

Lib. Adm.
Please fill out and return in order that we may complete our records
on former Rosenwald Fellows:

Name: Orestes Jeremiah Baker

Present position: Librarian

Prairie View State College

Address: Prairie View State College

Prairie View, Texas

Significant recent activities:

FELLOWSHIPS

(Use additional sheet if desired)

UNIVERSITY



THIS SIDE OF CARD IS FOR ADDRESS

Acting Director for Fellowships
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Illinois

FISK
UNIVERSITY

SCHOLARSHIP

4

Library
Administration

The Julius Rosenwald Fund is making a review of the Negro fellowships which it has granted during the past seven years. Since an appraisal of our activity thus far in this field will naturally have some effect on future policy, it is requested that all persons who have received fellowship grants from the Fund cooperate by filling in carefully the brief information asked for on the following blank and returning the information promptly to the Fund.

Name Baker, Creter Jeremiah

Position at time grant was made Student, Morehouse College, Atlanta, Ga.

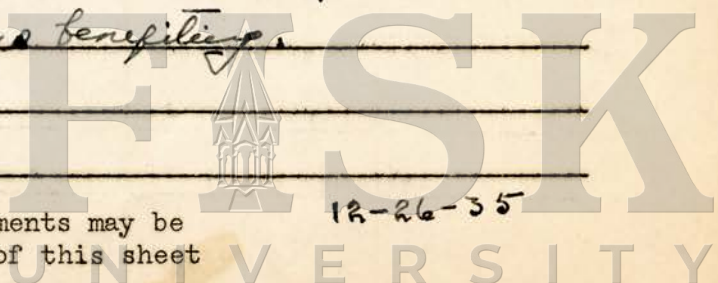
Specific purpose of the fellowship study Preparation for library service.

Subject studied under the fellowship (or special work accomplished) A year's course in library science was carried and completed.

Institution at which fellowship study was carried on (or, if no specific institution was attended, state nature and place of the work carried out under the grant)
Hampton Library School, Hampton Institute, Virginia, 1930-31.

Present position or occupation Librarian Prairie View State College, Texas; on leave for study, Columbia Univ. School of Library Service.

Your opinion of benefits received from the fellowship Fellowship grants make it possible for people with desirable qualities to secure professional training difficult to get otherwise; foster improvement of professional service in the fields represented generally; and tend to raise the efficiency of institutions benefiting.



SCHOLARSHIP

APPLICATION FOR FELLOWSHIP - SCHOLARSHIP 4/3

TO

JULIUS ROSENWALD FUND, CHICAGO, ILLINOIS

900 South Homan Avenue

Date March 26, 1930

Name in full Orestes Jeremiah Baker

Present Address Morhouse College, Atlanta, Georgia
Number Street City State

Home Address (Permanent) 227 W. Jeff Davis, Montgomery, Alabama
Number Street City State

Place of birth Orion, Alabama Date of birth July 19, 1900 Age 29

Father's name King B. Baker Address Not living Occupation _____

Social Status Single Married or divorced Date of marriage _____

Wife-husband's name _____ Age _____
Customary legal signature _____

Address _____
Number Street City State

Number of children _____ Age and sex _____

Physical condition of family Mother in failing health.

Are the above dependent? Mother is partially so.

Health of Applicant

Weight 151 lbs Height 5 ft. 11 1/2 in Previous illnesses None
feet inches details of type and date

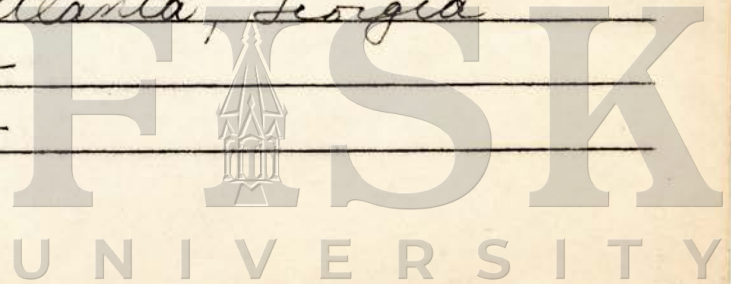
Illnesses during past twelve months None

Physical impairment - degree and how long existing _____

Most recent complete physical examination - when and by whom March 3, 1930
by Dr. R. H. Carter, Atlanta, Georgia

Physician's recommendations _____

Have these been acted upon? _____



Make card

EDUCATION AND TRAINING

Name of Institution	Address	Attendance From	To	Diploma or Degree awarded and date
<u>GENERAL</u>				
Elementary	Public School, Andalusia, Ala.	An attendant for six years.		
High School	Payne University, Selma, Ala.	September, 1916	June 1922.	Two Certificates: Grammar and High School
Normal School				
College	Morehouse College, Atlanta, Georgia	September, 1926		New candidate for A.B. Degree.

PROFESSIONAL

Nurses' Training _____

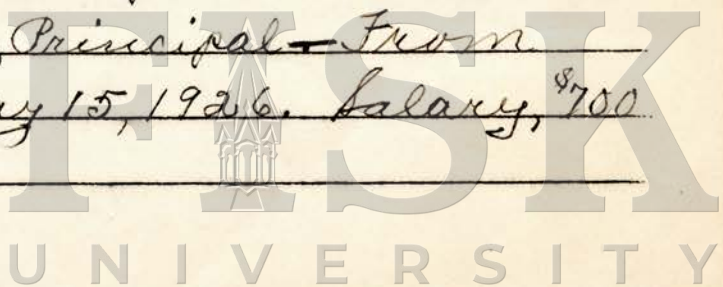
Medical School _____

University or) _____
Post graduate) _____

Note--(Medical graduates will please list internships, residence service or other hospital or professional experience under Positions Held.)

POSITIONS HELD - EXPERIENCE

Name of Institution	Address	Position	Under di- rection of	Date-- From- To-	Annual Salary
People's Village School,	Mt. Meigs, Alabama.	Asst. Principal under Miss Georgia Washington, Principal		From January, 1924 to May 15, 1926.	Salary, \$700 yearly.



What is your present position? Student Librarian, Morehouse College.

How long have you held it? Since September 1927. Present salary \$25.

Do you seek further training for this position? Yes Why? I have chosen it for my life work.

Do you wish training for another position? No If so, what and why? _____

What course of study do you wish to take for this purpose? Graduate course for library work.

What degree are you working for? B.S.; later M.A.

What institution offers the best opportunity for this study? Columbia University, New York City.

If special medical study, under whose supervision? _____

Have you assurance this individual or institution will admit you as a student? Yes

When does it begin? September 1930 When will it end? June 1931

Have you positive assurance of a position after completion of further study? No

If so, what is the position? _____

By whom is assurance given? _____

What financial assistance can you depend upon from present employer, school, organization or family? None.

If you are a student and employed outside of school, how many hours per day do you work? _____ What are they? _____

Where employed? _____

How much do you earn? _____

Will this continue and how long? _____



Itemize the expenses for your period of study.

Beginning _____	Ending _____
Room <u>36 weeks</u> \$ <u>200</u>	Tuition <u>36 weeks</u> \$ <u>300</u>
Board <u>" "</u> \$ <u>32.5</u>	Extra-curricular fees \$ <u>20</u>
Laundry <u>" "</u> \$ <u>50</u>	Books \$ <u>40</u>
Clothing _____ \$ _____	Transportation \$ <u>65</u>
Insurance _____ \$ _____	Special equipment \$ <u>60</u>
Miscellaneous <u>36 weeks</u> \$ <u>50</u>	_____ \$ _____
_____ \$ _____	_____ \$ _____
_____ \$ _____	_____ \$ _____

Is the above figured for semester or quarter? For two semesters.

What is the total amount required for the proposed period of study? \$1110.

How much can you provide? \$ 200.

How much do you need from the Julius Rosenwald Fund? \$ 910.

for the period beginning September 1930, Ending June 1931.

References -

Name	Address	In what way and when has this person known you or your work?
<input checked="" type="checkbox"/> S. H. Archer	Dean of Morehouse College, Atlanta, Ga.	
<input checked="" type="checkbox"/> Prof. M. R. Chivers	Morehouse College.	
<input checked="" type="checkbox"/> Mrs. E. S. Lewis	Librarian, Morehouse College.	
<input checked="" type="checkbox"/> Mr. P. M. Davis	Supt. of Bldg. and Grounds, Spelman College.	
The first two people are my instructors; I am Assistant to Mrs. Lewis, and Mr. Davis is my summer employer.		

res
req.
5/1



SCHOLARSHIP

June 16, 1930

My dear Mr. Baker: From the letter of Mr. Edwin R. Embree, enclosed, you will note that the Trustees of the Julius Rosenwald Fund have approved a fellowship at the rate of \$800 toward your studies in Library Service for the year 1930-1931 at ~~Hampton~~ *Columbia U*. My letter, therefore, is to advise you with regard to the procedure of payments of this fellowship.

I wonder if the best procedure would be to make payments to you monthly? This could be done either at the rate of \$80 per month for the ten months of the academic year or \$66.66 for the twelve months of the full calendar year. If either of these ways will not fit your particular case, we shall be pleased to consider payments as they may best satisfy your needs at Hampton. In any case, we are prepared to start payments whenever desired by you.

If these plans do not meet with your approval and you still desire to go to Columbia, we will be willing to have you do so, provided the difference can be secured by you for the expense there. We feel that the training course at Hampton will be just as serviceable to you in the time in which it will require you to take it as the one at Columbia which will require considerably more time. If these plans do not meet with your approval, kindly advise.

