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TABLE OF CONTENTS

The Gang Phenomenon and Juvenile Delinquency Among Adolescent Boys, <i>By William Jimmerson Holloway</i>	5
The Status of Audio-Visual Education Programs In Accredited Negro High Schools in Georgia, <i>By William H. M. Bowens</i>	17
A Study of the Community Services of the Libraries in the State-Supported Negro Colleges and Universities Approved by the Southern Association of Colleges and Secondary Schools, <i>By M. G. Harrison, L. Hawkins, and A. M. Williams</i>	37
Concepts of Chinese Culture (From Selected Works of Pearl Buck), <i>By Blanton E. Black</i>	52
The Relationship Between Mathematics and Communicative Skills As Shown by Classes in Functional Mathematics at Savannah State College During 1954-55, <i>By Sylvia E. Bowen</i>	61
The Soviet Foreign Policy and the German Soviet Non-Aggression Pact, <i>By Elson K. Williams</i>	72
George Gershwin: A study of his Style, <i>By L. Allen Pyke</i>	82
Some Reflections on the Contributions of the Negro to Education, <i>By Maurice S. Stokes</i>	88

A Study of the Community Services of the Libraries in the State-Supported Negro Colleges and Universities

Approved by the Southern Association of Colleges and Secondary Schools

By Madeline G. Harrison, Luella Hawkins, and
Althea M. Williams*

The relationship which exists between the colleges and their communities has long been recognized by educators. More than a century ago President Francis Wayland¹ of quoted in Edgar W. Knight, *What College Presidents Say* (Chapel Hill: Brown University set the object of the college as the intellectual cultivation of the community. In recent years not only educators but interested citizens have shown increasing concern for the interrelationship between the colleges and their communities. In 1953, President Fred S. Hultz² of North Dakota Agricultural College wrote that the public colleges and universities have aptly been named the people's college because their services to all the people are so inclusive. These delineations on the responsibility of the college to its community were expanded by The President's Commission on Higher Education:

American colleges and universities must envision a much larger role for higher education in the national life. They can no longer consider themselves merely the instrument for producing an intellectual elite; they must become the means by which every citizen, youth, and adult is enabled and encouraged to carry his education, formal and informal, as far as his native capacities permit.³

*The writers are indebted to Dr. Joan L. Gordon for assistance in the preparation of this manuscript.

¹Francis Wayland, *Thoughts on the Present Collegiate System in the United States* (Boston: Gould, Kendall and Lincoln, 1842), p. 50, as The University of North Carolina Press, 1940), p. 263.

²Fred S. Hultz, "The College as an Effective Community Asset". Proceedings, *The Association of Governing Boards of State Universities and Allied Institutions. 31st Annual Meeting, November 30-December 6, 1953*, p. 61.

³United States President's Commission on Higher Education, *Higher Education for American Democracy* (Washington: W. S. Government Printing Office, 1947), 1, 101.

A college that commits itself to serve the community must have agencies through which it can implement the program. The library, quite aptly called the intellectual center of the college, is in a strategic position to execute one phase of this extra-mural activity. Many libraries have strengthened the community programs of their colleges by providing reference and lending service to non-students, by participating in community projects, distributing reading lists to both the general public and the alumni, and by cooperating with other libraries both on the professional and reader levels.

Like the whole college, the library with its contribution to the community has been singled out for increased study during the last few years. Arthur T. Hamlin, Executive Secretary of the Association of College and Reference Libraries, showed concern for the problem in his 1953-54 Annual Report:

ACRL should give more attention to the responsibility of the college library to the reading community beyond the campus gates. . . . Too frequently in the past our college libraries have not taken part in movements to extend or improve public library services, or to promote federal legislation which will ease the labors of other libraries.⁴

The subject is given further impetus by Cole's⁵ survey which revealed that the area of Public Relations and Extension Services was one of the fifteen most frequently mentioned out of a suggested one hundred and thirty-nine library problems.

These points of view, and similar ones with reference to the need to explore the community services of the libraries, motivated the writers to undertake the present study. An additional source of motivation came from the fact that non-students were increasingly demanding the services of the library in which the authors are employed. Accordingly, the extra-mural services of Savannah State College Library have been expanded. However, it was felt that a survey of what was being done in similar institutions would enable them to plan a more effective program.

