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**A COMPARISON OF THE LIBRARIES OF SELECTED
SMALL AND LARGE SCHOOLS
IN SOUTH DAKOTA**

**BY
LA VERNE WILLIAMS**

**A research report submitted
in partial fulfillment of the requirements for the
degree Master of Education, Department
of Education, South Dakota State
College of Agriculture and
Mechanic Arts**

August, 1963

SOUTH DAKOTA STATE COLLEGE LIBRARY.

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Thanks also to my daughter, Mrs. Barbara Kersten, for constant encouragement and advice.

LITERATURE CITED

LW

APPENDIX

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INTRODUCTION

The development of the high school library in our nation's schools can be divided into three definite steps. The early schools in the United States had no libraries. This phase was followed by an era in which schools purchased some books for students to read, but chiefly as a recreational activity. The third step in the evolution is the concept that the modern high school library should be an intellectual laboratory. Many schools have made progress in this present phase of library development.

Educational leaders for many years have recognized that an essential part of a good school is an adequate library. However, the phrase, adequate library, is extremely general and vague. Therefore, it is necessary to state more specifically what are some of the general concepts of the modern high school library. The library should supplement instructional objectives, enrich course content, provide for needs of individual students according to their abilities, motivate pupils to use library materials, teach the use of libraries to pupils, broaden students' general knowledge, and add personal enjoyment for members of the student body.

These essential elements for a school library program are highly interdependent, and this must be kept in mind. A library to supplement instructional objectives must have a wide range of materials in the fields of each objective of the curriculum. This material should be of such a nature that it would aid the student to a better understanding of the point or points being considered. The

enrichment of course material would give the student a broader and more complete viewpoint. The point of providing reference material in accordance with ability is highly important. For example, a topic in the study of physics, a student in the upper ten per cent of the class could read a technical article in a magazine and readily understand the article; whereas, it would be necessary for a student in the lower ten per cent to use general reference material, which was written at a lower grade level.

The library is vital in the modern school, but a library is not solely a room of proper size and lighting with a sufficient number of reading stations. It must have a librarian who is trained in the technique of library procedure and management, and, if possible, the talent to induce pupils to use the valuable materials to be found in the library. A library of any number of books is of no value unless the books are being used. Ruth Fay concurs with the above type of thinking in the following statement:

We will not be satisfied that we have a truly efficient program until every child has sufficient time to spend in a well stocked and well organized library, directed by a librarian who is not only skilled in techniques, but who has the talent to introduce the wonderment of books to the magic of childhood.¹

It is evident, at this point, that two of the vital things necessary to have an adequate library are a sufficient number of books to supplement all areas of the curriculum and an efficient,

¹Ruth N. Fay, "I'm convinced any School can have a Library," The Instructor, November, 1959, p. 76.

well-trained librarian. It is to be understood that these are not the only points that are considered, but are the two most important.

The fact is our high school pupils can graduate from high school with inadequate preparation in library techniques. Training in library use is a definite necessity if the student is going to continue in the field of academic attainment. The economy of our country now and in the future depends upon trained intellect. Also, there are several fronts in the cold war; however, the first one that must be won is the intellectual front, because no country has ever exceeded its intellectual level.

The calculated assumption that the libraries in the schools of South Dakota are in need of improvement is the basis for this paper.

A survey was conducted to determine the condition of libraries in the schools of South Dakota. It was conducted in both "A" (average 200 enrollment) and "B" (average 50 enrollment) schools. A comparison of this nature would be of very little value if made between two groups of schools with inferior libraries. Therefore, minimum standards for high school libraries had to be established. This paper is delimited to the physical aspects of high school libraries and does not consider programming or the audio-visual services.

The comparison between the two groups (made in this paper) is based on the minimum standards of the South Dakota State Department of Public Instruction Bulletin 21C. However, a broader set of standards is suggested based on recommendations of the American Library Association and by surveys conducted in the states of North Carolina,

Washington, Wisconsin, Nevada, and Virginia.

