An evaluation of the Savannah State College library
Savannah, Georgia

Homie Regulus
Atlanta University

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AN EVALUATION OF THE SAVANNAH STATE COLLEGE LIBRARY

SAVANNAH, GEORGIA

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

BY

HOMIE REGULUS

SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA

JUNE, 1953
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CHAPTER I

INTRODUCTION

The constitution of the State of Georgia states "that provision of an adequate education for the citizens shall be a primary obligation of the State of Georgia."\(^1\) This constitution also makes provision for a "Board of Regents which shall have government, control and management of the University System of Georgia and all of the institutions of the System."\(^2\) In accordance with these provisions, three institutions of higher learning for Negroes have been established in Georgia.

The first state supported college for Negroes was set up in 1890 at Savannah, Georgia. It was known as the Georgia State Industrial College for Colored Youths.\(^3\) This college is now known as the Savannah State College. In 1939, the state took over the privately owned Fort Valley Normal and Industrial School. The State Teachers and Agricultural College at Forsyth was merged with this school, and the resulting merger is known as the Fort Valley State College. Albany State College, formerly Georgia Normal and Agricultural College, became in 1943 the last of the three four-year colleges to be established for the Negro citizens of Georgia.

In 1949, Dr. George D. Strayer, at the request of the Board of

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\(^1\)Georgia. Constitution. Constitution of the State of Georgia, ratified August 7, 1945, p. 54.
\(^2\)Ibid., p. 55.
Regents conducted a survey of the University System of Georgia. One of the results of this survey was a restatement of the functions of the three colleges for Negroes. The Fort Valley State College was designated as the land-grant college for Negroes; and its major emphases as vocational agriculture and vocational home economics; Savannah State College as the state college for Negroes in the industrial and business fields; and Albany State College as the college of arts and sciences for Negro students.

As a result of the Strayer survey and report, there has been a change in the curricula emphases of the three state supported Negro colleges in Georgia. However, there have been no library surveys to evaluate facilities and to point out areas of need in the colleges most radically affected by the change.

Purpose and Scope

It is an established fact that the college library is a vital factor in the realization of the aims and objectives of the institution. It follows, therefore, that in order to make worthwhile contributions to the field of education, the contributing institution should have adequate and efficient library service. The adequacy and efficiency of this library service may be measured in terms of the degree to which the library is equipped for achieving the aims of the college. Hence, this survey will

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2Ibid., pp. 78-80.
give an over-all picture of the existing library service at the Savannah State College. This picture will be given in terms of the aims and objectives of the college. Attention will be given to those factors which have influenced the development of the college library.

Significance

A detailed study of this type has not been made for the state supported colleges for Negroes in Georgia. It is felt, therefore, that knowledge of library service in the area in general, and of library service to Negroes in particular is of importance to the literature of librarianship.

Georgia is one of the seventeen Southern states which maintains the dual school system. Its Constitution of 1945 makes no provision for equal facilities, rather, it provides for separate facilities. The State has made token attempts to follow the "separate but equal" ruling of the United States Supreme Court through its own constitutional provision of "adequate education facilities." A survey of the library services offered at state supported Negro colleges in Georgia in terms of the stated objectives of these colleges will do much toward revealing the adequacy of the Negro units of the University System of Georgia as educational centers.

Methodology

A visit of four days was made to the campus of the Savannah State College for on-the-spot observation of the library in action, and for the purpose of examining library records and reports. During the visit, the college president, the members of the library staff, and some members of
the faculty were interviewed to gain pertinent data for the survey. Questionnaires were filled out by members of the library staff giving facts which would best be obtained by this method. Several issues of the college catalog were checked as guides in compiling the history of the college and for obtaining a statement of the aims and objectives of the college.

Strayer's Report on a Survey of the University System of Georgia was used to obtain a definition of the function of the college. The findings in the Strayer report were checked against statements found in the college catalog. This was done in order to determine how carefully the Strayer recommendations were followed as guides in strengthening the college offerings.

Lyle's Administration of the College Library, 1949 ed., Branscomb's Teaching With Books, and Randall's Principles of College Library Administration were used as guides in evaluating the administration and organization of the library. A.L.A. Classification and Pay Plans for Libraries in Institutions of Higher Learning, Degree Conferring Four-Year Institutions, was used as a guide to personnel administration. The Classification Pay Plans was supplemented by information found in the A.L.A.

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1 Strayer, op. cit.
3 Harvie Bennett Branscomb, Teaching With Books (Chicago: American Library Association, 1940).
Bulletin for March 1951 which gives the 1947 salary scale with a cost of living adjustment scale.¹

The following tools were used as guides for evaluating the library's book and periodical collections:

A. For evaluating the general collection
   1. A.L.A. Score Card²
   3. Atlanta University. School of Library Service List⁴

B. For evaluating the Negro collection
   1. Rollins, We Build Together⁵
   2. Brown, Negro Caravan⁶

C. For evaluating the children's book collection

⁵Charlemae Rollins, We Build Together (Chicago, National Council of Teachers of English, 1941).
   Basic Book Collection for Elementary Grades.¹

In order to evaluate the physical facilities of the library, the following tools were consulted: McCrum, An Estimate of Standards for a College Library;² Gerould, The College Library Building;³ and Hanley, College and University Library Buildings.⁴

The information gathered has been evaluated in accordance with standards suggested by McDiarmid for the interpretation of data.⁵

The Savannah State College,
A Short History

The educational institutions in Georgia are the outgrowth of the conflict between education and religion. In 1783, Governor Lyman Hall in a message to the Legislature declared that "the most certain way to tame the wild and unbridled nature of a people fresh from the devastations of war and influenced by residing in a region made savage by both man and nature was to call to their aid religion and education."⁶ Capitalizing upon this

point of view, the Assembly urged the people to meet and continue their activities. But, so poverty stricken were the people that the state government in 1785 began to give financial aid to organized religious denominations. It was soon found out that such aid was contrary to the principle of separation of church and state, and the state contented itself by granting police protection.  

After having been forced by the correct principle of statecraft to give up direct aid to religion, the government went forward with unusual zeal in establishing educational institutions. Its constitution of 1777 required that schools be established in every county, and by February 1784 laws were passed which provided for academies in Augusta and Waynesboro, and which endowed them with city lots and other lands. The University, however, was not founded until 1801. It received no maintenance from the State and in 1821 was forced to sell its land endowment. A perpetual loan of the proceeds from this sale was made to the State and in return the University received an annual interest of $8,000.  

By 1877, the State had begun to provide more than token assistance for its schools, and tax money was being given for the support of the elementary schools and the state university. The money provided for higher education, however, could be appropriated only to the state university and to one college "for the education of persons of color."  

By 1952, the State was providing support for a total of nineteen

1 Ibid., p. 175.  
2 Ibid., p. 268.  
3 Ibid., p. 401.
institutions of higher education. Of these nineteen units of the University System of Georgia, fourteen were maintained for the benefit of the white citizens of Georgia, and three were maintained for the benefit of the Negro citizens of the State. During the 1951-1952 school year, Georgia appropriated from public tax money the sum of $10,944,486 for the support of these institutions of higher education. Out of this sum, the Negro units of the University System of Georgia received 11 per cent, the junior units for white students received 7 per cent, and the senior units for white students received 82 per cent. The total income from all sources for education in Georgia was $18,471,005. Of this sum the senior white units received 88 percent of the total and the junior white units received 5 per cent, while the three senior, and only units for Negro students received 7 per cent.¹ Tables 1 and 2 show the distribution of these funds.

Although money was provided by the legislature in 1872 for an institution of higher learning for Negroes, it was not until 1890 that steps were actually taken to establish a college for the Negro youth of Georgia. In 1874 an arrangement was made with Atlanta University whereby it would receive annually an appropriation from the state of $8,000. This arrangement was carried out until 1887, when the state denied Atlanta University further aid, on the ground that it was admitting white students to its classes. The fund denied Atlanta University was given to Morris-Brown College in Atlanta.² To prevent further misunderstanding which might be

²Coulter, op. cit., pp. 404-405.
TABLE 1
FUNDS FOR HIGHER EDUCATION IN GEORGIA ALLOCATED FROM PUBLIC TAX MONEY, 1951-1952

<table>
<thead>
<tr>
<th>Institution</th>
<th>No. of Units</th>
<th>Funds Allocated</th>
<th>Per cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior White units</td>
<td>11</td>
<td>$8,933,095</td>
<td>82</td>
</tr>
<tr>
<td>Senior Negro units</td>
<td>3</td>
<td>1,215,983</td>
<td>11</td>
</tr>
<tr>
<td>Junior White units</td>
<td>5</td>
<td>795,408</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>$10,944,485</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

TABLE 2
GENERAL INCOME OF GEORGIA INSTITUTIONS OF HIGHER EDUCATION FROM ALL SOURCES, 1951-1952

<table>
<thead>
<tr>
<th>Institution</th>
<th>No. of Units</th>
<th>Funds Received</th>
<th>Per cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior White units</td>
<td>11</td>
<td>$16,317,295</td>
<td>88</td>
</tr>
<tr>
<td>Senior Negro units</td>
<td>3</td>
<td>1,408,400</td>
<td>7</td>
</tr>
<tr>
<td>Junior White units</td>
<td>5</td>
<td>665,084*</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>$18,471,005</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

brought about by the lack of control which the state had over private institutions, a legislative Act of November 26, 1890 authorized the establishment

*The chart on page 61 of the Regents' Annual Report does not agree with the chart on pages 64-65 as concerns the Junior units for white students. It is assumed that portions of the special allotments for books and equipment, new buildings and lands, repairs, and grounds, were not spent.*
of a school for the education and training of colored students. This college was to be established in connection with, and to form one of the departments of the state university.

This same Act, empowered the Governor to appoint "five fit and discreet persons, residents of the State, to be known as the 'Commission on the Schools for Colored Students'". This Commission was to procure the grounds and buildings necessary for the establishment of the school, and to prescribe a course of training for all the students in the school. It was further stated that the Commission should constitute the local Board of Trustees for the school with perpetual succession. The Commission was given immediate control, supervision and management of the school subject to the general Board of Trustees of the University of Georgia. The Chairman of the local board of trustees was made ex-officio member of the general board of trustees and the Chancellor of the University of Georgia was given general supervision of the school.

In the summer of 1691, by the direction of the Commission, Chancellor Boggs inaugurated at Athens, Georgia, a preliminary session of the school which was conducted by Principal Richard R. Wright and three other instructors. Later, in 1892, this school was called the Georgia State Industrial College for Colored Youths and was located about five miles Southeast of the courthouse of Savannah, near Thunderbolt. For the permanent organization the Commission selected a faculty consisting of a president, instructors in English, mathematics, and natural science, a superintendent of the mechanical department and a foreman of the farm.

Richard R. Wright remained president for thirty years. During his
administration, the enrollment was increased from 8 to 585; the curricu-
lum was built up to four years of high school training and a normal division
of college work. Training was offered in agriculture and the mechanical
arts, and, four frame buildings were added to the original three buildings
with which the college started.

In 1921, C. G. Wiley became president. During his first term, young
women were admitted as boarders. The Smith-Lever, Smith-Hughes and Jeanes
funds established headquarters at the college. The first regular summer
school was conducted in 1922, and in 1925 the Legislature changed the form
of the governing body for the college from a commission with "perpetual
succession" to a Board of Trustees with a four-year term of office.

In 1926, Benjamin F. Hubert became president and the entire program
was reorganized. The high school and normal departments were discontinued
and the school became a four year college, offering the bachelor's degree
in agriculture and home economics. In 1931 the entire System was placed
under a Board of Regents and the Georgia State Industrial College for
Colored Youths began offering degree programs with majors in English,
natural sciences, social sciences, and business administration. During the
administration of President Hubert about sixteen new buildings were added to
the college including three teachers cottages, a cannery, farm shop build-
ings, and poultry houses.

In 1947, James A. Colston became the fourth president of the col-
lege. President Colston immediately began strengthening the college faculty,
renovating and enlarging the physical plant, and setting up a practically
new student personnel service. President Colston was succeeded in September
1949 by W. K. Payne who had formerly served as Dean of the College. On
January 18, 1950, the Regents of the University System of Georgia changed the name of the college from Georgia State Industrial College for Colored Youths to Savannah State College.

Under President Payne's administration, the college appropriation has been more than doubled, the institution has been fully accredited by the Southern Association of Colleges and Secondary Schools, and a college building program is presently under way.¹

The general purpose of the Savannah State College is to serve the needs of youth in preparation for richer and fuller citizenship. More specifically the college aims to:

(1) Assist students in developing the kind of abilities, skills, knowledge, attitudes, habits, and traits of character that will enable them to earn a good living in socially useful livelihood, or to pursue a graduate program of professional or technical education;

(2) to help them develop well-rounded, wholesome, spiritually enriched and mature lives; and

(3) to enable them to become effective participants in a democratic society.