Very truly yours,

GRA:L
Mr. O. J. Baker
~~Morehouse College~~

GEORGE R. ARTHUR

FISK
UNIVERSITY

FELLOWSHIPS
THE
W. R. BANKS LIBRARY

Publication 1945

Number 1

Masters' Theses
of
Prairie View State College
1938 - 1944

Compiled by

(O. J.) Baker

Prairie View University
Prairie View, Texas
1945

FISK
UNIVERSITY

Masters' Theses
of
Prairie View State College
1938 - 1944

Compiled by
O. J. Baker

Prairie View University
Prairie View, Texas
1945

FISK

UNIVERSITY

CONTENTS

Foreword	3
Departmental List	5
Author Index	13
Subject Index	15

FOREWORD

Graduate work was begun at Prairie View State College in June of 1938. Up to the present the institution has limited its program to work leading only to the Master of Science degree. The first candidates for the Master's degree were presented at the convocation service for the summer school of 1939.

In the beginning graduate students could do work on a major in agricultural economics, agricultural education, educational administration and supervision, and rural education. Add rural sociology to this group and the reader will have a list of the minor fields then available, also. At this writing the major fields include:

Agricultural Economics	History
Agricultural Education	Home Economics Education
Biology	Industrial Education
Chemistry	Mathematics
Economics	Mechanic Arts
Administration and Supervision	Political Science
English	Rural Education
General Education	Rural Sociology
	Sociology

The minor fields now include all the major interests plus technical home economics.

Among the general objectives developed by the Division of Graduate Study one will find the following:

"To encourage in students the scientific habit of mind by developing abilities as indicated hereafter:

- to draw conclusions from past experience;
- to compile, arrange, and interpret data;
- to critically evaluate previously gained knowledge;
- to evaluate and read with interest previous records;
- to analyze and synthesize steps in making organized study;
- to compute and record accurately and systematically;
- to secure data by experimentation and survey;
- to use facts and figures in proper relationships;
- to select situations and items from analyses worthy of consideration."

"To promote research."

"To promote active interest and give working knowledge of present economic and social trends among Negroes."

"To assist students in acquiring a comprehensive knowledge of a field of subject matter."

"To develop the ability and habit of interpreting knowledge."

"To develop active interest in local situations and conditions."

"To focus attention and active interest upon the social, economic, and educational problems of Negroes—especially Negroes of the Southwest."

How well these general objectives were carried out may be determined in a large measure by an investigation of the studies undertaken by the various graduates of the Division and presented in the form of theses. Up to and including the 1944 summer convocation seventy-five studies were completed. Thirty-eight or slightly over fifty percent of these concentrate on some phase of education as a subject. The rest cover the subjects of agricultural education, biology, chemistry, English, history, home economics, mathematics, physical education, political science, rural education, rural sociology, and sociology.

A list of the studies completed in the Division of Graduate Study at Prairie View State College is presented herewith. It is hoped that this compilation will facilitate the research endeavors of graduate students and research workers everywhere. Those appearing in the departmental list have been arranged by major fields. No attempt has been made to classify them further. All titles listed have been bound and are now available for use in The W. R. Banks Library or through interlibrary loan.

THE GRADUATE DIVISION, 1944-45

Willette R Banks, L.L.D.	Principal
Ernest M. Norris, Ph.D.	Director*
Thomas R. Solomon, Ph.D.	Registrar
Orestes J Baker, M.L.S.	Librarian

THE GRADUATE COUNCIL

Director Norris, Chairman	
Orestes J. Baker, MLS	Librarian
Edward B. Evans, D.V.M.	State Director, Extension Service for Negroes*
Jesse M. Drew, Ph.D.	Director, Division of Arts and Sciences**
Elizabeth C. May, M.S.	Director, Division of Home Economics
George L. Smith, M.S.	Director, Division of Agriculture
Thomas R. Solomon, Ph.D.	Registrar
Claude L. Wilson, M.S.	Director, Division of Mechanic Arts
John H. Windom, M.S.	Head, Department of Education

*Now on leave.

**Now Acting Director.

Masters' Theses
DEPARTMENTAL LIST

Agricultural Education

1. **Collins, William Milton.**
The health conditions of one hundred Negro households in Schulenburg, Texas, and their implications for agricultural education. 1941.
2. **Langrum, Henry Clay.**
Evidences of effectiveness of instruction in vocational education in agriculture in Houston county, Texas. 1944.
3. **Luter, Buckner Sythias.**
Organizing new farmers of America for proficiency in the agricultural vocations. 1942-

Biology

4. **Johnson, Valerie Bertina.**
Studies in abdominal distention. 1943.
5. **Robertson, Athal Ximinia.**
The effects of colchicine on germination and polyploid development of watermelons. 1944.

Chemistry

6. **Herald, A. Clyde.**
The formation and study of certain alkamine esters of substituted cinnamic acids. 1941.
7. **Williams, Samuel Budd.**
The formation and study of certain benzoin and some of their derivatives. 1941.

Education

8. **Alexander, Zelemor.**
A study of the records used in twenty-five representative Negro high schools of Texas. 1943.
9. **Anderson, Cora Belle Pasley.**
The current attitude of teachers regarding disciplinary problems in the Negro elementary schools of Houston, Texas. 1943.

10. **Andrews, Robert Samuel.**
The availability of education to Negroes in Waller County, Texas. 1941.
11. **Archia, Ernest Alvin.**
A ten-year follow-up study of the sixty graduates and ninety-two drop-outs of the George Washington Carver High School, Goose Creek, Texas with implications for curriculum reorganization. 1942.
12. **Armstrong, Ira E.**
A historical study of public elementary schools in San Antonio, Texas with special emphases on elementary schools for Negroes from 1910 to 1940. 1941.
13. **Barlow, Michael K.**
A study of retardation in five Negro high schools in Fort Bend county, Texas 1942-1943. 1944.
14. **Brady, Arthur Edward.**
An appraisal of the reorganization of the San Antonio schools. 1941.
15. **Brooks, Winzola Duval.**
A remedial reading program designed to meet the difficulties found in the fourth grade of Coles School, Corpus Christi, Texas. 1944.
16. **Burton, Thomas Henry.**
A recommended program of principal-teacher supervision for Center Point School, Pittsburg, Texas. 1942.
17. **Caldwell, Herman Addison.**
Some causes of irregular attendance in the Negro public schools of Texarkana, Arkansas. 1942.
18. **Cameron, Bella Holley.**
An analysis of progressive elementary education with proposals for the improvement of instruction in Cuney Elementary School, San Antonio, Texas. 1943.
19. **Clater, Marie.**
An analysis and appraisal of the aims of Negro teacher-colleges in Texas in relation to their curriculum offerings. 1941.
20. **Clemons, Rosa Ella.**
Problems of studying, collecting, and arranging curriculum material that may be used in the teaching of elementary science for primary grades. 1944.

21. **Collins, Stella Mae.**
A comparative study of the compulsory attendance laws of the southern states with special emphasis upon the attendance laws of Texas. 1942.
22. **Crawford, Bertha Olivia.**
A study of a remedial reading program and its effect on the improvement of reading in the fifth and sixth grades of the Bruce Elementary School, Houston, Texas. 1944.
23. **Davis, William Leonard.**
A coordinating community program in Westside Houston with Harper Junior High School the center of interest. 1940.
24. **Gooden, John Eddie.**
A comparative study of the family background and educational achievement of one hundred delinquent Negro boys and one hundred non-delinquent Negro boys of Houston, Harris county, Texas. 1940.
25. **Harris, Cornelius Alfred, Jr.**
An analysis of some factors affecting attendance at Booker T. Washington School in Galveston, Texas. 1943.
26. **Harrison, Armye Jones.**
A case history of Pickard High School, Brenham, Texas. 1939.
27. **Hines, Lillie Belle (Corley).**
A comparative study of some current practices in elementary education as found in Negro schools in Travis county, 1942.
28. **Jackson, L. K.**
The organization and administration of thirty-four selected small Negro high schools in Oklahoma. 1944.
29. **Johnson, W. L. D.**
Organization of the public schools in Houston, Texas, 1905-1940. 1943.
30. **Jones, Laura Nichols.**
A survey of the visual aids used in Waller county schools and recommendations for their improvement. 1941.
31. **Kenyon, Mattie Belzora.**
A rural elementary school report that will meet the needs of the pupils, patrons and teachers of the Negro schools of Oklahoma county. 1944.

32. **Livingston, Lora Janette.**
A study of the needs and possibilities for the teaching of art in the Negro elementary schools of Houston, Texas. 1942.
33. **McDonald, Abner Willard.**
A status study of the graduates of Central High School for the five-year period 1932-1936, with implication for curriculum reorganization. 1942.
34. **Malone, Vera E.**
A suggested plan for the education of the physically handicapped children in the Waco elementary schools. 1944.
35. **Mayfield, Charlotte M.**
Improving the curriculum in M. R. Wood Negro school in Sugarland, Texas. 1940.
36. **Merrick, Portia Conrad.**
A comparative study of factors probably relating to attendance in East Baton Rouge Negro rural schools. 1944.
37. **Poole, Sadie Nellson Jones.**
A study of methods and materials as can be applied to the improvement of primary reading in the Bessmay Junior High School. 1942.
38. **Punche, Ossalee Veda.**
A tentative guidance program for the Negro junior high school grade levels of Texas. 1940.
39. **Randle, Irene Ethelind.**
A comparative study of common schools for Negroes in Brazos county, Texas. 1944.
40. **Sanderson, James Charles Sumner.**
Eliminations in the Wheatley High School in Houston, Texas, 1937-1941. 1943.
41. **Seals, Lizzie Emma.**
A study of how the coordinated program functions in the community life development in Smith county, Texas. 1944.
42. **Washington, Jordan Thomas.**
Adequacy of public education for Negroes of Jasper county, Texas. 1943.
43. **Wells, Thelma N.**
Some reading deficiencies of Negro children of Waller county in the second and third grades, their diagnosis and remedies. 1941.

44. **Williams, Willie Lee.**

The history of the Booker T. Washington High School, Hugo, Choctaw county, Oklahoma. 1940.