Listed below are the minimum requirements outlined by the South Dakota Department of Public Instruction:

1. A minimum of 1200 books for first class schools, or 700 books for second class schools, or 7 books per pupil whichever is the larger, up to 500 enrollment. Above 500 to 2000, four books additional per pupil, and three additional books per pupil above 2000.
2. The department suggests the distribution of books as to subject matter.
3. The quarters shall be attractive, centrally located, easily accessible, appropriately equipped, and shall accommodate 10% of the enrollment. Also shall accommodate 20 pupils and need not exceed 80 stations.
4. The Dewey Decimal System shall be used.
5. The annual expense shall be \$2.50 per pupil for the first 200 pupils, but not less than \$300; \$1.50 per pupil for the next 300 pupils; and \$.75 per pupil for each pupil above 500 enrolled.
6. First class schools shall have 15 semester hours in library science and second class shall have six semester hours. Unqualified librarians shall attend an annual workshop.
7. Schools having 500 shall have a full-time librarian, and an additional full-time librarian for each added 500.
8. Work loads shall be two periods a day with less than 200 enrollment, half-time with enrollment from 200 to 500, and full-time over 500 in first class. One period a day, minimum in second class schools.¹

¹State of South Dakota, Department of Public Instruction, Secondary School Standards, "Policies Minimum Standards Regulations for Accreditation of Secondary Schools," Bulletin No. 21C, July 1, 1960, p. 32.

This is no attempt to set up the ideal, but merely an attempt to specify the very minimum standards within keeping with library science.

The American Library Association recommends that schools follow the state requirements, but they further recommend these particular standards:

1. One full-time librarian for each 300 students.
2. A librarian should have 30 semester hours in library science or meet the requirements set down by the state.
3. The minimum area in the library should be three square feet per pupil.
4. A minimum of 6000 books or 30 books per pupil in school of 200 enrollment. School of 50 enrollment, the minimum is 1500 books.
5. The minimum for periodicals is one hundred twenty titles plus five professional magazines.
6. The minimum of newspapers is from three to six with sufficient duplication to care for the needs of pupils.¹

¹American Library Association, Standards for School Library Programs, 1960, p. 77.

PURPOSE AND METHODS OF PROCEDURE

This survey was conducted to compare the physical aspects of libraries of small schools with those of larger schools. This comparison was in terms of housing, books, finance, and personnel. This survey was made to determine the condition of the libraries in the selected schools as a sample of the libraries in schools of the state.

In this library survey, schools to be sampled were selected on the basis of high school enrollment. The state of South Dakota classifies schools as "first" and "second" class schools on the basis of qualified teachers employed. However, this paper is not concerned with this classification established by the State Department of Public Instruction. This paper deals only with high school enrollment in relation to the quality of the library.

It was decided that one group of high schools would be of an approximate enrollment of 50, and the second group would be of 200 enrollment. The schools of 50 enrollment will be referred to in the remainder of the paper as "B" schools, and the schools in the 200 group will be referred to as "A" schools.

Two groups of ten schools were used in this survey, which represents approximately 50 per cent of the "A" schools in this designated area and approximately 25 per cent of the "B" schools.

The location of these 20 schools was determined by drawing a circle with a radius of sixty-five miles from Colton, South Dakota, on a road map. To achieve an average of 50, one school of 49 was chosen in this area, and then, by geometrical proportion approximately

the desired averages were reached. The averages obtained were 50.9 high school students per school in the "B" schools, and 199.6 high school students per school in the "A" schools. The enrollment figures for these schools were based on the 1961-1962 school year, as published in the Educational Directory of South Dakota Schools. Table 1 shows the exact enrollment and counties of location of these 20 schools.

The "B" schools sampled were Bruce, Franklin at Madison, Valley Springs, Winfred, Canova, Fedora, Farmer, Carthage, Artesion, and Plano at Fulton.

The "A" schools sampled were DeSmet, Arlington, Elkton, Madison Central, Flandreau, Brandon, Dell Rapids, Beresford, Lennox, and Parker.

The personal interview method and personal observation were used in conducting this survey. The personal interview method was used, because it is the most accurate and effective method.

This survey is concerned with the physical aspects of the libraries; thus, with this delimitation, the questionnaire was designed after those used by the state of Nevada, Washington, and North Carolina. Further references used were: "The Fundamentals of Public School Administration," by Ward G. Reeder,¹ American Library

¹Ward G. Reeder, The Fundamentals of Public School Administration, The Macmillan Company, New York, 1958.