The total curricula offerings, the out-of-class activities, the guidance students received from pre-counseling to placement after graduation, and the faculty selected to direct the college program are planned in terms of attaining these purposes.²

The curricular offerings of the college are divided into three instructional divisions: Arts and Sciences, Home Economics, and Trades and Industries. There is also a Division of General Extension. In the Division


²Ibid., p. 17.
of Arts and Sciences, majors are offered in biology, business, chemistry, elementary education, English, general science, mathematics, music, physical education, and the social sciences. In August 1954, in accordance with the recommendations made by the Strayer report,¹ the majors offered in music and physical education will be discontinued.

In the division of Trades and Industries, majors are offered in industrial arts, industrial education, and trade and industrial education. Certificate courses are offered in auto mechanics, automotive body and fender repair, carpentry and cabinet making, electrical maintenance and installation, machine shop practice, masonry, painting and decorating, radio repairing and shoe repair.

Students majoring in Home Economics, and Trades and Industries are in divisional concentrations which do not require minors in another subject area to complete requirements for graduation. Students completing requirements for graduation in the division of Arts and Sciences, must major in one department and minor in another department. All students, however, are expected to have no grade less than "C" for credit toward completion of requirements in a major or minor area of subject specialization.¹

The Savannah State College received 66.1 per cent of its total income from the State of Georgia, or public taxation, for the 1951-1952 school year. The total expenditures of the College for the 1951-1952 school year was $155,973 less than the combined expenditures for the other two Negro units of the University System of Georgia.

¹Strayer, op. cit., p. 79.
²The Savannah State College Bulletin, op. cit., p. 34.
Of the college's total income of $619,849.00 during the 1951-1952 school year, 28.3 per cent came from student fees, .2 per cent came from sales and services, and 4.1 per cent came from the Federal Government. From State allotments or direct taxation came 66.1 per cent of the school's income. The remaining 1.3 per cent of the college's total income came from other internal sources of income. During the 1951-52 school year, the College received no income from gifts and endowments.¹

Table 3 gives a breakdown of figures representing the total income, from all sources, of the Savannah State College for the 1951-1952 fiscal year.

**TABLE 3**

**SOURCES OF INCOME OF THE SAVANNAH STATE COLLEGE**
**1951-1952 FISCAL YEAR**

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Amount</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Allotment</td>
<td>$ 410,000</td>
<td>66.1</td>
</tr>
<tr>
<td>Student fees</td>
<td></td>
<td>28.3</td>
</tr>
<tr>
<td>Matriculation</td>
<td>77,256</td>
<td></td>
</tr>
<tr>
<td>Non-resident tuition</td>
<td>37,729</td>
<td></td>
</tr>
<tr>
<td>Summer School</td>
<td>50,169</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>10,091</td>
<td></td>
</tr>
<tr>
<td>Federal Government</td>
<td>25,657</td>
<td>4.1</td>
</tr>
<tr>
<td>Other internal income</td>
<td>7,315</td>
<td>1.3</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>1,132</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>$ 619,849</td>
<td>100</td>
</tr>
</tbody>
</table>

CHAPTER II

HISTORY OF THE COLLEGE LIBRARY

The Library of the Savannah State College had its beginning in 1891 with a small collection of about 250 volumes donated by friends. The greatest contributor was a Miss Jennie E. Bill, and in appreciation, the Library was named the Jennie E. Bill Library. Evidently the Library did not receive too much financial support at this time, as numerous announcements appeared in the early College Bulletins urging friends to help support the Library by donating books and other materials.

In June, 1890, "A Code of Laws for the Government of the University of Georgia" was adopted by the Trustees of the University. This code was approved by the Commission of the Georgia State Industrial College for the regulation of its faculty and students on September 1, 1891. Chapter IV of this Code of Laws set forth the following rules and regulations governing the use of the Library:

"1. The Library is for the use of all persons connected with the College. No person except the Trustees, the President, the professors, instructors, officers and students, shall have the privilege of taking books out of the Library, except by the permission of the president.

2. The librarian shall keep a record, showing every volume borrowed from the Library, the name of the borrower and the date of its loan and return.

3. The librarian shall note the injury, if any, done to any volume while in the possession of any person, and shall assess the damage, to be paid therefor by such person.


2Ibid., pp. 33-34.
Such person shall be debarred the use of the Library until such damages are paid.

4. The Library shall be kept open daily, except Sunday, from 9:00 A.M. until 4:00 P.M.

5. No student shall be allowed to take out more than two books at one time, nor retain any book longer than two weeks, nor shall he lend any volume borrowed from the Library.

6. All volumes borrowed from the Library shall be returned at least one week before commencement.

7. All the apparatus is placed in the immediate care of the professors of the respective departments, but no instrument nor any part of the apparatus shall be loaned to any one.

By 1896, the Library had a collection of about 300 volumes. The majority of these volumes were donated by friends. By 1896 there was a total of 600 volumes in the collection. During that year a number of books were purchased from an allocation received from a fund known as the McLauren Fund. Friends were still urged to contribute books to the Library. The College Bulletin for the year 1900-1901, as did most of the other bulletins preceding it, carried this plea:

"We are anxious to increase this number 600 as rapidly as possible, and therefore solicit donations of good books from our friends."

The number of volumes held by the Library remained the same until 1910. In 1914-1915, the number of volumes in the collection decreased to 400. This number remained constant through the 1921-1922 school year. During the period 1929-1930, the collection grew to a total of 887 volumes. In 1942, the Library entered a period of rapid growth reporting a total of 9,945 books; and in the ten year period which followed the book collection almost doubled.

1Yearbook of the Georgia State Industrial College, College, Georgia, 1900-1901 [No imprint given], p. 45.
During the administration of Dr. Benjamin F. Hubert (1926-1947), the daily opening hours were increased from 35 to 70 hours per week, and the Library was opened on Sunday afternoons. In 1938, the Library was moved to its present location in Hill Hall. During this period also, the Library laid the foundation for its present excellent public relations program. A reading club, directed by the President of the College, was organized, and, during World War II, the Library set up a War Information Center, built around pamphlets, special releases and reports issued by the Government and by private agencies. No record can be found of the first librarians. The early catalogs list only the names of a few teachers. The present librarian has been at the Savannah State College since 1934.

At the beginning of the 1948-1949 school year, the Library's collection consisted of 15,830 volumes. During this year, the buying of technical books for the Industrial Arts Department was stressed. During the 1950-1951 school year a fluorescent lighting system was installed in the reading room. This made a tremendous improvement in the physical appearance of the Library, as well as making it a more comfortable place in which to study. By January 1951, the student body had grown so large that it was necessary to abolish stack privileges.

At the end of the 1951-1952 school year, the book collection had grown from about 250 volumes, serving about ten or fifteen persons in 1892 to 18,678 volumes serving, at present, 1140 students, and an instructional staff of 59 persons. Three of these persons hold the Ph.D. degree or its equivalent; 45 of this number hold the master's degree or its equivalent; and the remaining 11 hold the bachelor's degree or its equivalent. According to Regents, op. cit., p. 19.
to faculty rank, these 59 persons are classed as follows: professors, 3; associate professors, 12; assistant professors, 26; and instructors, 18.

The Library's staff now consists of three persons, and the Library itself is rated as a Class 3 Library with its stated objectives being to:

1. Furnish materials necessary for carrying out the instructional aims and objectives of the college.

2. Provide, as far as possible, the materials needed to keep the faculty abreast of their fields for teaching purposes.

3. To help students to utilize to their greatest extent, materials provided by this and other libraries, for study and research by teaching the student to use these materials properly.

4. To participate in all programs for cultural advancement sponsored by the college.

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To establish the library's service unit load, in order to see in what class it belongs, count each underclass (undergraduate) student other than honors student as 1 unit, each upperclass (undergraduate) student other than honors students as 2 units, each honors student as 3 units, each graduate student as 4 units and each faculty member as 5 units. The Library's service unit load is the total of these units and the number of units served establishes the class of the library.

A Class 3 Library is "A Degree-conferring four-year institution library having 1500-2499 service units." The Savannah State College's Library has a service load of 1,958 units. This establishes it as a Class 3 library.

CHAPTER III

ORGANIZATION AND OPERATION

Personnel

Professor Floyd W. Reeves of the University of Chicago defines the nature of administrative organization as:

The arrangement of the personnel for the accomplishment of the objectives for which the institution exists and he adds, that it includes the division into groups of all those activities necessary to achieve the desired objectives and the allocation of such activities to individuals.¹

Organization is not an end within itself, but if it promotes efficiency and coordinates the various activities of library management, it contributes directly to the part which the library can play in instruction and research.

In the small college library, as in other libraries, organization plays a most important role. In the small college library this role is especially important as student library assistants' services account for many of the hours given to library activities. Careful planning on the part of the librarian will utilize and integrate the service of the student assistants with that of the professional staff so as to make for the wisest use of the services of each.

Staff.—According to the standards set up by the American Library Association, Savannah State College Library has a service load of 1958

units which identifies it as a small library, in Class 3.¹

The American Library Association standards point out that

In addition to the chief librarian, there shall be three assistants' positions of professional grades for the first 800 units, plus one more assistants' position of professional grade for each additional 500 units of the library's service load or major fraction thereof.²

Serving this Library and its patrons is a professional staff consisting of three persons: a head-librarian and two assistant-librarians. One assistant-librarian serves as cataloger, and the other as circulation librarian.

Duties of staff.—A simple device for making known the policies and practices of a library is essential for effective service. For this reason many college libraries codify their policies and practices for staff use in what is commonly known as a staff manual.³ Generally, staff manuals are of two types, the general manual and the departmental manual.

The staff manual at the Savannah State College Library takes the form of the departmental manual or handbook rather than a general manual dealing with policies and practices in the Library as a whole. These handbooks or manuals have been compiled for the circulation and catalog departments. They contain in detail many of the procedures followed by the department, thereby serving as guides for the new members of the department and as reminders for those workers already orientated into departmental practices. The manual prepared by the circulation department is of special value to the student assistants assigned to this department.

¹American Library Association, op. cit., p. 5.
²Ibid.
³Lyle, op. cit., p. 298.
The American Library Association sets the working hours of the full-time library staff members at not more than forty hours per week.\textsuperscript{1} Lyle suggests that the work hours not exceed thirty eight per week. "If the thirty-eight hour week does not cover the library schedule, then the remedy is an extra staff member, and not excessive hours of duty --- not even occasionally."\textsuperscript{2}

The librarian of the Savannah State College Library serves as coordinator of the entire library program. She instructs library staff members, and although the various department heads are responsible for the training of students assigned to those departments, the librarian is to a great extent responsible for the instruction given student assistants. The librarian conducts staff meetings, approves the ordering of materials, makes recommendations for other library expenditures, and, maintains relations between the library, the business office and the administration, as well as between the library, the faculty, student body and members of the college family. She is responsible for reporting to the president, at regular intervals, concerning the library, its functions, and its programs. The librarian also prepares the library's budget, recommends the hiring and dismissal of staff members, and is responsible for order work.

The catalog-librarian is responsible for all of the technical processes, including preparation of materials for bindery. She is responsible for the training of those student assistants who are assigned to work in this department. She assists with the compilation of book orders, and is held responsible for all records which are kept by this department.

\textsuperscript{1}American Library Association, \textit{op. cit.}, p. 5.
\textsuperscript{2}Lyle, \textit{op. cit.}, p. 288.
The catalog librarian also makes informal reports periodically to the librarian and issues periodically a list of recent acquisitions to the library's collection.

The circulation librarian is responsible for general circulation and reference, has charge of all records connected with the department, helps to promote library publicity, and trains those students who are assigned to the circulation department.

In addition to carrying on the duties associated with her respective department, each staff member shares the responsibility of circulation and reference work during rush hours, at night, and on Sunday afternoons. It is also found that because of the physical arrangement of the library, in addition to the very good spirit of cooperation which exists between departments, there is quite a bit of overlapping of duties in the three departments.

Compensation of staff.—During the past few decades, library salaries have been increasing. In spite of favorable progress, however, the salaries of librarians, particularly those in staff ranks are not appealing to recruits. A few leading librarians and educators have realized that the position of head-librarian is fairly comparable to that of the dean or the head of a major department. The position of head of a department in the library to that of associate professor and so on. As a result, the library field despite its vast possibilities has lost and is losing many competent persons.

The actual position of the librarian in the hierarchy of the college is more often than not a doubtful one. The title "librarian" carries with it different meanings in different colleges, depending upon traditions and
local conditions. For quite some time, the members of the Savannah State College Library staff have enjoyed faculty rank. The exact status, however, was hazy and undefined. At the beginning of the 1950 school year, the faculty rank of the head librarian was designated as that of associate professor, and the rank of the assistant-librarians as assistant professor. The librarian is an officer of the Administrative Staff, and makes her reports directly to the President of the College. As faculty members of the Savannah State College, the members of the library staff are required to attend all faculty meetings and are appointed to full membership on the various committees which help to plan and carry out the programs of the college.

