A study of the negro college libraries as presented in their college catalogs

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A STUDY OF NEGRO COLLEGE LIBRARIES AS PRESENTED IN THEIR COLLEGE CATALOGS

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY SERVICE

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CHAPTER I
INTRODUCTION

History and Purpose of the College Catalog

The earliest college catalogs were simply announcements without apparent effort to do more than give the necessary facts about the college concerned. They were, for the most part, printed lists of the names of the students and personnel. As curricula expanded, the number of students increased and as the courses were divided and became more specialized, the catalog began to expand. It then became necessary for the college administration to explain what they were teaching and why it was being taught. Later the catalog came to be distinctly an advertising media for the institution.1 The more progressive colleges improved upon this as rapidly as possible, by including with the lists of names of the students, information relative to the courses offered, elective as well as required, and of all the other educational facilities of the institution. As education became more standardized, the college catalog served not only as a publicity medium, but also as a reference tool for the students in institutions of secondary education; and as a manual for educational advisers, teachers, parents, prospective parents, students and faculty.2 William Bowling, in his study, "In Praise of College and University Catalogues; Old Style", states that


It was, historically never the thought that the catalogue was to serve the institution as its principal instrument of public relations, or to serve as the document most heavily to be relied upon in the field of student recruitment, the catalogue was the reference publication to be consulted by those wishing to learn something about the educational program of the college or university concerned.¹

"The catalogue of a college is one of the most important sources of information for a study of the college."² The purposes of the college catalogue as set forth by Reeves and others in their study of liberal arts colleges are as follows:

1. It brings to the public, especially to parents and prospective students, information which they use as a basis for deciding whether they shall patronize the college.

2. Gives to other colleges information which they need, especially in allowing credit to transfer students.


4. Serves as a contact between the institution and the students.³

In the catalogs, educators and librarians have appeared in separate and alien categories, which have relegated the library to that of a building used as a storehouse of knowledge. Librarians have for a long time been thought of as clerks, and collections of books have been thought of as being more important than circulation and service. This is one of the reasons why the library has been referred to under sections of the catalog labelled "Buildings and


²Floyd W. Reeves, et al. The Liberal Arts College ... (Chicago: The University of Chicago Press, 1932), p.255.

³Ibid., pp. 255-256.
In recent years, certain changes have taken place in the nature of higher education which have resulted in marked changes in the relationship of the library to the academic work of the college. The center of activity has shifted from the classroom to the library itself. Responsible for these changes in conditions are, the increase of registration in the social studies, the introduction of survey and general reading courses, and the correlation of subject matter with graduate study. These innovations have demanded larger book collections, larger facilities for study by students, better trained librarians, direct instruction in the techniques of preparing bibliographies and continuous surveying of the use of books and of the reading interests of the students. The pressure of these changes seems to be forcing a rapid development in the college library. The college library of the future must become the center of academic activities if it is to serve adequately the needs of the institution.

Purpose and Scope

The purpose of this study is to reveal the adequacies or inadequacies of the catalogs of those colleges which are attended predominately by Negroes, in order to determine whether or not the information given about the libraries is sufficient and effective.

There are, according to the United States Office of Education,

1 King, op. cit., p. 6.

103 colleges in the United States which serves Negroes predominately.\(^1\)

A request was made of each of these colleges for a copy of its most recent catalog. Sixty-three or 61 per cent of the 103 colleges responded by sending their catalogs; 14 catalogs were made available by local libraries, making a total of 77 or 75 per cent of the catalogs received and used in this study. Ten colleges which did not send their catalogs sent cards or letters and stated that the current catalog was not available. Twenty-six or 25 per cent of the 103 colleges are not represented in this study.

Table 1 contains a list of the 77 colleges included in the study. The colleges are listed alphabetically and classified according to the types of control such as state, private organization or church denomination and the number of lines in each catalog about the library is indicated for each college. The meanings of the abbreviations and symbols used in Tables 1 and 2 are given in Appendix A.

Of the 77 colleges represented, 51 or 66 per cent are controlled by private endowment or by churches and 26 or 34 per cent are publically controlled. These colleges are of 19 types according to courses of study and degrees offered. They range from the terminal occupation colleges which offer two or less than four years and grant no degrees to those with programs of liberal arts and three or more professional schools which offer four or more years of study. Thirty or 39 per cent of these colleges offer

TABLE 1

COUNTRIES INCLUDED IN STUDY CLASSIFIED BY TYPE OF CURRICULUM, TYPE OF CONTROL AND BY THE NUMBER OF LINES ABOUT THE LIBRARY IN THE CATALOG

<table>
<thead>
<tr>
<th>Names of Colleges</th>
<th>Type</th>
<th>Control</th>
<th>Number of lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agricultural, Mechanical and Normal College, Pine Bluff, Ark.</td>
<td>IIc</td>
<td>State</td>
<td>4</td>
</tr>
<tr>
<td>2. Agricultural and Technical College of North Carolina, Greensboro, N. C.</td>
<td>IIg</td>
<td>State</td>
<td>12</td>
</tr>
<tr>
<td>3. Alcorn Agricultural and Mechanical College, Alcorn, Miss.</td>
<td>IIi</td>
<td>State</td>
<td>11</td>
</tr>
<tr>
<td>4. Arkansas Baptist College, Little Rock, Ark.</td>
<td>IIi</td>
<td>Bapt.</td>
<td>13</td>
</tr>
<tr>
<td>5. Atlanta University, Atlanta, Ga.</td>
<td>IIIk</td>
<td>P.</td>
<td>51</td>
</tr>
<tr>
<td>6. Barber Scotia College, Concord, N. C.</td>
<td>IIe</td>
<td>Presb.</td>
<td>4</td>
</tr>
<tr>
<td>8. Bennett College, Greensboro, N. C.</td>
<td>IIe</td>
<td>Meth.</td>
<td>...</td>
</tr>
<tr>
<td>9. Bettis Academy and Junior College, Trenton, S. C.</td>
<td>Id</td>
<td>P.</td>
<td>8</td>
</tr>
<tr>
<td>10. Bethune-Cookman College, Daytona Beach, Florida</td>
<td>IIi</td>
<td>P.</td>
<td>16</td>
</tr>
<tr>
<td>13. Butler College, Tyler, Texas</td>
<td>IIIe</td>
<td>State</td>
<td>8</td>
</tr>
<tr>
<td>14. Cheyney Training School for Teachers, Cheyney, Pa.</td>
<td>IIIe</td>
<td>State</td>
<td>12</td>
</tr>
<tr>
<td>15. Claflin College, Orangeburg, S. C.</td>
<td>IIe</td>
<td>Meth.</td>
<td>23</td>
</tr>
<tr>
<td>16. Clark College, Atlanta, Ga.</td>
<td>IIe</td>
<td>Meth.</td>
<td>3</td>
</tr>
<tr>
<td>17. College of Education and Industrial Arts, Wilberforce, Ohio</td>
<td>IIi</td>
<td>State</td>
<td>...</td>
</tr>
<tr>
<td>18. Dillard University, New Orleans, La.</td>
<td>IIIe</td>
<td>P.</td>
<td>5</td>
</tr>
<tr>
<td>21. Elizabeth City State Teacher's College, Elizabeth City, N. C.</td>
<td>IIId</td>
<td>State</td>
<td>9</td>
</tr>
<tr>
<td>22. Fayetteville State Teacher's College, Fayetteville, N. C.</td>
<td>IIId</td>
<td>State</td>
<td>4</td>
</tr>
<tr>
<td>23. Fisk University, Nashville, Tenn.</td>
<td>IIId</td>
<td>P.</td>
<td>37</td>
</tr>
<tr>
<td>24. *Florida Agricultural and Mechanical University, Tallahassee, Fla.</td>
<td>IIIe</td>
<td>State</td>
<td>4</td>
</tr>
</tbody>
</table>