These sources of interest constitute the frame of reference in developing the present study. Accordingly, the study purposes (1) to discuss the lending practices in libraries of state-supported institutions; (2) to show the correlation between library resources and loans made to the

⁴Arthur T. Hamlin, "The ACRL Annual Report, 1953-54", *College and Research Libraries*, XVI (January, 1955), 79.

⁵Dorothy Ethlyn Cole, "Areas for Research and Investigation in the College Library Field", *College and Research Libraries*, IX (October, 1950), 328.

non-student community; (3) to show the number of volumes borrowed in proportion to the number of potential patrons; (4) to discuss the resources of the libraries in terms of their present extra-mural activities and their capacity to expand them; (5) to discuss the service rendered by other libraries in the communities where these college libraries are located.

The procedure used in obtaining the necessary data to develop these purposes will be explained in the following paragraphs. The twenty-one colleges and universities⁶ selected for this study are publicly supported, located within the southern states and approved by the Southern Association of Colleges and Secondary Schools. Questionnaires and covering letters were sent to the librarians of these colleges and to the State Librarians of the eleven states in which these colleges are located. Information was requested for the fiscal year 1953-1954 on resources of the library, budget for books, periodicals and non-book materials, number of professional librarians, clerical assistants and student assistants, college enrollment, other library facilities in the community and community services offered by the library. Of the twenty-one questionnaires sent to colleges, twenty were returned. All of the State Libraries responded.

For statements of policy in the college's relations with the community, the catalog of each institution was checked. Comparative statistics were secured from "College and University Library Statistics, 1953-54".⁷ The number of potential borrowers was taken from the **United States Census of Population, 1950**.⁸

Preliminary to analyzing the data obtained primarily by means of questionnaires, it is deemed significant to direct attention to the manner in which the expression "community service" will be used in the present study. "Community Service", in regard to the library, is also referred to as extra-mural service, or extension service and can be

⁶Alabama State College for Negroes; Alabama Agricultural and Mechanical College; Albany State College, Georgia; Alcorn Agricultural and Mechanical College, Mississippi (Did not respond.); Agricultural and Technical College, North Carolina; Elizabeth City State Teachers College, North Carolina; Fayetteville State Teachers College, North Carolina; Florida Agricultural and Mechanical University; Fort Valley State College, Georgia; Grambling College, Louisiana; Jackson College, Mississippi; Kentucky State College; North Carolina College at Durham; Prairie View Agricultural and Mechanical College, Texas; Savannah State College, Georgia; South Carolina State Agricultural and Mechanical College; Southern University, Louisiana; Tennessee Agricultural and Industrial State University; Texas Southern University; Virginia State College; Winston-Salem Teachers College, North Carolina.

⁷"College and University Library Statistics, 1953-54", *College and Research Libraries*, XVI, (January, 1955) 37-53

⁸*U. S. Census, 1950, Vol. II: Population, passim.*

defined as "the supplying of books and reference aid to organizations and individuals outside the campus by the general library or a library connected with an extension department".⁹

In order to avoid duplication, a check was made for any previous studies covering the subject. Library Literature¹⁰ showed that only five detailed studies had been completed from 1921 to 1954. Helmrich's study¹¹ covered nine universities in Oregon, Washington, Montana, and Idaho. Snider's thesis¹² covered thirteen Canadian Universities. Fifty-eight private, co-educational, four-year degree-granting colleges, located in cities of less than 100,000 population (1940 census), and accredited by the North Central Association were studied by Stickle.¹³ Vagt¹⁴ surveyed twenty-nine Texas junior college libraries. Wolf's study¹⁵ is a bibliographic survey of the available published material which is indexed in Library Literature covering the period from 1921 to June 1950, on the subject of college and university library extension services. In addition to these completed works, "Studies in Progress" in recent issues of **College and Research Libraries** listed one title in preparation.¹⁶

The only available study that covered Negro college libraries located within the geographical limitations of the present study is the incidental report on the subject made by Gleason in her survey **The Southern Negro and the Public Library**.¹⁷ However, several studies of the community services of individual libraries in Negro colleges were located. One is a study of the program of the Talla-

⁹Elizabeth H. Thompson, *A.L.A. Glossary of Library Terms* (Chicago: American Library Association, 1934), p. 55.

¹⁰Library Literature, 1921-1955. (New York: The H. W. Wilson Company).

