A study of the school library experiences of a selected group of college freshmen enrolled at Jackson and Tougaloo Colleges

Lelia Gaston Rhodes

Atlanta University

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A STUDY OF THE SCHOOL LIBRARY EXPERIENCES OF A SELECTED GROUP OF
COLLEGE FRESHMEN ENROLLED AT JACKSON AND TOUGALOO COLLEGES

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
LELIA GASTON RHODES

SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA
AUGUST, 1956

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CHAPTER I

INTRODUCTION

Educators and librarians alike have held that effective use of the library is essential to scholastic achievement. The extent to which the relationship between effective use of the library and scholastic achievement is significant indicates: (1) the use made of textbooks and classroom lectures; (2) the degree to which methods of examination are effective; and (3) the extent to which the work of the classroom is coordinated with the library reading.¹

The adolescent pupil enrolled in the program of work in the modern school discovers with proper guidance that success in his work is largely dependent upon his competency and self-reliance in knowing and using the materials of communication. For success in his work, the pupil must know how to locate reading materials in the library and how to use reading materials after he finds them. He must know, obviously, how and where reading materials are housed in the library, and how to use the indexes—the keys to the various materials. He must be able to relate the symbols in the indexes to the location of the reading materials.²

Many studies have been made to test the ability of students to use the facilities of the libraries. Among them are those by Quivers, Hannon

¹Lula Ruth Reed, "A Test of Students' Competence to Use the Library," Library Quarterly, VIII (April, 1938), 283.

In 1952 Evelyn Seace Quivers\(^1\) made a study of the school library experiences of freshmen students enrolled at The Fort Valley State College, Clark College, Fisk University, and Tennessee Agricultural and Industrial State University. Though primarily concerned with the school library experiences of the students, she gave some attention to possible contacts that they might have had with public and college libraries.

In 1952 Mildred Cecil Hannon\(^2\) made a study of the reference work done by a group of high school students, first by determining how well they know reference tools; and secondly, by the actual use they made of them. Fifty top-ranking seniors at the David T. Howard High School in Atlanta, Georgia comprised the group.

Bessie Boyd Drewry\(^3\) has made a study of the ability of two groups of freshmen students at Morehouse College to use the Trevor Arnett Library. She made a comparative study of the Ford Foundation Fellows and a control group of freshmen at Morehouse College in Atlanta, Georgia during the school year 1952-53, in order to determine (1) if there is any difference in their ability to use the Trevor Arnett Library; (2) whether their high school libraries have contributed significantly to their ability to use the library; and (3) whether there are other factors which influence their ability to use the library. The findings of these studies have pointed out that (1) stu-

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\(^1\)Evelyn Seace Quivers, "A Study of the School Library Experiences of a Selected Group of College Freshmen" (unpublished Master's thesis, School of Library Service, Atlanta University, 1952).


\(^3\)Bessie Boyd Drewry, "A Study of the Ability of Two Groups of Freshmen Students at Morehouse College to Use the Trevor Arnett Library" (unpublished Master's thesis, School of Library Service, Atlanta University, 1953).
dents do not know enough about using libraries; (2) there is a definite need in high schools for well organized and administered courses in library instruction; and (3) a definite relationship exists between the ability to use the library and scholastic achievement.

**Purpose and Scope**

The purpose of this study is to determine the high school library experiences and certain basic library skills of freshman students enrolled at Jackson and Tougaloo Colleges. These schools are institutions of higher learning for Negroes and both of them are located in Mississippi. Jackson is a state teachers college and Tougaloo is a privately supported liberal arts college.

Though primarily concerned with the school library experiences of the students, the study also gives some attention to possible contacts that they might have had with public and college libraries. Attention is given also to some of the characteristics of the students, including age, date of high school graduation, and the location of the former high school.

As background material the accredited Negro high schools in Mississippi were considered, as well as the population of the communities in which the schools were located, per pupil expenditures for library services, and the status of library facilities in the high schools. The high school library experiences of the college freshmen constitute the core of this study. This part will include types of high school libraries used by the students, the use of high school libraries, reasons for using high school libraries, high school library instruction, use of the card catalog, library call slip, indexes and other bibliographic tools.
Methodology

The data for this study were obtained almost totally from test-questionnaires which were administered to a representative sample of the freshmen students of the two colleges included in the study. The test-questionnaires were administered to 151 or 49.6 per cent of the 304 freshmen enrolled at Jackson College, and to 50 or 40.6 per cent of the 123 freshmen enrolled at Tougaloo. Before the questionnaires were administered to the students in the sample, a tentative form was pre-tested by ten freshmen who were not included in the study in an attempt to determine questions that might need revising and to ascertain whether or not the questions warranted conclusions which were significant to the purpose of the study.

In addition to the data gathered by the test-questionnaires, library and educational literature dealing with school library services and facilities in the South in general and in Mississippi in particular was analyzed in order to secure basic background information.