1Abbreviations and symbols used in this Table are explained in Appendix A, p.
<table>
<thead>
<tr>
<th>Names of Colleges</th>
<th>Type</th>
<th>Control</th>
<th>Number of lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Gammon Theological Seminary, Atlanta, Georgia</td>
<td>IIIG</td>
<td>Meth.</td>
<td>15</td>
</tr>
<tr>
<td>26. Hampton Institute, Hampton, Va.</td>
<td>IIC</td>
<td>P.</td>
<td>14</td>
</tr>
<tr>
<td>27. *Huston-Tillotson College, Austin, Texas</td>
<td>IIIf</td>
<td>P.</td>
<td>13</td>
</tr>
<tr>
<td>28. Immanuel Lutheran College, Greensboro, N. C.</td>
<td>Ic</td>
<td>Evan.</td>
<td>...</td>
</tr>
<tr>
<td>29. *Jackson College, Jackson, Miss.</td>
<td>IID</td>
<td>State</td>
<td>9</td>
</tr>
<tr>
<td>30. Jarvis Christian College, Hawkins, Texas</td>
<td>IIE</td>
<td>Disc. of Christ</td>
<td>13</td>
</tr>
<tr>
<td>31. Johnson C. Smith University, Charlotte, N. C.</td>
<td>IIj</td>
<td>State</td>
<td>28</td>
</tr>
<tr>
<td>32. Kentucky State College, Frankfurt, Kentucky</td>
<td>IIE</td>
<td>State</td>
<td>15</td>
</tr>
<tr>
<td>33. Lane College, Jackson, Tennessee</td>
<td>IIE</td>
<td>C.M.E.</td>
<td>9</td>
</tr>
<tr>
<td>34. Langston University, Langston, Okla.</td>
<td>IIIf</td>
<td>State</td>
<td>29</td>
</tr>
<tr>
<td>35. Leland College, Baker, Louisiana</td>
<td>IIE</td>
<td>Bapt.</td>
<td>...</td>
</tr>
<tr>
<td>36. LeMoyne College, Memphis, Tennessee</td>
<td>IIE</td>
<td>A.M.E.</td>
<td>4</td>
</tr>
<tr>
<td>37. Lincoln Junior College, Kansas City, Missouri</td>
<td>Ic</td>
<td>C.</td>
<td>...</td>
</tr>
<tr>
<td>38. Lincoln University, Lincoln, Pa.</td>
<td>IIj</td>
<td>P.</td>
<td>12</td>
</tr>
<tr>
<td>39. Lincoln University, Jefferson City, Missouri</td>
<td>IIj</td>
<td>P.</td>
<td>12</td>
</tr>
<tr>
<td>40. Livingston College, Salisbury, N. C.</td>
<td>IIB</td>
<td>A.M.E.Z.</td>
<td>6</td>
</tr>
<tr>
<td>41. Mary Allen College, Crockett, Texas</td>
<td>IIE</td>
<td>Bapt.</td>
<td>23</td>
</tr>
<tr>
<td>42. Maryland State College, Princess Anne, Md.</td>
<td>IIE</td>
<td>State</td>
<td>...</td>
</tr>
<tr>
<td>43. Maryland State Teacher's College, Bowie, Md.</td>
<td>IID</td>
<td>State</td>
<td>54</td>
</tr>
<tr>
<td>44. Meharry Medical College, Nashville, Tennessee</td>
<td>IIG</td>
<td>P.</td>
<td>11</td>
</tr>
<tr>
<td>45. Miles College, Birmingham, Alabama</td>
<td>IIE</td>
<td>C.M.E.</td>
<td>10</td>
</tr>
<tr>
<td>46. Miner Teacher's College, Washington, D. C.</td>
<td>IID</td>
<td>C.</td>
<td>24</td>
</tr>
<tr>
<td>47. *Morehouse College, Atlanta, Georgia</td>
<td>IIb</td>
<td>Bapt.</td>
<td>3</td>
</tr>
<tr>
<td>48. Morgan State College, Baltimore, Md.</td>
<td>IIE</td>
<td>State</td>
<td>25</td>
</tr>
<tr>
<td>49. Morris Brown College, Atlanta, Ga.</td>
<td>IIE</td>
<td>A.M.E.</td>
<td>6</td>
</tr>
<tr>
<td>50. *Morristown Normal and Industrial College, Morristown, Tennessee</td>
<td>Ia</td>
<td>Meth.</td>
<td>21</td>
</tr>
<tr>
<td>51. Oakwood College, Huntsville, Alabama</td>
<td>IIC</td>
<td>S.D.A.</td>
<td>...</td>
</tr>
<tr>
<td>52. Okolona College, Okolona, Mississippi</td>
<td>Ia</td>
<td>P.E.</td>
<td>...</td>
</tr>
<tr>
<td>53. Paine College, Augusta, Georgia</td>
<td>IIE</td>
<td>A.M.E.</td>
<td>5</td>
</tr>
<tr>
<td>54. Paul Quinn College, Waco, Texas</td>
<td>IIIf</td>
<td>A.M.E.</td>
<td>5</td>
</tr>
<tr>
<td>55. Philander Smith College, Little Rock, Ark.</td>
<td>IIE</td>
<td>Meth.</td>
<td>10</td>
</tr>
<tr>
<td>Names of Colleges</td>
<td>Type</td>
<td>Control</td>
<td>Number of lines</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>------</td>
<td>-----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>56. Prairie View Agricultural and Mechanical College, Prairie View, Texas</td>
<td>IIIf</td>
<td>State</td>
<td>23</td>
</tr>
<tr>
<td>57. Rust College, Holly Springs, Miss.</td>
<td>IIE</td>
<td>Meth.</td>
<td>20</td>
</tr>
<tr>
<td>58. Saint Augustine's College, Raleigh, North Carolina</td>
<td>IIE</td>
<td>P.E.</td>
<td>...</td>
</tr>
<tr>
<td>59. Saint Paul's Polytechnical Institute, Lawrenceville, Virginia</td>
<td>IIE</td>
<td>P.E.</td>
<td>4</td>
</tr>
<tr>
<td>60. Savannah State College, Savannah, Ga.</td>
<td>IIe</td>
<td>State</td>
<td>11</td>
</tr>
<tr>
<td>61. Shaw University, Raleigh, North Carolina</td>
<td>IIe</td>
<td>Bapt.</td>
<td>11</td>
</tr>
<tr>
<td>62. Southern Christian College, Edwards, Mississippi</td>
<td>IIE</td>
<td>Disc. of</td>
<td>9</td>
</tr>
<tr>
<td>63. Spelman College, Atlanta, Georgia</td>
<td>IIE</td>
<td>Bapt.</td>
<td>2</td>
</tr>
<tr>
<td>64. Stillman College, Tuscaloosa, Ala.</td>
<td>IIe</td>
<td>Presb.</td>
<td>6</td>
</tr>
<tr>
<td>65. State Agricultural and Mechanical College of South Carolina, Orangeburg, South Carolina</td>
<td>IIIG</td>
<td>State</td>
<td>20</td>
</tr>
<tr>
<td>66. Storer College, Harper's Ferry, W. Va.</td>
<td>IIe</td>
<td>P. and</td>
<td>11</td>
</tr>
<tr>
<td>67. Talladega College, Talladega, Ala.</td>
<td>IIe</td>
<td>State</td>
<td>20</td>
</tr>
<tr>
<td>68. *Tennessee Agricultural and Industrial College, Nashville, Tennessee</td>
<td>IIIe</td>
<td>State</td>
<td>12</td>
</tr>
<tr>
<td>69. Tougaloo College, Tougaloo, Miss.</td>
<td>IIE</td>
<td>A.M.A.</td>
<td>23</td>
</tr>
<tr>
<td>70. Tuskegee Institute, Tuskegee, Ala.</td>
<td>IIIf</td>
<td>P.</td>
<td>12</td>
</tr>
<tr>
<td>71. *Texas State University, Houston, Texas</td>
<td>IIIj</td>
<td>State</td>
<td>...</td>
</tr>
<tr>
<td>72. Virginia State College, Petersburg, Virginia</td>
<td>IIIe</td>
<td>State</td>
<td>17</td>
</tr>
<tr>
<td>73. Virginia Union University, Richmond, Virginia</td>
<td>IIIe</td>
<td>Bapt.</td>
<td>13</td>
</tr>
<tr>
<td>74. Virginia Theological Seminary and College, Lynchburg, Virginia</td>
<td>IIIe</td>
<td>Meth.</td>
<td>4</td>
</tr>
<tr>
<td>75. Wilberforce University, Wilberforce, Ohio</td>
<td>IIJ</td>
<td>A.M.E.</td>
<td>7</td>
</tr>
<tr>
<td>76. Wiley College, Marshall, Texas</td>
<td>IIE</td>
<td>Meta.</td>
<td>10</td>
</tr>
<tr>
<td>77. Xavier College, New Orleans, La.</td>
<td>IIIj</td>
<td>R.C.</td>
<td>33</td>
</tr>
</tbody>
</table>