Table 1. The Location by Counties and Enrollment of the Schools Surveyed

School	Enrollment	County
A-1	199	Minnehaha
A-2	143	Minnehaha
A-3	143	Brookings
A-4	190	Kingsbury
A-5	243	Lincoln
A-6	160	Kingsbury
A-7	250	Moody
A-8	214	Lincoln
A-9	277	Lake
A-10	177	Turner
Average	199.6	
B-1	62	Hanson
B-2	53	Miner
B-3	49	Hanson
B-4	47	Sanborn
B-5	53	Miner
B-6	55	Miner
B-7	45	Lake
B-8	47	Lake
B-9	54	Minnehaha
B-10	44	Brookings
Average	50.9	

Association booklet, "Standards for School Library Programs,"¹
"Introduction to Research," by Tyrus Hillway,² and "The Elements of
Research," by Frederick Lamson Whitney.³

The questionnaire is divided into four general categories:
physical area, books, finance, and system and personnel.

The area category determines the number of feet in the library,
the number and size of reading stations, the number of chairs, the
feet of shelving, and the location of the library within the school
building.

The second section is concerned with the number and types of
books found in these libraries. It asks for the total number of books
and the number of books in the areas of fiction, English, social stud-
ies, science and mathematics, music and art, and biography and travel.
Besides, the number of encyclopedias and dictionaries (unabridged
and abridged) was asked to be shown. Also, it was asked if the
Reader's Guide to Periodical Literature was used, plus the number of
periodicals and newspapers to which the library subscribed.

The third section was concerned with the financial aspect of
the library. The amount of money appropriated and the amount of money
spent were determined in this section. It also asked the amount of

¹American Library Association, Standards for School Library Programs, Chicago, 1960.

²Tyrus Hillway, Introduction to Research, Houghton-Mifflin Company, Boston, 1956.

³Frederick Lamson Whitney, The Elements of Research, Prentice-Hall, Inc., Englewood Cliffs, 1950.

money spent on books and the amount spent on periodicals.

The fourth section dealt with the library systems and personnel. It asked how many hours the library was open and if the Dewey Decimal System was used. Also, information was obtained as to the library experience and training of the librarian. (See Appendix for a sample of the questionnaire.)

Each of the schools was personally visited between February 10, and June 10, 1962. First of all, the superintendent was contacted and asked to supply the information from his files on the financial aspects of the library. Also, he supplied the information on the qualifications of the librarians.

Usually the librarian provided the statistics on the number of books, as well as the number of specific types of books. The librarian also provided the information as to periodicals and newspapers.

By personal observation, it was possible to ascertain the physical area and equipment of the library. Also, to further validate the number of books, an average of ten books per shelf foot established by The American Library Association was used.

To understand and use the information obtained from this survey, it was compiled and averages were established on the per pupil basis. This was done in all areas except on the total number of books per school, experience and training of the librarian, use of the Dewey Decimal System, and the subscription to Reader's Guide to Periodical Literature. These exceptions, of course, would be impractical on the per pupil basis.

These results were then compared with the standards set by the South Dakota Department of Public Instruction and the American Library Association. Finally, a comparison was made between the "A" and "B" schools.

The average enrollment of 200 students. This was done by considering and comparing the area of the libraries, number of books, floors, and grades and personnel. This was calculated entirely on the per pupil basis.

The area division is measured with the square feet per pupil and the number of reading stations. The book division deals with the number and types of books per student, while the financial area shows the money appropriated, and how it is spent. The use of the Dewey Decimal System and the qualifications of the librarians are the final items.

Table 1 shows the square feet of space in the library per pupil. There is an average of 4.2 square feet per pupil in the "A" schools and 2.8 square feet per pupil in the "B" schools. It also shows there is 1.25 reading stations per pupil in the "A" schools and 0.75 reading stations in the "B" schools.

The ratio of floor and square feet is 1.5 to the "A" schools and 0.8 in the "B" schools.