Significance

The degree to which, in modern education, learning is dependent upon constant and skillful use of library resources is a cogent reason for teaching pupils what the most important library tools are and how to use them effectively. Such instruction adds greatly to possibilities for independent study in school and out and encourages lifelong use of library resources as a means of continuing education. But to be of permanent value, instruction in the use of the library must be functional. That is, it must be related to the situations which are real, interesting and natural to the pupil, and which call for activities within the range of his abilities.¹

This study will be significant in that it will seek to isolate certain basic library skills and experiences of Negro college freshmen in Mississippi, as a probable indication of an educational need to be filled.

It is hoped that the study will also aid in encouraging school librarians to work more diligently for expanded facilities and improved services and to use more fully whatever facilities are available. It will also point out whether the high school libraries have contributed significantly to the students' ability to use the library, and whether or not there are other factors which influence their ability to use the library.

This study will add to the existing data relative to library experiences and knowledge of basic skills of Negro freshmen college students in Mississippi.

**Characteristics of Mississippi**

At this point it may be of value to give a general description of Mississippi, the state in which Jackson and Tougaloo Colleges are located. Such a description will aid in giving a total picture of the situation which is necessary if one is to get a complete understanding of the study. This section will present the historical background, the geographical features and the economic conditions of the state.

Mississippi, the seventh state admitted to the original Union, is bounded on the north by Tennessee, on the east by Alabama, on the south by Louisiana, and the Gulf of Mexico, and on the west by the Mississippi River, dividing it from Louisiana and Arkansas. Along the Gulf coast the state claims all islands 'within six leagues of the shore.' The greatest length north and south is 330 miles; the greatest breadth east and west, 180 miles . . .1

The land area of Mississippi covers 47,248 square miles, and the water area covers 468 square miles. The capital city is Jackson, and there are 82 counties. Mississippi is predominantly rural, with a total population, according to the 1950 census, of 2,178,914.2 The rural population is


1,571,752 or 72.1 per cent, as against an urban population of 607,162 or 27.9 per cent. Negroes represent 45.27 per cent (or 268,494) of the entire population.

Until 1940, Mississippi showed a numerical preponderance of Negroes, and then for the first time since 1840, the census showed a slight majority of whites. The count has been questioned, since Selective Service indicated a number of Negro men who did not appear in the census.¹

Negroes are largely concentrated in the Delta counties and in many of these counties they constitute two-thirds to three-fourths of the population. According to the 1950 census,² there are 28,940 or 24 per cent of the Negroes who own their farms and 94,113 or 76 per cent who are tenants. Generally, the income level is very low, with 84,225 Negro families receiving less than $1,000.00 in annual income and 170 Negro families receiving $10,000.00 or more per year. The median annual income for Negro families of Mississippi is $439.00.³ Twenty-three and five-tenths per cent (or 232,277) of the Negro population of Mississippi are urban dwellers and 76.5 per cent (or 754,257) are rural (see Table 1).

Mississippi's leading crop is cotton, and is outranked only by Texas in its production. It holds first rank in the yield per acre of lint cotton. The Delta region, with its fertile soil and long summers, is particularly suited for the growth of cotton. Other crops in the order of their importance are corn, sweet potatoes, Irish potatoes, pecans, peanuts, soybeans, strawberries, peaches, pears and grapes.⁴

Timber is Mississippi's second major industry. Forestry is the

¹Cabaniss, op. cit., p. 243.
³Ibid., p. 199.
⁴Cabaniss, op. cit., p. 245.
greatest industrial labor source in the state, having 43 per cent of all industrial labor in the woods and plants which manufacture forest products. Some 14 per cent of the revenue of the state comes from its forests.¹

TABLE 1

POPULATION OF MISSISSIPPI, URBAN AND RURAL, BY RACE, 1950*

<table>
<thead>
<tr>
<th>Race</th>
<th>Total Population</th>
<th>Total Urban Population</th>
<th>Total Rural Population</th>
<th>Per Cent Urban</th>
<th>Per Cent Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,188,632</td>
<td>374,320</td>
<td>814,312</td>
<td>31.5</td>
<td>68.5</td>
<td>100</td>
</tr>
<tr>
<td>Negro</td>
<td>986,494</td>
<td>232,237</td>
<td>754,267</td>
<td>23.5</td>
<td>76.5</td>
<td>100</td>
</tr>
<tr>
<td>Other</td>
<td>3,788</td>
<td>605</td>
<td>3,183</td>
<td>16.0</td>
<td>84.0</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>2,178,914</td>
<td>607,162</td>
<td>1,571,752</td>
<td>27.5</td>
<td>72.5</td>
<td>100</td>
</tr>
</tbody>
</table>


Accredited Schools

The public educational facilities of Mississippi include 1,074 state accredited schools and 333 or 31 per cent of these are Negro schools. One hundred and sixty-five are state accredited Negro high schools, but only seven of these high schools are accredited by the Southern Association of Colleges and Secondary Schools. Two are located in Jackson and one each in Meridian, Okolona, West Point, Oxford and Tougaloo.² Fifty-eight or 23.88 per cent of the students who cooperated in this study graduated from three of the seven schools accredited by the Southern Association of Secondary Schools and Colleges. Twenty-two of them are enrolled at Tougaloo College

and 36 are at Jackson College. Of the remaining 143 students, 120 or 59.2 per cent graduated from non-accredited schools in Mississippi, and 23 or 11.4 per cent graduated from public schools outside of the state of Mississippi.