the bachelor's degree and/or a first professional degree and include in their curricula liberal arts and general studies and teacher training courses (see Table 2).
TABLE 2
NUMBER AND PER CENT OF 77 COLLEGES
ACCORDING TO TYPE AND CONTROL

<table>
<thead>
<tr>
<th>Type of College</th>
<th>Number of Colleges</th>
<th>Per cent</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Private</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>1 Ia</td>
<td>2</td>
<td>2.6</td>
<td>2</td>
</tr>
<tr>
<td>2 Ic</td>
<td>2</td>
<td>2.6</td>
<td>1</td>
</tr>
<tr>
<td>3 Id</td>
<td>2</td>
<td>2.6</td>
<td>2</td>
</tr>
<tr>
<td>4 Ie</td>
<td>1</td>
<td>1.3</td>
<td>1</td>
</tr>
<tr>
<td>5 If</td>
<td>2</td>
<td>2.6</td>
<td>1</td>
</tr>
<tr>
<td>6 Ih</td>
<td>1</td>
<td>1.3</td>
<td>1</td>
</tr>
<tr>
<td>7 IIb</td>
<td>3</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>8 IIc</td>
<td>2</td>
<td>2.6</td>
<td>2</td>
</tr>
<tr>
<td>9 IIId</td>
<td>7</td>
<td>9.0</td>
<td>...</td>
</tr>
<tr>
<td>10 IIIe</td>
<td>30</td>
<td>38.9</td>
<td>25</td>
</tr>
<tr>
<td>11 IIIf</td>
<td>7</td>
<td>9.0</td>
<td>5</td>
</tr>
<tr>
<td>12 IIg</td>
<td>1</td>
<td>1.3</td>
<td>...</td>
</tr>
<tr>
<td>13 IIIj</td>
<td>3</td>
<td>4.0</td>
<td>3</td>
</tr>
<tr>
<td>14 IIIc</td>
<td>1</td>
<td>1.3</td>
<td>1</td>
</tr>
<tr>
<td>15 IIIe</td>
<td>3</td>
<td>4.0</td>
<td>...</td>
</tr>
<tr>
<td>16 IIIf</td>
<td>2</td>
<td>2.6</td>
<td>1</td>
</tr>
<tr>
<td>17 IIIg</td>
<td>3</td>
<td>4.0</td>
<td>1</td>
</tr>
<tr>
<td>18 IIIj</td>
<td>4</td>
<td>5.1</td>
<td>2</td>
</tr>
<tr>
<td>19 IIIk</td>
<td>1</td>
<td>1.3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100.0</td>
<td>51</td>
</tr>
</tbody>
</table>

Methodology

The catalogs used in this study were examined for information concerning each library to determine how the information is located, the kind of information included and the amount of information in terms of the number of lines used to describe each library.

A quantitative analysis was made to indicate the number of schools which include certain statements about the library. Each of the 77 catalogs was examined to ascertain the number and the percentage of the colleges which included statements about library administration, buildings, organization, services to readers, and
quantitative and qualitative statistics. A chart was made to show the results of this analysis. A comparison was made to show the differences in the quality and quantity of information found in the catalogs of the public and private institutions. In conclusion, certain deficiencies are pointed out and specific recommendations are made.

Limitations

There are some limitations of this study which should be kept in mind: (1) it was impossible to obtain catalogs bearing the same date or year of publication for each of the colleges in the study, (2) since this study does not include the catalogs of all Negro colleges, the findings apply, in the main, to the 77 catalogs studied, (3) the study includes more private than public colleges, therefore, the comparison of the private and public colleges will be limited.
CHAPTER II

EXAMINATION OF THE COLLEGE CATALOGS FOR GENERAL
INFORMATION FOUND ABOUT THE LIBRARY

Location of Information About Libraries in Catalogs

After collecting the 77 catalogs, the question which immediately arose was: How is the information concerning the library located in the catalogs? The index or the table of contents would be the most plausible place to look for the answer to such a question. Table 3 presents a summary of the findings of the number and qualities of the tables of contents and indexes examined in the catalogs of the 77 colleges, 26 or 34 per cent include indexes and 22 or 28 per cent include both. Only five or six per cent have neither indexes nor tables of contents. Most of the catalogs which include the table of contents, list the library as a secondary entry under "Buildings and Grounds" or under "General Information." Of the 26 which include indexes, 18 or 23 per cent list the library or library facilities as primary subject headings. This suggests that those catalogs which include indexes are relatively more useful than those which only include tables of contents.

A table of contents may not be essential to a catalogue, but an index is indispensable. The table of contents is designed to give a bird's eye view of the material to be found. The value of a table of contents is that one may determine quickly whether the volume contains what is wanted and in part where the material is to be found. Although, the table of contents is more essential to a large catalog than to a small one, the time saved by it is worth something to those who use any catalogue.1

1Aubrey Henry Rulkoetter, "The Content, Format, and Design of the Catalogues of Liberal Arts Colleges". (unpublished Ph.D. dissertation, Department of School Administration, University of Nebraska, 1948) p. 133.
In some cases it was necessary to look through a catalog in order to find the information about the library because it was not included in the index or table of contents. "All important information pertaining to the library should be fully indexed, particularly when the information appears in two or three different places in the catalog."\(^1\)

The writer agrees with Bowling's article, "In Praise of College and University Catalogues: Old Style," in which he states that:

"There are those who tell us that the information one may particularly be seeking in the catalog is difficult to find. I readily admit the element of truth in such a generalization. But it must always be remembered that the catalogue is a publication intended for so many purposes and directed toward a varied audience. It is not primarily a document of greatest interest and value to prospective students and their parents, or to high-school principals, counselors, and guidance directors. It is, in a major sense, the official compendium of educational information for the enrolled students, their deans, and their faculty advisers as well as for the officers of government and instruction in other colleges and universities, particularly the registrars and deans or directors of admission. In a publication which must administer to the interests of so heterogeneous an audience, it is obvious that an individual reader may not always be able to isolate easily and quickly the particular item of a moment's desire."\(^2\)

In addition, Lyle states in his chapter on college catalogs, that:

"The catalogue should include a comprehensive, simple and accurate statement of the resources and service of the library under such headings as: location, size, hours, personnel, special departments and collections, instruction in the use of the library, and availability of other resources near by. This information should be grouped and made readily accessible through the catalogue."\(^3\)

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\(^2\)Bowling, op. cit., (2d. ed. rev.; p. 106.)