Table 2 shows the total number of books per pupil in the "A" and "B" schools. In the "A" schools, there is an average of 12.6 books per student, and in the "B" schools there is an average of 10.4 books per student.

TREATMENT OF DATA

The purpose of this study is to determine the condition of libraries in the schools with an average enrollment of 50 students and with an average enrollment of 200 students. This was done by considering and comparing the area of the libraries, number of books, finance, and system and personnel. This was calculated entirely on the per pupil basis.

The area division is concerned with the square feet per pupil and the number of reading stations. The book division deals with the number and types of books per student, while the financial area shows the money appropriated, and how it is spent. The use of the Dewey Decimal System and the qualifications of the librarian are the final area.

Table 2 shows the square feet of space in the library per pupil. There is an average of 4.6 square feet per pupil in the "A" schools and 4.3 square feet per pupil in the "B" schools. It also shows there is 0.21 reading station per pupil in the "A" schools and 0.11 reading station in the "B" schools.

The light ratio to floor per square foot is 0.173 in the "A" schools and 0.182 in the "B" schools.

Table 3 shows the total number of books per pupil in the "A" and "B" schools. In the "A" schools, there is an average of 11.6 books per student, and in the "B" schools there is an average of 14.6 books per student.

Table 2. Number of Square Feet of Floor Space Per Pupil and the Number of Reading Stations Per Pupil

School	Floor Space	Reading Stations
A-1	2.7	.12
A-2	3.4	.14
A-3	10.8	.34
A-4	2.3	.10
A-5	7.2	.80
A-6	2.0	.08
A-7	2.5	.10
A-8	1.4	.04
A-9	9.0	.14
A-10		
Average	4.6	.21
B-1	1.3	.00
B-2	5.4	.04
B-3	4.5	.34
B-4	5.7	.24
B-5	6.5	.14
B-6	*	*
B-7	*	*
B-8	*	*
B-9	2.5	.00
B-10	4.0	.00
Average	4.3	.11

* Denotes library is contained in study hall.

Table 3. Total Number of Books Per School and Number of Books Per Pupil

School	Total Books	Books Per Pupil
A-1	1711	8.5
A-2	1579	11.2
A-3	1560	11.1
A-4	2540	13.3
A-5	2380	9.5
A-6	2221	13.7
A-7	1921	7.7
A-8	2882	13.8
A-9	4723	13.9
A-10	2261	13.6
Average	2378	11.6
B-1	565	9.3
B-2	777	14.0
B-3	704	14.1
B-4	400	8.0
B-5	1600	29.0
B-6	800	14.5
B-7	728	16.2
B-8	400	8.0
B-9	765	13.9
B-10	845	18.8
Average	758	14.6

Table 4 shows the average number of books per student in the specific categories of fiction, English, social studies, science and mathematics, music and art, and biography and travel. The table shows that the "A" schools have an average of 4.1 fiction books per student, and the "B" schools have an average of 7.8 fiction books per student. In the area of English, the "A" schools have an average of 1.6 books per student, and the "B" schools have an average of 1.3 English books per student; while there are 2.2 social study books per student in the "A" schools and 1.7 social study books per pupil in the "B" schools. In science and mathematics, the "A" schools average 1.3 books; and the "B" schools average .8 book per pupil. The table shows an average of .62 book per pupil in the "A" schools and .5 in the "B" schools in the fields of music and art. The table also shows that both "A" and "B" schools have an average of 1.4 books per pupil in the area of biography and travel.

Table 5 shows that the "A" schools have an average of .026 set of encyclopedias, while the "B" schools have 0.58 set of encyclopedias per pupil. The "A" schools average 0.016 dictionary per pupil and the "B" schools have .038 dictionary. Periodicals per student in the "A" schools average .152 and .216 in the "B" schools. The "A" schools subscribe to .012 and the "B" schools to .044 newspaper per student.