45. **Wilson, Lucelustine Walker.**

A study of progressive education as practiced in Negro secondary schools of Texas. 1943.

English

46. **Blanks, Vittoria Colonna.**

The status of reading ability among Prairie View College freshmen: an exploratory study. 1944.

47. **Hathaway, Sarah Lee.**

Sectioning freshman English on the basis of reading test scores. 1944.

48. **Johnson, A. Elsenia Soders.**

A proposed program of language arts for ninth grade of Booker T. Washington High School, Marlin, Texas. 1942.

49. **Johnson, Bessie Hallowell.**

An investigation in progress in reading ability of one hundred senior pupils of Phillis Wheatley High School, Houston, Texas. 1943.

50. **Kilpatrick, Mabel Eunice.**

A study of reading achievement at H-6 grade level in the Negro elementary schools of Houston, Texas. 1943.

51. **Vaughan, Florence E. Fowler.**

A reading program for the ninth grade of the St. Paul High School, Greenville, Texas. 1943.

History

52. **Adams, Allene Archia.**

The development of the oil industry in the Baytown area, especially as it affects the employment and welfare of Negroes. 1944.

53. **Hayes, Jennie V.**

History of United Transport Service Employees of America. 1942.

Political Science

65. **Taylor, Samuel Brown.**
The administrative organization of the State of Texas. 1942.

Rural Education

66. **Barnett, Jewel Lovetta.**
Educational availability for Negro girls and boys in Lincoln county, Oklahoma. 1943.
67. **Perry, Virginia Bell.**
Recreational activities of Blackshear elementary school (a study of the individual pupil) Houston, Texas. 1941.
68. **Sanders, Reta Mae.**
The development of the workshop idea in the program of higher education for Negroes in Texas. 1944.
69. **Sneed, Beatrice Battle.**
A study of Cuney community for the purpose of developing a functional primary curriculum. 1944.
70. **Tapscott, Gertrude Kirkwood.**
A plan for helping teachers of Cherokee county discover and make use of community resources as elementary curriculum materials. 1944.
71. **Thomas, Bessie Aleda.**
A study of the advantages and disadvantages of the consolidated Negro schools in Waller county, Texas. 1942.

Rural Sociology

72. **Rhone, Frieda Estelle.**
The recreational activities of rural youth in Waller county, Texas. 1939.

Sociology

73. **Fennoy, Thelma Rand.**
The spatial distribution of deaths in the city of Houston, Texas. 1944.
74. **Reynolds, Lois Arnell.**
Sustenance position of Texas Negro domestic servants in the Texas economy. 1942.
75. **Turner, Falbia Swinton.**
Some factors giving rise to differential grouping among the pupils of Trinity Gardens Elementary School of Houston, Texas. 1942.

Masters' Theses

AUTHOR INDEX

(Numbers refer to items in the departmental list. Major subjects are recorded in parentheses. Each person received the M. S. degree.)

- | | |
|-------------------------------------------------|--------------------------------------------------------|
| Adams, Allene Archia, 52
(History) | Clemons, Rosa Ella, 20
(Education) |
| Alexander, Zelemor, 8
(Education) | Collins, Stella Mae, 21
(Education) |
| Anderson, Cora Belle Pasley, 9
(Education) | Collins, William Milton, 1
(Agricultural Education) |
| Andrews, Robert Samuel, 10
(Education) | Conner, Jeffie O. Allen, 55
(Home Economics) |
| Archia, Ernest Alvin, 11
(Education) | Crawford, Bertha Olivia, 22
(Education) |
| Armstrong, Ira E., 12
(Education) | Davis, William Leonard, 23
(Education) |
| Barlow, Michael K., 13
(Education) | Fennoy, Thelma Rand, 73
(Sociology) |
| Barnett, Jewel Lovetta, 66
(Rural Education) | Fuller, Ruby Williams, 56
(Home Economics) |
| Bland, Reda Lee, 61
(Mathematics) | Gooden, John Eddie, 24
(Education) |
| Blanks, Vittoria Colonna, 46
(English) | Hall, Olivia Williams, 57
(Home Economics) |
| Brady, Arthur Edward, 14
(Education) | Harris, Cornelius Alfred, Jr.,
25
(Education) |
| Brooks, Winzola Duval, 15
(Education) | Harrison, Armye Jones, 26
(Education) |
| Brown, Annie Lois, 54
(Home Economics) | Hathaway, Sarah Lee, 47
(English) |
| Burton, Thomas Henry, 16
(Education) | Hayes, Jennie V., 53
(History) |
| Butler, Eulalia Velma, 62
(Mathematics) | Herald, A. Clyde, 6
(Chemistry) |
| Caldwell, Herman Addison, 17
(Education) | Hines, Lillie Belle (Corley), 27
(Education) |
| Cameron, Bella Holley, 18
(Education) | Jackson, L. K., 28
(Education) |
| Clater, Marie, 19
(Education) | Johnson, A. Elsenia Soders, 48
(English) |

- Johnson, Bessie Hallowell, 49
(English)
- Johnson, Valerie Bertina, 4
(Biology)
- Johnson, W. L. D., 29
(Education)
- Jones, Laura Nichols, 30
(Education)
- Kenyon, Mattie Belzora, 31
(Education)
- Kilpatrick, Mabel Eunice, 50
(English)
- Langrum, Henry Clay, 2
(Agricultural Education)
- Livingston, Lora Janette, 32
(Education)
- Luter, Buckner Sythias, 3
(Agricultural Education)
- McDonald, Abner Williard, 33
(Education)
- Malone, Vera E., 34
(Educational)
- Mayfield, Charlotte M., 35
(Education)
- Merrick, Portia Conrad, 36
(Education)
- Muldrew, Georgia Hilburn, 64
(Physical Education)
- Perry, Virginia Bell, 67
(Rural Education)
- Phillip, Jimmie Ruth McDon-
ald, 58
(Home Economics)
- Poole, Sadie Nellson Jones, '37
(Education)
- Punche, Ossalee Veda, 38
(Education)
- Randle, Irene Ethelind, 39
(Education)
- Reynolds, Lois Arnell, 74
(Sociology)
- Rhone, Frieda Estelle, 72
(Rural Sociology)
- Richards, Bessye D., 59
(Home Economics)
- Robertson, Athal Ximinia, 5
(Biology)
- Sanders, Reta Mae, 68
(Rural Education)
- Sanderson, James Charles
Sumner, 40
(Education)
- Sasser, Annie Gray Harris, 63
(Mathematics)
- Seals, Lizzie Emma, 41
(Education)
- Sneed, Beatrice Battle, 69
(Rural Education)
- Tapscott, Gertrude Kirkwood,
70
(Rural Education)
- Taylor, Samuel Brown, 65
(Political Science)
- Thomas, Bessie Aleda, 71
(Rural Education)
- Turner, Falbia Swinton, 75
(Sociology)
- Vaughan, Florence E. Fowler,
51
(English)
- Washington, Jordan Thomas,
42
(Education)
- Wells, Thelma N., 43
(Education)
- Williams, Samuel Budd, 7
(Chemistry)
- Williams, Willie Lee, 44
(Education)
- Wilson, Lucelustine Walker,
45
(Education)
- Witherspoon, Lottie B., 60
(Home Economics)

Masters' Theses

SUBJECT INDEX

(The numbers refer to items in the departmental list, not to pages.)

- Ability grouping, 47
 Administration of schools—
 Texas, 26, 29, 39
 Agricultural education—Tex-
 as, 1, 2
 Algebra, 63
 Analysis (mathematics.) **See**
 Functions, Algebraic
 Art—Study and teaching, 32
 Attendance, 11, 17, 21, 25, 36,
 40
 Audio—visual education, 30.
 See also Teaching — Aids
 and Devices
 Blood pressure, 4
 Chemistry, Organic, 6, 7
 Child accounting, 8, 31
 Children Backward—Educa-
 tion, 13
 Children, Handicapped. **See**
 Crippled children — Educa-
 tion.
 Children—Nutrition, 56
 Classroom management, 9
 Community and school, 23, 33
 Community life, 41
 Community life in curriculum,
 69, 70
 Community planning, 23, 41
 Compulsory education—Laws
 and Legislation, 21. **See also**
 Attendance
 Consolidated schools, 39, 71
 Crippled children—Education,
 34
 Curriculum making, 33, 35, 69
 Delinquent children — Hous-
 ton, Texas, 24
 Diet, 60
 Discipline, School, 9
 Drop-outs
 See Elimination
 Eating habits, 60
 Educational guidance, 38
 Elementary education—Okla-
 homa, 31
 Elementary education—Tex-
 as, 12, 18, 27
 Elimination — High schools,
 11, 40. **See also** Attendance
 English language, 48
 Esters (chemistry), 6
 Expression, 48
 Family life, education for, 54,
 57
 Family life (rural), 55
 Farm life, 3
 Farm life—Texas, 55
 Follow-up studies, 11, 33
 Freshmen—Tests and scales,
 47
 Functions, Algebraic, 62, 63
 Graduates—High schools, 33
 See also Follow up studies
 Groups (sociology), 75
 Guidance. **See** Educational
 Guidance
 Home economics, 54, 57
 Home economics education, 54,
 58
 Homemaking. **See** Family life,
 Education for. Home eco-
 nomics. Home economics
 education
 Household employees, 74
 Juvenile delinquency—Hous-
 ton, Texas, 24
 Labor and laboring classes, 53