TABLE 3

INCLUSION OF TABLES OF CONTENTS AND INDEXES AND REFERENCES TO THE LIBRARY IN THE 77 CATALOGS

<table>
<thead>
<tr>
<th>Table of Contents, Indexes, References to the Library</th>
<th>Number of Catalogs</th>
<th>Percentage of 77 Catalogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalogs with Tables of Contents</td>
<td>64</td>
<td>83</td>
</tr>
<tr>
<td>Catalogs with Indexes</td>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>Catalogs with Indexes and Tables of Contents</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>Catalogs with No Indexes or Tables of Contents</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Word &quot;Library&quot; used in Tables of Contents</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>Word &quot;Library&quot; used in Indexes</td>
<td>18</td>
<td>23</td>
</tr>
</tbody>
</table>

Most of the indexes and tables of contents found are arranged by specific subject headings and are in alphabetical order. This arrangement enables the searcher to locate quickly the information desired, and is the most practical and most commonly used.

Kinds of Information About College Libraries
in College Catalogs

Most of the information about the library may be found in the college catalogs examined under three headings: Librarian and the Library Staff, Library Buildings, and Library Facilities and Resources.

The chief librarian is, for the most part, listed separately under "Officers of Administration" or some similar heading. In a
few cases, he or she, is listed with other members of the Administrative Staff under a heading of Administrative Assistants or some other headings denoting the same rank. A description of the library building, is in some cases found with the descriptions of other buildings on the campus. When this plan is used very little information about the library building is given. The heading "Library Facilities and Resources" usually refers to a rather detailed description of the library. These headings will be discussed in detail in Chapter III.

Amount of Information in College Catalogs About College Libraries

In order to determine how much information appears in each catalog, the number of lines used to describe the library in each catalog were counted. The results will by no means indicate an exact measurement because of the variation in the sizes of the pages, and the sizes of the type; however, they will give a general picture of the amount of information presented.

Table 4, presents a summary of the number of lines devoted to information about the library found in the 77 catalogs studied. Of the catalogs studied, 26 or 35 per cent, devoted from 0 to 5 lines to the library. Eighteen or 23 per cent described the library with from 11 to 15 lines. Only one catalog devoted as many as 54 lines to the information about the library; this catalog contained only 62 pages. Rulkoetter, in his study of liberal arts college catalogs found that one institution gave only six lines; whereas
TABLE 4

NUMBER OF LINES DEVOTED TO THE LIBRARY
IN THE 77 COLLEGE CATALOGES AND PERCENTAGE
OF CATALOGS THAT DEVOTE SPECIFIC NUMBERS OF
LINES TO THE LIBRARY

<table>
<thead>
<tr>
<th>Number of Lines</th>
<th>Number of Catalogs</th>
<th>Per cent of Total Number of Catalogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>26</td>
<td>33.8</td>
</tr>
<tr>
<td>6-10</td>
<td>15</td>
<td>19.6</td>
</tr>
<tr>
<td>11-15</td>
<td>18</td>
<td>23.4</td>
</tr>
<tr>
<td>16-20</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>21-25</td>
<td>7</td>
<td>9.1</td>
</tr>
<tr>
<td>26-30</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>31-35</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>36-40</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>41-45</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>46-50</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>51-55</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Another devoted as much as 391 lines to the library.¹ This seems to indicate the variation and the relatively small amount of space that the library occupies in the college catalog. It also seems that the size of the catalog is no factor in determining how much space is allotted to the library.

¹Rulkoetter, op. cit., p. 134.
CHAPTER III

ANALYSIS OF SPECIFIC INFORMATION FOUND IN THE CATALOGS

In the preceding chapters an attempt was made to examine in a general way, the information presented in the 77 college catalogs contained in this study with reference to the library. It is believed that further analysis of specific items pertinent to the library should be made in order to point out the extent to which the library information was found in the catalogs examined. An analysis of library information found in the catalogs is given in Table 5. The items used in Table 5 were taken in part, from King's How the Library is Presented in the College Catalog,\(^1\) and checked against each of the 77 college catalogs used in this study, in order to determine the number and per cent of colleges which include statements about each of the items.

**History of the Libraries**

The college catalog is an important source of a college's history. Without detracting from the main point of emphasizing the relationship of the library to instruction, it is important to set forth briefly the important highlights of a library's history in the catalog, and to add from year to year, significant facts which will be of interest to the future historians.\(^2\)

\(^1\)King, *op. cit.*, p. 1.

\(^2\)Lyle, *Administration of the College Library*, *op. cit.*, p. 516.
<table>
<thead>
<tr>
<th>Information</th>
<th>Number of Catalogs in Which Included</th>
<th>Per cent of Catalogs in Which Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Libraries</td>
<td>26</td>
<td>33.8</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>12</td>
<td>15.5</td>
</tr>
<tr>
<td>Annual Expenditure for Books</td>
<td>5</td>
<td>6.4</td>
</tr>
<tr>
<td>Gifts</td>
<td>7</td>
<td>9.1</td>
</tr>
<tr>
<td>Personnel</td>
<td>15</td>
<td>19.6</td>
</tr>
<tr>
<td>Statements of Needs</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>Buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptions</td>
<td>25</td>
<td>32.4</td>
</tr>
<tr>
<td>Location</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>Pictures of Buildings</td>
<td>8</td>
<td>10.3</td>
</tr>
<tr>
<td>Number of Readers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodated</td>
<td>15</td>
<td>19.6</td>
</tr>
<tr>
<td>Browsing Rooms</td>
<td>11</td>
<td>14.2</td>
</tr>
<tr>
<td>Carrels</td>
<td>12</td>
<td>15.5</td>
</tr>
<tr>
<td>Seminar Rooms</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Hours</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>Open Shelves and Stacks</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>Circulation Regulations</td>
<td>5</td>
<td>6.4</td>
</tr>
<tr>
<td>Classification Systems</td>
<td>4</td>
<td>5.1</td>
</tr>
<tr>
<td>Departmental Libraries</td>
<td>4</td>
<td>5.1</td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference Services</td>
<td>19</td>
<td>24.6</td>
</tr>
<tr>
<td>Instruction in Library Use</td>
<td>8</td>
<td>10.3</td>
</tr>
<tr>
<td>Inter-Library Loans</td>
<td>4</td>
<td>5.1</td>
</tr>
<tr>
<td>Availability of Resources of Other Libraries</td>
<td>10</td>
<td>12.9</td>
</tr>
<tr>
<td>Exhibits</td>
<td>5</td>
<td>6.4</td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Collections</td>
<td>19</td>
<td>24.6</td>
</tr>
<tr>
<td>Annual Average Volume Increase</td>
<td>7</td>
<td>9.1</td>
</tr>
<tr>
<td>Reserve Books</td>
<td>7</td>
<td>9.1</td>
</tr>
<tr>
<td>Special Collections</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Detailed Descriptions of Special Collections</td>
<td>7</td>
<td>9.1</td>
</tr>
<tr>
<td>Periodicals</td>
<td>29</td>
<td>37.6</td>
</tr>
<tr>
<td>Number of Periodicals</td>
<td>39</td>
<td>50.6</td>
</tr>
<tr>
<td>Government Documents</td>
<td>9</td>
<td>11.6</td>
</tr>
<tr>
<td>Number of Government Documents</td>
<td>4</td>
<td>5.1</td>
</tr>
</tbody>
</table>
About 34 per cent or 26 of the catalogs included a brief history of the library. Fifteen of these are privately controlled and 11 are publically controlled colleges. Statements are included to identify the donor of the library, to tell for whom it was named, the year of dedication, and the improvements that have been made since its erection. Most of this type of information is found in the catalogs of private colleges. Most of the state college catalogs include information concerning the name of the library, its cost, year of dedication. The following is an example of the type of information given in one of the private college catalogs:

The W. J. Fuller Library was named in honor of Mr. W. J. Fuller of Greenville, Texas, who gave the first $500 with which to start a library at Jarvis Christian College. Since that time, the library facilities have improved from year to year. Recently the library has been redecorated and new equipment added. Gifts have come in from many sources from time to time to aid in the improvement.  

