclopedias, totaled but two hundred volumes. These books had come in part from the Jefferson Grade School library and in part from the Lincoln Junior High School library. All of the books from Lincoln were in excellent condition and were excellent choices for the junior high school, having been chosen by a trained and an experienced librarian, but the majority of the books from Jefferson were in poor condition and were not the best choices.

There had not been time to process all of these books nor to repair and clean those that needed it when the new school opened; the new books that had been ordered in September were just coming in, and so the library could not be opened for service until three weeks after the opening of school.

Needless to say, when the library did open for service, the small book collection on the shelves was mute testimony to the job ahead in building.

The non-fiction books that were ordered in the early fall of 1956 were selected from the Basic Book Collection for Junior High Schools, a 1956 publication by the American Library Association; the Standard

Catalog for High School Libraries, the sixth edition and its supplements to date published by the H. W. Wilson Company; the Children's Catalog, the ninth edition published by the H. W. Wilson Company; and A Basic Book Collection for High Schools, a 1950 publication of the American Library Association. These four book selection tools have formed the main basis of the book selection for Lewis and Clark Junior High School library since it opened in 1956. In 1957 a new edition of the Standard Catalog was published and it and its supplements have been used along with the 1952 edition.

The seventh (abridged) edition of the Dewey Decimal Classification System was used to classify the non-fiction collection.

The unit card system was set up for the library's dictionary card catalog and the Wilson printed catalog cards were ordered for all of the books purchased that the printed cards were available for. The unit card system, including as it does a shelf list card, provided the library its record of accession and inventory and no accession record was begun for the library.

The Sears List of Subject Headings, a 1954 publication of the H. W. Wilson Company was chosen as the tool for assigning subject headings in the card catalog.

Typed catalog cards were made for books in the collection for which there were no printed catalog cards. The form for the typed cards followed that recommended in the Manual of Cataloging and Classification for Small School and Public Libraries by Margaret Fullerton Johnson and Dorothy E. Cook, a 1950 publication by the H. W. Wilson Company. Where the form in Johnson differed from the printed cards that made up the majority of the card catalog, the typed cards were

modified to comply with the form used on the printed cards.

At the outset, individual biography was assigned the Dewey number 92 and was arranged by biographee. In 1958, this number was changed to 921 to avoid the confusion concerning the location of these books that had developed on the part of students using the library.

Since the library shelving was adjustable, no special collection of oversize books was made; they were placed in their regular places within the collection.

The figures for the non-book collection shown in Table III represent net gain only from the end of one school year to end of another since 1957.

Since all of the books ordered in the fall of 1956 were on the shelves by January 1957, and since the purchasing policy of School District 2 allows only one major order per year to be sent in the late spring, the figures shown for the end of each school year represent, for the most part, totals that were in service throughout the school year.

It has not been necessary thus far to house any of the book collection in the stacks since the built-in shelving adjacent to the main reading room holds three thousand volumes.

The reference collection. The reference collection of the library is housed in built-in shelving at the east end of the main reading room. All of the reference books are marked with their Dewey number with the exception of the encyclopedias.

The figures in Table III, showing the growth of the reference collection, are somewhat misleading if it is forgotten that the only

TABLE III
LEWIS AND CLARK JUNIOR HIGH SCHOOL LIBRARY
INVENTORY RECORD SUMMARY
1956-1959

CATEGORY	END YEAR 56-57	END YEAR 57-58	END YEAR 58-59	% TOTAL* COLLECTED	% INCREASE 56-57
Reference Books	113	147	185	55	60
General Works	4	18	30	.90	600
Philosophy	4	14	39	1.2	900
Religion	13	15	23	.70	70
Social Science	114	196	268	8	130
Language	2	6	10	.30	400
Pure Science	109	240	328	10	200
Applied Science	88	168	233	7	160
Fine Arts	62	129	165	5	160
Literature	50	105	127	3.9	150
History, Travel, Geography, Biography	404	712	783	24	90
NON-FICTION TOTAL	963	1,750	2,196	63	200
FICTION	789	963	1,009	33	30
TOTAL	1,752	2,713	3,205	--	80

*Per cents are given as round figures

reference books in the library at the beginning of the 1956-1957 school year were two sets of the World Book Encyclopedia, thus totaling but thirty-eight volumes of reference books. The Collier's Encyclopedia was purchased to meet the needs of the older pupils, and an additional fifty-three more specialized reference books were purchased in the fall of 1956 book order.