¹¹Harold Ernst Helmrich, "Relationship of State Universities and Land-Grant colleges in the Pacific Northwest to State-Wide Library Service" (Unpublished Library thesis for degree MSLS, Columbia University, June, 1939).

¹²Winifred Snider, "Extramural Library Service in Libraries and Extension Departments of Canadian Universities" (Unpublished Library thesis for degree MSLS, Columbia University, February, 1948.)

¹³Nellie Reherda Stickle, "Community Service Programs of Selected College Libraries" (Unpublished Library thesis for degree MSLS, Columbia University, June, 1951).

¹⁴John Paul Vagt, "Community Services of Texas Junior College Libraries" (Unpublished MSLS thesis, The University of Texas, May, 1953).

¹⁵Marjorie Ann Wolf, "Library Extension Services of the Colleges and Universities of the United States. A Bibliographic Survey" (Unpublished Master's Project, School of Library Science, Western Reserve University, June, 1951).

¹⁶George M. Rawley, "The Public Service of College Libraries in Texas" (Incomplete, February, 1955, MSLS thesis, The University of Texas).

¹⁷Eliza Atkins Gleason, *The Southern Negro and the Public Library* (Chicago: The University of Chicago Press, 1941) pp. 168-1821.

dega College Library which has been referred to as one of the best examples of community services and planning that is in existence today.¹⁸

The general plan for developing this report will include a discussion of the following topics: (1) the existing policies of community services in the college and universities studied; (2) resources of the library; (3) the service to all non-students; (4) services to alumni and (5) findings.

At this point it seems significant to direct attention to the fact that the tables included in the study are presented to graphically illustrate our findings. However, in the majority of instances, the statistical analysis of the findings is based on the raw data (furnished by replies to questionnaires) from which the tables were compiled.

Community Relations of the College

The college or university must decide what its obligation is to its immediate community and how it will meet that obligation. The listing of objectives is no guarantee of performance. But if these objectives are stated, they help to clarify the position that the institution takes.

Information on these stated objectives was available for eighteen of the colleges and universities. Six included the information in their bulletins. Two of these had the statement of community service under THE LIBRARY, three placed it under GENERAL INFORMATION and one carried the material under the heading DIVISION OF EXTENDED SERVICES. Twelve, or 66.7 per cent of the colleges had no statements in their bulletins. The librarian of one of these colleges wrote that although there was no statement in their catalog, it can be assumed that the implementation of a program of service to obtain the objectives would call for community services by all divisions of the college. Catalogs of two of the institutions were not available and no replies were received when letters were sent requesting this information.

Resources of the Library

Since the primary function of the library of an institution of higher learning is that of service to its immediate faculty and student body, any additional work it might decide to do is contingent upon the resources available beyond this specific function. These resources include the book stock, periodicals, non-book materials, budget and professional staff.

Adequacy of the book stock is perhaps the most im-

¹⁸R. S. Burgess, "This College Library Faces its Community", *Library Journal*, LXXIII (October 15, 1948), 1479.

portant element in a consideration of the service rendered by a library. Increase in size indicates the library's capacity to close existing gaps in its holdings and to keep abreast of current materials. However, a satisfactory measurement of this item is difficult to obtain. A listing of the number of volumes fails to indicate which fields are strong or weak, but such a count may help to point the way in which improved service can be offered. Numerical evidence indicating the number of volumes in the libraries included in the present study is presented in Table 1. The largest number of volumes owned by any library reporting was 76,000; the lowest was 16,122 while the median figure

TABLE 1—NUMBER OF VOLUMES IN LIBRARIES OF TWENTY STATE SUPPORTED NEGRO COLLEGES AND UNIVERSITIES

<i>No. of Volumes</i>	<i>No. Libraries</i>	<i>Percentage</i>
Less than 20,000	3	15
20,000 - 29,999	4	20
30,000 - 39,999	2	10
40,000 - 49,999	4	20
50,000 - 59,999	4	20
60,000 - 59,999	2	10
70,000 or more	1	5

was 40,879. In "College and University Library Statistics, 1953-54",¹⁹ The American Library Association reports statistical information for seventy college libraries whose total budgets are less than \$33,000. The high number of volumes for this group was 157,888, the low 17,729 and the median 50,966. According to these figures, the size of the collections in the college libraries in this study is far below the nationally reported size.