Administration

Three areas of library administration are treated in the 77 catalogs studied. These areas are finance, personnel and needs and recommendations for the general development and improvement of the libraries.

Finance.—There are four main sources of financial support for college libraries. The one outstanding source is the appropriation from the current operating fund of the particular college.

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In addition, college libraries obtain money from gifts, endowments, fines and fees. Almost all of the privately controlled college libraries receive much of their income from the current funds of the college. The state college libraries receive even more from appropriations than do those of the private college. Most college libraries receive at one time or another, gifts of books, or gifts of money to be used for purchasing books. A number of colleges require a library fee, but in no case is an attempt made to cover all expenses by such fees. Monies are also received from charges of overdue or lost books, but the amount received from this source is almost a negligible sum.

In each case, whether the library's income comes from one or all of the above mentioned sources, proper acknowledgement and reports should be made in the college bulletin. Full description and qualitative information imply a proper recognition of the importance of gifts and also increase their importance to research work. In a number of cases such information has served as an incentive to other benefactors to make donations to college libraries.

Of the 77 catalogs studied, 12 or 15.5 per cent included, some mention the financial status of their libraries. In reference to this, the names of persons who gave gifts of money or books are listed in six private and one state college catalog. Three state colleges, indicated that they had received money for buildings from grants and allocations from the college budget for the operation of

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1Lyle, Administration of the College Library, op. cit., pp. 438-441.

2Ibid., p. 515.
the college library. The following is typical of this type of
information:

Recent grants of money from the General Education Board
and the Board of Education have greatly improved the number
of books found in the library, ... 1

With generous sums allocated to the library from the
college budget, the book collection is constantly growing. 2

Annual expenditure for books.—The size of the book budget
should be directly dependent upon the number and character of the
books to be purchased. There will be a variation in the needs of
individual colleges due to the differences in curricula and dif-
f erences in existing collections. 3

It is possible to set down in the college catalog what has
been spent within a given year, and this information may prove to
be useful to the future historian. Such figures were given in
five or 6.4 per cent of the catalogs, three from private and two
from state supported colleges.

Gifts.—It is important to impress upon possible donors
that the library is a useful and necessary part of the college, to
present it as a growing organization, and to make its need for future
growth and development fully understood. The more people who under-
stand the purpose of the library, the fewer difficulties librarians
are likely to have with donors. If the librarians will let it be
known what types of gifts and collections are being used in the

p. 15.

p. 27.

3Lyle, Administration of the College Library, op. cit., p. 339.
library, the more donors are likely to give unimportant or useless gifts. A brief description of such gifts, will also aid in building up public appreciation that often results in other gifts.

Seven of the 77 catalogs studied included a brief description of library gifts. Small gifts of money, personal collections of books, rare books, and manuscripts were noted along with the names of the givers.

**Personnel.**—The typical staff of a library usually consists of a head librarian and either one or more professional and non-professional assistants, with a number of student assistants.

The modern college exacts higher qualifications of its librarian than formerly. It no longer considers the possession of an A.B. degree and the completion of one year of training in a library school sufficient equipment for the librarian who is to become a successful administrator, a wise counselor in the use of books, and a force in shaping college instructional policies. It insists that the librarian must be a person of imagination and initiative, that he must have a sound understanding of library administration and some subject field, and that he must know how to relate the uses of the library to the educational program of the college.

Since the college catalog is "intended to acquaint prospective students and their parents with an accurate statement of what the library offers in the way of sound education, the library staff should be listed as a group and those with academic ranking should also be listed in their proper place with the teaching faculty."

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It would seem that since any institution depends in a large part upon the quality of its leaders, that the rank and the professional training of the librarian should be given.

From the catalogs examined, the librarians' names have been listed under one or more of the following headings:

- Administrative and Other Officers
- Administrative Officers and Their Assistants
- Faculty
- Instructors
- Library Staff
- Library Committee
- Name of the Library
- Officers of Administration

Staff Members are listed under such headings as:

- Administrative Assistants
- Administrative Personnel
- Business and Secretarial Staff
- Library Staff
- Name of the Library
- Officers of Administration and Assistants
- Secretaries and Assistants
- Staff Workers

In most cases, the rank, degree held and name of the institutions granting the degree are found along with the names of the librarians. But in no case can it be determined whether or not the librarian is considered as professional or sub-professional. When the name of the librarian is listed with the faculty or instructors, he or she, in most cases, is teaching a course in library service.

Sixty-nine or 89.6 per cent of the catalogs studied, list the librarian and staff under one or more of the headings previously listed; but only 15 or 19.6 per cent mentioned the librarian in the information found in the other parts of the catalog. Seven of these colleges are controlled by the state and seven are private institutions, the other is controlled by the federal government.
The following excerpt from one of the private colleges is typical of the information given in these catalogs: "On the college library staff are a trained librarian and two library assistants."\(^1\)

**Statements of needs.**—Those persons responsible for the library should make its needs for future growth and development understood for the benefit of potential donors, patrons and trustees.\(^2\)

"A poorly constructed catalogue, printed and bound in an unattractive way, creates no favorable impression on one who is searching for a worthy institution upon which to bestow his wealth, nor will a catalogue full of inaccurate statements help the cause of the college under such circumstances."\(^3\)

There are ways of stating an obvious want—without being crude, noisy or commercial. "If we are to get anything we should make our wants known."\(^4\) In reference to such needs, only two catalogs make an attempt to imply that such information was useful. One small private college stated that the former library had been damaged by fire, and quite a number of books had been destroyed, but many volumes had been replaced.\(^5\) One small state college stated that "future plans call for the erection of a library that will meet the reading needs of 700 students and private stacks space for 100,000 volumes."\(^6\)

**Buildings**

About a third of the catalogs studied include information

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\(^2\) Lyle, Administration of the College Library, op. cit., p. 443.

\(^3\) Reeves, F. W., op. cit., p. 255.

\(^4\) Lyle, College Library Publicity, op. cit., p. 45.


directly or indirectly related to the library building. Such data include descriptions of the physical aspects of the building, its history, its location on the campus, pictures of the structure, seating capacity and special facilities such as browsing rooms, carrels and seminar rooms.

Descriptions.—Adequate library service cannot be rendered without sufficient and well planned library space and facilities.\(^1\) The separate and distinct needs of any individual college program and the difference between college and university library requirements are very important factors in determining what a library building should be like.\(^2\) Three essential factors should be kept in mind; books, readers, and the staff.

The description of the library was given in 25 or 32 per cent of the catalogs studied. Eighteen of these are from privately controlled colleges, while six or eight per cent are controlled by the state. The architectural structures vary all of the way from two to three wings or rooms of a building to four-story brick buildings of modern structure. Eighteen college libraries are housed in separate buildings, 12 of which are privately controlled, while six are state institutions. The libraries of three private colleges are located in a section of a building devoted primarily to other purposes. Approximately, all of the catalogs present their


\(^2\)Lyle, *Administration of the College Library*, op. cit., p. 541.
libraries as having the following: reading rooms, reference rooms, periodicals rooms, work rooms, and seminar rooms. The following is typical of the information found in 18 catalogs which presented only architectural information in describing the library:

It is modern . . ., three story brick building of renaissance style, containing offices, staff rooms, work rooms, a large reading room, a reserve room, a reference room two periodicals rooms, a children's room and a seminar room.¹

Florence King in her study of college catalogs, notes the fact that most college catalogs seem to stress the architectural rather than the instructional character of their libraries. The same policy seems to be true in the catalogs now under study, since only seven catalogs contained information as exemplified by the following:

The Eva Eastznan Library, ... occupies the central section and the southeast wing of Holmes Hall. This new location provides space for a reading room, display and browsing lounge, office, work room, and special collections.

