

NORTH CAROLINA LIBRARIES

**SCHOOL LIBRARY STUDENT ASSISTANTS IN NORTH CAROLINA  
RESULTS OF SURVEY OF A SUBCOMMITTEE OF SELA  
Returns from Questionnaires on School Library Student Assistants**

NOTE: These statistics were obtained through a questionnaire sent to schools in the nine southern states.

	No. Sent	No. Returned	Total Enrollment	Total Student Assistants	Average No. Per School	Average Time In Hrs. Per Student Per Week
Alabama	375	61	32,308	1188	19	2.8
Florida	406	117	89,484	*—333 2922	14 24	3 2.4
Georgia	500	77	49,735	—844 2313	17 30	3 2.6
Kentucky	613	127	55,005	—1181 2789	15 21	3.1 3.4
Mississippi	500	35	12,667	—1043 388	14 11	3.2 4
North Carolina	250	151	87,719	5338	36	2.9
South Carolina	300	34	17,230	—3082 575	16 17	2.9 3
Tennessee	700	134	79,039	1675	12	2.2
Virginia	584	234	147,652	6420 —2124	27 18	2.5 2.8

\*The subtractions were made when whole school attendance was given as being student assistants.

**Number of Questionnaires Returned**

In order of quantity:		In percentage of questionnaires:	
Virginia	234	North Carolina	56%
North Carolina	151	Virginia	40
Tennessee	134	Florida	29
Kentucky	127	Kentucky	20
Florida	117	Tennessee	19
Georgia	77	Alabama	16
Alabama	61	Georgia	12.6
Mississippi	35	South Carolina	11
South Carolina	34	Mississippi	7

**Figures for N. C. Singled Out and Then Compared with Whole Group**

In North Carolina 57 schools require that student assistants in the library must belong to a special grade and 90 do not. In the nine Southern States 248 require this and 664 do not. North Carolina is therefore higher in this requirement than the group as a whole.

Ninety-one report that students must apply for work and 46 do not; 89 require students to have and to maintain certain academic standards while 50 do not. The group-requirement was that 510 maintain academic standards and 355 do not.

The average number of student assistants in North Carolina is 16. The range in the other states is from 12 to 18.

The average amount of time in hours per week that each student assistant spent working in the library was 2.9 hours in North Carolina. The range was from 2.2 to 4 hours in the other states.

The social activities in order of frequency in North Carolina were: 46 parties and socials; 19 teas; 7 picnics and wiener roasts; 5 dances; 4 library trips and 3 refreshments. On the group-list picnics and wiener roasts were second and teas, fourth; library trips were third and dances seventh while refreshments were fifth.

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Rewards in North Carolina were in order of frequency: 40 academic credit; 26 social; 22 extra curricular points; 8 letters; 5 tied for money and pins; 3 gifts; 2 certificates and 1 lunch. On the group-list social was 1st, academic credit 2nd; pins were 4th; letters 5th; pay was 7th; certificates 6th; gifts were 8th while lunch was at the bottom of the list.

How the students assist with the work of the library was indicated by North Carolina in order of frequency; 140 charge books; 130 keep library in order; 127 discharge books; 126 check in magazines; 118 paste pockets; 115 check overdues; 113 read shelves; 107 arrange displays; 105 file book cards; 88 mend; 75 do general typing; 71 type book cards; 63 mount pictures; 62 prepare material for the verticle file; 60 letter books; 43 type headings on Wilson cards.

In the group-list the first three were in the same order as were mending and filing in the card catalog and typing headings on Wilson cards was the last one in each group. Reading shelves was fourth and checking overdues was fifth on the group-list. Pasting pockets was eighth on the group-list and fifth on the North Carolina list.

In the matter of the state-wide student assistant organization North Carolina found in order of frequency: 43 thought it a recruit instrument for library work as a career, two thought not; 32 thought it helped recruit for the individual library; eight thought not; 30 thought it provided opportunity for the development of leadership; and 27 thought it would raise the prestige of the school library.

In the whole-group second place was given to providing for the development of leadership.

Values to the student resulting from work in the library in order of frequency reported by North Carolina were: 145 personal development; 141 familiar with the library; 140 cooperation between the pupil and the librarian; 138 help in choice of career and 125 aids in interest in study. In the whole-group first place went to being familiar with the library and second to personal development—the rest were in the same order in both.

These facts may not be too important but they seem to indicate that librarians might let the student assistants do more things than they now do, for example 140 schools have students charge books but only 127 discharge books. Only 88 mend. Seventy-five schools let students do general typing but only 43 type headings on Wilson cards. Students can discharge books with very little training; if mending is to be done, students can learn to do it; librarians would have more time to work with students and teachers if they used Wilson cards instead of typing cards in full. Students who can type can do the typing on the Wilson card and this will give the librarian more time for real library work which is getting the child and the book together.

Some schools find that it is difficult to get student assistants to read shelves as that is considered too monotonous.

An enthusiastic school librarian usually has enthusiastic student assistants. If she likes library work they usually do, too.

—RUBY ETHEL CUNDIFF, *Chairman SELA Subcommittee*,  
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Miss Ida Goshkin, director of training for the American Heritage Project, spent three weeks, from January 4-24, in North Carolina. While here she attended meetings of American Heritage discussion groups throughout the State.