Periodicals are a necessary part of a library's holdings so that the students and faculty members can be kept aware of the current developments in the fields of instruction, research and news of general interest. The libraries were asked to report the number of periodicals which they received. No indication was made as to whether the periodicals were received by gift or subscription. Neither was information asked as to the fields which the periodicals covered. The periodicals holdings of the twenty college libraries are presented in Table 2. These libraries reported a

TABLE 2—PERIODICALS CURRENTLY RECEIVED BY LIBRARIES IN TWENTY STATE SUPPORTED NEGRO COLLEGES AND UNIVERSITIES

<i>No. Periodicals</i>	<i>No. Libraries</i>	<i>Percentage</i>
Under 200	2	10
200 - 299	6	30
300 - 399	4	20
400 - 499	1	5
500 - 599	4	20
600 - 699	3	15

¹⁹*College and Research Libraries, op. cit.*, p. 46.

high of 696 periodicals, a low of 193 and the median 335.5. The American Library Association reported these figures from the returns of seventy libraries: high—611, median—272, low—125.²⁰ Of the libraries in the present study, only two come up to the national figure, but the lowest number of periodicals received is higher than the corresponding national one.

Modern library resources also include miscellaneous stock such as records, films and filmstrips. The libraries were asked to indicate whether these materials were available. Eleven libraries reported owning some of all of these materials. Six libraries have records in their collections, six have films and seven have filmstrips. Nine libraries failed to check any of the answers. Only three libraries own equipment for using these non-book materials. Two libraries indicated that all such materials are serviced through the Audio-Visual Center of the Department of Education.

Information on non-book materials was not given in the American Library Association statistics so that no comparison can be made.

A major portion of the responsibility for adequate library service is a trained library staff. An inadequate staff clearly cannot be expected to add an appreciable amount of extra mural service to their already overloaded schedule. Of the nineteen colleges reporting, only one library had twelve professional librarians, and one library reported only one librarian. Eleven libraries had four or fewer librarians, five libraries had from five to nine librarians, while only three employed more than ten full-time librarians. The high figure was twelve, the median four, and the low was one. The number of librarians employed by these colleges seems to be in direct proportion to the number of volumes owned. That is, the libraries with the largest number of volumes employ more librarians.

A glance at the national figures as reported by the American Library Association indicates that most of the staffs represented in this study fall around the median figure in the national survey. Of the sixty-nine colleges reporting, the high figure is four, the low is one, and the median two.²¹

The adequacy of service given by a library depends very heavily on the size of the annual budget. A small budget allows for the purchase of few of the available current publications. Of the twenty libraries returning questionnaires, two failed to report their budgets and one library was outside the American Library Association figure

²⁰*Op. cit.*, p. 46.

²¹*Op. cit.*, p. 45.

of \$33,000. On the basis of the information supplied by the informants with reference to their budgets for 1953-1954, the figures presented in Table 3 were compiled. The

TABLE 3—BUDGET (1953-1954) FOR BOOKS, PERIODICALS, NON-BOOK MATERIALS OF LIBRARIES IN EIGHTEEN STATE SUPPORTED NEGRO COLLEGES AND UNIVERSITIES

<i>Budget</i>	<i>No. Libraries</i>	<i>Percentage</i>
Below \$5000.00	1	5.5
5,000 - 9,999	5	27.8
10,000 - 14,999	2	11.1
15,000 - 19,999	2	11.1
20,000 - 24,999	4	22.2
25,000 - 29,999	0	0
30,000 - 34,999	3	16.6
35,000 - 39,999	1	5.5

highest budget reported was \$38,000. This figure was above the category of The American Library Association schedule used. Of the remaining figures the high was \$31,821.65, the low \$3,700.00 and median \$17,000. The budget figures of The American Library Association for schools of this size for 1953-54 are high \$14,815, median \$5,910 and low \$2,485.²² These figures are based on returns from seventy college libraries whose total budgets are less than \$33,000.

Service to the Non-Student Community

Although the statistics gathered in the survey cannot give a complete picture of a library's work with its non-student community, they can help in the evaluation if cautiously interpreted.

All of the twenty libraries studied extended library privileges to their non-student community. One library qualified this with "on limited basis", two stated that books only were loaned, one that books could be used only in the library but qualified this restriction by saying that a \$5 deposit was required if books were taken for use outside the library.