These additional reference books were selected from the "first purchase" designation in the book selection tools previously referred to; they included biographical dictionaries, yearbooks, atlases, almanacs, gazeteers, a geographical dictionary, and quotation books.

Thus, the reference collection nearly tripled from the beginning of the school year 1956-1957 to its end even though the increase from this time to 1958 was only sixty per cent, as shown in Table III.

The fiction collection. Of the eight hundred books received from Jefferson and Lincoln schools, six hundred were books of fiction. This was, of course, a tremendous overbalance of fiction and accounts for the fact that the increase in fiction collection from 1956-1957 to 1958-1959 was but thirty per cent, as shown in Table III.

The books of fiction were arranged on the shelves by the author's last name. No separate section was made for story collections, and these were arranged by the editor or by the compiler.

Until 1958 there were no markings on the fiction books, but in 1958 the fiction books were marked with the first letter of the author's last name, and this marking was entered on the catalog card for each book.

Application of criteria. The use of the Standard Catalog for High School Libraries and the Basic Book Collection for High Schools as selection tools meets the requirements of the Northwest Association of Secondary and Higher Schools. The use of the Basic Book Collection for Junior High Schools and the Children's Catalog is recommended by all library authorities on book selection.

The total book collection of Lewis and Clark Junior High School library more than meets the requirements of the Montana standards of the collection. The book collection does not meet the recommendations of the American Library Association for schools with enrollments in excess of one thousand, and while the total collection meets the requirements of the Northwest Association for the number of titles, it does not meet their requirements for the number of volumes for a school with an enrollment in excess of one thousand.

The recommendations of the American Library Association in this regard are found in Table II, the requirements of the Northwest Association are found on page fifteen, the Montana requirements are found on page seventeen.

The system of classification and cataloging used by Lewis and Clark library is that recommended by the American Library Association and all authorities in this area of the library field.

The cataloging and classification of the Lewis and Clark library collection meet the requirements of both the Northwest Association and the Montana library standards.

II. THE NON-BOOK COLLECTION

The magazine and newspaper collection. When Lewis and Clark Junior High School opened, the library was subscribing to all of the magazines listed in the Abridged Reader's Guide to Periodical Literature with the exception of America, Atlantic Monthly, Harper's, Parent's, Current History, Saturday Review of Literature, and School Arts. In 1958, the library added Atlantic Monthly and School Arts, and in 1959 Saturday Review of Literature, and Parent's. In addition to the magazines in the Guide, the library also subscribes to Hot Rod, Natural History, Junior Natural History, American Girl, American Boy, and Seventeen.

Back issues of all monthly magazines are kept on file for reference for three years, while the weekly magazines are kept on file for two years. The magazines are boxed in pamphlets cases and are housed in the storage room.

The library also subscribes to the Billings Gazette, the Great Falls Tribune, and the Sunday edition of the New York Times.

Vertical file collection. When the library opened in 1956 there were no recordings, pamphlets, pictures, or maps in the vertical files of the library.

Since that time, a vertical file of current occupational information has been built, a map file, an author biographical file, and a combination clipping and pamphlet file. A picture file is in the process of being put together at this time and will be organized for use in 1959.

These files are arranged in alphabetical order by subject, the subject headings coming from the Sears List of Subject Headings and the

Abridged Reader's Guide to Periodical Literature.

Vertical file material is catalogued in the main dictionary card catalog with a "see" reference to the appropriate file given on a colored catalog card.

Vertical file material has come mainly from clipping newspaper and magazines, but pamphlet material has also come from the basic book selection tools used.

The larger pamphlets are housed in pamphlet cases and are placed on the book shelves at the end of the general class to which they belong.

The library has no collection of filmstrips or films, but has fifteen recordings for use by the social studies, history, and literature classes.

Application of criteria. The use of the Abridged Reader's Guide to Periodical Literature for the selection of periodicals, meets the requirements of the Northwest Association of Secondary and Higher Schools. The number of periodicals subscribed to by the Lewis and Clark library also meets the requirements of the Northwest Association and the Montana requirements.

The cataloging of the non-book materials in the main dictionary card catalog is recommended by all of the authorities in the field.

The non-book collection and its organization in the Lewis and Clark library follow the recommendations of the American Library Association in this regard.