- Language and languages, 48
 Mathematics, 62, 63
 Mathematics—Value, 61
 Mortality — Houston, Texas, 64, 73
 Negro farmers—Texas, 55
 Negroes in Houston, Texas — Health, 64
 Negroes in Oklahoma—Education, 28, 66
 Negroes in Texas—Economic condition, 74
 Negroes in Texas—Education, 10, 12, 26, 27, 39, 42
 Negroes in Texas—Employment, 52, 74
 Negroes in Texas—Health, 1
 Negroes in Texas—Social conditions, 35
 Negroes in the United States —Employment, 53
 New Farmers of America, 3
 Nutrition, 56, 60
 Oil industry and trade. **See** Petroleum—Texas. Petroleum Workers
 Petroleum—Texas, 52
 Petroleum workers, 52
 Physiology, 4
 Progressive education — Texas (Negroes), 18, 45
 Reading, 48, 49, 50, 51
 Reading—Difficulties, 43, 46
 Reading—Primary grades, 37
 Reading, remedial teaching, 15, 22, 37, 46, 49
 Reading—Tests and scales, 47, 48, 50
 Records. **See** Child accounting. Reports and records
 Recreation, 67, 72
 Reports and records—Forms, 8, 31
 Retardation, 13
 Rural education, 31, 68
 School attendance. **See** Attendance. Elimination
 School children—Adjustment, 38
 School discipline. **See** Discipline, School
 School management and organization, 14, 26, 28
 School records. **See** Reports and Records
 Science—Teaching aids and devices, 20
 Science—Teaching —Primary grades, 20
 Sectioning. **See** Ability grouping. Freshmen—Tests and scales.
 Social psychology, 75
 Social surveys, 70
 Socialization. **See** Groups (sociology)
 Stomach, distention of, 4
 Student employment, 59
 Supervision and supervisors—Texas, 16
 Survey courses, 58
 Teaching—Aids and devices, 30
 Texas—Politics and government, 65
 Trade unions, 53
 United transport service employees of America, 53
 Variation (botany), 5
 Visual education, 30
 Vital statistics — Houston, Texas, 64, 73
 Vocational education—Texas, 2
 Watermelons — Experiments, field, 5
 Workshops—Texas, 68

Reprinted from THE JOURNAL OF NEGRO EDUCATION
Vol. XVI, No. 1, Winter, 1947

FELLOWSHIPS

Current Trends and Events of National Importance in Negro Education

Section A: The Improvement of the Negro College Library

O. J. BAKER

FISK
UNIVERSITY

Current Trends and Events of National Importance in Negro Education

Section A: The Improvement of the Negro College Library

O. J. BAKER

IN 1943 A SURVEY WAS MADE OF senior colleges for Negroes in Texas. The underlying purpose of the survey was "to determine the facts as to the type and quality of higher education for Negroes" in the State.¹ To this end the factors or facilities essential to teaching, to learning, and to the discovery of knowledge were investigated. The writer was delegated the task of examining the library facilities in the colleges covered and subsequently published his report in *College and Research Libraries*.²

The study on the libraries revealed that: (1) only one library in the group had a definite buying program in the form of a budget; (2) expenditures for books and periodicals over a selected five-year period were far below those made in what is considered the "average" college library to say nothing of the "good" college library; (3) the library staff in each case was too small in size to cope effectively and efficiently with the tasks to be performed; (4) specific and general housing needs were urgent; and (5) the book collections discovered were, in size and variety, far below the number accepted authorities suggest for colleges of the type and size investigated.

At the time that the report on libraries was developed there was neither time nor space available within which to comment at length on the weaknesses disclosed. It is the purpose of this paper, therefore, to do just that in connection with two of those weaknesses, namely, book collections that

are too small and staffs inadequate as to size.

Meager Book Collections

Up through the years much consideration has been given to the improvement of libraries as indispensable aids to teaching and learning. Those concerned most have been professors, teachers, and agencies keenly interested in the improvement of instruction. A book collection of an optimum size for a four-year college has been the object of much of the interest; consequently, many specific suggestions have been made from time to time as to just the correct number of books to acquire for a library.

Thus, at one time, the accrediting agencies recommended a minimum collection of books for a four-year college ranging from 8,000 to 12,000 volumes.³ Collections of such sizes, however, proved to be inadequate. The agencies revised their thinking on this point and suggested better bases on which to build a suitable book collection, namely, what the school's program and teaching method or methods will require in books in the way of quality as well as quantity.⁴ The damage had been done, however, and many colleges proceeded to secure merely the minimum without regard for their actual needs. It was as though some arbiter had demanded that only the minimum number of books be secured and no more. Many

³C. H. Milam, *Suggestions for Minimum College Library Standards*. (In *A.L.A. College and Reference Library Yearbook*, 1930, No. 2, p. 90.)

⁴Douglas Waples and Others, *The Library* (The evaluation of higher institutions . . . , Monograph IV.). Chicago: University of Chicago Press, 1936. p. 1-3.

¹Texas. Biracial Commission on Negro Education. Committee For Study of Senior Colleges for Negroes. *The Senior Colleges for Negroes in Texas* . . . , p. 11.

²December, 1943.

colleges seem to be affected in this way even now.

The individuals who from time to time have suggested sizes of book collections for four-year college libraries have been generous and progressive in their estimates all along. Works says that a college with not more than 2,500 students should have from 75,000 to 100,000 volumes in its library.⁵ Kerr recommends 50,000 volumes for 200 to 500 students and 75,000 for 800 to 1,000 students.⁶ Bishop recommends a minimum of 50,000 volumes for "sound teaching in a college of not over 500 students." This estimate does not include duplicates.⁷ As a final sample of estimates the writer presents one by Miss McCrum. She thinks that "a total of 35,000 essential volumes" will be adequate as a lower minimum "for curricular reading, in a four-year college." This collection is to include necessary duplicates. Miss McCrum considers this "a conservative estimate" and thinks that such a collection will "constitute the bread and butter of a plain intellectual diet."⁸

The reasoning underlying the estimates suggested by individuals indicates a definite and necessary trend away from the exceedingly small book collection as the sole support of teaching and learning. It argues that the exceedingly small book collection cannot suffice for "sound teaching" in the four-year liberal arts college, not to mention the college with a multiple choice curriculum. We are informed by authorities that among the

⁵George A. Works, *College and University Library Problems* . . . Chicago: American Library Association, 1927. p. 12.

⁶W. H. Kerr, "What Makes A College Library?" *Library Journal* 51:171-3, F (15) 1926.

⁷William W. Bishop, *The Contribution Of the Library To College Teaching*. *Library Journal*, 54:254, Mr 15, 1929.

⁸Blanche P. McCrum, *An Estimate Of Standards For A College Library* . . . 2nd ed. rev.; Lexington: Journalism Laboratory Press, 1937. p. 23.

fundamental reasons for this increased need for books are the following: (1) the fact that the library has been accepted in colleges as the center of instruction; (2) the fact that knowledge has been increased and diversified very rapidly; (3) the fact that out of the rapid growth and diversification of knowledge have come many new subject fields for consideration by the schools; (4) the fact that new methods and procedures in instruction have been devised to promote learning; (5) and the fact that printed materials are now multitudinous.⁹ To know these facts and not act upon them is a colossal blunder. Knowledge alone is not powerful. It is the correct use of knowledge that creates power and progress.

Through the survey mentioned in the introductory statement to this paper it was discovered that each of the eight libraries investigated contained exceedingly small book collections. For instance, it was revealed that the eight libraries had, collectively, the sum of 102,658 books on their shelves—an average of 12,832 books per library. Four libraries contained, each, between fifteen and nineteen thousand books; four contained, each, between seven and ten thousand books. These figures include duplicate titles and total quality is not known. This seems to be the pattern for libraries in colleges for Negroes throughout the country. Jackson has compiled statistics on Negro college libraries covering the years 1932-33/1942-43 which show that for the year 1942-43 only thirteen libraries out of a total of forty-one contained as many as twenty thousand volumes—not

⁹Robert B. Downs, *The Functions Of The College Library*. (In *Proceedings Of The Twenty-Second Annual Conference Of The Presidents Of The Negro Land Grant Colleges*, October 24-26, 1944, p. 50-51); Floyd W. Reeves and J. D. Russell, "The Relation Of The College Library To Recent Movements In Higher Education." *Library Quarterly* 1:57-66, Ja 1931.



titles.¹⁰ Similar findings are presented in the National Survey of Higher Education of Negroes.¹¹

In the interest of sound teaching it is necessary to repeat that such meager book collections cannot support instruction adequately. They do not contain enough of the basic materials in sufficient variety to meet present-day demands. It is said, for instance, that a major in English will require an essential collection representing a greater number of the best authors in every age of each of ten centuries of English literature. In many cases these authors are to be represented "by definitively complete works." In addition there must be a supporting collection of histories covering the general field as well as various periods. The best biographies of the most important people of each age for the ten centuries should be available, also. And lastly, but not finally, there must be a supporting collection of the studies of cultural and social movements during the ten centuries.¹² Few Negro colleges have that kind of book resources to support their major field in English. It is doubtful whether many can support even the newest subject-matter fields in as thorough a fashion.

The writer hastens to state that it is understood that there are serious arguments in favor of small collections. Some of these have been related by Branseomb.¹³ This meagerness, how-

ever, when deliberately designed exists to support a specific program of instruction such as the "great books of civilization" curriculum, for instance.¹⁴

This brings us to a consideration of the number of volumes that may be found in the admittedly small college library. The A. L. A. Bulletin gives the book stock for each of forty-six small college libraries in its February, 1939, issue. The low figure was 15,610 volumes; the median was represented in 63,285 volumes; and the high was given as 230,246 volumes. That low figure represented the total book stock of a Negro institution.¹⁵ Here, then, is further proof that the vast majority of Negro college libraries are extremely inadequate in book holdings.

The central idea in this argument is not that we must have larger book collections in our libraries merely for quantity purposes or for purposes of boasting. The central idea is—it is necessary to insist—that an exceedingly small book collection cannot support teaching and learning adequately. Moreover, there is agreement in professional circles to the effect that there is definite and positive relationship between institutional excellence and excellence in library holdings.¹⁶ Greater excellence will be found in large book collections than in small ones under similar conditions of book selection, for the larger collection will have a greater amount of materials of essential value to the students and to the faculty.¹⁷ How good are our schools? How effective is the teaching that takes place in them? How well are we equipping our young people to claim their share of equality of opportunity?