The reading room provides seating space for 115 persons with ample room for expansion of seating when needed. Just off the main reading room is a series of study nooks. This display lounge is equipped with comfortable chairs, tables, magazine cases and reading lamps. This affords space for displaying new books and pamphlets and for art exhibits. Adjoining the display lounge is the Library Science collection for book selection courses . . . A recent extension of the stack rooms provides a section for unbound periodicals and newspapers.²

Only a few of the larger state and private college libraries give the seating capacity, book capacity, and modern facilities.

Location.—The location of a college library should be near the center of the classroom and study rooms. If the buildings are scattered, the library should be as near as possible to the classrooms in which the humanities and social sciences are being taught.¹

Only three or four per cent of the group of catalogs studied provided charts showing the library's location on the campus. One of these colleges is controlled by the state and two are privately controlled. Seven colleges did include a written description of the library's location, and most of these libraries are located in the center of the campus.

Pictures.—Five or 6.4 per cent of the catalogs included pictures of the interior of the stacks and reading rooms. Three of these are private, and two are publically controlled institutions. Three other colleges, all private, included pictures of the library building itself.

Number of readers accommodated.—Accommodations for readers are determined in light of the local conditions and needs of the particular college. Some of the factors to be considered are these:

1. The future trend in enrolment.

2. The relative proportion of students in underclass, upperclass, and graduate work. More space and special provision will be necessary for taking care adequately of the upper groups.

¹Lyle, Administration of the College Library, op. cit., p. 549.
3. The future trends in the teaching program and in teaching methods, the extent to which term papers and individual project work are emphasized now, the probable trend in this direction, and other special services which may be desired to relate classwork and study more closely together.

4. The opportunity for student study in the dormitories or in other buildings on the campus.

5. The existence of departmental libraries on the campus or other libraries off the campus which may relieve the new building of the necessity of taking care of all readers or of certain of the needs of readers.

6. The services which the library will render in the new building such as the encouragement of general reading, the provision of special study facilities, the handling of audio-visual aids, and instruction in the use of library tools and bibliography.

7. The number of students who live away from the campus and commute.

8. The extent to which the college administration encourages the faculty to engage in research.

9. The use of the library by the faculty for classwork and research.

10. The number of non-campus readers who may come to the library to view exhibits, to secure books, and to use the reference services.

11. The possible increase in library use which is likely to come with the erection of a new building.†

Fifteen or 19.6 per cent of the college catalogs made known the number of readers which could be accommodated in the library at a given time. Ten of these catalogs were from the private and five were from state controlled colleges. Only in a few cases is the exact number of readers given, but the approximate number is given

in over 50 per cent of the 15 colleges which make such statements in the catalog. The seating capacity ranges for the very small private and state colleges, from the capacity of 75 for a student body of 367 students, to larger state and private colleges, to the capacity of 600 for 2,502 students.

**Browsing rooms.**—Browsing or recreational reading rooms, as they are sometimes called, have been used in college libraries to stimulate recreational reading and are usually located in an accessible place in the library building. They are usually open shelf collections, housed in attractive rooms, with comfortable chairs and good lighting. The collections generally consist of imaginative literature, new books on a wide range of subjects, and popular and scholarly magazines.

Since the browsing room is one of the college's resources, persons searching through a college catalog might look to find such a facility. For encouragement of freer reading, 11 or 14 per cent of the 77 college catalogs studied, stated that a browsing room was available. Five of these colleges are private institutions, and 6 are controlled by the public. In each case where it is mentioned, it is merely stated that they are available in the library and that they may be used by students and faculty members.

**Carrells.**—From an educational point of view free access to the stacks is highly recommended for the college library. While the general student body may be excluded from the stacks, graduate students, research workers, and faculty members require facilities for study and
work which are in close proximity to the materials used.¹

Resources of this nature should be clearly stated in the college catalog, but of the 77 college catalogs studied, only 12 or 15.5 per cent made mention of this fact in their catalogs. Nine of these colleges are private and three are public, six of the institutions offer graduate work.

Seminar rooms.—Seminar rooms are used for small classes in which the student and the instructor are able to discuss certain material on a given subject.² Such library facilities are usually found in the larger colleges and universities. This fact is implied by the statements given in 6 or 7.9 per cent of the catalogs from four large private and state colleges, about the use and existence of seminar rooms.

Organization

Several aspects of library organization have appeared in college catalogs. These include library hours, open shelves and stacks, circulation regulations, classification systems and departmental libraries.

Library hours.—The number of hours which the library is to open is of primary importance for the college borrower. Some colleges are so isolated in location that the inclusion of the hours in the

¹Wilson and Tauber, op. cit., p. 468.
²Lyle, Administration of the College Library, op. cit., p. 590.
catalog is very important, especially for those persons who live off the campus. There is a considerable variation in the number of hours that college libraries are open. Some catalogs state that the library is open from 8:00 A.M. to 9:00 P.M., from Monday through Friday; in other cases the library is open daily including Saturday and Sunday. The hours for service of the library during vacation periods and holidays as well as during regular school terms are given in six or 7.9 per cent of the catalogs studied. Two catalogs of state controlled colleges indicate that one library is open a total of 13 hours a day and another for 17\(\frac{1}{2}\) hours a day. Three private colleges reported being open a total of 19 hours each day.

Open shelves and stacks.—Educators of today believe that students are best educated by using many books. The accessibility of these books is an important factor for such use. Open stacks meet the needs of the faculty and students more satisfactorily than closed stacks because the student is able to stand before the shelves and examine, browse and compare books before selecting according to their tastes and needs. This would also give library staff members more time for advisory service. There is no doubt that there are some disadvantages to open stacks, but the educational values seem to outweigh those arguments against them.

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1Lyle. The Administration of the College Library, op. cit., p. 515.
2Ibid., p. 285.
3Ibid., p. 200.
4Ibid., pp. 157-158.
From the examination of the 77 catalogs, it was found that the six colleges which referred to open stacks in their libraries are among the smaller institutions. This group is comprised of four state teachers colleges, and one city teachers college and one small private college.

Circulation regulations.—Because books are one of the chief instruments of learning and because the circulation service of the college library is so important in bringing books and students together, it is important to have a clear understanding of the library's rules and regulations. The college catalog which is used as a reference tool by teachers and students should contain a brief summary of library rules and regulations. It should state who is to use the library and it should explain readers' privileges. Only five or 6.4 per cent of the college catalogs include statements about library rules and regulations. These statements only refer to the existence of such rules and give no details. An example of this type of statement follows:

To secure the greatest benefit from the services made available to readers in the library each student must become acquainted with the rules and regulations and should seek timely guidance from the library staff and faculty.

One college stated that the students must register before using the library. A large state controlled college is the only one

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1Ibid., p. 148.
2Ibid., p. 515.
whose catalog contains the exact rules and regulations of the library:

The library is open to officers of the college and the students upon payment of the regular bills under the following regulations:

1. During the academic year the library is open from 8:00 a.m. to 9:00 p.m., Mondays through Fridays; 8:00 a.m. to 12:00 noon on Saturdays.

2. Students must present a library identification card at the time of withdrawals. This card is obtained in the library at the beginning of each term.

3. Books may be kept for a period of one week unless they are reference or "reserve books". Reference books for the most part, are kept in the library. "Reserve" books may be taken from the library at the close of each period, but must be returned at the beginning of the next open period.