CHAPTER V

LIBRARY SERVICE AND ITS ADMINISTRATION

I. SERVICE TO STUDENTS

The opportunity for student use of library. The Lewis and Clark Junior High School library is open for service at 8:00 a. m. each day of the school week. This is forty-five minutes before the first class period of the day. The library is open every period of the day and fifteen minutes after school ends. The reason for the shorter period after school is a school regulation that requires all students to be out of the building by 3:40 p. m. unless they are with an instructor. Therefore, any student doing library work in the library while either the librarian or another instructor is present may remain indefinitely. Students are encouraged to check out materials by 3:40, but any student remaining past 3:40 may check out materials before he leaves.

Students are issued two types of library permits which allow them to use the library during the regular school day; a library reading permit allows a student to come to the library once a week from study hall for general library browsing, while a library reference permit allows students to come to the library any number of times for reference work.

When a student is in the library on a reading permit he may look for books, read magazines, or do reference work. When a student is in the library on a reference permit, he is expected to spend the

majority of the period on the reference assignment specified on the reference permit. Students may come to the library on reference permits from both the study hall and from a class.

Since there is a full time study hall teacher employed at Lewis and Clark who is a specialist in supervised study, students are not allowed to use the library for studies not requiring library materials. During the last ten minutes of every period, students, may with permission do studies in the library.

No permit is required to enter the library or to check out materials either before or after school.

In addition to the above individual permits, students working as a group are issued conference room permits by teachers to allow them to use the conference room of the library.

Circulation of materials. With the exception of reference books and back issues of magazines, all materials in the library may be checked out by students. The majority of the books may be checked out for two weeks and be renewed for one week.

When the library opened in 1956, the majority of the books were checked out for one week with a one week renewal. In 1957, this was changed to two weeks with renewals by special permission of a teacher or the librarian. It is the plan to continue our present method for another year at least and to then consider increasing the renewal to two weeks. A few of the books are overnight books, and some are seven day books. Books on reserve for classes can only be checked out after school and then for overnight use only.

The current issues of magazines may be checked out overnight, but

the back issues are not allowed to be checked out.

Pamphlets may be checked out for seven days while other vertical file materials are checked out for periods of time agreed as being long enough for their use.

The recordings in the library are checked out only to instructors.

Reference service to students. The students of Lewis and Clark are encouraged to think of the library as a laboratory for their reference work. Teachers are encouraged to fill in the reference permits fully enough to allow the librarian an opportunity to know rather completely the needs of the student doing the assignment.

The librarian checks with all students who present reference permits to see that their needs are being met.

Students doing reference work are encouraged to ask for help, but it is considered an important part of the librarian's job at Lewis and Clark to offer help and guidance without unnecessarily intruding upon the student who is doing a competent job of work. The students are given informal instruction in the use of the reference materials to help them develop independence in this area rather than merely being told answers to their questions.

Reading guidance service to students. The use of the library as a reading center is encouraged by the issuance of the library reading permit and students who come to the library to "browse" are allowed as much freedom to do so as they can be allowed so long as they are not interfering with the work of other students.

It is during these times that the librarian at Lewis and Clark offers students suggestions of books they might enjoy and talks with students about their general interests. Reading guidance is a time consuming process, and it takes numerous contacts with any one student before a librarian can give the best reading guidance for that student.

The important role of the library science course in reading guidance is discussed in Chapter VI of this study.

Promotion of books. Since one of the fundamental purposes of any library program is to promote the use of books and other library materials, the promotion of books is a vital part of the library program of Lewis and Clark library.

Book talks provide a good opportunity for the promotion of books and the general use of the library. With but one librarian at Lewis and Clark, and the library kept open each period under his supervision, book talks can only be given during homeroom periods and to groups that come to the library.

During the 1956-1957 school year, the librarian delivered thirteen book talks to homeroom groups, and a total of ninety-three books were checked out immediately following the talks. During the 1957-1958 school year, a total of twenty-eight book talks were given, and a total of 203 books were checked out as a result of these talks. During the 1958-1959 school year, thirty-one book talks were given and 271 books were checked out. These figures do not include book talks given to groups that are brought to the library; these are covered in the section of this chapter on service to teachers.

Bulletin board displays and exhibits also play an important part

in book promotion.