Fifteen or 78.9 per cent of the nineteen libraries which checked the section on fees reported that no charge was made for this service. Two charged a \$5 deposit, one charged two cents per day and one charged transportation only. The one library that neglected to check this section had previously reported that no fee was charged for loans to alumni so it is rather likely that the same policy is followed for all non-student borrowers. Thirteen or 86.7 per cent of the fifteen libraries charging no fees reported that they had experienced no difficulty in getting material returned. Only two reported losses and they were small.

²²*Op. cit.*, p. 47.

Geographical limitations on these privileges were set by fifteen or 75 per cent of the twenty libraries. Thirteen of these limited to the immediate community and two limited to the state although one qualified this by noting "usually".

Only six or 30 per cent of the twenty libraries extended service to all age groups—children in the elementary grades and below, high school students, other college students, and adults. Eighteen or 90 per cent would lend to adults, one qualified this statement with "through library of particular school", another noted "to faculty", and another "to teachers in the public schools". In the light of previous answers indicating that all of the libraries gave service to the non-student community, it seems likely that the two libraries which did not check this category overlooked it. Twelve or 60 per cent of the libraries would lend to high school students, one noted that all lending to them was through their school libraries and another set the limit "in library only". Only seven or 35 per cent permitted school children to borrow. College students from other institutions fared better as seventeen or 85 per cent of the libraries permitted them to use their resources. Only two placed any limitations on this service. One permitted use of materials in the library only and the other would lend to them only through interlibrary loan.

Three or 15.8 per cent of the nineteen libraries kept separate records of these extra-mural loans. (Figures reported for one library had to be thrown out as loans to their faculty members were included). Ten libraries gave estimates of books loaned while six gave no figures. The three libraries which recorded their circulation reported 190, 411, and 1788 volumes borrowed. Estimates of volumes loaned ran from a high of 600 to a low of twenty with the median of sixty-five.

One of Vagt's conclusions in his study of Texas Junior College Libraries is certainly applicable to the libraries in this survey.

Most of the libraries surveyed do not keep a separate record of circulation to non-college patrons, the figures given are estimates by the librarians and must therefore be cautiously interpreted.²³

Although the highest circulation figure reported was given by a library having over 60,000 volumes and a budget of more than \$30,000 for books, magazines, and other reading materials, no consistent correlation could be established between size of collection and budget, and the number of volumes loaned to non-students. One library in the same

²³Vagt, *op. cit.*, p. 37.

budget class made the least number of loans while two libraries with slightly more than 30,000 volumes and book budgets between \$5,000 and \$9,999 loaned the next two highest number of volumes recorded. The tabulation in Table 4 shows the number of books loaned with reference to the library budget and total number of volumes.

TABLE 4—NUMBER OF BOOKS LOANED TO NON-STUDENTS, BUDGET AND BOOK STOCK OF LIBRARIES IN THIRTEEN STATE SUPPORTED NEGRO COLLEGES AND UNIVERSITIES*

<i>Number of Books Loaned</i>	<i>Budget for Books, Periodicals, Non- Book Materials</i>	<i>Volumes in Library</i>
20	\$30,000 - 34,999	40,000 - 49,999
20	20,000 - 24,999	60,000 - 69,999
25	5,000 - 9,999	20,000 - 29,999
30	20,000 - 24,999	40,000 - 49,999
60	5,000 - 9,999	20,000 - 29,999
70	15,000 - 19,999	40,000 - 49,999
190	20,000 - 24,999	50,000 - 59,999
225	20,000 - 24,999	Less than 20,000
300	Below - 5,000	20,000 - 29,000
411	15,000 - 19,999	20,000 - 29,999
520	5,000 - 9,999	30,000 - 39,999
600	5,000 - 9,999	30,000 - 39,999
1788	30,000 - 34,999	60,000 - 69,999

*Only libraries which submitted recorded or estimated circulation statistics are represented here.

Some of the libraries have widened their collections beyond the usual books and magazines so that they are able to offer their patrons many of the audio-visual aids. Eight or 72.7 per cent of the eleven libraries which own these materials permit non-students to borrow them.

The library staff is, of course, the vital link between the community and the resources in the library. Unless they have a positive attitude toward service to the community there is no program or if one is wished on them it will be passive instead of dynamic. Fortunately, all the librarians reported that they believed that the staff has a responsibility to the non-student community. One, however, qualified this with "to a limited degree".