According to standards set up by the American Library Association, the head librarian of a class three degree-conferring institution should hold qualifications for grade six professional service, and should receive according to the scale adopted in 1946, a minimum salary of $4,800 per year. According to the American Library Association Cost of Living Adjusted Scale Adopted February 3, 1951, this minimum salary should be $6,590 per year.

The American Library Association further states that the size of staff specified for a Class 3 degree-conferring four-year institution assumes that "for the last five years the library's average expenditure for staff salaries was not less than $15 for each unit of the first 2,000 units of its service load; $8 for each unit thereafter." In as much as the Savannah State College ranks as a Class 3 library by virtue of its having 1958 service units, its salary budget for the 1951-1952 school year should not have been less than

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1 Randall, op. cit., p. 29.
2 American Library Association, op. cit., p. xvii.
$25,454. The total salary budget for the staff for the 1951-1952 school year was $11,850.

The salaries of the members of the Savannah State College Library staff are paid out of the annual Library budget. Approximately fifty-five per cent of the Library's budget is spent for the salaries of the library staff. This includes also the salaries of the clerical worker and the student assistants. For the 1951-1952 school year the head librarians' salary fell between $4,000 and $4,500, the assistant librarian who serves as cataloger earned between $3,500 and $4,000 and the other assistant who is responsible for circulation earned between $3,000 and $3,500.

The Annual Report of the Board of Regents for 1951-1952 shows that the average salary of an associate professor at the Savannah State College is $3,954, and that the average salary for the assistant professor is $3,354. The salaries are for work during three quarters or nine months. A teacher who carried a full teaching load during the entire summer quarter received additional compensation equal to 30 per cent of his pay for the regular session of nine months.¹

In view of the foregoing statement, it is evident that the salary of the head librarian of the Savannah State College Library not only fails to meet the minimum standard set up by the American Library Association, but also fails to equal the salaries paid other members of the Savannah State College faculty who possess equal rank, education and experience. The salaries of the assistant-librarians meet American Library Association minimums for their respective positions, but fall below those salaries paid members of the college faculty who possess equal rank, education and experience.

¹Ibid., p. 17.
From 1948 to 1952, there has been an increase of 18.9 per cent in the average salaries of the faculty members of the Savannah State College. During the same period there has been a 35 per cent increase in the salaries of the Library staff. Despite this increase, Table 6 indicates that the average annual salary of the library staff for a twelve-month period is approximately 18 per cent lower over the same period than that of a faculty member with equal rank and educational qualifications. The College spent approximately 55 per cent of its total budget for instruction during the 1951-1952 school year. Tables 4 and 5 show the rank and average salary received by members of the Savannah State College faculty and library staff.

As faculty members, the library staff receives all holiday and vacation periods observed by the College. In as much as the library staff is employed on a twelve-month basis, its summer vacation period is generally given when the college closes at the end of the summer quarter. This period is approximately of four weeks duration.

It is the policy of the Board of Regents to encourage permanency in faculty and administrative ranks in the University System of Georgia. In order to accomplish this purpose, the Board seeks to provide salaries as high as the economic resources of the State will permit and sufficient to enable the University System to compete for the services of able men and women with other top ranking universities of the Southeastern region of the United States. The administrative code of the University System of Georgia provides that administrators of faculty rank and professors, associate professors and assistant professors serve on indefinite terms. The

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1Board of Regents, op. cit., p. 18.
2Strayer, op. cit., p. 241.
### TABLE 4

RANK AND AVERAGE SALARY OF THE FACULTY OF THE SAVANNAH STATE COLLEGE, 1951-1952

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Average Salary (9 months)</th>
<th>Average Salary (12 months)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>3</td>
<td>$4,800</td>
<td>$6,240</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>12</td>
<td>3,954</td>
<td>5,050</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>26</td>
<td>3,354</td>
<td>4,360</td>
</tr>
<tr>
<td>Instructors</td>
<td>18</td>
<td>2,952</td>
<td>3,838</td>
</tr>
<tr>
<td><strong>Total, all ranks</strong></td>
<td>59</td>
<td><strong>$3,427</strong></td>
<td><strong>$4,372</strong></td>
</tr>
</tbody>
</table>

### TABLE 5

COMPARISON OF THE AVERAGE ANNUAL SALARIES OF THE FACULTY AND LIBRARY STAFF, 1951-1952

<table>
<thead>
<tr>
<th>Rank</th>
<th>Faculty</th>
<th>Library Staff</th>
<th>Per cent Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$6,240</td>
<td>***</td>
<td>**</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>5,050</td>
<td>3,500</td>
<td>16</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>4,360</td>
<td>4,250</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$4,705</td>
<td>$3,875</td>
<td>18</td>
</tr>
</tbody>
</table>

*The average faculty salary for 12 months was determined by taking average annual salary for nine months as it appears on page 17 of the Regents Annual Report for 1951-1952 and adding to it the 30 per cent compensation which is to be received if the faculty member is employed during the summer session.

discharge of these persons may be for specific cause only as prescribed in the By-laws of the Board of Regents. Contracts are given at the end, or near the end of the previous fiscal year, to become effective at the beginning of the next fiscal year.
These rules apply also to the members of the library staff of the Savannah State College. Appointments are made on a twelve-month basis and are subject to the statutes of the institution, and to the By-laws and regulations of the Board of Regents.

It is also the policy of the Board of Regents to encourage professional growth through a rather liberal policy in granting leaves with pay for advanced graduate work. That this privilege is enjoyed by the members of the library staff is evident in the fact that a member of the Savannah State College Library staff has been granted a leave of absence for the 1952-1953 school year. This staff member, after having served for sixteen consecutive quarters, has been given a year's leave of absence with two quarters' full pay. Travel expenses to professional meetings are also included in the Library budget.

The fact that the Board of Regents makes provisions for further study and grants vacations with pay to the members of the faculties of the units of the University System of Georgia, has already been discussed in this survey. It may be added here, however, that the members of the faculty and staff of the Savannah State College participate in the Teachers' Retirement Plan, and in a group insurance plan supported by the Board of Regents.

The members of the library staff more than meet the educational requirements set up by the American Library Association as minimum for efficient service to their respective positions. The American Library Association sets as minimum standards for Professional Grade 6:

Graduation from a college or university approved by an accrediting association of more than state-wide standing, plus one year of training in a library school accredited by the American Library Association, and not less than eight years of appropriate professional experience in a library of recognized
standing, two of which have been in Professional Grade 5 or four of which have been in Professional Grade 4 or six of which have been in Professional Grade 3; or Equivalent qualifications.¹

The head librarian holds the Bachelor of Science degree from Wilberforce, the B.S.L.S. from Hampton Institute and has done work toward the M.S.L.S. at Columbia University. She has had eighteen years of library experience. Her skill in language and literature adds much to her effectiveness as an administrator. The head librarian, especially skilled in languages and literature, taught English composition to freshman and sophomore classes, intermittently, from 1934 to 1947.

The catalog department at the Savannah State College Library is considered a Class A catalog department according to American Library Association Standards. In order to administer this type of catalog department, the A.L.A. suggests:

Graduation from a college or university approved by an accrediting association of more than state-wide standing, including one year of training in a school accredited by the American Library Association, and not less than four years of appropriate professional experience in a library of recognized standing, two of which have been in Professional Grade 2; or Equivalent qualifications.²

The assistant librarian in charge of the catalog department holds the Bachelor of Arts degree from Fisk University, the B.L.S. degree from North Carolina College at Durham, and the M.S.L.S. from the University of Illinois. She possesses special skill in foreign languages and vocal music.

¹American Library Association, op. cit., p. 110.
²Ibid., p. 107
While serving as assistant-librarian at another college, she was instructor of Introductory French. She has served as an instructor while employed at the Savannah State College Library, having taught French during the 1946-1947 school year, and English during 1952. Before she came to Savannah State College, she had served as a teacher-librarian in a high school.

The circulation department at the Savannah State College is a Class "A" circulation department. For the administrator of this type of circulation department, the American Library Association recommends:

Graduation from a college or university approved by an accrediting association of more than state-wide standing, including one year of training in a library school accredited by the American Library Association, and not less than two years of appropriate professional experience in a library of recognized standing in Professional Grade I; or Equivalent qualifications.

The assistant librarian in charge of the circulation department holds the A. B. degree from the Fort Valley State College, the B.S.L.S. degree from the Atlanta University School of Library Service and is on leave during the 1952-1953 school year in order to do further study at the Syracuse University School of Library Service. She is especially interested in art, and has had four years of library experience all of which has been in the Library at Savannah State College.

Student assistants.—In practically all college libraries a considerable amount of employment is given to student assistants. They perform numerous routine tasks such as desk duty in the library, shelving, filing and typing. When they are carefully selected and well-trained and when they are not so numerous as to overwhelm the library staff with supervisory duties, student assistants can render a useful service to the library.

1Ibid., p. 106.
while helping themselves financially and educationally.\(^1\)

The Savannah State College also has a number of student assistants who aid in carrying out its functions. There are eight student assistants employed at present. They are selected by the Librarian and by the Student Aid Committee. The Librarian makes recommendations when she knows capable students who are on the [Work Aid List](#) which is composed of students who need financial assistance.

In order to be selected as a student assistant, the applicant must have shown some academic ability. Special skills, such as the ability to type, which would prove of value to the library staff have also been used as criteria for the selection of student assistants. Being keenly aware of the role of the library as a recruiting agency, the librarian has also from time to time recommended for student assistants those persons who have shown special interest in library work. Student assistants are appointed for a period of one year. However, if satisfactory work is done during this period, the appointment may be extended to cover his entire college career.

By policy of the College and of the Committee on Student Aid, wages for the work aid students have been set at a minimum of forty cents per hour and a maximum of fifty cents per hour. All wages earned by a student are paid to him directly.

The responsibility for training the student assistants rests mainly upon the librarian. However, the circulation librarian and the catalog librarian assist with the training of students assigned to work in those areas. Both formal and informal methods of instruction are employed in the training of the assistants. As an aid to his training, the librarian has

\(^1\)Ibid., p. 317.
worked out an excellent "Handbook for Student Assistants".

**Faculty-student library committee.** The library committee has its place in the administration of the college library. This committee, properly constituted and properly limited in its functions may do much to assist in the development of the book collection. In the selection of general books, books out-side the often narrow limits of departmental interest, books for cultural and recreational reading, the faculty committee will find its task. It is true that it is the final responsibility of the librarian to select these materials. But, no single person, however skillful, can hope to keep step with all of the various interests of today.¹

The Savannah State College possesses an active and interested library committee. The committee consisting of both faculty and students is appointed by the college president. The appointment is usually for a one year period. To avoid having an entirely new committee each year, usually one or more faculty members of the committee is carried over to the following year. Unlike the provisions made for faculty members of the Library Committee, there are no provisions made for overlapping or rotation in office for the student members of the committee. The Librarian seeks to avoid serving as chairman of this committee, feeling that by doing so, the interest of the members will remain at a higher level. Whenever possible, the office of the chairman and secretary is rotated with the secretary from one year serving as the chairman for the next year.

The Library Committee meets once a month, and is active in the formulation of library policies. The relationship between the faculty Library

¹Randall, *op. cit.*, pp. 86-88.
Committee and the library staff is a cordial one in that the Committee serves in an advisory capacity to the staff, and the decisions and activities of the librarian are not subservient to the committee. In addition to serving in an advisory capacity as concerns the apportioning of the book funds, the Committee also takes definite steps to interest faculty members and students in more active participation in book selection.

It is felt that in order for the library to render its most effective service, there should exist a close relationship with the student body. This is necessary for an understanding of the conditions of student use of the library, and for the development of constructive measures for improving library service.¹ Regarding the student members of the Library Committee at Savannah State College as aids for encouraging friendly associations, every effort is made to see that they participate actively in the program set up by the Committee. They attend meetings regularly, help in formulating book buying policies, in bringing student needs to the attention of the library staff, and in encouraging student participation in book selection.

Finance

It is obvious that the aims and objectives of the college library cannot be adequately reached without an income commensurate with the role it is expected to play in reaching the set goals of the college. The basis and method of determining what constitutes adequate support are controversial. It has been the practice to follow some code of library standards such as the American Library Association or some regional association requirements.