During the 1956-1957 school year there were no bulletin boards inside the library, but the library was given use of a large board just outside the library in the main hall. This bulletin board was kept occupied with displays throughout the school year. The first year displays were mainly involved with the new books the library was processing daily as a result of the first large book order that was coming in, but seasonal displays were mounted. At least one new display was put up each month and sometimes twice a month.

The library has a built-in display case that fronts onto the main hall. This case has been kept filled with types of exhibits that lend themselves to a case rather than a board. A favorite type of exhibit is the exhibit of materials made by classes using library books to help in their making.

In 1957 the library received a large bulletin board inside the library and was able to use this as well as the one outside. Beginning in 1957, the board outside was used for seasonal displays, while the one inside was used for class and topical displays. Small collections of books are constantly kept about the library with appropriate placards and posters attached to the display rack holding the books.

Besides displays inside of the library, the librarian and teachers worked together to prepare displays in classes, and the study hall teacher and librarian cooperated in keeping one bulletin board in the study hall occupied with displays.

No accurate record of displays has been kept as it should be, but no display is kept up more than a month, and seldom that long. The small collections of books inside the library are changed weekly and

sometimes daily.

Each issue of the school paper contained library notes that include a book review of one fiction and one non-fiction book and a list of new books the library has received. The reviews are written by the librarian and library assistants.

Lewis and Clark Junior High School has an excellent public address system and book talks and book skits were given over this to homerooms.

Application of criteria. The provisions in the Lewis and Clark library program for service to students in the areas of reference service and reading guidance service and ample opportunity for students to use the facilities and materials of the library for their educational, vocational, and personal needs and interests follow the recommendations of the American Library Association in their qualitative standards of service and in their goals of library service as discussed in this study.

The requirements of the Northwest Association in regard to service are met by Lewis and Clark library by providing a centralized library that is open every period of the day and before and after school.

I. SERVICE TO TEACHERS

Circulation of materials. Teachers are allowed to check out any materials they need for as long as they require it. There is no limitation placed on the amount of materials that an instructor can check out. If another instructor requests material checked out by a

teacher, a request is sent to the teacher for the needed material.

Bibliographies and book lists. Annotated bibliographies and book lists are compiled by the librarian with the cooperation of the instructor for who they are intended.

During the 1956-1957 school year fifteen basic bibliographies were prepared and twenty-eight book lists made up. During the 1957-1958 school year, the basic bibliographies were supplemented, and eleven more basic ones were constructed, while twenty book lists were compiled. During the 1958-1959 school year all of the basic bibliographies were brought up to date.

Book Talks to classes. Since the library opened subject matter classes have been scheduled into the library for book talks and special work pertaining to the field concerned.

These talks are a joint effort between the librarian and the teacher of the class; they include not only book talks concerning the materials available for use by the class, but include supervised study and use of these materials in the library with the librarian and the teacher working with students who need help and instructing students in the use of special materials.

In the early fall all of the seventh grade English classes are scheduled for an orientation talk concerning the use of the library in their studies, but throughout the year as each class takes up work that will require using the resources of the library, a visit to the library is scheduled as one of the introductions to the unit.

During the school year 1956-1957 twenty-five such classes made a

total of thirty-three trips to the library. During the school year 1957-1958, the number of classes increased to but twenty-nine, but these classes came a total of thirty-eight times. During the 1958-1959 school year the number of classes rose to thirty-four and the visits to thirty-seven.

When classes come to the library it is closed to study hall use except on the part of students with reference assignments.

Room collections. While a central library decreases the need for extensive room collections of books, small collections from the library for brief periods of time do seem to serve a worthwhile purpose in promoting use of books and the use of the library.

Teachers frequently will request small collections to introduce to their students a part of the books they want them to read for a particular unit of study. These collections are seldom kept longer than a week.

At Lewis and Clark teachers are supplied with band daters for the period of time that they have a collection so that they can check out books to students who express a desire for them. The teachers then return the cards to the library the day they are checked out, and these cards are filed in their proper place in our circulation file.

Due to the extreme shortage of books, there were very few room collections built in 1956-1957, but beginning in 1957 and continuing in 1958, the number of room collections have increased somewhat steadily. In 1958-1959, there were sixty-five such collections built. There were no records kept of the number of books checked out through the room collections, and this is a record needed to evaluate their effectiveness.

Reserve collections. One of the most useful services performed for teachers who are teaching in one of the basic course areas where there are numerous sections using the same materials has been the reserve collections.