4. All books must be returned and all fines must be paid in order to maintain book withdrawal privileges.

5. Book stacks are open to faculty members only.1

Classification systems.—The Dewey Decimal Classification System or either the Library of Congress Classification Scheme have been adopted for use in the libraries of American colleges.2 The Dewey Decimal System of Classification was mentioned in four or 5.1 percent of the 77 college catalogs in this study. Three of these are from small private colleges, the other is from a publically controlled college. Two other college catalogs not counted in the above figure state that the library books are classified, but no mention is made of the classification system used.

Departmental libraries.—Departmental collections include all collections of books, journals and other literary materials maintained for use for one or more departments of a college. They may be housed outside the main building and administered by the specific department or may be centrally located and administered.

Few catalogs mentioned such departments; those catalogs which did include information about such collections are from institutions with graduate programs. Six or 7.9 per cent of the catalogs included statements about rental libraries. These are listed in the college catalogs under separate headings, usually under the name of the particular school or department for which they are operating. Of the institutions following this practice two are state supported and four are private with graduate programs.

Services

Five types of library services are described in college catalogs including reference services, instruction in library use, inter-library loans, the availability of the resources of other libraries and exhibits.

Reference services.—Reference services are those services rendered by the members of the reference department for the benefit of students, faculty members and other clients. Of the 77 catalogs used in this study, 19 or 24.6 per cent included statements about

1Ibid., pp. 79-80.
2Wilson and Tauber, op. cit., p. 192.
their reference services. Seven catalogs, four from private colleges and three public supported institutions, mentioned that the materials, services, or the department was in existence. Twelve catalogs, nine from private and three from public supported colleges included some characteristics of the reference department by mentioning that the books and materials on specific subject fields were emphasized according to the program of the institution.

Instruction in the use of the library.—Librarians have long believed that students are lacking in their ability to use the library. The need for some form of training in the technical aspects of the library use is realized. In many colleges a series of lessons in library use is conducted in connection with freshman English courses with the cooperation of the instructor. Often the librarian is asked to explain the library's function in chapel. A definite course in library use and bibliography is sometimes taught by either the librarian or a member of the teaching staff. In this area the college can do much to show the library's place in the college program. ¹

The following statement is typical of the catalogs of four state and four private colleges which included statements about instruction given to students in the use of the library.

To assure that all students are versed in the use of the library, special instruction is given to all freshmen students by the Reference Librarians. This service is made possible through the cooperation of the Department of English. ²

¹ Lyle, The Administration of the College Library, op. cit., pp. 211-12.
Inter-library loans.—It is evident that no library can possess all of the materials that it needs for research, because of the limitations in finance and book resources. It is necessary for the college library to look beyond the campus boundaries for at least part of the material required by its students and faculty for research.¹

The following statement is typical of the information about inter-library loans found in four or 5.1 per cent of the college catalogs used in this study:

The resources of the Vanderbilt University Library are available through inter-library loan.²

Three of the catalogs that mention inter-library loans are from private institutions and one is state controlled.

Resources of other libraries.—As has been previously stated, in connection with inter-library loans, the college library must look beyond its own campus for resources for its users.

Ten or 12.9 per cent of the 77 catalogs let the students and faculty members know of the other libraries in the community to which they would have access in order to supplement the short-comings of the particular library. These libraries included public or other university libraries.

Exhibits.—Library exhibits are of considerable educational value to the library reader, and a stimulation to reading as well as of benefit to the library for self advertisement.³ In a study made

¹Lyle, Administration of the College Library, op. cit., p. 180.
³Lyle, College Library Publicity, op. cit., p. 98.
by Agnes Reagan, it was found that exhibits are prepared to serve such purposes as the following:

1. To publicize little-known or rare library materials.
2. To stimulate reading for information and recreation.
3. To promote interest in a specific field or group of subject fields.
4. To call attention to a particular anniversary or special occasion.
5. To promote the work of an individual teacher, or to promote interest in a specific course or a group of related courses.
6. To encourage donations by honoring benefactors and by calling attention to valuable gifts to the library.
7. To encourage hobbies.
8. To further the work of student organizations.
9. To publicize research and other activities of the faculty.\(^1\)

Five or 6.4 per cent of the colleges thought it of great publicity value to their libraries to include, in the catalog, information pertaining to the material used for exhibits or the availability of exhibit rooms. Three of these colleges are private and two are controlled by the state.

Materials

The college library is the materials center for the campus containing not only books and periodicals but other types of printed and audio-sensory media. College catalogs have included quite a bit of general and specific information about these materials.

Book collection.---Books are one of the most important measures of the effectiveness of the college library. No single criteria available can be expected to produce a satisfactory picture of the

\(^1\)Lyle, *The Administration of the College Library*, op. cit., p. 530.
adequacy of a book collection, but a combination of several may give a fair picture. The book collection is one of the most difficult parts of the library to evaluate because it varies with the function of the college, with the method of instruction, and with the individual differences and interests of the faculty and student body. Despite the fact that qualified personnel and adequate buildings are essential for efficient library service, their values are limited if books and other materials are not carefully selected.

The college and university library is concerned with acquiring the standard books of general reference, standard reference books useful in specific fields covered by the curriculum, important books not specific to any one curricular field, adequate collections for each curricular field, essential books concerning fields not covered by the curriculum, a stock of books appropriate for recreational or leisure reading, and subscriptions to a selected number of general and specific periodicals.

From the 77 college catalogs studied, 19 or 24.6 per cent mentioned the quality of their book collections. Twelve catalogs stated that the library had a well selected or good collection of books in the reference department, books for scholarship and books for collateral reading according to the needs of the college program. Eight of these catalogs were from private and four were from state colleges. The following sentence is an illustration of this type of information:

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1Lyle, The Administration of the College Library, op. cit., p. 579.

The books are well selected and are modern, illustrating the courses taught.¹

One private college catalog states that its collection is one of the largest in the South. This statement does not actually give any information as to the type or quality of books found in the library. The catalogs of three other colleges, one a state college, and two private, state that their library books are appropriate.

Number of volumes.—Historians of the future will have no difficulty in finding college catalogs of use when in search of the number of volumes in the particular libraries. One hundred percent of the colleges include such information in their catalogs. Often the number of books in a college library has been mistaken as a measurement of the adequacy of a collection, but as has been previously stated, the size of a working collection varies with the size and program of the college, and should be adaptable to it.

Annual average volume increase.—Seven catalogs gave an approximate figure for the number of volumes added to the library, of these, only three stated that the increase was for a particular year. Four others stated that the library had added several hundred or thousand books to the already existing number. The following is an example of one of the catalogs which gave the annual average increase:

Approximately one thousand books are added each year to keep the collection up-to-date.¹

Reserve book collections.—The lecture and assigned reading now generally used in college teaching, make it necessary to segregate on separate shelves or in a special room large numbers of books which the faculty assign to their students for reading. These books are either arranged in closed stacks for circulation or on open shelves.²

Seven or 9.1 per cent of the colleges mentioned in their catalogs that a reserve room, or reserve services were available in the library. One college catalog included the rules and regulations for the use of reserve books.

Special collections.—"A collection on a given subject or covering a definite field of knowledge, which is larger and more valuable for study and research because of local conditions or interests may be classed as a special collection."³ These collections are for the most part, housed in the central library, and are often obtained through gifts or legacies. Full descriptions and qualitative information should be given about special collections.