¹Lyle, op. cit., p. 489.
However, too often, administrators accept minimum as adequate and are content with meeting this standard formally. Minimum standards are not set up as adequate standards. They have been set up as a point below which no college should fall.¹

The Savannah State College Library receives its total income from the College budget. This income for the 1951-1952 school year was $28,690, or 5.4 per cent of the total College budget, or $26 per student. The book budget accounted for approximately 35 per cent of the Library's total budget. Prior to the 1951-1952 school year, definite percentages of the book budget were allocated to each department but the Library Committee found that most of the departments failed to send in enough book requests to spend their share of the budget. The Committee, therefore, suggested that the allocation of specific funds to a department be discontinued. In place of a specific departmental allocation, the Committee suggested, on a trial basis, that each department send in requests for all titles needed. The titles desired for first purchase would be indicated with an asterisk. To date, no department has requested more books than could be purchased. A check is kept on these requests so that one department does not spend out of proportion to the students and instructors served by the department.

The per cent of the budget to be spent for periodicals and binding is determined on the basis of need. As the Library's binding schedule is running far in arrears, a disproportionate amount of the Library budget has been spent for binding the past two years. About $2,000 was spent for binding during the 1951-1952 school year.² The size of the budget prohibits

¹Randall, op. cit., pp. 35-27.
provisions for the acquisition of expensive periodicals and runs or sets of periodicals. An effort is made to fill gaps occurring in sets of periodicals to which the library subscribes. As many as possible are purchased from the allocation set up for binding.

The librarian determines the portion of the budget to be spent for supplies and equipment. Effort is made to keep the amount spent for books constant as the minimum is now being spent. Any funds allocated over the amount required for books are spent for supplies and equipment. To some extent, the budget is elastic so that a few changes may be made in allocations if necessary. This is the exception rather than the rule, as actually not too many changes are made.

Annual reports are made to the college president. These reports include detailed facts and figures concerning the expenditures of the budget. Special reports on the use of library resources are prepared periodically during the school year for the Library Committee.

The American Library Association states that for "the last five years the library's average expenditures for books, periodicals and binding was not less than $8 for each unit of the first 2,000 units of its service load; $5 for each unit thereafter." This would mean that during the past five years the Savannah State College's book budget should have averaged about $14,000, and that the budget for the 1951-1952 school year should have been $15,664. Actually, the Savannah State College's book budget has averaged about $6,825 over the five-year period from 1947 to 1952. The Library's book budget of $10,000 for the 1951-1952 school year was approximately 33 percent short of the minimum standard set by the American Library Association.

\[1\text{American Library Association, op. cit., p. 6.}\]
Department --- It is important that the library have sufficient funds to acquire necessary materials. Of equal importance is the availability of these materials to the library's patrons, and it is the duty of the technical processes department to incorporate these materials into the classified and cataloged collections of the library where they may be readily available when needed. Most small college libraries are under-staffed, yet one of the stated objectives of the college library is to make available to the faculty and student body those materials necessary for study and research.

The Savannah State College has a staff problem. This problem exists in the catalog department as well as in the other departments of the library. The catalog department has one full-time worker, whereas the American Library Association suggests that there be from two to five full-time persons in the department. This shortage of staff members has led to an arrearage problem. The situation is acute at present as the secretary resigned at the beginning of the year, and there has been no replacement made as yet. Although designated as library secretary, this non-professional full-time worker was also used as clerk-typist in the catalog department. In this capacity, the secretary relieved the catalog librarian of many routine details. All such routines are handled at present by the catalog librarian and student assistants assigned to the department.

The library employs the Dewey Decimal System of classification. The Cutter number is not used. Books are lettered with the Dewey number and the initial letter of the author's last name. Books in special and reference collections are easily recognized as the initial letter of the name of the collection is placed above the call number. The American Library
Association Catalog Rules,¹ and Filing Rules² are used as guides in the department. Wherever possible the Library of Congress printed cards are used. If these are not available the books are cataloged in the department, and cards are typed by the cataloger or student assistants. Arrears are worked in with current cataloging.

The library staff has worked out an in-service training program for members of the technical processes division. The head of the department instructs the typist and student assistants who are assigned to the department. The department issues periodically a **Classified List of Recent Acquisitions**. Efforts are made to publish this list twice each quarter. A record is kept of the number of catalog cards typed, filed, and revised. Records are also kept of the number of books accessioned, cataloged or recataloged. The head of the department reports informally to the librarian periodically. Formal reports are made annually.

During the 1951-1952 school year, 2,098 new books were added to the Library's collection, and 250 old volumes were recataloged. For various reasons a total of 225 books were withdrawn, which means that actually the Library's book collection was increased by 1,873 volumes. The addition of the new volumes brought the Library's total book collection of 18,678 volumes. This is an increase of 47 per cent or 8,733 volumes over the number held at the end of the 1941-1942 school year, and an increase of 23 per cent or 3,547 volumes over the number held five years ago during the 1946-1947 school year. The volumes added during the 1951-1952 school year were distributed as follows:


Volumes purchased
including (140) duplicates 1,674
Gift books 89
Bound volumes of periodicals 335
Total 2,098

Despite the fact that the Library has almost doubled its book collection during the past ten years, it is still far below the American Library Association's minimum standards for a library of its class. According to the American Library Association, the Savannah State College Library should have a minimum of 50 books for each unit of the first 800 units of its service load; 25 books for each unit of the next 700 units, and 15 books for each unit thereafter. The Savannah State College should therefore have at least 64,775 books in its library. Table 6 shows a steady growth of the college's book collection over the past ten years. The total number has increased from 9,945 in 1941-1942 to 18,678 in 1951-1952.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of books</th>
<th>Number added during year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941-1942</td>
<td>9,945</td>
<td>----*</td>
</tr>
<tr>
<td>1942-1943</td>
<td>10,665</td>
<td>720</td>
</tr>
<tr>
<td>1943-1944</td>
<td>11,356</td>
<td>----</td>
</tr>
<tr>
<td>1944-1945</td>
<td>12,833</td>
<td>1,477</td>
</tr>
<tr>
<td>1945-1946</td>
<td>14,525</td>
<td>----</td>
</tr>
<tr>
<td>1946-1947</td>
<td>15,151</td>
<td>1,692</td>
</tr>
<tr>
<td>1947-1948</td>
<td>15,830</td>
<td>606</td>
</tr>
<tr>
<td>1948-1949</td>
<td>15,895</td>
<td>699</td>
</tr>
<tr>
<td>1949-1950</td>
<td>16,805</td>
<td>----</td>
</tr>
<tr>
<td>1950-1951</td>
<td>18,678</td>
<td>910</td>
</tr>
<tr>
<td>1951-1952</td>
<td>18,678</td>
<td>1,873</td>
</tr>
</tbody>
</table>

*Data not available.

1Ibid., p. 6.
doubled during this time.

The acquisitions picture is an interesting one. In 1944, there was a huge increase in acquisitions. From 1947 to 1950, the number of books in the collection remained almost constant. Again in 1950 there was a great increase in the number of books added to the collection. This was true mainly because of the size of the budget allocated to the Library for the purchase of books. Weeding of obsolete and little used materials have reduced the overall total of books added each year.

As the college is a teacher-training institution, despite its major concentrations in the various subject areas, it is to be expected that the Library's holdings in the field of education would be very heavy. In general, the Library's periodical holdings are small, but in the area of education it has been found that the College Library subscribes to 85 per cent or 30 of the 35 periodicals recommended by the Southern Association of Colleges and Secondary Schools. The Library binds regularly 70 per cent or 21 of these magazines. This emphasis on education seems out of proportion to meet the needs of other subject areas.

The Library maintains no departmental libraries. It maintains two special collections. One is a juvenile collection for the benefit of the pupils and teachers of the Willie Powell Laboratory School, located on the College campus. This collection is located in a section of the stack space allotted to the regular collection. Pupils from the Laboratory School have the privilege of making their own selection from the stacks. The second special collection is a small, but well-rounded Negro collection.

There is no audio-visual department in the Library. The College makes provision for an audio-visual aids department under the supervision of the Education Department.
The Library has no separate documents or periodicals department. Current periodicals are found in the periodicals section of the main reading room, and bound periodicals are shelved in the librarian's office and served from the main charging desk. Unbound government documents are placed in the vertical file. Bound government documents are integrated into the regular collection and are also served from the main charging desk.

**Circulation service.**—The circulation department is rightfully called the nerve center of the library, as it is at this point that readers and books are brought together. Circulation work implies not only large responsibilities, but even greater privileges; the opportunity to introduce students to books; to make friendly, personal contacts with teachers; and to make library work not simply a mechanical service but an educational force in the college program.¹

To aid the accomplishment of these goals, the Library is open for circulation at the Savannah State College 70 hours per week, which is 20 hours per week above the minimum recommended by the American Library Association. These hours are as follows:

- 8:00 A.M. - 9:00 P.M. Monday-Thursday
- 8:00 A.M. - 5:00 P.M. Friday
- 9:00 A.M. - 2:00 P.M. Saturday
- 1:00 P.M. - 3:00 P.M. Sunday

The schedules have been arranged so that during all of the hours in which the Library is open, there is a professional librarian on duty. This, as Lyle points out, is important if the library is to play its part in developing reading habits and in producing the qualities of mind aimed at by the whole educational program.²

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¹Lyle, *op. cit.* p. 127.
²Ibid., p. 287.
Circulation and reference services are the responsibilities of the circulation librarian. Books are circulated for use in the Library, for overnight use, and for home bans of seven day periods. Daily records are kept, by subject, of the number of books withdrawn. Records are also kept of faculty loans and of library attendance. In checking the Library attendance, the circulation desk attendant makes tallies each hour of the number of persons visiting the library during the hour.

Reserve books are served from the main circulation desk, and a tally is made of each book circulated. A reserve book must be used in the Library during the day. It may be checked out for home use fifteen minutes before the library closes, and must be returned within one-half hour after the Library re-opens the next day.

A daily record is kept of the amount of fines paid, and of the number of notices sent out for overdue books. There is no record made of the amount of reference or reader's advisory service rendered. These daily records are entered periodically into the permanent record and a tabulation of all records is made annually by the circulation librarian and turned over to the head librarian.

Overdue notices are sent to students by the circulation librarian or by students under her supervision. If a student fails to respond to the first overdue notice, follow-up notices, one week apart are sent. However, if the book is a reserve book, immediate action is taken. Notices are sent to the student's instructor, if he is a city student; and to the dormitory hostess, if he is a campus student.

Fines of two cents per day are charged for overdue books from the general collection. The fines for a reserve book are twenty-five cents for
the first hour and ten cents for each hour thereafter. The administration cooperates with the Library staff in enforcing all regulations concerning the payment of fines. The student is required to deposit a ten dollar fee with the business office at the beginning of the school year. At the end of the year, if the student owes a library fine, this fine, like other indebtednesses of the student is deducted from the ten-dollar deposit. Fines collected by the Library staff are deposited in the business office. If money is needed for petty cash, a requisition for the amount needed is sent to the business office.

**Physical Facilities**

**Location.**—One of the most frequently stated objectives of the college library is that which states "The primary function of a college library is to make available for students and for the faculty books and materials supplementary to the instructional program of the college." It is obvious that the physical plant can either contribute greatly toward the realization of this objective or that it can be one of its greatest hindrances. Therefore, the physical requirements of the library should be so worked out that the most efficient service can be rendered with a minimum of administrative cost.¹

First to be considered is the selection of a building site and the type of architecture. The architecture should conform to that of the existing campus buildings, and at the same time lend itself to functional adaptations.² The Library at the Savannah State College consisting of four rooms

¹Hanley, *op. cit.*, p. 11.
²Ibid., p. 11.
is located on the first floor of Hill Hall, which is located so as to be
easily accessible to the other buildings on the campus, and its design
harmonizes with that of other campus structures. The building stands far
enough apart from other campus buildings to allow for expansion in three
directions. However, Hill Hall is also the boys' dormitory and though it
provides a comfortable and attractive room for reading and studying, this
room could hardly be called quiet.

Librarian's office.—The librarian's office adjoins the work room.
It is located toward the rear of the first floor of the boys' dormitory. In
order to reach the librarian's office, it is necessary to go down a long
hall, from the main reading room. The room is large, approximately 15 x 20,
well lighted, and has been made very attractive through the use of draperies,
venetian blinds and comfortable chairs. There is space for conferences
and meetings which the librarian may wish to hold with small groups.

The distance between the librarian's office and the main reading
room makes it most inconvenient for the librarian to aid in supervising the
room without actually being present. The distance between these points also
means that the entire staff spends too much effort covering the two points.
There is a telephone in the librarian's office and an extension in the reading
room in a closet near the charging desk.

Technical processing and workroom.—The library's work room is loca-
ted next to the librarian's office. It is well lighted and attractive, but
is too small to allow space for all the activities which must be carried on
there. The only entrance to the work room is through the librarian's office.
This means that all persons who have business with the technical processes
division must disturb the librarian in order to reach the work room. All
packages, mail and the like must be delivered through the office of the
librarian. There is no closet space, nor is there adequate space for storage cabinets for supplies. The wooden floors in both work room and office are without covering. The distance between the work room and the main reading room makes it inconvenient for the workers in the technical processes division to use the card catalog and other reference tools. Similarly, it is inconvenient for the patrons of the Library to use these tools which are located in the cataloging department. The entrance to the stacks from the work room is also inconvenient. There is no office space for the head of the technical processes division.