Collections of books on a particular topic are placed on reserve for classes where the demand far exceeds the supply. These books cannot leave the library except after school and then for overnight only. The exception to this is in the case of books of fiction or individual biography that could not be expected to be read with any value in one period or overnight.

The reserve collection device was not employed to any extent in 1956-1957, but beginning with 1957, a total of twelve hundred and forty books were placed on the reserve shelves for varying periods of time. In 1958-1959, this number increased to 2,374.

When books are placed on reserve, a book list is prepared for the teachers using the books, and if teachers make specific assignments, as they do frequently, a list of these assignments is posted with the books.

Professional library. In 1958, the Billings Teachers Association undertook to promote a central professional library in the system, but in 1957 a professional shelf was set up in the library of Lewis and Clark to serve the teachers in this area.

In the beginning, this shelf was made up of donations from the teachers' own libraries, but in 1958 ten books were purchased from publishers through the regular school book jobber for this shelf.

This shelf includes, besides books, the Journal of the National

Education Association, Montana Education, the Education Digest, Phi Delta Kappan, and the School Bell.

This shelf has been combined with a curriculum shelf and materials having to do with curriculum development are placed on it.

Each month's issue of the Education Digest is sent around to teachers by use of a routing slip, and any articles that came to the attention of the librarian that seemed worthwhile for an individual teacher, a group of teachers in a related field, or to the entire staff, were sent around in the same way.

Application of criteria. The book talks to classes, the room collections, the reserve collections, and the making of bibliographies follow what the American Library Association is referring to when they say the library should, ". . . work with teachers in the . . . use of all types of library materials which contribute to the teaching program."¹

¹American Library Association, op. cit., p. 10.

CHAPTER VI

THE LIBRARY ASSISTANTS PROGRAM

I. PURPOSE AND ORGANIZATION

The purpose of the program. The library assistants program at Lewis and Clark is an elective course that can be taken as one of the two electives in grade eight, and again in grade nine as one of the three electives. Students in grade eight work in the library three periods a week and receive a regular grade for their work. Students in grade nine work in the library five periods a week and receive one credit besides a grade.

The program is designed to provide for the more academically talented students an opportunity to become more adept in their use of books and libraries, to gain experience in serving their fellow students and teachers, and to provide increased and improved service to the entire school. This work experience provides an excellent opportunity for students to explore the general field of service work.

Organization of the program. Occasionally, exceptional ninth grade students are entered in the program without having served the previous year, but generally students are required to begin the program in grade eight.

Students are selected for the program during the last nine weeks of their seventh grade. Each student who applies first fills out an application blank stating whether it is his first, second, or third

choice of electives. Only students who indicate "first choice" are further considered. The lower half of the application form is sent to the homeroom of the student, and the homeroom teacher is asked to comment in writing or in person about the student's qualifications for the program. Any student considered quite unsatisfactory for the program by his homeroom teacher is usually eliminated. Each of the remaining students is personally interviewed by the librarian after consulting the permanent records of the student. A tentative list of candidates is drawn up and submitted to the Dean of Girls, Dean of Boys, and the guidance counselor for their opinions. The final selection is then made by the librarian using all of the above evidence.

The students chosen are given a four-week orientation in the library before school ends in the spring. A basic orientation list is made up and each student must complete work on each item under the direction of the ninth grade assistants and the librarian.

In scheduling the new assistants, an attempt is made to place the new assistants with one or more grade nine assistants.

A more complete orientation of the new assistants is done in the fall and regular assignments are given to both the grade eight and the grade nine assistants. The grade eight assistants are given lessons of a more elementary nature such as use of the card catalog and the Dewey Decimal Classification System. The grade nine assistants are given lessons involving use of the more specialized reference resources of the library such as yearbooks, almanacs, the vertical file, biographical dictionaries, and atlases.

Every day that a student is assigned to the library, he has a more or less specific area to work in shelving, carding, reference

service, circulation, book repairing and processing. These duties are rotated so that every assistant does every job at one time or another.

At regular intervals during the year, written and oral examinations are given covering assigned work. In addition to these group examinations, individual examinations are given orally by the librarian.

In 1956, there were twenty-eight library assistants working in the Lewis and Clark library.

During the 1957-1958 school year there were thirty-four assistants, and during the 1958-1959 school year, there were thirty-eight assistants. Of these totals approximately half each year are new assistants.