Eighteen or 90 per cent indicated that the staff met this responsibility not only by work with the non-student in their libraries but by participation in community activities and community sponsored projects. Sixteen of these listed the following: (in order of frequency) civic organizations, church organizations, YMCA or YWCA, community libraries, welfare organizations, PTA, schools, Book Clubs, and Scouts. Further cooperation in sponsoring community projects was shown by these libraries. All of the eleven libraries reporting that they had conference rooms permitted community groups to use them.

Although service is given to their non-college public by all twenty of the colleges studied, only five or 25 per cent indicated that they made any use of publicity methods to advertise the service. Bulletins, clubs, schools, forums and adult education programs were the media used by these five to disseminate this information.

The libraries in this study failed to acquaint the public with their lending services as did those in other surveys. Stickle²⁴ found that of the fifty-eight libraries studied only four released information on borrowing privileges for off-campus readers. While Helmrich²⁵ discovered that only two of the nine universities studied made the most use of publicity methods to advertise this service.

A community's need for service from a college library is modified by that service which is received from other sources—state, regional or local public libraries. Within this limited study it is impossible to measure either the total quantity or quality of service given by these agencies. However, the writers assumed that several sources of library service were open to the communities in which the college studied were located. To determine their existence but not to measure their adequacy a section of the questionnaire to both the college librarians and the state librarians covered these agencies.

Eighteen or 90 per cent of the twenty libraries studied reported that public library service was available in their communities. One librarian reported that although there was a public library no service was given to Negroes. The other librarian states that there was no public library in the community. The adequacy of these libraries could not be determined as only five of the college librarians gave estimates or actual count of the volumes in these public libraries. These estimates ran from a low of 10,000 to a high of 200,000 volumes. Ten or 50 per cent of the libraries indicated that these public libraries gave bookmobile service. Eight of these reported that they served both children and adults.

Twelve or 60 per cent of the twenty libraries studied stated that the schools in their vicinity did not have adequate libraries. Eight or 40 per cent considered their school libraries adequate. Only six or 30 per cent of the twelve libraries stating that their communities had inadequate school libraries permitted elementary school children to use the resources of the college libraries. However, nine or 75 per cent of these twelve offered service to high school students.

Five or 25 per cent of the libraries noted that another

²⁴Stickle, *op. cit.*, p. 22.

²⁵Helmrich, *op. cit.*, p. 182.

Negro college library was located in their immediate community.

It was apparent from the data gathered that the presence or absence of other library facilities in the community did not seem to be a factor in determining the number of books that were circulated by the several libraries. To substantiate this it might be noted that the library reporting the largest number of books borrowed was in a community which was fortunate enough to have all these other library agencies—adequate school libraries, medium size public library, and another college library.

Service to Alumni

An ideal plan for loans to alumni should be as unrestricted as the one set up several years ago at Oberlin College. In order to draw on this library's 500,000 volumes, alumni everywhere have only to drop a card or letter of request in the mail, stating name, address, and books desired.²⁶ While Oberlin's plan is worthy of emulation, many institutions find that any service they might be able to offer their alumni is inadequate because of the many limiting factors listed by Lyle in his discussion of lending privileges to graduates or former students.

Every effort should be made to furnish alumni with technical and scholarly works which they may need in industrial research or professional work. In a number of libraries alumni are permitted to borrow from the general collection, books not required by students or faculty . . . where considerable service is given it is largely with graduates living in the community or nearby towns. Library policy in making loans to alumni is affected by library facilities in the region, the size of the library, and by the demand for books by students and faculty.²⁷

In order to measure the service given alumni by the college libraries in this study, one section of the questionnaire was devoted to borrowing by this extra-mural group. The statistics presented in the previous section of this study covered all non-student borrowing; consequently, the number of volumes reported here as loaned to alumni should not be considered as additional loans but as part of the total picture. The presentation of the data follows the organization of the questionnaire.

²⁶H. Vail Deale, "You Can Do It In College, Too," *Wilson Library Bulletin* XXIV (March, 1950), 514.

²⁷Guy Lyle, *The Administration of the College Library* (New York: H. W. Wilson Company, 1944), pp. 148-149.