¹⁴Edward A. Wight and Leon Carnovsky. *The Library* (In Wm. S. Gray and others. *Reading In General Education: an Exploratory Study* . . . Washington, D. C.: American Council on Education, 1940. p. 426).

¹⁵"Small College Library General And Salary Statistics." *A.L.A. Bulletin* 33:115.

¹⁶Waples and Others, *op. cit.*, p. 15-17.

¹⁷*Ibid.*, p. 19-20.

¹⁰Wallace Van Jackson, comp. "Statistics of Negro College and University Libraries, 1932-33—1942-43" (Mimeographed).

¹¹U. S. Office of Education. *General Studies Of Colleges For Negroes*, p. 95-108 (*National survey of higher education of Negroes*, V. 2). Washington, D. C.: U. S. Government Printing Office, 1942.

¹²Development Of Library Resources And Graduate Work In The Cooperative University Centers Of The South, p. 43 (Conference of deans and librarians, Joint university libraries, Nashville, Tennessee, July 12-14, 1944).

¹³Harvie Branseomb. *Teaching With Books: A Study Of College Libraries*. Chicago: Association of American Colleges and American Library Association, 1940. p. 169-75.

The writer ventures to suggest below some of the possible effects of our library book inadequacies and inequalities upon teaching and learning in our colleges.

In the first place the institution that suffers from an exceedingly small book collection will likely make a poor contribution to the civilizing process through which each individual should pass. When an individual is born he is not a human being, but an animal no matter what his race or color. He must be made into a human being else he will become a barbarian or a monster. Fortunately, society is so organized that each individual becomes somewhat of a human being in spite of himself. He has certain potentialities which are developed haphazardly or deliberately. Teaching, all types, is designed to develop them deliberately, with the cooperation of the individual, of course. The individual is biologic. He must be taught to perform all biological functions with suitable fitness and in keeping with ethical standards. He is economic and must learn to produce, earn, save, invest sensibly, and spend wisely. He is political and must learn to be a good, just, and cooperative citizen, weighing men and measures as these relate themselves to human welfare. He is religious and should be led to develop a wholesome attitude toward the beautiful life, the good life—toward God. He is social and must be taught to be companionable and to engage in those relationships which enrich his life, strengthen his character, and contribute to the development of a charming personality. He is pleasure-seeking and must learn to secure wholesome recreation through sports, hobbies, the arts, reading, and various other media. He is intellectual and must be encouraged to develop his mind to its fullest powers so that he may discover, analyze, synthesize, interpret, and make use of new truths and principles

in the interest of the advancement of civilization.¹⁸

Society has set up schools to help other agencies turn the individual into a human being. To do this the school attempts to acquaint the individual with the facts and principles of civilization which society considers every member of the group should possess. It attempts also to persuade him to make further explorations into the past, the present and the future on his own initiative. To this end it makes an effort to have him master the methods, techniques, and procedures necessary to successful exploration. Men have found that many books and other information media are essential to the accomplishment of these tasks. When we fail to have them available we jeopardize the success of our teaching programs.

In the second place scholarship development may be arrested and fruitful academic outcome exposed to failure. Every academic discipline, in all areas, has its body of most accepted authorities. These are arranged in books treating the discipline so as to lead to further readings in the interest of a well rounded knowledge of the subject matter involved. If the book resources of the library being used by a student are meager the chances are that the student will repeatedly fail to find suggested readings. This type of experience tends to discourage whatever desire the student may have to follow bibliographic suggestions and thus the development of the inquiring mind may be arrested in its early stages.

No one knows definitely what course a student's career may take. If he succeeds in completing his college work he may decide to enter graduate school. Now, if he is accepted in graduate school the faculty will take it for granted that he knows how to use books and libraries effectively and

¹⁸Wm. A. Millis and Harriet H. Millis. *The Teaching Of High School Subjects*. New York: The Century Co., 1925. p. 344-46.

that he knows the basic literature of his professed major subject. If he enters a white graduate school his classmates, having graduated from colleges with excellent libraries, will have a decided advantage over him. Add to this the possible handicap of the "race" concept and the student may develop a serious inferiority complex. Many of the writer's friends who are products of Negro colleges have stated that they were admitted to candidacy for graduation in white graduate schools only on probationary terms. How much have our inadequate libraries contributed to this predicament? Is it fair to the race to have a student spend the formative years of his academic life in an atmosphere of intellectual poverty and then expect him to be original and resourceful in other life situations?

In the third place teaching, the process, may be thwarted, more or less, in the absence of adequate library materials. We have been conditioned to believe that students must be led to educate themselves and that skillful teaching facilitates the process. The really successful teacher motivates learning on the part of the student through the student's various interests, and introduces the student to new worthy interests. At the same time the teacher leads the student to develop mastery of the tools, methods, and procedures used in exploration and to cultivate the habit of using them.¹⁹ One of the indispensables in this scheme is a growing set of worthy interests. Where does the student get the interests which the teacher must stimulate? In the final analysis the Negro student secures his interests from the immediate social environment. They come from his parents and relatives, his preachers and teachers, his playmates, his limited vocational opportunities, his connections with sordid situations, and his very infre-

quent contacts with the "fringes" of the best part of American culture. All too often his interests come from a very restricted, poverty-stricken, and uninspiring life situation. The Negro student, then, will likely present his teacher with a small set of poor interests. Teaching, a difficult activity under the best of circumstances, is thus made increasingly more difficult.

It becomes obvious that if teaching for Negro students is to be made more profitable we must find some way to give them more and richer interests. One way to do this is to make many, many books available to them. Through books they can have access to the entire range of rich human interests from the beginning of recorded history to the present. If anyone believes such interests would be outmoded let him look into the human relationships discussed in the Bible. Emerson said: "A man is the whole encyclopedia of facts. The creation of a thousand forests is in one acorn, and Egypt, Greece, Rome, Gaul, Britain, America, lie folded already in the first man."

There is no argument here for the substitution of actual experience, from which interests develop, for book experience. Rather, the argument is that such experiences and interests that the student may possess should be enriched many times through reading. No person alive can actually go through all the experiences common to men throughout the ages or to those now living. A student can learn from a book in an hour what it took a scientist a lifetime to discover.

The ability to do sound thinking is expected as an outcome of sound teaching. But no person can think unless he possesses the necessary information, facts, principles. An individual cannot think about radar if he has no information on it; he cannot think economic planning if he has no facts on economic planning. Ask a student to discuss intelligently, form utility, place utility, or time utility

¹⁹George Coe and Others. *Am I Getting An Education?* Garden City: Doubleday, Doran & Company, Inc., 1929. p. 5, 21.

and he will fail to do either unless he has the requisite "thought-stuff." Colleges should make it possible for students to have the required information, facts and principles at hand constantly. This should be true not only for assigned work but for the student's own non-class interests, for no teacher knows when these interests will be aroused.

One more thought may be expanded here. Negro students are cut off, more or less, from the oases of American culture. Their opportunities for personally experiencing the refining, ennobling, and spiritualizing influences of the great personalities of the day are narrow indeed. Books can help in this situation, also. All the world's culture is available to the Negro student through books. And through books he can meet and converse with most any rare personality of all times, from Adam to Franklin Delano Roosevelt. He does not have to go to the figurative back door to do so, either. And he does not have to take his hat in hand and scrape and bow to beg for audience. He may go directly to him, in a manly way, and stay as long as he chooses. He may say: "Mr. 'Famous,' I disagree with you on such and such a view. I think thus and so."

In the fourth place the scholarship of the faculty in a college with poor library book resources may suffer. If it is expected that teachers keep up-to-date generally and in their subject fields, that they present students with new and fresh ideas and interests, that they increase their own culture status continuously, that they enrich their course content through personal and periodic explorations and through this same process advance the frontiers of knowledge, then the book resources for these purposes must be made available to them.

In the vast majority of cases the requisite book resources do not exist for the Negro teacher. The white college and university libraries are very liberal about interlibrary loan policies but this alone cannot solve the prob-

lem. Microfilm and other similar devices are helping some, but they are not yet general enough in use. Public library facilities for Negroes present "gross inequalities."²⁰ And the salary status of Negro teachers prevents them from building up their own resources.²¹

For some time there has been manifested, in library circles, a keen interest in promoting cooperative schemes among libraries whereby the readers may receive more adequate book services. Among other features these schemes have called for cooperative use of existing book resources. An important principle that must operate in such a scheme is that a library must have something to contribute, something to share. Meager book collections render Negro libraries well-nigh ineligible to participate in such schemes.

In the interest of sound teaching and effective learning Negro colleges lacking in adequate book resources should take steps to acquire them without further delay.

Inadequate Staffs

It is doubtful whether anyone has seen a modern train traveling a route, on its accustomed schedule, without adequate staff personnel. The train services offered to the public must be effective, efficient, reliable. In normal times they usually are that. During the war every loaded bomber that flew a mission had its full complement of personnel. The bomber had an important, necessary, urgent, and deadly assignment to accomplish. Nothing was to interfere with that. To even suggest that either of these two modern man-made tools be operated without an adequate staff is unthinkable. Yet we persist in trying to render effective, efficient, reliable services in many of our college libraries without

²⁰Eliza A. Gleason. *The Southern Negro And The Public Library . . .* Chicago: University of Chicago Press, 1941. p. 184-87.

²¹U. S. Office Of Education. *op. cit.*, p. 29-31.



the requisite staff personnel. Their assignment is important, necessary, and urgent, too. And in relation to ignorance that assignment is also deadly.