As a general rule, too little is said about these collections beyond a mention of their names and those of donors who are responsible for them. A brief description of their contents not only implies a proper recognition of the importance of special collections but increases their usefulness to research work. The knowledge that a library has such

²Lyle, The Administration of the College Library, op. cit., p. 156.
collections, takes proper care of them, and relates their use to the instruction of the college program may prove to be an incentive to other benefactors to make donations to the library.¹

Seventeen or 22 per cent of the catalogs used in this study include in their information, statements about special collections. Of these, only four gave good descriptions of the character and contents of the collections. These catalogs gave the name, location, characteristics of the materials, use of the collection and number of volumes included. The following is typical of the statements given:

An interesting feature of the system is the Moorland Foundation, a library of Negro life, which had its beginning in the donation of the very valuable collection of books, pamphlets, and clippings of Dr. Jesse E. Moorland in 1911. To the original nucleus there have been added the Lewis Tappan Collection, and items purchased from the Tuttle Collection. The collection now totals 22,724 catalogued items, of which 20,619 are books, pamphlets, bound periodicals and bound Howard theses; and the remaining items are manuscripts, music pieces, clippings, and various curios. Increasingly, the Foundation is referred to as an authoritative source on the Negro in the world, and is particularly known for the wealth of anti-slavery material. Of particular interest is the Arthur E. Spingarn Collection of Negro Authors, books in practically all subject fields and written in many different languages, which was acquired in 1947.²

In this case, 15 catalogs or 19.6 per cent which mention such collections, give only the names of the collections. If a gift were cited the name of the donor was given in some cases and also the location of the collection and field in which the collection might fall.

Description of special collections.--Special collections have not been given sufficient and adequate description in the 17 college catalogs which did make mention of their existence. Only 7 or 9.1

¹Lyle, Administration of the College Library, op. cit., p. 515.
per cent give a brief description of these collections, of these five are private and two are state institutions' catalogs. The importance of the acknowledgement of such collections cannot be over-emphasized; from the standpoint of the usefulness to research work, inter-library loans and possible donors.

Periodicals.—The importance of periodical literature of the college library can scarcely be overstated. The first reports of important discoveries and current ideas in the sciences, as well as trends of thought in the humanities, are to be found in the journals devoted to the various academic fields.\(^1\) Of the 77 college catalogs studied 29 or 37.6 per cent either mentioned that the library subscribes to a well selected group of periodicals or that a periodicals room was located in the library. Of these the average subscription list included about 100 periodicals.

In some cases, an attempt was made to characterize the kind of periodicals to which the libraries subscribed. Economy of space, does not permit the individual listing of such periodicals, but the characterization of such periodicals is seemingly of great importance to the library program, to donors and to research workers.

Number of periodicals.—The number of periodicals which the library subscribes to is given in 40 per cent of the 77 catalogs used in this study.

Government documents.—Colleges have come to realize the

\(^1\) Lyle, The Administration of the College Library, op. cit., p. 375.
educational value of government documents especially for students in the social sciences. They have value for many types of reference work and for research. Some colleges have been legally designated as depositories for publications of the federal, state, and local governments.

Nine or 12 per cent of the college catalogs called attention to the government documents in their libraries. Four of these were state colleges and two were private colleges. Four catalogs, three of which are from private institutions, stated that the library is a depository of government documents. Another catalog from a state supported college indicated that state and local government documents in the fields of special interest to the school are also received.

Number of government documents.--The number of government documents held by a college library is not dependent so much upon the size of the college, the quality of the library's collection, or the original demand for government material as it is upon whether the library is a depository or non-depository. Only four catalogs gave the number of documents which the library receives.

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1Lyle, The Administration of the College Library, op. cit., p. 334.
CHAPTER IV

SUMMARY

The preceding chapters have presented an analysis of the information about 77 college libraries as found in their college catalogs. This analysis has attempted to indicate how information about the college libraries can be located in these catalogs; the amount of information included about libraries in terms of the number of lines devoted to the subject and the general and specific types of information included in the catalogs about libraries.

Eighty-three per cent or 64 of the 77 catalogs examined contain tables of contents and 34 per cent or 26 of them include indexes. Twenty-eight per cent or 22 catalogs have both indexes and tables of contents and six per cent or five of them had neither an index nor a table of contents. Twenty-eight per cent or 22 of the catalogs with tables of contents listed the library as a secondary entry under "Buildings and Grounds" or under "General Information". Of the 26 catalogs which have indexes, 18 of them or 23 per cent of the total number of catalogs include the word library in their indexes. This indicates that it is difficult to locate information about libraries in about three-fourths of the college catalogs through the table of contents or through indexes.

The amount of space devoted to information about college libraries in terms of the number of lines printed in the catalogs ranged from zero to 55 lines. About 34 per cent of the catalogs
had between zero and five lines about the library, 19 per cent
had between six and 10 lines, 18 had between 11 and 15 lines
devoted to information about the college library. From this
quantitative analysis it is apparent that relatively little im-
portance is attached to the college library if the amount of space
devoted to it in college catalogs is an indication of it.

Of the specific information located in the college catalogs
about libraries, data about periodicals occurred most frequently
in 50 per cent of the catalogs. Next in importance came the
history of libraries found in 33 per cent, then descriptions of
college library buildings were in 25 per cent of the catalogs.
The reference services and book collections were mentioned in
24 per cent of the catalogs. Other items included were matters
dealing with library administration and organization, various
types of library services and specific types of materials found
in the libraries (see Table 5, page 16).

Conclusions

Library information is not easily accessible to readers
through tables of contents and indexes in college catalogs.

Adequate space has not been given to the description of
college library facilities and services.

The catalogs do not properly acknowledge the sources of
library income especially donors of gifts of money and materials.

Too much attention has been given to the description of
library buildings rather than to services and materials.
Little information has been included in the catalogs about the growth and development of the library. Such data would contribute to historical information about the library.

Library rules and regulations, hours, resources of other neighboring libraries whose facilities may be used, and inter-library loan practices are included in only a few of the catalogs.

Special library facilities such as seminar rooms, departmental libraries, exhibits, browsing rooms and carrells are mentioned in a few catalogs but are not described adequately in view of their usefulness to college students, faculty members and other library users.

**Recommendations**

Based on the findings and conclusions the following recommendations are suggested:

1. Adequate descriptive information about the history of the library, the physical facilities, the materials collections and library services should be included in all college catalogs.

2. Library information should be indicated in the tables of contents and indexes of college catalogs so that the material would be easily accessible to the reader.

3. The catalog should properly acknowledge donors of money and materials. This might encourage others to give to the library. Also important needs of the library might be mentioned for the benefit of prospective donors.
4. For the benefit of students, library hours, rules and regulations and inter-library loan practices should be stated in the catalog.
APPENDIX A

ABBREVIATIONS AND SYMBOLS USED IN TABLES 1 AND 2

A.M.A.——Controlled by American Missionary Association.
A.M.E.——Controlled by African Methodist Episcopal Church.
A.M.E.Z.——Controlled by African Methodist Episcopal Zion Church.
Bapt.——Controlled by Baptist Church.
C.——Controlled by city or municipal government.
C.M.E.——Controlled by Colored Methodist Episcopal Church.
Disc. of Christ.——Controlled by Disciples of Christ Church.
Evan. Luth.——Controlled by Evangelical Lutheran Church.
Nat.——Controlled by National or Federal Government.
P.——Controlled by private corporation; independent of church.
P.E.——Controlled by Protestant Episcopal Church.
Presb.——Controlled by Presbyterian Church.
S.D.A.——Controlled by Seventh-Day Adventist Church.
State.——Controlled by State Government.
Meth.——Controlled by Methodist Church.
I.——Two but less than 4 years of work beyond the twelfth grade.
II.——Only the bachelor's and/or first professional degree.
III.——Master's and/or second professional degree.
b.——Liberal arts and general.
c.——Liberal arts and general, and terminal occupational.
d.——Primarily teacher preparatory.
e.——Both liberal arts and general, and teacher preparatory.
f.——Liberal arts and general, terminal occupational, and teacher preparatory.
g.——Professional and technical only (not including teacher preparatory.
h.——Professional and technical, and teacher preparatory.
j.——Liberal arts and general with one or two professional schools.
k.——Liberal arts and general with three or more professional schools.
*—Colleges represented for which catalogs were not sent.

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