Reading room.—The main reading room extends across the entire first floor front of the boys' dormitory. It is a large approximately 100 x 25, well lighted room, and efforts have been made to render it more attractive through wide use of cut flowers and growing plants, as well as framed prints. The floor covering is brown linoleum. The entrance into the main reading room is direct from the outside; there is no inside entrance or delivery hall. The seating capacity of this room is 130.

The charging desk divides the main reading room in half. One section of this room is used as a reference room, and the other as a periodicals room. The periodicals end of the reading room is well supplied with magazine stands, newspaper racks, and bulletin boards. The furniture was designed by Remington Rand Library Bureau, and is modern in every respect in a pleasing light oak finish. The furniture in the reference section of the reading room consists of a miscellaneous group of chairs and tables badly in need of refinishing. The dark furniture in this section of the reading room makes it appear darker than the periodicals' section. Actually, the lighting in the two areas is identical.

Reserve books.—The Library does not have a separate reserve book room. Reserve books are shelved on two stack tiers located directly behind
the charging desk. They are serviced from the main charging desk by the
circulation librarian or desk attendant.

**Periodicals.**—The library possesses no separate periodicals' reading
room. Current issues of periodicals are on open shelves in the periodicals'
section of the main reading room, and may be used in the library at will.
Bound periodicals are stored in the librarian's office and in the workroom.
Attendants at the circulation desk make the trip between the desk and office
in order to circulate these materials to patrons desiring them. Unbound back
issues of periodicals are shelved in a small room adjoining the reference
section of the reading room.

**Stacks.**—The stack room should be located with relation to the build-
ing and plot of ground so that expansion of the stack is possible horizontally
as well as vertically.\(^1\) The stack space at the Savannah State College is
found on either side of the rear of the reading room. Although the Library
has at present a collection of only 18,678 volumes, the stacks are crowded
and their location leaves little room for expansion.

**Other facilities.**—In discussing the physical needs of the library,
Hanley points out that provision should be made for the storage and shipping
boxes, supplies, discarded or temporarily discarded furniture and the like.\(^2\)
At the Savannah State College, there is no storage space provided for little
used library materials.

In this same reference, it is also pointed out that the staff should
not only be equipped to carry out its actual work as conveniently and as
comfortably as possible, but it should have pleasant lounges for rest and
recreational periods. These should be attractive and should include rest

\(^1\)Ibid., p. 16.
\(^2\)Ibid., p. 16.
rooms, locker rooms, lavatories and a kitchenette. However, the Savannah State College Library possesses neither toilet facilities nor rest rooms for either staff or student body. In order to obtain use of these facilities, it is necessary to go to other buildings on the campus.

There is a wash basin located in a small closet near the charging desk. As this room supplies the only running water to the Library, it must serve as janitor's quarters, as well as staff room.

Summary

The data presented in this chapter have concerned themselves with the organization and operation of the Savannah State College Library. They have pointed out that the ability of the College library to accomplish its objectives depends upon several factors. The factors discussed have been personnel, finance, departmentation and physical facilities.

Perhaps the most important fact brought out concerning personnel is the increasing interest in the academic qualifications of the library staff. All members of Savannah State College's Library staff more than meet the qualifications set up by the American Library Association as minimum for their respective positions. They bring to their positions, in addition to scholarship, an aggregate of thirty-one years of experience, and special skills in language, literature, art and music. The head librarian and assistant librarian in charge of cataloging have taught on the College faculty while serving in the Library. This has contributed to a very wholesome relationship with other faculty members, but it deprived the Library of many hours of professional library service.

Interesting is the fact that while the academic qualifications of the staff meet the accepted standards, their salaries do not. The salaries of

\[1\text{Ibid.}, \ p. \ 16.\]
the assistant librarians compare favorably with the American Library Association standards, but the salary of the head librarian falls below the minimum for her position. The salaries of the entire staff fall approximately 18 per cent below the salaries paid faculty members having equal rank, education and experience.

The library staff works a twelve-month school year, and a 37 to 40 hour work week. This work week compares favorably with accepted standards. The staff receives, with pay, all holidays and vacations observed by the College. They are also given sabbatical leaves and expenses to professional meetings for professional improvement. In fact, the Library staff enjoy as faculty members all the privileges granted to other members of the academic staff.

The Library has an active, well-organized Library Committee which serves in an advisory capacity to the staff. Faculty and students work together on this Committee. This makes for a closer relationship with, and a better understanding of the needs of the student body.

The Library has eight well-trained student assistants who work an average of 12 hours per week each. This aggregate total of 96 hours is slightly higher than the 60 per cent of the staff-hour maximum set by the American Library Association. However, it is generally conceded that the small college library cannot very well operate without its top-heavy student assistant load.

In the area of finance, it has been pointed out that the Library budget for the 1951-1952 school year was about $28,690 or 5.4 per cent of the total College budget. This amounted to about $26 per student. The 55 per cent of the Library's budget spent for salaries compares favorably with McCrum's findings on the percentages of Library budgets spent for salaries.\footnote{McCrum, \textit{op. cit.}, pp. 66-81.}
However, the Library’s budget is 31 per cent short of the minimum for a Class 3 library having a service load of 1958 units. It is evident that a budget 31 per cent short of the minimum standard is too small to secure adequate library service.

The library no longer allocates its budget by subject department, because it was found that under this system the departments often failed to spend their funds. Instead, each department is encouraged to order its needs. A check is made to see that no department overspends. The necessity for this type of budgetary allocation points up one of the ever present problems of library administrators; the problem of getting the faculty to wholeheartedly participate in book selection.

Although the Library’s book collection has shown a remarkable increase during the past ten years, its present collection of 18,678 books is about 71 per cent less than that recommended by the American Library Association for a Class 3 library. The books in the collection represent the joint recommendations of the faculty, the Library staff, and the student body.

The size of the budget prohibits the ordering of back issues or sets of periodicals. Despite the fact that binding is in arrears, it is necessary for a portion of the funds allocated to binding to be diverted for the purchase of periodicals to fill in gaps occurring in sets of periodicals.

The Library is divided into three departments: Administration, technical processes and circulation. All public services performed by the Library are handled through the circulation department. The Librarian and the cataloger aid the circulation librarian in maintaining these services. There are no departmental libraries. The library maintains special collec-
tions in the area of children's books and books by and about the Negro.

The Library is kept open for service 70 hours per week. This is about 20 hours above the minimum set by the American Library Association. As recommended by Lyle, there is a professional librarian on duty during all the hours which the Library is open for service. In view of the size of the staff, this requires considerable planning to avoid assigning any member excessive work hours.

The amount and type of equipment which the Library possesses is a tribute to the careful management and wise spending of the budget by the library staff. The equipment is of good quality and well designed, but there is not enough of it.

The Dewey Classification System is employed by the Library. The simplified cataloging used, utilizes to its fullest extent the productive capacity of the small staff. Catalog cards are typewritten and arrears are carried along with current cataloging. The cataloging department issues regularly a Classified List of Recent Acquisitions.

The location of the Library in the boys' dormitory is undesirable. The noises made by the young men during their leisure hours sometimes proves distracting to students studying. The Library is well lighted and has adequate ventilation without draft. Although it is reported to be comfortably warm in winter, its lack of a central cooling system should make for uncomfortable warmth during the six hot months of the year.

Office space is inadequate. The librarian has fairly adequate office space, but there is no office space provided for either catalog or circulation librarian. These workers need comfortable and adequate space in which to plan their work.
The Library possesses but one main reading room. Its seating space for 130 persons is quite inadequate for a student body of 1140 persons. The Library lacks storage space, and has no delivery room with outside entrance. There are no provisions made for toilet facilities or rest rooms for either staff or student body. This is a deplorable inconvenience and works a hardship upon both groups. It is expected that the building be kept clean and presentable at all times. However, no provisions have been made for the janitors, or their supplies and equipment.

Upon the basis of the above facts, it may be concluded that:

1. The library staff is well trained and efficient, but inadequate in number for the size of the student body which it must serve and the various functions which it must perform.

2. The budget, though well managed and wisely spent is 31 per cent short of the minimum required to adequately support the Savannah State College's Library with its service load of 1958 units.

3. The Library's existing service areas have efficient supervision. Each department head, however, is overloaded with duties.

4. The library's physical facilities are inadequate to serve its clientele.
CHAPTER IV

LIBRARY MATERIALS

Book Selection

Responsibility.—It is not enough that the library consist of an adequate, well-organized staff, and that it have sufficient and functional housing. It should also have a plentiful supply of good and useful materials. This is the core around which teaching and other educational activities take place.¹ Today’s technological developments, and great advances in science and education have added greatly to the type of materials which the library can and must supply its patrons. Yet, books still rank topmost in importance among those materials. It is vitally essential therefore, that the library have an adequate, well selected, collection of books if it is to carry out the purpose for which it is intended.

Today’s complex civilization makes it impossible for any one person to adequately judge the fitness of all books needed for the library’s collection. In addition, it is extremely difficult for one person to determine the book needs of the several departments of a college. Therefore, though the responsibility for book selection remains primarily the librarian’s duty, the actual selection of books, should be a combined function of the staff, faculty, students and administration. The librarian should be responsible for the direction and guidance of the total program.² Hence,

¹Lyle, op. cit., p. 330.
Savannah State College's librarian depends upon members of the Library staff, and members of the faculty who are specialists in the various subject areas to aid in the selection of books needed for the College Library. In addition to being subject specialists the members of the faculty are also in a position to know the relative needs of their respective departments. Students of the College are also encouraged to participate in the selection of books for their Library's collection. Many of them often take advantage of this opportunity. Book requests sent in by the alumni and student assistants are also honored.

Book Selection Aids.—On its Classified List of Reference Books and Periodicals for College Libraries,1 The Southern Association of Colleges and Secondary Schools recommends seventeen books and ten periodicals as aids to book selection. To guide its faculty and staff in the selection of books, the Library at the Savannah State College holds 64 per cent, or 11 of the recommended book titles and 50 per cent or five of the recommended periodicals. This is a fairly representative number of guides.

Frequency of selection.—An effort is made to maintain the quarter system for placement of book orders. However, the need for books is sometimes so urgent that these materials must be ordered immediately, instead of the time at which the quarterly book order is made. Book orders are compiled from lists turned in by the individual faculty members, as well as from departmental lists. According to the librarian, the desired procedure is to order from departmental lists only. The departure from this procedure is occasioned by the fact that often departments are late in placing their

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1Southern Association of Colleges and Secondary Schools, op. cit., pp. 3-4; 84-85.
composite lists, and many individual instructors desire books for immediate purchase.

Generally, books which are sent to the faculty as gifts by educational publishers are not given to the Library. Recently, however, the Dean of the faculty gave to the Library approximately 30 volumes which would fall in this category.

The Library seeks to provide for the recreational reading of its patrons through the addition to its collection of carefully selected popular books. It holds no membership in any of the nationally advertised book clubs.

Weeding.—The library's materials' collection is weeded annually for little used or obsolete materials. Materials removed from the collection are stamped "discarded", and students are allowed to select and keep for themselves any material for which they can find use. The remainder is destroyed. Little is left, however after the students have made their selection.

Book Collection

General books.—There is no actual gauge by which the size of a book collection may be measured so that it is perfect when a given limit is reached. Such words as "adequacy", "efficiency", and "sufficiency" are substituted for actual figures. All of this implies that the measure of library excellence is progressive, enlarging with the advancement of the whole college of which the library is an essential instrument.¹ However,

¹McCrum, op. cit., p. 20.
there are certain practical considerations of numbers of volumes that need attention, particularly because numerical richness or poverty in library holdings is a criteria by which accrediting agencies grade college excellence.\(^1\) It has been found that experienced librarians more than others are aware of the excellence of their library as well as its short comings. Therefore, they usually give considerably higher estimates than the minimum recommendation given by the accrediting agencies. This means that in order to furnish adequate service, the library's holdings should be considerably above the minimum set by the accrediting association.

The American Library Association suggests that there be "50 books for each unit of the first 800 units of the library's service load; 25 books for each unit of the next 700 units; 15 books for each unit thereafter."\(^2\) This implies that the Savannah State College Library with a service load of 1958 units should have a collection of 64,380 books. The library actually has a collection of 18,678 volumes.

Another standard which may be taken into consideration when measuring the library's collection is the up-to-dateness of materials in subject areas in which the college offers courses leading to a major concentration. Accordingly, the Savannah State College Library's book collection has been checked for size and up-to-dateness in some areas of the College's major curricula offerings. A spot check of the shelves, using every fifth book revealed that out of 655 books checked in the education and home economics sections, approximately 28 per cent of 179 of these books have copyright dates from 1947 to 1952.