An alumni reading list published separately or included in the alumni bulletin of the college is one avenue used by many libraries to keep their former students in touch with the intellectual world of books. To the question, Do you publish an alumni reading list? nineteen or 95 per cent of the twenty libraries answered No, only one library answered Yes. This library reported that the list is published separately from the alumni bulletin and is distributed through the mail.

Do you permit alumni to borrow directly books and magazines? To this question, nineteen or 95 per cent report that they allow this privilege, one library does not permit such loans. One library indicated that these loans were made on a very limited basis, and another stated that only books were permitted to be taken from the library.

Do you limit (geographically) the borrowing by alumni? If yes, indicate the appropriate zone. Of the nineteen libraries permitting loans to alumni, thirteen or 68.4 per cent stated that they have no geographical limitations, while six reported that they do limit their loans. The limitations reported were—four limited the service to the immediate community and two limited it to the state.

Is there a fee charged for this privilege? If no fee is charged, have you had any difficulty in getting the books returned? Of the nineteen libraries making loans to alumni, sixteen or 84.2 per cent reported that no fee is charged for this privilege, while three libraries reported a fee. One stated that the charge is \$5, another that only transportation was charged, and the third library gave no information concerning the fee. One library which had previously stated that a fee was charged for the non-student borrower did not check this section on alumni fees.

Nine or 56.2 per cent of the sixteen libraries charging no fee reported that they had no difficulty in getting library materials returned. Five of these libraries stated that they had some difficulty and estimated their losses as 25, 25, 5, 5, 2. Two of the libraries which reported charging no fee did not answer the question regarding the return of materials.

Do you keep a separate record of books borrowed by alumni? Fifteen or 78.9 per cent of the nineteen libraries extending borrowing privileges to alumni stated that no separate record is kept of these loans. Three libraries kept separate records. One library did not answer this part of the questionnaire. The three libraries which gave recorded figures for circulation to alumni listed 279, 150, and "an average of 35" annually. Only seven libraries ventured to make estimates on the volumes loaned to their alumni. These estimates ran from a high of 500 to a low of 15, with 40 as the median.

While only one library indicated that the loans were made to alumni on a very limited basis, it is safe to assume that most of the lending service to alumni is restricted. One tacit evidence of this is the high percentage (95) of the libraries that do not give any publicity to such service via an alumni reading list.

Findings

The chief objectives of this study was to present a factual, descriptive account of the community services of the libraries in the state-supported Negro colleges and universities approved by the Southern Association. In analyzing the data presented in the study the following facts became evident:

There is uniformity in respect to the fact that all of the libraries offer some service to their non-student community. Although service is given by all, most limit it to their immediate communities. This policy is not at variance with that of most college libraries.

Only two of the libraries charged a deposit so the matter of fees does not loom as a deterring factor in non-student borrowing. Losses were not serious and did not seem to be an item that would cause the libraries to curtail any service now offered.

Only a very small percentage of the libraries permitted all age levels to use their resources. The group most discriminated against was elementary school children. However, the very nature of a college book collection often precludes service to children of that age.

All the librarians voted for service to their non-students. They strengthened this belief by participating in a number of community activities and community sponsored projects. They were generous with the facilities of the library as all who had conference rooms permitted their use by the public.

Most often service is given only on individual request. The policy of lending is not released through publication by 75 per cent of the libraries. Thus the findings here indicate that the libraries in the study are following the pattern of those in other surveys.

Most libraries will lend to their alumni when requests are made, but do not acquaint them with this service through Alumni Reading Lists.

Most libraries did not keep separate statistics on loans made to the non-students in their communities.

No appreciable number of books was borrowed by

non-students. The presence of other library facilities in the community did not seem to be a factor in determining the number of books that were circulated by the several libraries. The lack of publicity concerning service available might be a factor here.

From the standpoint of publicity most of the libraries seemed to follow the policy of their governing bodies as very few of the colleges published in their catalogs statements of community responsibility.

Inadequate budgets resulting in small book stocks and understaffing could be a factor that limited the community service of the libraries in this study.

In the libraries studied the service to non-students is essentially the same as that of other libraries in widely separated localities.

The evidence also seems to support the assertion advanced by Gleason sixteen years ago—community service to non-students is a negligible part of the work of the college library.

These findings suggest that there is a need for the libraries studied to further explore ways and means of rendering greater service to non-students, and on the basis of the findings expand their community services.