Application of criteria. The purposes, organization, and selection of assistants for the library assistants program at Lewis and Clark Junior High School follow closely the program recommended and discussed in Chapter II of this study, and it is most certainly hoped that the program at Lewis and Clark does go beyond the realm of mere clerical duties for the assistants as recommended in that portion of this study.

II. LAMBDA KAPPA

Background of club. When the library opened there were no well-developed plans for a library service club, but before the end of the first year, a desire to have such an organization was expressed by the library assistants. In the spring of 1957, such a club was organized under the name of Lambda Kappa of Lewis and Clark Junior High School. A constitution for the organization was drawn up and adopted by the members on March 16, 1957.

A temporary president was elected the same day, and on May 21, 1957, the following year's officers were elected.

Organization of club. The constitution of Lambda Kappa requires the election of new officers each semester. No person can be elected to the same office twice. The officers of the club are president, vice-president and secretary-treasurer.

Only library assistants who have completed one semester of satisfactory work are admitted to the club, and a member must be a member for one semester before being eligible for office. The library assistants who are not members may attend meetings of the club and serve on the standing and special committees.

The standing committees are room committee, publicity committee, program committee, social committee, scrapbook committee and project committee.

The club undertakes two money raising projects each year for the purpose of buying library books.

Since 1957, the club has carried out four such projects that have included a book fair and book sale, a faculty-parent tea, and a candy sale.

The club meets every other Monday during homeroom period in the library. There are no membership dues.

Application of criteria. The library club of Lewis and Clark library has the same basic purpose and a similar organizational structure as that recommended in Chapter II of this study.

CHAPTER VII

THE LIBRARY SCIENCE TRAINING PROGRAM

I. PURPOSE AND ORGANIZATION

Purpose of the program. The library science program at Lewis and Clark is a multi-purpose program with nearly equal emphasis on each purpose.

The program is intended to serve as a basic course in the use of books and libraries; it is not expected that this course will result in training a person so thoroughly that he will need no other formal or informal library instruction, but will, rather, serve as a good foundation for follow-up by both the librarian and the teachers.

The program is designed also to help orient the entering students to one of the important programs in their new junior high school experience; it is hoped that the library science program will be one of the agencies for helping to make the transition from the elementary school to high school a bit less painful or disastrous for the youngster who finds difficulty in adjusting to new circumstances.

It is also the intent of the program, organized as it is with small groups, to give the librarian an opportunity really to learn what the individual needs and interests of the group are; this knowledge will serve the librarian from that point on in giving to the individual student competent and understanding guidance in reading, and in his use of all of the library materials during the time he is at the school.

The program provides excellent training for future library assistants and provides the librarian with a good basis for selection of new assistants during the last nine weeks of the second semester.

Organization of the program. All grade seven students at Lewis and Clark Junior High School are required to take a one semester course in library science. In addition to these, all new grade eight students who have not had such a course elsewhere are required to take this course.

The students meet in the library one period a week throughout the semester. Students taking the course are not given report cards, but are informed of their progress each nine week period and a final grade is entered on their permanent grade records. Each student is given a slip signed by the librarian at the end of the semester with his final grade marked on it.

Previous to the 1956-1957 school year, it was grade eight students who received this course in the Billings junior high schools, but upon the recommendations of the three junior high school librarians, the course was given to grade seven students beginning with the 1956-1957 school year.

Grade seven students are assigned to the library for the course out of one of their three weekly study halls. The grade seven sections were divided in half, with one half receiving the instruction the first semester, and the other half, the second.

During the 1956-1957 school year, the grade seven section totaled 363 students, and the average size class in library science was eight. During the 1957-1958 school year, the grade seven section totaled 394

students, and the average class size was eleven. During the 1958-1959 school year, the grade seven section totaled 412 and the average class size was thirteen.

Course of study of program. The student text used in the course is, How to Use the Library by Beaul M. Santa and Lois Lynn Hardy. Supplementary texts that are used are Find It Yourself by Elizabeth Scripture and Using Your High School Library by Martin Rossoff.