\(^1\)Ibid., p. 20-21.
This is to be expected, as findings show that the library's holdings have increased 23 per cent during the last five years, and on the surface this seems like a goodly number of recent titles. But, when the percentage of titles in each area is taken separately, it is found that an entirely different pictures of the collection's strength and weakness is revealed. Checked separately, it is found that 22 per cent of the books in the education section have 1947 to 1952 copyright dates, whereas 40 per cent of the home economics books have 1947 to 1952 copyright dates.

The College is a teacher-training institution, and it is to be expected that its holdings will be top heavy in the field of education. Yet, it is also felt that the number of books should be greater in other subject areas in which the College offers courses leading to a major. It was found, for example that there were 79 students majoring in home economics, but only 190 books on all phases of home economics, excluding clothing and tailoring. There were 26 students majoring in chemistry and only 24 titles listed in the area; and, there were only 166 books in business, excluding economics books, to serve 105 majoring students. A spot check of every 5 books in four additional areas in which the College offers a major concentration revealed similar findings. This indicates the fact that the collection stands in great need of strengthening in all areas.

In Table 7 is shown the recency of 1571 titles purchased by the College Library in seven subject areas. In as much as spot checking and total checking reveal approximately the same findings, it may be rather safe to conclude that about 28 per cent of the Library's book collection has been copyrighted between 1947 and 1952. Since the spot checking and total checking reveal much the same findings, it is also safe to assume that the number of titles purchased with 1947 copyright dates exceeds by 39 per cent the
greatest number of books held by the College Library and copyrighted in any of the subsequent five years. Another interesting fact brought out by Table 7 is that home economics ranks next to education, not only in the number of titles held, but also in the recency of titles held. Chemistry and metals, welding and foundry ranked lowest in total number of titles held as well as recency of titles, and chemistry is offered as a major in the College. Metals, welding and foundry, as such is not offered as a major, but a student majoring in automotive body and fender repair may be expected to have considerable knowledge of techniques in this area.

Reference Collection.—Reference books are particularly useful as a sample by which to compare the adequacy of a library book collection, because their relative importance is affected less by differences among colleges than books in the general stack collection. Due to the passage of time and the publication of authoritative new books, any list compiled at a given time goes out of date as a buying guide, or as a description of a model collection of books for curricula reading. But, lists of standard reference books have great value as testing tools, and it has been found that libraries having a high percentage of the titles listed tend to be excellent in their whole book stock. On the contrary, those having 50 per cent or less of the recommended titles should be seriously uneasy about their adequacy.

It should be pointed out here that standard lists should not be used blindly as acquisition guides by librarians. The character and nature of the educational program of the institution should be taken into account. For

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1 Lyle, op. cit., p. 338.
2 McCrum, op. cit., p. 21.
### TABLE 7
RECENT OF TITLES PURCHASED BY THE SAVANNAH STATE COLLEGE LIBRARY IN SEVEN SUBJECT AREAS, 1947-1952

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Total Number Books Checked</th>
<th>1947</th>
<th>1948</th>
<th>1949</th>
<th>1950</th>
<th>1951</th>
<th>1952</th>
<th>Total Number 47-52</th>
<th>Per Cent 47-52</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Construction</td>
<td>100&lt;sup&gt;1&lt;/sup&gt;</td>
<td>10</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Business Education</td>
<td>166&lt;sup&gt;2&lt;/sup&gt;</td>
<td>11</td>
<td>7</td>
<td>19</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>61</td>
<td>36</td>
</tr>
<tr>
<td>Chemistry</td>
<td>24&lt;sup&gt;1&lt;/sup&gt;</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>Education</td>
<td>923&lt;sup&gt;4&lt;/sup&gt;</td>
<td>74</td>
<td>31</td>
<td>21</td>
<td>41</td>
<td>22</td>
<td>13</td>
<td>205</td>
<td>22</td>
</tr>
<tr>
<td>Home Economics</td>
<td>190&lt;sup&gt;3&lt;/sup&gt;</td>
<td>22</td>
<td>12</td>
<td>13</td>
<td>18</td>
<td>11</td>
<td>1</td>
<td>77</td>
<td>40</td>
</tr>
<tr>
<td>Metals, Welding and Foundry</td>
<td>21&lt;sup&gt;4&lt;/sup&gt;</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>166&lt;sup&gt;1&lt;/sup&gt;</td>
<td>13</td>
<td>17</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>49</td>
<td>29</td>
</tr>
<tr>
<td>Physics</td>
<td>91&lt;sup&gt;4&lt;/sup&gt;</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>22</td>
<td>24</td>
</tr>
</tbody>
</table>

<sup>1</sup>All titles held by the Library in this subject area were checked.

<sup>2</sup>This number represents all titles held by the Library in this area, except those dealing with economics.

<sup>3</sup>This number represents all titles held by the Library in this area, except those dealing with clothing and tailoring.

<sup>4</sup>This number represents every 5th title held by the Library in this area.

For example, The Southern Association List has been prepared for use in colleges in an area where agriculture is one of the major industries and forms one of the major curricula offerings in many colleges of the area. Yet, the Southern Association List of Recommended Books and Periodicals does not
list, except as they may be useful in other areas, any books or periodicals in the field of agriculture. The field of home economics also offers courses leading to majors in the colleges of this area, and although there is a section of periodicals devoted to home economics, no books have been listed in the area except as they appear under other subject headings.

The reference collection at the Savannah State College was checked against the Classified List of Reference Books for College Libraries,¹ the A.L.A. Score Card,² and the Frances Cheney List of Current Reference Books.³ It was found that the Savannah State College Library's collection contained approximately 21 per cent of the books on the Southern Association List, approximately 28 per cent of the books on the Frances Cheney List, and rated 4.10 per cent according to the A.L.A. Score Card.

The percentage of books held by the Savannah State College Library is considerably less than the 50 per cent of the standard titles recommended by McCrum. This serves as another indication that the Library's book collection is less than adequate. It is evident that this fact has long been recognized by the librarian as her annual reports for several years back point out the need for additional funds with which to build up the Library's book collection.

In checking, it was found that not all of the Library's holdings found on the lists had been placed in the reference collection. Many of the books had been placed in the general collection because it was felt that more benefit could be derived from their use if they were allowed to circulate more freely.

¹Southern Association of Colleges and Secondary Schools, op. cit.
³Frances Cheney List of Current Reference Books, op. cit.
A blanket statement of the percentages of the Library's collection found on standard lists gives a slightly distorted, out-of-focus picture. A clearer picture may be obtained by giving a section by section comparison. Table 8 shows the College's general reference collection as compared with the Southern Association List. This table shows that the Library has 38 per cent of the titles recommended by the lists. Its collection is shown to be strongest in biography, book selection and dictionaries and encyclopedias. Its collection is weakest in printing and publishing, an area in which none of the recommended titles were found. It is interesting to note that Table 9 which compares the Library's holdings with the Frances Cheney List shows practically the same weaknesses. In addition, it points up the need for more materials in the area of audio-visual aids, bibliography and indexing.

TABLE 8
A COMPARISON OF THE GENERAL REFERENCE BOOKS HELD BY THE SAVANNAH STATE COLLEGE LIBRARY WITH THE GENERAL REFERENCE BOOKS LISTED ON THE SOUTHERN ASSOCIATION LIST

<table>
<thead>
<tr>
<th>Types of Materials</th>
<th>Number on S.A. List</th>
<th>Number Held by College</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlases</td>
<td>8</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Bibliography (Trade and National)</td>
<td>30</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Biography</td>
<td>24</td>
<td>14</td>
<td>58</td>
</tr>
<tr>
<td>Book Selection</td>
<td>17</td>
<td>11</td>
<td>64</td>
</tr>
<tr>
<td>Dictionaries and Encyclopedias</td>
<td>31</td>
<td>21</td>
<td>67</td>
</tr>
<tr>
<td>Indexes and Directories</td>
<td>21</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>Library Science</td>
<td>26</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Printing and Publishing</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Public Documents</td>
<td>23</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>192</td>
<td>73</td>
<td>38</td>
</tr>
</tbody>
</table>
In the area of the biological sciences, the Library holds 14 per cent of the books on the Southern Association List and 39 per cent of the books on the Frances Cheney List. The Southern Association List shows the holdings to be strongest in the area of physiology and hygiene. While the Frances Cheney List shows a greater number of books in botany.

In the area of humanities, the College possesses 20 per cent of the books on the Southern Association List and 23 percent of the books on the Frances Cheney List. The areas of strength and weakness pointed up by the lists in this field are practically identical. Both lists show the collection to be strongest in the area of general literature, and in English and American
TABLE 10

A COMPARISON OF THE HOLDINGS OF THE SAVANNAH STATE COLLEGE LIBRARY WITH THE SOUTHERN ASSOCIATION LIST IN THE AREA OF BIOLOGY

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number on S.A. List</th>
<th>Number Books Held by Library</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology</td>
<td>31</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Botany</td>
<td>42</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Physiology and Hygiene</td>
<td>42</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>Psychology</td>
<td>20</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Zoology</td>
<td>48</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>183</strong></td>
<td><strong>25</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

TABLE 11

A COMPARISON OF THE HOLDINGS OF THE SAVANNAH STATE COLLEGE LIBRARY WITH THE FRANCES CHENEY LIST IN THE AREA OF BIOLOGY

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number on Cheney List</th>
<th>Number Books Held by Library</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology</td>
<td>4</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Botany</td>
<td>25</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Zoology</td>
<td>18</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>15</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

In the physical sciences, areas of strength and weakness revealed by a check with the two lists follow a slightly different pattern. Areas shown to be weakest on the Southern Association List do not necessarily
TABLE 12

A COMPARISON OF THE HOLDINGS OF THE SAVANNAH STATE COLLEGE LIBRARY WITH THE SOUTHERN ASSOCIATION LIST IN THE AREA OF THE HUMANITIES

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number on the S.A. List</th>
<th>Number Books Held by College</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>51</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Music and Dance</td>
<td>29</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>Language and Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>40</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>Classics</td>
<td>22</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>English and American</td>
<td>64</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>French</td>
<td>32</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Italian</td>
<td>29</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>18</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Spanish</td>
<td>28</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy and Religion</td>
<td>45</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>330</strong></td>
<td><strong>64</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

prove weakest on the Frances Cheney List, or vice versa. Nineteen per cent of the books on the Southern Association List were found in the College Library, and 35 per cent of the books on the Frances Cheney List are in the Library.
### Table 13

A COMPARISON OF THE HOLDINGS OF THE SAVANNAH STATE COLLEGE LIBRARY WITH THE FRANCES CHENEY LIST IN THE AREA OF HUMANITIES

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number on Cheney List</th>
<th>Number Books Held by College</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fine Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>37</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Music and Dance</td>
<td>85</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td><strong>Language and Literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>59</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Classics</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English and American</td>
<td>50</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dutch</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Irish</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chinese</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Philosophy and Religion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>62</td>
<td>23</td>
</tr>
</tbody>
</table>

A check of the social sciences group points out that the library possesses 23 per cent of the books on the Southern Association List, and 32 per cent of the books on the Frances Cheney List. Both lists showed the Library's collection to be weakest in geography and history. The Southern Association List also pointed out weaknesses in the area of economics and business, and political science. Tables 16 and 17 illustrate these findings.
### Table 14
A Comparison of the Holdings of the Savannah State College Library with the Southern Association List in the Area of the Physical Sciences

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number on S.A. List</th>
<th>Number Books Held by College</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>15</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Astronomy</td>
<td>8</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Chemistry</td>
<td>57</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>Engineering</td>
<td>34</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Aeronautics</td>
<td>16</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Radio</td>
<td>10</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Standards</td>
<td>5</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Geology</td>
<td>24</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Meteorology</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physics</td>
<td>11</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>208</td>
<td>40</td>
<td>19</td>
</tr>
</tbody>
</table>

### Table 15
A Comparison of the Holdings of the Savannah State College Library with the Frances Cheney List in the Area of the Physical Sciences

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number on Cheney List</th>
<th>Number Books Held by College</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Astronomy</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aeronautics</td>
<td>7</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
<td>5</td>
<td>62</td>
</tr>
<tr>
<td>Engineering</td>
<td>7</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Geology</td>
<td>6</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Radio and Tele-</td>
<td>4</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>vision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>42</td>
<td>15</td>
<td>35</td>
</tr>
</tbody>
</table>
### TABLE 16

A COMPARISON OF THE HOLDINGS OF THE SAVANNAH STATE COLLEGE LIBRARY WITH THE SOUTHERN ASSOCIATION LIST IN THE AREA OF THE SOCIAL SCIENCES

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number on the S.A. List</th>
<th>Number Held by College</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>45</td>
<td>17</td>
<td>35</td>
</tr>
<tr>
<td>Anthropology</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>49</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Education and Vocational</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>40</td>
<td>13</td>
<td>42</td>
</tr>
<tr>
<td>History</td>
<td>30</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Political Science</td>
<td>82</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Sociology</td>
<td>39</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>321</strong></td>
<td><strong>74</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

### TABLE 17

A COMPARISON OF THE HOLDINGS OF THE SAVANNAH STATE COLLEGE LIBRARY WITH THE FRANCES CHENEY LIST IN THE AREA OF THE SOCIAL SCIENCES

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number on Cheney List</th>
<th>Number Held by College</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>15</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>7</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Educational and Vocational</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>34</td>
<td>17</td>
<td>50</td>
</tr>
<tr>
<td>History</td>
<td>19</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Political Science</td>
<td>31</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Sociology</td>
<td>26</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>44</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>
A check of the Library's collection against the American Library Association's Library Score Card also reveals the collection to be weak. The Score Card appraises the collection quantitatively as well as qualitatively. Realizing that current book funds are not subjective, and that they are a probably indication of the up-to-dateness of the collection, the Score Card has also included this factor. A total of 20 per cent on a 50 point scale is allowed for the book collection. According to the Score Card a library with less than 40,000 books is not considered to have any quality points. The Savannah State College Library has less than 40,000 books in its collection. The qualitative appraisal allows eight per cent to the college library on the basis of its reference and bibliography collection, and its periodicals collection, its general book collection and recreational materials, and, its book, periodical and binding budget. On this basis the Savannah State College Library scores 4.10 per cent.