Table 4. Number of Books Per Pupil in Categories Suggested
by South Dakota State Department of Public Instruction

School	Fiction	English	Social Studies	Science & Math.	Music & Art	Biography & Travel
A-1	3.4	1.1	.7	1.0	.4	.3
A-2	3.3	1.3	2.1	2.0	.6	1.2
A-3	5.5	1.4	2.0	1.1	.7	.1
A-4	2.9	1.7	2.7	1.6	.9	2.3
A-5	2.8	1.6	2.2	.8	.6	1.2
A-6	7.5	1.4	2.0	1.4	.3	1.1
A-7	3.8	1.1	.9	.7	.3	.7
A-8	4.2	2.5	3.0	1.4	.8	1.7
A-9	3.5	2.0	2.9	1.5	.7	3.3
A-10	3.8	1.9	3.5	1.3	.7	2.0
Average	4.1	1.6	2.2	1.3	.62	1.4
B-1	6.1	1.3	2.6	.5	.2	2.0
B-2	7.3	.8	2.2	1.7	.7	1.0
B-3	5.3	1.8	2.5	1.4	.8	2.2
B-4	4.0	2.1	1.1	.1	.0	.7
B-5	14.5	1.8	1.8	1.5	2.1	7.3
B-6	10.4	.9	1.3	.7	.5	.7
B-7	10.9	1.0	1.8	1.3	.3	1.0
B-8	7.3	.1	.1	.0	.0	.1
B-9	.9	.2	.2	.3	.0	.1
B-10	11.3	2.7	3.3	.9	.1	.5
Average	7.8	1.3	1.7	.8	.5	1.4

Table 5. Number of Encyclopedias, Dictionaries, Periodicals, and Newspapers Per Pupil

School	Encyclopedia Sets	Dictionaries	Periodicals	Newspapers
A-1	.020	.015	.150	.015
A-2	.025	.025	.085	.010
A-3	.040	.030	.075	.005
A-4	.025	.010	.160	.015
A-5	.020	.010	.125	.010
A-6	.030	.015	.125	.010
A-7	.020	.010	.170	.010
A-8	.025	.020	.200	.015
A-9	.030	.015	.275	.015
A-10	.025	.010	.150	.015
Average	.026	.016	.152	.012
B-1	.060	.060	.360	.060
B-2	.040	.040	.420	.060
B-3	.040	.040	.160	.040
B-4	.060	.020	.080	.020
B-5	.060	.040	.120	.040
B-6	.080	.020	.160	.060
B-7	.060	.040	.160	.020
B-8	.060	.020	.160	.040
B-9	.040	.040	.240	.020
B-10	.080	.060	.300	.080
Average	.058	.038	.216	.044

Table 6 shows the amount of money spent on an average per student in the "A" and "B" schools. The "A" schools spend \$5.15 per pupil and the "B" schools spend \$5.76.

Table 7 indicates that the "A" school librarians have an average of 5.6 years of library experience, and the "B" school librarian has 3.7 years of library experience. It also shows that the semester hours of library science taken by these librarians average 12.7 hours in the "A" schools and 3.9 hours in the "B" schools.

Table 8 shows that all the "A" schools subscribe to the Reader's Guide to Periodical Literature and use the Dewey Decimal System. Two of the "B" schools subscribe to the Reader's Guide to Periodical Literature, and three of these schools use the Dewey Decimal System.

Table 6. Amount of Money Spent Per Pupil for Library Books and Periodicals

School	Amount Spent Per Pupil
A-1	\$ 2.50
A-2	4.28
A-3	8.28
A-4	7.89
A-5	7.05
A-6	6.25
A-7	4.80
A-8	2.55
A-9	3.46
A-10	
Average	\$ 5.15
B-1	2.42
B-2	10.00
B-3	6.00
B-4	8.00
B-5	5.45
B-6	7.27
B-7	2.50
B-8	8.00
B-9	5.45
B-10	2.50
Average	\$ 5.76

Table 7. Experience in Number of Years and Training in Semester Hours of Librarian

School	Experience	Training
A-1	10	16
A-2	6	11
A-3	4	18
A-4	6	15
A-5	4	15
A-6	1	0
A-7	1	0
A-8	10	13
A-9	12	24
A-10	2	15
Average	5.6	12.7
B-1	1	0
B-2	15	12
B-3	4	6
B-4	2	0
B-5	2	0
B-6	6	3
B-7	1	6
B-8	3	0
B-9	2	6
B-10	1	6
Average	3.7	3.9

Table 8. Schools Subscribing to Reader's Guide to Periodical Literature and Schools Using the Dewey Decimal System

School	Reader's Guide	Dewey Decimal System
A-1	X	X
A-2	X	X
A-3	X	X
A-4	X	X
A-5	X	X
A-6	X	X
A-7	X	X
A-8	X	X
A-9	X	X
A-10	X	X
B-1		X
B-2		
B-3		
B-4	X	X
B-5		
B-6		
B-7		X
B-8		
B-9		
B-10	X	

X indicates the school subscribes to the Reader's Guide to Periodical Literature and uses the Dewey Decimal System.