The study of the Texas libraries previously mentioned in this paper revealed that the staffs discovered were, in each case, too small to perform their library functions adequately.* The National Survey of the Higher Education of Negroes reveals the same fact for many Negro college libraries throughout the country. It states that "The staffs at the Negro college libraries show a relatively high degree of professional training, but they are too small in numbers for the task." It goes on to present a quoted formula for staff sizes which suggests: "5 for the first 500 students, 10 for 1,000 students, and 4 additional workers for each additional 500 students."²²

In a modern library the tasks to be performed are quite numerous and rarely does the average administrator have a true conception of the many minds and hands required to perform them. We often hear some philosophical mind saying "The librarian should . . ." and it goes on and on naming the various scholarly, professional, technical, administrative, and clerical activities that fall within the scope of the librarian's responsibilities. Seldom do we hear such people say that the librarian *and his staff* should perform the functions attributed to the librarian. It is understood that the librarian is responsible for all the work of his department, just as the president is responsible for the success of all the work of the college. Nobody expects the president, however, to teach the whole outlay of courses found in the department of humanities, social sciences, biological sciences, physical sciences, and technical sciences. The library staff should be large

enough in numbers to allow for a division of labor and for the delegation of various responsibilities. When this is not the case the purposes of the library are defeated.

The objectives of the college library are determined by those of the college to which the library belongs and the objectives of the college are achieved in so far as those of the library are achieved. To reach its objectives the library has to perform certain functions. And to stimulate, condition, and facilitate these functions it has to develop a philosophy of service, and establish procedures, routines, techniques, and devices. Let us look briefly at some of the functions performed by a college library and its staff.

The college library performs book functions. It furnishes books and other library materials necessary for the adequate support of the curricular demands. It supplies authoritative books, in requisite quantity, to cover all fields of knowledge. Materials necessary to support and foster research are supplied by the college library whenever that is necessary for the faculty as well as the students. The college library furnishes books and other materials for voluntary and recreational reading; and it supplies suitable materials to support extra-curricular activities designed for the benefit of the students.²³ This means that activities must take place in the library which insure that books will be selected, acquired, processed, equipped, shelved, interpreted, distributed, and preserved with speed, efficiency, and effectiveness, no matter what the quantity. This is true of other library materials, also. It also means that library activities, like those of any other department, must be organized into service, administrative and other

*One of these libraries has since increased its staff to nearly its full complement for on-campus functions.

²²U. S. Office Of Education. *op. cit.*, p. 106.

²³Wm. M. Randall and F. L. D. Goodrich. *Principles Of College Library Administration*. Chicago: American Library Association and University of Chicago Press, 1936. p. 76-79.



areas to which responsibility is delegated for their performance. In the library such areas are usually set up and designated as the circulation, reference, serials, order or acquisitions, and cataloging and classification departments. There are some others. All require adequate personnel—professional, non-professional, and clerical.

The college library attempts to promote intensive use of its resources. It may do this through informal instruction, formal instruction, publicity of various sorts, different types of special services, effective and efficient routine services, book talks, and through many other ways.

The librarian must supervise the budget, when there is one, and with his staff plan and promote the effective arrangement, use, and preservation of all library equipment and the library quarters as well.

The librarian must stimulate and promote the continuous educational development of the staff. He must constantly seek to provide the staff with wholesome working conditions and with effective welfare measures.

The above are on-campus functions. The library must promote and maintain off-campus functions, also. It maintains wholesome public relations through community conferences and institutes, workshops, adult education programs, school library service, library extension service, courses in library service for teacher-librarians, and through various other media. It cooperates with other libraries to promote greater use of all library holdings and to increase library facilities already available.

These are, in broad outline, some functions that a college library and its staff must perform. If more details are necessary, let us look at one aspect of the library's book functions. Let us consider serials briefly. To avoid giving an involved definition of serials let us simply give a definition by examples. Serials include such publications as magazines, newspa-

pers, government documents (federal, state, local), publications of learned and other societies, reports of institutions, associations, etc., and annuals such as directories, yearbooks and almanacs.²⁴

Now the activities necessary to the successful administration of serials are many and quite detailed. A broad outline of these activities has been listed as follows: selecting, placing order(s), deciding upon duplications, setting-up and keeping necessary records, supervising correspondence about tardy and missing numbers, preparing for use, shelving properly, maintaining proper shelving, supervising for correct use, searching elsewhere for back numbers to fill gaps, searching for information for readers, helping readers to use effectively, listing and annotating important articles, making lists, indexing, selecting and classifying clippings, supervising all binding activities, mending.²⁵ There are others but this list is sufficiently detailed to give the layman an idea of the work here involved.

The average college president displays little conception of the work involved in handling serials and the personnel required for that work. The majority of Negro college libraries have no serials librarian. The work has to be attempted by some other person on the staff who is already well-nigh swamped with responsibilities. Libraries serving other groups usually are more amply staffed. Improvements must be made in our libraries if we are to measure-up. "The library staff and the book collection should be considered together with respect to their contributions to the efficiency of the library. One supplements the other, and either loses much

²⁴James I. Wyer. *Reference Work . . .* Chicago: American Library Association, 1930. p. 41.

²⁵J. Harris Gable. *Manual Of Serials Work*. Chicago: American Library Association, 1937. p. 40-41.

of its power unless its corollary be adequately provided."²⁶

In providing adequate personnel for his library the college administrator should make a final decision on the basis of the conditions affecting *his* library — not what may be found in some other library. Too often college heads ask each other about their library conditions so as to be able to copy exactly what is discovered. Many factors about any library whose improvement is being considered must be examined before a sound decision can be reached. For instance if the proper size of a staff is under consideration it is necessary to determine the number of students and other readers to be served; the location of the reading groups; the size of the faculty; the size, variety, and condition of the book stock; the rate of book additions; the subjects offered; the prevailing method or methods of teaching; the number of service days per week; the length of each service day; the various types of services to be attempted; the character of the library building or quarters; and, other factors.²⁷

Moreover, sometimes the college head accepts the advice or verdict of some other person on the campus about library matters when such a person has not had the experience necessary for a sound judgment. The librarian must meet and attempt to solve every problem arising from his work. He knows the size, shape and degree of every issue and his recommendations concerning it are based on his knowledge of and experience with the problem. His recommendations should be respected above any others.

Sometime student assistants are used to fill places that should be occupied by full-time professional and non-professional people. This is a mistake. Student assistants are, first of all, students. They have an academic

program to carry which is, and it should be, their first and dominant interest. The dominant interest of library staff personnel responsible for library work should be centered on the success of that work.

There are certain qualifications required of people who perform responsible library services, for instance, intimate knowledge of specific reference tools, wide knowledge of the literature of some subject field, and ability to determine by skilful interview what book to suggest to some reader. Students do not have preparation for this type of service.

Often when a student proves to be exceptional and the staff is successful in teaching him to master some skill he leaves the services for some reason. Most of the time this occurs when the staff has learned to lean upon him for cooperation. The process of training, then, must start again with some other student. Tenure is important on a library staff, also.

Shall the Negro librarian be scholarly and make contributions to the advancement of his profession? The answer, of course, is yes. He, however, the same as any other professional, must have working conditions which will permit him to be scholarly and productive. When the staff is too small to support an effective division of labor it will be forced to concentrate almost wholly on routine matters. Many of these will be chores and details that non-professionals and even clerical assistants should perform. This condition narrows the concepts and deadens the spirit. There then develops an attitude which proves to be destructive to effective and efficient services to say nothing of scholarship. Contributions to a profession are usually made by people who have time, the ability, and the will to do constructive thinking. A library staff swamped with duties to perform may have the ability to produce, but it is unlikely that it will have the will power for it.

²⁶Randall and Goodrich, *op. cit.*, p. 105.

²⁷*Ibid.*, p. 135.

Unfavorable working conditions usually force people into other positions or occupations. Librarians who have long hours, burdensome work assignments, and no hope in the immediate future for relief, look upon the situation as highly unfavorable. They soon develop the "this old place" and "these d u m b students" attitudes rather than the "our library" and "may I help you" attitudes. Heavy staff turnover usually occurs in such situations and this state of affairs interferes seriously with library services. The philosophy of service, the general and special procedures, and the programs of service, already partially known to the old employee must be taught, from the beginning, to the next employee to join the staff. That person must also explore the resources of the library to become acquainted with their content, quality and quantity. This is a very expensive experience and it is repeated too often in Negro libraries.

One other point should be presented here for consideration. It is that main-

taining an exceedingly small staff in spite of needs makes it impossible to give new and untried people an "experience-period" in the library involved. They must accept responsibility for some administrative work without regard for administrative ability. In far too many cases young librarians are lacking in the required administrative characteristics. Thus library services, in far too many libraries, are rendered ineffective.

This discussion is not a complaint, it is a plea. It is a plea that we bend every effort to provide for Negro young people the types of facilities and situations they require for proper development. They are the people who can bring the race unity, strength, prosperity, magnificence, honor—yes, even glory. But we must remember that their roots are twined deep in the things that make them what they are and will become. They cannot do these things out of inferiority complexes rooted in enslaved minds. We must supplant the old horizons of learning with the new.

Senior College Libraries for Negroes in Texas

Mr. Baker's position is that of librarian at the Prairie View State Normal and Industrial College, Prairie View, Texas. This report represents his part in a survey of senior colleges for Negroes in Texas, which was made in March 1943.

IT IS THE PURPOSE of this article to discuss briefly the status of the libraries serving the college community of each of the eight senior colleges for Negroes in Texas.¹ Six of the colleges are privately supported; the other two are supported by public funds. Further information in this connection may be found below under the heading "Sources of Support."

Prairie View State College is the only institution in the group offering work on the graduate level. Its graduate program was started during the summer of 1938.