Children's book collection.—The Savannah State College like many other colleges of its kind, maintains a demonstration school as a laboratory for its teacher-training classes. The College Library seeks to maintain a collection of materials for the children who attend this school, as well as for the students and faculty of the College who work with these pupils. It goes without saying that this collection should be as representative as possible if it is to fulfill its purpose.

Out of a total of about 500 books, 385 in the children's collection were checked for up-to-dateness as revealed by imprint date. It was found that 32 per cent were published before 1930, and that seven per cent were published in 1947 or later. Table 18 shows the distribution of these books according to imprint date.
TABLE 18

DISTRIBUTION OF 365 CHILDREN'S BOOKS IN THE SAVANNAH STATE COLLEGE LABORATORY SCHOOL COLLECTION ACCORDING TO DATE OF PUBLICATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Titles</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 1930</td>
<td>123</td>
<td>32</td>
</tr>
<tr>
<td>1930-1935</td>
<td>105</td>
<td>27</td>
</tr>
<tr>
<td>1936-1940</td>
<td>89</td>
<td>21</td>
</tr>
<tr>
<td>1941-1945</td>
<td>47</td>
<td>12</td>
</tr>
<tr>
<td>1946-1951</td>
<td>31</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>365</td>
<td>100</td>
</tr>
</tbody>
</table>

Checked against the Joint Committee's Basic Book Collection for Elementary Schools,¹ it was found that the College Library held 17 per cent or 181 of the 1045 recommended titles. These titles were distributed as shown in Table 19.

Negro collection.— In addition to the children's collection, the College Library also maintains a collection of books by and about the Negro. Brown's Negro Caravan¹ and Rollins' We Build Together² were chosen as guides for evaluating this collection. The Rollins list is an annotated guide to Negro life and literature for elementary and high school use. In checking this list, it was noted that many titles appearing in one category also appeared in another. The Brown list is not intended as a guide. It is

¹Joint Committee of the American Library Association, National Education Association and National Council of Teachers of English, op. cit.
²Sterling Brown, op. cit.
³Charlemæ Rollins, op. cit.
<table>
<thead>
<tr>
<th>Types of Material</th>
<th>Number on A.L.A. List</th>
<th>Number Held by S.S.C.</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>22</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>Religion and Mythology</td>
<td>13</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>133</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>Languages</td>
<td>5</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Science</td>
<td>86</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Useful Arts</td>
<td>72</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>46</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Literature</td>
<td>42</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>History</td>
<td>212</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>Fiction</td>
<td>249</td>
<td>45</td>
<td>16</td>
</tr>
<tr>
<td>Picture Books and Easy Books</td>
<td>150</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1045</strong></td>
<td><strong>181</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

simply a chronology of important dates and events in the history and literature of the Negro. It appears as an appendix in his Negro Caravan.

In checking the Negro collection against the Brown list, it was found that the Library had approximately 19 per cent or 30 of approximately 158 titles listed in the Chronology Section. A check with the Rollins list showed that the Library held 42 per cent or 154 of the 364 titles recommended by this list. This represents the highest total of materials held by the Library as compared with any of the recommended lists.

**Government Documents**

It is now a generally recognized fact that government publications serve a variety of useful functions. They provide primary sources for pro-
jects and term papers and in addition provide an inexpensive source of authoritative materials that are found to be very useful in reference work.

The College Library uses these materials widely. However, it is not a depository library for government documents. Most of the materials found in the collection have been obtained from the Federal Government through the Office of the Superintendent of Documents. Other materials have come from the State Librarian and from the local government. Materials in the area of education and social science seem predominate in the Library's collection.

Pamphlets are given subject headings and filed in the vertical file with other materials on the subject. Bound volumes are cataloged and integrated into the Library's book or bound periodicals collection. Duplicate materials are discarded if not needed. Those duplicate materials which are discarded, or not needed are made available for students to take. To date, weeding and discarding of government publications have been done only in the area of agriculture. This was done because the offering of a major in that area has been discontinued.

Periodicals

The College Library receives currently 198 periodicals and 18 newspapers. The periodicals and newspapers on the Library's subscription list have been selected upon recommendation of the Library staff and the faculty. They are paid for out of the Library's budgetary allocation for periodicals and binding. Because of the size of the budget, no special provisions have been made for the purchase of expensive periodicals and runs or sets of periodicals.

When gaps occur in sets of periodicals to which the Library currently subscribes, as many as possible are purchased from the budget allocations for binding.
A comparison of the Library's periodicals holdings with the Southern Association List in Table 20 shows that the Library subscribes to 32 per cent or 143 of the 442 periodicals on the list. The remaining 55 periodicals to which the Library subscribes have been distributed among those subject areas in which the College offers courses. The greatest number is found in the field of trades and industries.

It is interesting to note that in its periodical as well as its book collection, the Library is top-heavy with materials in education. The Library subscribes to 30 out of 35, or 85 per cent of the education periodicals recommended on the Southern Association List. Home economics ranks next; this is also found to be true in the book collection. The Library subscribes to 11 out of 16, or 67 per cent of the periodicals recommended in this area. Of the areas in which the College offers courses leading to a major, physics with 6 per cent, biology with 10 per cent, and chemistry with 16 per cent rank lowest in periodicals holdings as compared with the Southern Association List. In order to add to their usefulness, the Library binds about 58 per cent of its periodicals subscriptions found on the recommended list.

Audio-Visual Materials

The Library does not have an audio-visual department. However, it does own a Recordax. For use with the Recordax, microfilm runs for the last five years have been acquired of the New York Times, London Times and Savannah Morning News. From the 1952-1953 budget, funds will be allocated for the purchase of a combination radio-phonograph, some film strips, films and recordings. These materials when acquired will have Library supervision.
### TABLE 20

**DISTRIBUTION OF THE PERIODICALS HELD BY SAVANNAH STATE COLLEGE LIBRARY AS COMPARED WITH DISTRIBUTION OF PERIODICALS LISTED BY SOUTHERN ASSOCIATION**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number on S.A. List</th>
<th>Number Held by College</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>29</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>16</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Business Administration</td>
<td>18</td>
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<tr>
<td>Chemistry</td>
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<td>3</td>
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<td>7</td>
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<td>12</td>
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<tr>
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<td>Education</td>
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<td>Fine Arts</td>
<td>13</td>
<td>5</td>
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<tr>
<td>General</td>
<td>43</td>
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<td>44</td>
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<tr>
<td>Geography</td>
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<tr>
<td>German</td>
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<td>0</td>
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<tr>
<td>History</td>
<td>16</td>
<td>5</td>
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<td>16</td>
<td>11</td>
<td>67</td>
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<td>Indexes</td>
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<td>9</td>
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<tr>
<td>Library Science</td>
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<td>2</td>
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<td>1</td>
<td>16</td>
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<td>Philosophy</td>
<td>7</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education</td>
<td>9</td>
<td>5</td>
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<td>and Hygiene</td>
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<td>1</td>
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<td>Psychology</td>
<td>20</td>
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<td>15</td>
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<tr>
<td>Religion</td>
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<td>2</td>
<td>28</td>
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<td>Romance Languages</td>
<td>10</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Science</td>
<td>17</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Sociology and Anthropology</td>
<td>21</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>442</strong></td>
<td><strong>143</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

**Summary**

The data presented here have pointed out that an adequate supply of good and useful materials is a most important factor if the library is to
play its role in campus activities. Further, it is the responsibility of the librarian to see that these materials are in the library. Aware of the limitations of one person in the matter of selecting materials for the several departments, the Savannah State College librarian looks to her co-workers to share this duty with her.

Authorities agree that there is no actual gauge by which the size of a book collection may be measured to that it is perfect when a given limit is reached. There are however, certain practical considerations of numbers of volumes which may be regarded. The Library's collection of 18,678 volumes falls about 71 per cent short of the recommended minimum book collection for a library of its class.

The College Library is expected to furnish materials for study and research in several areas of subject specialization. The existing materials in those areas are well chosen, but too few to adequately supply the demand made of them.

The Library's Periodical collection shows a greater overall strength than the book collection when compared with the recommendations made by accrediting agencies. The Collection is rather strong in the area of home economics, education and general periodicals. Other areas show varying degrees of weakness.

For greater usefulness, government documents possessed by the Library are integrated with the regular collection. Unbound pamphlets are filed in the vertical file, while bound volumes are cataloged and placed in the regular collection.

One of the most unusual facts revealed by the data presented in
this chapter has been that students are allowed to select and keep for themselves, duplicate materials which have been weeded or discarded from the Library's collections.

Although the audio-visual department is a part of the Education Department, the Library is working on plans for making more of these materials available through the Library.

This chapter may be concluded by stating that:

1. Considering the size of the budget, the library has a well-organized, cooperative acquisitions policy.

2. The book collection though carefully selected contains 71 per cent less than the minimum number of books needed to serve the Library's clientele.

3. The periodicals collection is generally good, but needs greater strength in some of the subject areas represented in the College's curricula offerings, especially biology, chemistry, mathematics and physics.
Teaching Use of Library

The value of the college library is immeasurable, yet there are many students who do not appreciate its value. This is true because many of them do not know how to use, to the best advantage, the materials which their library offers them in the various subject areas. In order to help the student to help himself, the Savannah State College Library Staff takes every opportunity to teach the student how to use the Library. The methods of instruction are both formal and informal.

During Orientation Week, the Library staff is given an hour in which to acquaint freshmen students with the Library. At this time, the emphasis is upon regulations governing the use of the Library and upon having the students register for their Library cards. This year, for the first time, the Library is giving a one-hour "re-teaching" and "re-testing lesson" to all freshman students. This will be given during the Spring quarter orientation period. The instruction given during Orientation Week is kept informal. Staff schedules are arranged so that there is a professional librarian at the desk at all times. This is done in order that students who encounter difficulty in using the card catalog or reference books may be helped.

As part of the freshman English course, instruction is given in the
use of the library. Not less than three class periods of one hour each are spent with each class. Sometimes four class periods are spent with a given group. This depends upon the students' grasp of the material. In as much as the amount of time devoted to library instruction forms a unit of the English course, no separate credit is given. However, the library staff prepares and administers a test covering the material presented. The grade received is considered by the English instruction when the quarter grade for the English class is computed. The members of the Library staff usually teach the class. On rare occasions, an instructor will request that the College Library be set up for instruction, so that he may teach the class there.

Formal library instruction is usually given about the fourth week of the quarter when students are beginning to locate materials for term papers. The Library staff has made it known to the faculty that it is readily available to render service in teaching students the use of the Library. It is felt that not enough instructors take advantage of this offer. About seven or eight times per year, instructors will request that instruction be given in locating information in a special subject field.

The Library staff devised a test to help determine the effectiveness of the present programs for teaching students the use of the Library. The results showed that most students had very little skill in quickly locating information in books, but that they had some knowledge of how to use the card catalog. In addition, it was found that few students had a fairly comprehensive knowledge of reference books that should have been used extensively in their major or minor fields of concentration. It was also learned that most of the periodicals read were of the popular or picture
Circulation

The most important measure of the effectiveness of a library is the extent to which it is used. Circulation figures, though far from infallible, nevertheless give some idea of the effectiveness of a library. Two-week loans are probably the most reliable of circulation figures. They give a good indication of the use of the library by students in the preparation of term papers, independent study, and general reading. They also show the use which the faculty is making of the library in its teaching program.