SUMMARY AND CONCLUSION

In seeking to determine the status of selected high school libraries in South Dakota, this study surveyed and compared the two groups of schools as they compared with each other and their relationship to the standards set up by the South Dakota State Department of Public Instruction and their relationship to a limited number of points from the American Library Association standards wherever these standards were definite.

The research paper has shown what physical facilities exist in these selected schools. In order to be able to form any conclusions from these results, it is necessary to compare these schools with the standards of South Dakota, American Library Association, and with each other.

The data in Table 9 show the averages from Tables 2, 3, 4, 5, 6, 7, and 8 for "A" schools and compare these with the standards of the South Dakota State Department of Public Instruction and the American Library Association. Table 10 does the same thing, but instead compares the "B" schools. Table 11 shows the comparison between the "A" and "B" schools.

Table 9. Summary of Data Compared to South Dakota State
Department of Public Instruction and American
Library Association's Standards

(Class "A" Schools)

	School	State	A.L.A.
Number of Pupils*	199.6	200.	200.
Number Square Feet	4.6	2.0	3.0
Reading Stations	2.1	.1	.25
Total Number of Books*	2378.	1200.	6000.
Number of Books	11.6	6.	30.
Fiction	4.1	1.2	
English	1.6	.78	
Social Studies	2.2	1.1	
Science and Mathematics	1.3	.72	
Music and Fine Arts	1.4	.36	
Biography and Travel	1.4	.96	
Encyclopedia Sets	.026		
Unabridged Dictionaries	.016		
Periodicals	.144		.600
Newspapers	.120	.005	.030
Amount Spent	\$5.15	\$2.50	\$7.50
Librarian Years of Experience*	5.6		
Librarian Training Semester Hours*	12.7	15	15
Reader's Guide*	100%	Required	Required
Dewey Decimal System*	100%	Required	Required

* All items figured on per pupil basis except those followed by an asterisk.

Table 10. Summary of Data Compared to South Dakota State
Department of Public Instruction and American
Library Association's Standards

(Class "B" Schools)

	School	State	A.L.A.
Number of Pupils*	50.9	50.	50.
Number Square Feet	4.3	2.5	3.
Reading Stations	.11	.4	.4
Total Number of Books*	.758	.700	.1500
Number of Books	14.6	14.	30.
Fiction	7.8	2.8	
English	1.3	1.8	
Social Studies	1.7	2.5	
Science and Mathematics	.8	1.7	
Music and Fine Arts	.5	.8	
Biography and Travel	1.4	2.2	
Encyclopedia Sets	.058		
Unabridged Dictionaries	.038		
Periodicals	.434		.550
Newspapers	.44	.02	.08
Amount Spent	\$5.56	\$2.50	\$7.50
Librarian Years of Experience*	3.6		
Librarian Training Semester Hours*	3.9	6	6
Reader's Guide*	20%	Required	Required
Dewey Decimal System*	30%	Required	Required

* All items figured on per pupil basis except those followed by an asterisk.

Table 11. A Comparison Between Class "A" and "B" Schools
Questionnaire and a General Summary of
Preceding Tables

	"A" Schools	"B" Schools
Number Square Feet	4.6	4.3
Reading Stations	.21	.11
Total Number of Books*	2378.	758.
Number of Books	11.6	14.6
Fiction	4.1	7.8
English	1.6	1.3
Social Studies	2.2	1.7
Science and Mathematics	1.3	.8
Music and Fine Arts	1.4	.5
Biography and Travel	1.4	1.4
Encyclopedia Sets	.026	.058
Unabridged Dictionaries	.016	.038
Periodicals	.144	.434
Newspapers	.12	.02
Amount Spent	\$5.15	\$5.56
Librarian Years of Experience*	5.6	3.6
Librarian Training Semester Hours*	12.7	3.9
Reader's Guide*	100%	20%
Dewey Decimal System*	100%	30%

* All items figured on per pupil basis except those followed by an asterisk.