Funds

The program of the administrative officers of a college for developing the college library may be gauged, in a large measure, by the amount and constancy of financial support given that library from the current institutional budget. To determine these two factors for the colleges surveyed, library expenditures for them were studied from two points of view. First, an at-

¹ Following is a list of these colleges: Bishop College, Marshall; Houston College for Negroes, Houston; Jarvis Christian College, Hawkins; Prairie View State College, Prairie View; Samuel Huston College, Austin; Texas College, Tyler; Tillotson College, Austin; and Wiley College, Marshall.

tempt was made to discover the amount of money spent for new books and for periodical subscriptions for each of the years in a five-year period. Second, library expenditures per student for each college were investigated for a single year.

Budgets. Only one college in the group, Prairie View State College, at present sets up an annual budget for the library. That is, only one librarian knew at the beginning of the year that a definite amount of the institutional funds had been earmarked for library purposes. Therefore, only one librarian reported that expenditures for the library could be definitely scheduled at the beginning of a new year. It was discovered that all orders and financial matters of the library, in each case where there is no library budget, are handled at the business office of the college involved.

Expenditures for Books. The record of expenditures for new books at each of the eight colleges is shown in Table I. This table shows, in addition to the expenditures for periodicals, the amount spent for new books by each college for each year in a five-year period. It also shows the total amount spent by each college during the entire period and the average annual expenditures. Figures for Jarvis Christian College were available for only four years.

It will be noted that in some cases the

yearly expenditures are fairly constant as to amounts. This indicates a definite and systematic policy of library support. In other cases expenditures are fairly constant for several years; then they shoot sharply downward or upward. This tendency is also shown in reverse.

year, does the expenditure approximate what acceptable library authorities consider an adequate annual expenditure for books. This is true even when the variations upward are sharpest.

It has been discovered that the prevailing norm in annual library expenditures

TABLE I
Expenditures for Books and Periodicals during the Period 1936-41^a

Libraries		1936-37	1937-38	1938-39	1939-40	1940-41	Total	Annual Average ^d
Bishop College	Books	481.01	790.18	579.28	1296.99	254.38	3401.84	680.37-
	Periodicals	65.15	101.45	186.75	133.70	180.10	667.15	133.43
Houston College for Negroes	Books	843.44	717.12	902.18	663.28	822.79	3948.81	789.76+
	Periodicals	—	191.50	186.30	210.70	216.57	805.07	201.27-
Jarvis Christian College ^b	Books	—	681.12	500.00	213.90	2574.30	3969.32	992.33
	Periodicals	78.81	—	84.05	83.30	204.24	450.40	112.60
Prairie View State College ^c	Books	1087.66	1064.20	1671.32	1456.89	666.86	5946.93	1189.39-
	Periodicals	429.80	487.75	519.20	527.65	801.58	2765.98	553.20-
Samuel Huston College	Books	467.02	1315.16	543.21	578.53	830.93	3734.85	746.97
	Periodicals	140.50	133.90	202.50	204.93	317.62	999.45	199.89
Texas College	Books	1722.54	500.00	725.88	720.00	725.00	4393.42	878.68+
	Periodicals	311.82	325.00	327.00	340.00	339.00	1642.82	328.56+
Tillotson College	Books	476.49	589.00	233.51	853.00	853.38	3005.38	601.08-
	Periodicals	218.60	205.00	210.75	274.00	274.00	1182.35	236.47
Wiley College	Books	1050.00	150.00	1050.00	1100.00	822.93	4172.93	834.59-
	Periodicals	215.00	200.00	215.00	245.00	250.00	1125.00	225.00

^a Figures from the *Texas College Examiner* with exceptions as indicated.

^b Figures from 1936-39 from the business manager of the college.

^c Figures from the librarian's reports.

^d Not very significant in cases where sharp variations in individual items occur.

A sharp variation downward may indicate that library money, during the year when the variation occurred, had to be spent for things other than new books. A sharp variation upward may indicate that financial gifts for books were received during the year of variation.

In no case here represented, for any

for books and periodicals is \$6500. This is the standard maintained by colleges found giving their students effective library service.² When we add the expenditures made for books to those made for periodical subscriptions in the colleges con-

² Randall, William M., and Goodrich, Francis L. D. *Principles of College Library Administration*, p. 219.

sidered in this survey, for any selected year, we find none approaching the norm in this respect.³

The norm cited above is for the so-called "good" college library. The expenditures for books and periodicals in the "average" college library total up to \$3500.⁴

Expenditures for Periodicals. As indicated above the amounts and trends in ex-

tions and that the average college library maintains only 215.⁶ The college libraries under study here do not yet deserve to be ranked as average in this matter.

Expenditures per Student. Looking at standards again, Randall and Goodrich found that the good college library makes a total annual library expenditure of \$32 per student. They also found that the average library spends \$17.42 per student

TABLE II
Library Expenditures per Student, 1940-41

	Total Library Expenditures ^a	Enrolment ^d	Per Student
Bishop College.....	\$1565.30	358	\$ 4.37+
Houston College for Negroes.....	2439.20	386	6.32-
Jarvis Christian College.....	3569.13	540	6.61-
Prairie View State College.....	8095.98 ^b	1108	7.30+
Samuel Huston College.....	2493.85	245	10.18-
Texas College.....	3056.59	183	16.70+
Tillotson College.....	3228.00 ^c	360	8.96+
Wiley College.....	3759.50	555	6.77+

^a Figures from the *Texas College Examiner* with exceptions as indicated.

^b Figures from the librarian's report.

^c Figures from the *American Library Directory*, 1942.

^d Figures from the *Texas College Examiner*.

penditures for periodicals during the period under observation are shown in Table I. No figures were available for Houston College for Negroes in 1936-37 and for Jarvis Christian College in 1937-38.

It is interesting to note that each year, with a few exceptions, reading from left to right, each college increased its expenditures for periodicals. This is a trend in the right direction. However, all colleges fall below the accepted standard for good college libraries in the number of periodical subscriptions maintained.⁵ Randall and Goodrich discovered that the best college libraries maintain some 315 subscrip-

annually.⁷ It should be remembered, however, in the interest of good library support, that there is a point below which the enrolment must not fall if a per-student norm is to be used to measure excellence. That is to say, where the student enrolment is too small for a library to be supported adequately when the college adheres to the per-student norm, a larger expenditure should be made. The colleges whose libraries Randall and Goodrich found good had an average enrolment of 565 students each.⁸

The total 1940-41 expenditure per student for each library being considered is

³ See Table I.

⁴ Randall and Goodrich, *op. cit.*, p. 219.

⁵ See Table IX for paid subscriptions maintained.

⁶ Randall and Goodrich, *op. cit.*, p. 216.

⁷ *Ibid.*, p. 218.

⁸ Randall and Goodrich, *op. cit.*, p. 219.

shown in Table II. This table shows, for the year chosen, the total library expenditure and the total library expenditure per student for each college. One library approaches the "average" status in this respect and a second one makes a fair showing. The others are definitely poor.

Sources of Support. All libraries here presented are supported from the institutional funds of the colleges they serve.

poses. The eighth makes a better showing on paper but shows up poorly when its program is investigated.

Six of the colleges here investigated receive their financial support from church sources. The other two receive their support from public funds, one from a city and the other from the state. The public supported institutions should be more fortunate in financial matters, but such is

TABLE III
Relation of Total Library Expenditures to Total College Expenditures, 1940-41

Institutions	Total College Expenditures 1940-41 ^a	Total Library Expenditures 1940-41 ^b	Per cent of College Expenditure
Bishop College (Church)	\$ 87,015.53	\$1565.30	2+
Houston College for Negroes (Municipal)	16,903.96	2439.20	14+
Jarvis Christian College (Church)	140,853.06	3569.13	2.5+
Prairie View State College (State)	694,386.77	8095.98	1+
Samuel Huston College (Church)	49,302.66	2493.85	5+
Texas College (Church)	140,853.06 ^c	3056.59	2+
Tillotson College (Church)	98,277.17	3228.00	3+
Wiley College (Church)	146,093.26	3759.50	2.5+

^a Figures from the *Texas College Examiner* except those for Prairie View State College. Figures for Prairie View State College are from the college report.

^b Include salaries, books, periodicals, supplies, etc.

^c Figures from the business manager.

Occasionally, they may receive small financial gifts to be used for library purposes. And some of them have received small grants, say from \$1500 to \$4500, from philanthropic agencies for library purposes. Nevertheless, their main and steady support comes from institutional funds in each college.

Table III shows, for each college, total college expenditures, total library expenditures, and the relation of total library expenditures to total college expenditures during 1940-41.

It is not necessary to point out that seven of the colleges spent extremely small sums during that year for library pur-

not the case. The municipal college is extremely poor and the state supported college spent during that year about half of what is actually required for its program. Moreover, approximately two thirds of what was spent by this college was not appropriated by the state.

These facts shed light on the library expenditures discussed here.

Library Staffs

Excellence in library service depends, in a great measure, upon the character and quality of the staff. This important factor is too often only partially provided for.

Table IV shows the number of staff



members with professional training employed by the libraries in these colleges. It also shows the number of clerical and part-time assistants employed.

Six colleges each have one library staff member with professional training. One of these six also has two workers on its staff with subprofessional training. Another college library in the group has three staff members with professional training. Still another library has one full-time staff member, and that staff member has only subprofessional training. However, the writer happens to know that this library usually has a professionally trained librarian.

Library staffs, professional, subprofessional, clerical, and part-time, should vary in size according to the character of certain prevailing factors. Some of these factors are: size of student body, size and arrangement of the library quarters to be supervised, qualifications and demands of the faculty, prevailing methods of instruction in the institution, and the rate of growth of the library. It is too often felt that the library staff can and should render efficient and effective service with half the personnel it needs.

Accepted minimum standards on the number of professionally trained library staff members required for certain situations are listed below. They are quite applicable to the libraries under consideration.

Seven for four-year teachers colleges of 1500-2000 students.

Two for 400 students or less.