Branscomb points out that the average student draws about 12 books per year from the general collection and that in addition he borrows from 50 to 60 books per year from the reserve collection. Savannah State College Library's general circulation figures for the 1951-1952 school year compare most favorably with those recommended by Dr. Branscomb. Branscomb recommends an average of 12 books per student from the general collection and the library's general circulation figures show that an average of 13 books per student were borrowed. Figures from the reserve collection do not compare so well. Branscomb says that the student will draw an average of from 50 to 60 reserve books per year. The students at Savannah State College have drawn an average of 27 books per year. At the same time faculty members withdrew an average of 19 books per year from the Library as a whole.

Classified circulation figures show that the majority of books circulated have been in the social science group. It is felt that the

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2 Branscomb, op. cit., p. 27.
college's course offerings in elementary education and the number of books required for education courses on the secondary level have been responsible. Circulation figures do not show the use of bound periodicals.

Generally, circulation figures have remained almost constant during the past three years. In 1951-1952 there was an increase in 7-day circulation and a decrease in reserve circulation. As it is felt that attendance also serves as a good indication of the extent to which the library is used, attendance records have been kept along with circulation records. Observation in the Library showed that attendance is highest between 10:30 and 12:00 in the morning and between 2:00 and 4:00 in the afternoon. Questioning of the staff revealed that attendance is very high during the first four days of the week, but that there is a drop in attendance toward the latter part of the week. The first three nights of the week show a higher attendance figure than the last three nights. Table 21 presents the Library's circulation figures over a three year period, from 1949-1952.

**TABLE 21**

CIRCULATION OF THE SAVANNAH STATE COLLEGE LIBRARY
1949-1952

<table>
<thead>
<tr>
<th>Year</th>
<th>Student</th>
<th></th>
<th>Faculty</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7-Day</td>
<td>Average</td>
<td>7-Day</td>
<td>Average</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Per Person</td>
<td></td>
<td>Per Person</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reserve</td>
<td></td>
<td>and Reserve</td>
<td></td>
</tr>
<tr>
<td>1949-1950</td>
<td>8,149</td>
<td>36,038</td>
<td>34</td>
<td>44,457</td>
<td></td>
</tr>
<tr>
<td>1950-1951</td>
<td>8,983</td>
<td>35,187</td>
<td>32</td>
<td>1,071</td>
<td>44,170</td>
</tr>
<tr>
<td>1951-1952</td>
<td>13,691</td>
<td>30,997</td>
<td>27</td>
<td>1,136</td>
<td>44,668</td>
</tr>
</tbody>
</table>
Inter-Library Loan Service

Materials not in the Library but needed for reference or research purposes by the faculty are borrowed through inter-library loan. This service is maintained through the circulation department. A record is kept of the material borrowed, the borrower and the lending library. During the 1951-1952 school year, the largest number of loans were from the University of Virginia Library, Savannah Public Library, and the University of Georgia Library. The Library also lends material to other libraries. Most of the bans made have been book loans to alumni and former students.

Community Use

Members of the Thunderbolt community in which the College is located make few demands upon the Library's facilities. However, a number of requests have come from Savannah proper, which is about five miles away.

Public Relations

The Library has set up a very definite plan of publicity coordinated with Library objectives. There is a continuous policy of interpreting the Library to its clientele, rather than the publicizing of Library services as occasions arise. The whole staff cooperates actively and enthusiastically in this program.

As a means of fostering better relations between the College and the public schools, the Library participates actively with the Eleventh District Group of the Georgia Teachers and Educational Association. The Library staff has given demonstrations on the setting up of class-room libraries to summer workshop students. Information on setting up school libraries has been given at Darien, Homerville, and Sandersville, Georgia.
In addition to giving information and aid to these communities in setting up their libraries, members of the staff have also served as guest speakers and soloists on programs given in various nearby communities.

In order to promote a stronger spirit of cooperation between the Library and the College family, the staff has arranged publicity for various projects sponsored by the several departments, and has given lectures to classes and groups of students on the use of the Library. At the first faculty meeting of the 1951-1952 school year, folders containing a Faculty Library Handbook were given to each faculty member. This handbook, compiled by the catalog librarian, proved invaluable in acquainting new faculty members with library policies and procedures.

The Library has also been instrumental in bringing outstanding librarians to the College, among them, Mr. Arna Bontemps, Librarian of Fisk University and one of America's foremost writers of children's books.

Original skits have been presented in the college assemblies. The Library has also had stories and pictures of exhibits accepted for publication by the Wilson Bulletin.

Summary

The data presented in this chapter have tried to show to what extent the Library's materials have been used. One of the most significant facts brought out has been concerned with general circulation. Circulation figures alone are not reliable as a measurement of library use. Therefore, the Savannah State College Library not only uses circulation statistics as a measure of service, but employs attendance figures as well. These statistics are kept on the theory that some type of satisfaction and service must be received by those students, who, without compulsion, come
regularly to the Library.

During the 1951-1952 school year, students withdrew an average of 13 books each from the general collection and an average of 27 books from the reserve collection. General circulation compares favorably with recommended standards, whereas reserve circulation falls below the suggested minimum. Figures for reserve circulation have dropped 10 per cent during the past three years. This drop may be interpreted in two ways. It may be considered another indication of the inadequacy of the book collection, or it may be considered as an indication of the trend toward use of greater numbers of circulating titles and less use of reserve titles due to changes in methods of teaching. It is also interesting to note that no records have been kept of bound periodical circulation or of the amount and type of reference service rendered.

An interesting program has been worked out for teaching students how to use the Library. This is carried out in a formal as well as informal manner. The results of a test given students on the use of the Library indicate that it is possible that the program of formal instruction could be more effective if extended over a longer period of time.

Materials not owned by the Library but needed for study and research are borrowed through inter-library loan. Possession of a Recordax makes it possible for the Library to borrow microfilmed copies of some of the material desired. This makes for ease in handling of materials and lower postal rates. Inter-library loan service is also offered by the library. The chief recipients of this service are alumni and former students.

The Library has established a very good public relations program.
The program becomes more appreciated when the size of the staff is considered. It is evident that the support of such a diverse program requires no little sacrifice of time on the part of the staff.
CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The Library of the Savannah State College had its beginning in 1891 with a small collection of about 250 volumes donated by friends. The greatest contributor was Miss Jennie E. Bill. As one of the three state supported colleges for Negroes and one of the seventeen institutions which make up the University System of Georgia, it is obvious that Savannah State College has had to share available funds with the other colleges.

In the 61 years since its establishment, the College has grown large enough for its Library to rank as a Class 3 library when measured by the American Library Association's minimum standards. The Library's collection has been built up to a total of 18,678 books, 198 periodical subscriptions, and 18 newspaper subscriptions. This collection serves a faculty of 59 members, and a student body of 1140. A comparison of the Library's materials collection with standards set up by nationally recognized accrediting agencies reveal that in no field of specialization has the Library assembled satisfactorily quantitative collections for study and research.

The materials possessed by the Library are well chosen, and arranged for ease in locating and servicing the need for material for study and research. The Library's book and periodical collection is top heavy in education, but relatively weak in other subject areas in which the College offers courses leading to a major in the field. In comparison with
the number of students majoring in other fields the books on home economics, business and chemistry were found to be especially weak. However, in the periodicals collection, the field of home economics fared better than did either business or chemistry. A very representative number of periodicals dealing with home economics was found in the collection.

According to standards set up by the American Library Association, the Library has a well-trained, well-organized staff. All members of this staff possess more than the minimum qualifications recommended by the Association for their respective positions. The salaries of the assistant librarians compare favorably with the minimum recommended by the American Library Association, while the salary of the head librarian falls considerably below the recommended minimum. The salaries of the entire staff, however, fall below the average salary received, over a twelve month period, by faculty members possessing the same rank, education, and experience.

The efficiency of the staff is impaired by the fact that it is too small to serve a Library having a service load of 1958 units. All members are too heavily loaded with duties. Especially in the cataloging department is the lack of personnel felt. The service rendered by the staff is further hampered by inadequate library facilities and sub-standard support. An examination of book funds spent during the past five years revealed these funds to have been relatively small. The Library has a well-organized acquisitions program which is carried on with the cooperation of the Library Committee, faculty and student body. The size of the budget has proved a somewhat negative factor in the effectiveness of this program.

During its period of existence, there is no evidence of quarters designed especially for library use. The quarters have evidently been
given over to, rather than designed for, library use. It is difficult to provide many services which are ordinarily taken for granted, because of lack of facilities and personnel for maintaining these facilities and services. Reference work, reader’s advisory service, circulation and reserve are all handled from one central point. These duties are shared by all members of the Library staff.

At present, all of the Library’s public services must be carried on in one reading room which seats 130 persons. In as much as this is the only reading room on the campus, it should be capable of seating not less than 30 per cent or about 340 members of the student body simultaneously. This is considered a rather small number, for as Hanley points out, some library buildings recently planned have provided space for 40 per cent, others for 50 per cent, and some for even 75 per cent of the student body. In addition, present facilities contribute little to the general welfare of those who use them most. The Librarian’s office and the work room are most inconveniently located in relation to the main reading room. No provisions have been made for rest room facilities for either staff or student body. There is no running water in the catalog department, and no provisions have been made for janitor’s quarters. The presence of the Library in the boys’ dormitory makes for annoyance at times, due to disturbances in the young men’s section of the building during some of their leisure hours. At present plans are under way to expand existing Library quarters to include the whole first floor of the boys’ dormitory.

Statistics of attendance and circulation show the existing facilities to be well used by the Library’s clientele. Although the Library’s book stock may be considered limited, in view of the size of the student body which it must serve, 7-day circulation figures compare most favorably
with accepted standards. There is also evidence that despite limited facilities, everything possible is being done to make students more aware of the possibilities of the Library for study and research. This is being done through planned exhibits and by teaching students the proper use of library resources.

The Library has a well-planned public relations program. This program is serving a dual purpose. It is making the college family more aware of the Library as a service unit and of what it can do in an educational program. At the same time the program helps to point out the lack of needed facilities. This program is not confined to the college campus, but has extended to communities several miles from the College. This type of program not only serves to publicize the College Library, but the College as well.

In general, it may be concluded that Savannah State College Library's problem is not one of staff, administrative organization, or cooperation. Its problem appears to be that it has too little with which to work. Available materials are well-chosen, well-organized and well used. The problem is to see that these materials are supplied in sufficient abundance; that there are sufficient staff members to handle these materials; and, that there is adequate space in which to house and service these materials.

The fact that the librarian and her staff have long recognized the inadequacy of Library facilities may be ascertained through examination of the librarian's annual reports. These reports reveal not only that there is an awareness of the problem, but that efforts, in the form of recommendations, have been made to solve them.

On the basis of the data presented therefore, the following
recommendations are made:

1. That in order to meet the American Library Association's minimum standards for a Class 3 library, the Library have in addition to the head librarian, five assistants of professional grade, and that at least one of the professional positions other than the head librarian be a position of professional Grade 3.

2. That the Library be assigned not less than two full-time clerical assistants, in order that professional workers may spend less time on routine and purely mechanical tasks.

3. That the head librarian of this Class 3 Library, possessing the recommended educational qualifications and experience, be paid according to the American Library Association's minimum standard for the position.

4. That in as much as the field librarianship is losing many competent and experienced persons because of salary difficulties, salaries of all professional members of the library staff be adjusted so that they will receive the same salary, over a twelve-month period, as received by members of the faculty who possess equal rank, education, and experience.

5. That the Library's annual budget be brought up to the American Library Association's minimum, and in no case be less than the seven per cent of the total college budget as recommended by Lyle.

6. That the Library's book collection be built up to the minimum standard specified by the American Library Association, or to not less than 50,000 volumes, and that in the acquisition of these volumes, special attention be given to:
(a) The strengthening of the reference collection in subject areas in which the College offers courses leading to a major.
(b) The acquisition of back issues and sets of periodicals in the subject areas in which the College offers courses leading to a major.
(c) The strengthening of the children's collection.
(d) The acquisition of additional book selection aids, especially in the area of scientific and technical books.

7. That in order to carry out the above recommendation, the Library plan an acquisitions program covering a ten-year period, during which period the Library's book collection will be increased at the rate of 5,000 volumes per year.

8. That a library building be provided, planned to provide adequately for all services which the library is expected to render.

9. That until such time as a library building is erected, present quarters be made more comfortable by:
   (a) Moving Librarian's office closer to the main reading room.
   (b) Providing work room space more convenient to the public catalog and other reference tools which must be shared by the cataloging staff and the Library's public.
   (c) Providing toilet and rest room facilities for the staff and students.
   (d) Providing running water in the work room.
   (e) Providing space for janitor's quarters.

10. That when quarters are available, more attention be given to the acquisition of government publications for use in all subject areas.
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