The course of study includes eight units as follows:

I. Introduction

A. Role of the school library in school work

1. Leisure time reading
2. School work
3. Hobbies and social interests
4. Adult use of libraries

B. Library Discovery Test

II. How to Use Non-Fiction Books

A. Parts of a non-fiction book

B. Selecting non-fiction books.

C. Obtaining information from non-fiction books

1. Note taking
2. Research technique

III. How to Find the Books You Want

A. Library arrangement

1. Fiction
2. Non-fiction
3. Reference
4. Periodicals
5. Pamphlets

B. Card catalog technique

C. Begin research report

IV. How to Use Reference Books

- A. Dictionaries
- B. Encyclopedias
- C. Yearbooks and almanacs
- D. Atlases and gazeteers
- E. Books of quotations
- F. Continue on research report using above sources

V. How to Find Information in Magazines

- A. Review of magazines in library
- B. Use of the Abridged Reader's Guide to Periodical Literature.
- C. Continue research report using above sources.

VI. Non-Book Materials

- A. Vertical files
- B. Pamphlets
- C. Recordings
- D. Maps
- E. Continue research report

VII. Problems in fact finding

VIII. Review¹

II. ADMINISTRATION OF PROGRAM

Administration of classes. Beginning with the 1958-1959 school year a library science class met nearly every period of the day throughout the week due to the large number of students in the grade seven

¹Billy K. Pate, "Course of Study for Library Science; Lewis and Clark Junior High School." (Typewritten)

section.

The librarian meets with the class during the first fifteen to twenty minutes of the period. The previous week's assignment is gone over and any papers due are corrected. The next week's assignment is then given and the students work independently for the remainder of the period, seeking help from the librarian as they need it.

This system of administering the class works out quite well as students from the library and from classes usually arrive within fifteen minutes of the beginning of the period and the librarian can then be free to give them help.

Most of the assignments are short enough to allow the average student to finish the assignment during the time left in the period for working, but it is expected that most students spend at least part of another period working on either the assigned reading or the work. Library science students are issued reference permits by the librarian to come to the library from a study hall to work on library science assignments.

Following completion of Unit III students are allowed to choose a library report topic that they will work on throughout the semester, using the various types of library materials after they are taken up in class.

This report need not be long, but must rather thoroughly cover the topic chosen, and thus the choice of a topic is carefully made and must be approved by the librarian.

The finished report must be in long hand, and students must turn in their bibliography and note cards with their report. The grade on this report influences their final grade quite heavily.

Application of criteria. The requirement that all grade seven students and all new grade eight students take a course in library science, meets the requirements of the Northwest Association in this regard.

The general content of the course of study in library science at Lewis and Clark follows that recommended in Chapter II of this study.

CHAPTER VIII

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

Housing and quarters. With the exception of the conference room at Lewis and Clark Junior High School, and assuming a continued increase in enrollment will be the pattern at Lewis and Clark, causing a shortage of seating space, the housing and quarters of Lewis and Clark are quite good for the continued development of the library program.

When it becomes necessary to use the stacks, the built-in shelving between it and the main reading room will cause a real problem in supervision.

The book collection. The size of the present book collection of Lewis and Clark Junior High School is not nearly adequate for a school with the present and anticipated enrollment of Lewis and Clark. The collection's quality and distribution is good with the exception of the overbalance in the fiction category.

The non-book collection. There is a real need for an expanded clipping file and a need to begin the building of a well organized picture file. The non-book collection will not be adequate when its use is what it should be.

The library program. The present library program at Lewis and

Clark has the basic ingredients for a good general program, but like any functional program, it must be worked at continually to improve its effectiveness and make the library's impact felt by every member of the school community.

II. RECOMMENDATIONS

The book collection. The book collection must continue to grow, and at a greater rate than the past three years in order even to keep up in view of the fast increasing enrollment at Lewis and Clark. No fewer than five thousand titles and seven thousand volumes should be the goal for the next three years.

The library program. The library science program must be watched carefully from now on and its organization and administration changed to fit the changing enrollment pattern. The teachers must be brought into this program in a more formal manner, with definitely agreed upon areas to be taken up by them and definite follow-up programs undertaken.

Care must be exercised so that the library assistant program does not degenerate into a mere exploiting of the students due to increased pressures on the library.

There is a need immediately for another full time librarian at Lewis and Clark, and one full time clerical assistant; it is impossible for one librarian with only a part time clerk to meet the needs of the present student body and faculty of Lewis and Clark, and at the same time expand the present program.

The general program has progressed quite well during the past

three years, but care must be exercised not to allow this progress to stop at its present point, for a program of this kind must continually grow if it is to keep pace with the educational needs of the school it serves.

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