Four for 400-800 students.⁹

According to these standards, Houston College for Negroes, Jarvis Christian College, and Samuel Huston College should

⁹ Milam, C. H. "Suggestions for Minimum College Library Standards." *College and Reference Library Yearbook* 2:91, 1930.

each have two professionally trained librarians on their staffs.¹⁰ Bishop College, Texas College, Tillotson College, and Wiley College should have four each; and Prairie View State College should have four plus.

Equipment

In this section discussion, in the main, will be limited to reader capacity, book capacity, and book and periodical holdings.

In securing information on reader capacity and book capacity no attempt was made to gather data on the measurements of the entire library suite of rooms. Instead, it was decided to attempt to determine the adequacy of the space set aside for readers alone and the adequacy of the space used only for housing books. However, something should be said first about the location of the libraries on the college campuses.

Two of the colleges have library buildings and these are used exclusively for library purposes. The others are housed in buildings that are used for other purposes as well. At Bishop College the library occupies the first floor of the science hall. The library at Houston College for Negroes is in the combined administration and academic building, first floor; at Jarvis Christian College, in the academic building; at Prairie View State College, on the third floor of the education building; at Samuel Huston College, on the main floor of the administration building. At Tillotson College the library proper is on the first floor of the administration but there are also two stack rooms in the basement of the building.

Reader Capacity. A mathematical analysis and interpretation of the reader capacity of each library may be found in

¹⁰ Based on enrolments for 1941-42.

TABLE IV
Size and Character of Library Staffs

Libraries	Workers			
	Professional	Subprofessional	Clerical	Part-Time ^a
Bishop College		1		12
Houston College for Negroes	1			4
Jarvis Christian College	1			9
Prairie View State College	3		1	7
Samuel Huston College	1			— ^b
Texas College	1			7
Tillotson College	1			6
Wiley College	1	2		6

^a Student assistants.
^b No information received.

Table V. This table shows, for instance, that the total reading room space at Prairie View State College consists of 1968 square feet; that 190 readers can be accommodated at one sitting; that 190 readers constituted 14 per cent plus of the total college enrolment as of 1941-42; and that those 190 readers should occupy 4750 square feet of space when comfortably

seated. The table further shows that the readers in this library are seriously cramped when a capacity crowd is present, for in the last column it is shown that there is need for 2782 additional square feet of space for those the library accommodates.

The cramped condition at Prairie View State College can only be relieved by ex-

TABLE V
Reader Capacity

Institutions	Reading Room Floor Area in Square Feet	Enrolment, 1941-42	Readers Accommodated	Per cent Accommodated	Space in Square Feet Required for Readers ^a	Additional Space Needed in Square Feet
Bishop College	1272	452	90	19+	2250	1000
Houston College for Negroes	645	400	36	9	900	255
Jarvis Christian College	4941 ^b	181	96	53 ^b	2400	None? ^b
Prairie View State College	1968	1329	190	14+	4750	2782
Samuel Huston College	1344	310	80	25+	2000	656
Texas College	1862	449	104	23+	2600	738
Tillotson College	1344	584	70	12-	1750	406
Wiley College	3645 ^c	420	106	25+	2650	None

^a At twenty-five square feet per reader.
^b This college uses its auditorium as a reading room.
^c Circulation equipment (desks, trucks, etc.) occupies the center of the room.

panding the library to other classrooms in the building or through the erection of a suitable library building. Librarians in three of the remaining libraries, handicapped by inadequate seating space, have come to a similar conclusion. In the fifth and final situation only the erection of a

however, according to the demands of the situation.¹¹

Book Capacity. Table VI analyses and interprets the book capacity of the stack room or rooms in each library. It shows that at Bishop College 759 square feet of library space are used for housing books.

TABLE VI
Book Capacity

Institutions	Space Available in Square Feet for Housing Books	Book Capacity of Available Space ^a	Books in Library 1941-42	Possible Additions in Volumes
Bishop College	759	11,385	15,902	Congested
Houston College for Negroes	580	8,700	7,601	1,099
Jarvis Christian College	1365	20,475	8,359	12,116
Prairie View State College	966	14,490	15,578	Congested
Samuel Huston College	576	8,640	9,957	Congested
Texas College	677	10,155	8,922	1,233
Tillotson College	1616	24,240	18,853	5,387
Wiley College	2610	39,150	17,486	21,664

^a 15 books per square foot.

suitable library building can relieve this condition.

Only two libraries could seat 25 per cent of their student enrolments during 1941-42. At that time, however, the enrolment of one of these was below the yearly average for that college. One other college comes close to the 25 per cent standard.

There are authorities who propose that a library should seat more than 25 per cent of its student enrolment at one sitting. They advise that 30 per cent should be the minimum standard and that it would be quite sound to prepare to seat from 40 to 75 per cent of the student body at one time. This should be regulated,

This space will hold 11,385 books, using fifteen books per square foot as a standard.¹² Bishop College reported a book collection of 15,902 volumes in 1941-42. This means that the stacks must now be congested. This is true for two other colleges in the survey, also.

Four libraries represented still have space for additional volumes. Their rate of growth will determine how long this condition will prevail.¹³

The book collections in four of these libraries are extremely small. The others

¹¹ Gerould, James Thayer. *The College Library Building*, p. 20; Hanley, Edna Ruth. *College and University Library Buildings*, p. 12.

¹² Gerould, *op. cit.*, p. 66.

¹³ See Table VII, column 7.

TABLE VII
Book Additions during the Period 1936-41^a

Institutions	1936-37	1937-38	1938-39	1939-40	1940-41	Total	Yearly Average
Bishop College	—	250	495	727	434	1906	476+
Houston College for Negroes	—	449	21	702	1224	2396	599
Jarvis Christian College			No Figures Available				
Prairie View State College	769	1191	665	554	870	4049	810—
Samuel Huston College	—	307	309	349	700	1665	416+
Texas College ^b	230	45	318	163	272	1028	206+
Tillotson College	1364	1322	811	575	1105	5177	1035+
Wiley College	375	50	858	445	699	2427	485+

^a Figures from the *Texas College Examiner* with exceptions as indicated.

^b Figures from the librarian's report.

are somewhat better, but all are too small to promote the types of programs these schools have adopted for themselves. Dr. Bishop, whose many years of wide, varied, and fruitful library service make him an eminent authority in the matter, says:

A well-selected library of 50,000 volumes will perhaps suffice for the needs of sound teaching in a college of not over

500 students. This number does not include duplicates. . . .¹⁴

Judging by this criterion, the book collections under consideration are far from being adequate no matter how well selected.

The record shows that only one library has maintained a steady program of magazine binding over the years.

Circulation figures for 1940-41 are shown in Table VIII. Some of the libraries have had a rather heavy circulation per student. It should be understood, however, that these figures represent "total" circulation. They include both inside and outside circulation.

Samples of Collections. All colleges, by their own statement, send from 75 to 95 per cent of their graduates into the teaching profession. Since this is true, the libraries in these institutions should be well equipped to facilitate preparation for teaching. Therefore, it was deemed wise to sample each library's holdings in the field of education. It is realized, however, that prospective teachers should

TABLE VIII

Circulation per student during 1940-41

Institutions	Enrollment 1940-41	Total Circulation 1940-41 ^a	Per Student
Bishop College	358	19,784	55+
Houston College for Negroes	386	—	—
Jarvis Christian College	540	—	—
Prairie View State College	1108	95,451	86+
Samuel Huston College	245	25,000	102+
Texas College	183	26,534	144+
Tillotson College	360	9,595	26+
Wiley College	555	32,400	58+

^a Figures from the *American Library Directory*, 1942

¹⁴ Bishop, William Warner. "The Contribution of the Library to College Teaching." *Library Journal* 54:254, Mar. 15, 1929.

know something more than education as a subject.

To facilitate the sampling procedure checklists were drawn up, one for education books and one for education periodicals. To test for recency in books the

This study has revealed that the libraries investigated are generally inadequate, measured by accepted library standards. Inadequacies uncovered include, in varying degrees, meager funds, undersized staffs, cramped quarters for housing books

TABLE IX
Sample Holdings^a

Institutions	Education Books			Education Periodicals			All Periodicals	
	Number in Library	Number Held from Check-list ^b	Percentage of Holdings	Number in Library	Number Held from Check-list ^c	Percentage of Holdings	Total Paid Subscriptions Received 1942-43	Number of Bound Periodicals in Library, 1942-43
Bishop College	473	30	19+	37	8	19+	88	28
Houston College for Negroes	509	42	27+	20	16	38+	65	220
Jarvis Christian College	284	23	15-	22	22	52+	107	40
Prairie View State College	1719	74	48+	27	27	64+	166	1399
Samuel Huston College	350	34	22+	28	10	24-	77	10
Texas College	551	31	21-	15	14	33+	68	83
Tillotson College	764	49	32-	14	14	33+	114	14
Wiley College	1063	46	30-	9	9	21+	76	189

^a Figures from the librarian in each college.
^b There are 154 titles in the checklist.
^c There are 42 periodicals in the checklist.

Shaw list for 1931-38 was used.¹⁵ To test for quantity and quality in periodicals the periodical list of the Southern Association of Colleges and Secondary Schools was employed.¹⁶

After the checklists were arranged they were submitted to each library represented in the survey for checking. Reports were received from all libraries and the results are shown in Table IX.

¹⁵ Shaw, Charles B. *A List of Books for College Libraries, 1931-38*, p. 47-58.
¹⁶ Southern Association of Colleges and Secondary Schools. Commission on Institutions of Higher Education. *The Classified List of Periodicals for College Libraries*, p. 4-5.

and readers in several libraries, small book collections, and small subscription lists. It should be stated here, however, that these library conditions do not represent the attitudes of the college administrations involved. Moreover, each library here represented, though greatly handicapped, has courageously and resolutely accepted the responsibility of serving its public in peace and war. Nevertheless, despite the good intentions of the college administrations and the fortitude and devotion of the library staffs, these college libraries need better financial support.