The results show that "A" schools exceed the South Dakota State Department of Public Instruction's requirements in all categories, but do not fulfill the requirements outlined by the American Library Association.

These libraries, to meet the standards of the American Library Association, need to increase the number of volumes per library by nearly 60 per cent. The training of the librarians needs to be enforced at the state level, and an increase in dollars per pupil spent annually is needed. These same needs exist, only to a more serious extent, in the "B" schools surveyed.

The "B" schools do not maintain the standards of the South Dakota State Department of Public Instruction. They must be improved vitally in the areas of reference materials, as well as in the hiring of qualified librarians.

The State Department of Public Instruction has recently moved in the right direction in setting up standards and making suggestions for the school libraries. The primary weakness in the state standards is in Section 4 C of Bulletin 21C, which allows to use a person without training as librarian provided he attend a library workshop. This clause nullifies both "A" and "B" of Section 4. In the samples taken, it is found that two of the "A" schools and five of the "B" schools are making use of this provision.

Books alone do not make a library, any more than children make a school but, in both cases, they are the fundamental ingredient. Therefore, the average number of books per group does have a definite

significance. A pupil, in a school that has only 500 books in the library, is exposed to only 500 books, whether the enrollment is 50 or 200. However, in a school with a library which has 2000 books, each child has an opportunity to use any and all of the 2000. Therefore, the average for "A" schools of 2,378 is very important compared with the average of 758 of the "B" schools.

The second point of significance in this study is in the area of reference books. In Tables 6 and 7, it will be noted that the "A" schools exceed the State Department of Public Instruction suggestions as to the number of volumes necessary for proper reference balance. The "B" schools are below the suggested number in all departments except fiction. This would indicate that "B" schools are still in the second stage of that of the schools providing some books for the pupils to read. This is very serious from the viewpoint that a library should be an intellectual laboratory.

Thirdly, "A" schools definitely show superiority in the training and experience of the librarian. Five of the "B" schools do not meet the training requirement of six semester hours of library science for a librarian, while there are only two of the "A" schools that do not meet the state requirement. These different standards should be noted: the "A" school librarian is required to have fifteen semester hours in library science, while the "B" school librarian is required to have only six semester hours in library science. This leaves a question as to what the number of pupils has to do with the need for proper library techniques. The experience figure for the "B" librarian is low in

comparison with "A" schools, but this is expected because of the desire to move into a bigger school on the part of many librarians.

A few suggestions for further research have occurred during the writing of this paper. They are:

1. What types of materials are used and with what frequency are they used.
2. What types of records would add to the effectiveness of a library.
3. What, if any, correlation exists between the effectiveness of the library and the training of the personnel in charge.
4. What effect does the physical attractiveness of the library have upon creating an intellectual laboratory.

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APPENDIX

QUESTIONNAIRE

I. Area

A. Number of square feet in the library

Length _____ Width _____

B. Number of tables _____ Size _____

C. Number of chairs _____

D. Number of shelving feet _____

E. Number of windows _____ Size _____

*On back make sketch of floor plan--note location in relation to rest of school.

II. Books

A. Number of books

1. Fiction _____

2. English _____

3. Social Studies _____

4. Science and Math _____

5. Music and Art _____

6. Biography and Travel _____

B. Number of sets of encyclopedias _____

C. Number of dictionaries (unabridged) _____ Others _____

D. Reader's Guide to Periodical Literature _____

E. Number of Periodicals _____ Newspapers _____

III. Finance

A. Amount appropriated \$ _____

B. Amount spent \$ _____

1. Books \$ _____

2. Periodicals \$ _____

IV. System and Personnel

A. Hours library is open _____

B. Is Dewey Decimal System used _____

C. Librarian

1. Experience _____

2. Training _____

*If school has a printed or typed set of regulations, try to obtain a copy.