Per Pupil Expenditure for Library Service

The Mississippi Department of Education requires that:

The high school library, regardless of the size of the school shall have an annual minimum appropriation for books, periodicals, etc., exclusive of the librarian's salary of $1.00 per pupil enrolled.¹

Actual expenditure for library service in schools with enrollments up to approximately 500 was $1.25 per pupil in 1952. Those with 500 to 1,000 pupils spent $1.00 per pupil and those with approximately 1,000 pupils and over spent $.75 per pupil.² According to a statement from the State Director of the Division of Administration and Finance of the Department of Education, Mississippi spent 73 cents per Negro pupil and $1.15 per white pupil for school library services during the academic year of 1955-56.³

The next chapter summarizes the characteristics of students participating in the study giving attention to age, home state, date of graduation from high school and location, classification and type of high school completed.


²Ibid., p. 16.

³Letter from G. J. Cain, Director of Division of Administration and Finance, State Department of Education, Jackson, Mississippi, April 3, 1956.
CHAPTER II

CHARACTERISTICS OF THE STUDENTS

Of the 304 freshmen at Jackson College, 151 or 49.6 per cent of them were questioned; 75 or 49.7 per cent of these were male and 76 or 50.3 per cent were female. Tougaloo College reported a total freshman enrollment of 123 and 50 or 40.6 per cent of these students were questioned. The sexes were evenly divided (see Table 2).

Of the total enrollment of 427 freshmen in these two colleges, 201 or 47.1 per cent of them participated in the study. The largest proportion, 151 or 75.1 per cent of the participants were enrolled in Jackson College which is the state teachers college. The other 50 students or 24.9 per cent were enrolled at Tougaloo College which is a private liberal arts college.

The average age for the entire group was 19; however, the average age of the younger group of freshmen at Tougaloo College was 18. The average age of the participants at the state teachers college was 19.

In considering the ages of the 201 students involved, two or one per cent were 15 years of age; 40 or 19.9 per cent were 16; 23 or 11.4 per cent were 17; 27 or 13.4 per cent were 18; 52 or 25.9 per cent were 19 and the remaining 57 or 28.4 per cent of the participants were 20 years of age or older. The two youngest students (15 years old) were enrolled at Tougaloo College and the oldest student (28 years old) was enrolled at Jackson College.

Dates of High School Graduation

One hundred and fifty-four or 71.6 per cent of the students graduated
from high school during the 1954-55 school year. Five who were enrolled in
the 11th grade passed an accelerated examination administered at Tougaloo
College thereby completing their high school career at the end of the 11th
year in 1955. The earliest date of high school graduation was 1949 which
was given by two students; 21 graduated from high school between the years
of 1952 and 1953. Nine students failed to indicate graduation dates. Two
indicated that they were given certificates for graduation after attending
adult schools for veterans.

TABLE 2
NUMBER AND PER CENT OF FRESHMEN PARTICIPATING IN THE STUDY
BY COLLEGE AND SEX

<table>
<thead>
<tr>
<th>School</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Jackson</td>
<td>75</td>
<td>49.7</td>
</tr>
<tr>
<td>Tougaloo</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>....</td>
</tr>
</tbody>
</table>

Home State

Most of the students enrolled in the two colleges are natives of
Mississippi. The study reveals, however, that there are 23 or 11.4 per
cent from out of the state. Fifteen of these students are enrolled at
Jackson College and eight are at Tougaloo. Other states represented by stu-
dents in the study are Alabama, Tennessee, Kentucky, Oklahoma, Georgia,
Ohio, Illinois, Louisiana and Cuba.

Location and Types of High Schools of Graduates

The study reveals that most of the students graduated from public
schools. Only 25 out of the 201 finished private schools. Of these, 11
were at Jackson College and 14 were at Tougaloo College (see Table 3).
Figure 1 indicates the locations of the Mississippi high schools by county and the colleges in which the graduates are studying. Graduates of high schools in the state of Mississippi for the most part come from the central and southeast sections of the state. The largest concentration of students is from central Mississippi. Hinds County is the most heavily represented with 69 students. This is probably due to the proximity to students' homes, the concentration of the county's population and because Hinds County has more high schools than any other county in the state. In the city of Jackson alone, there are four senior high schools, and within a radius of ten miles there are two more high schools.

TABLE 3
DISTRIBUTION OF PARTICIPANTS BY COLLEGE, LOCATION AND TYPE OF FORMER HIGH SCHOOL

<table>
<thead>
<tr>
<th>College</th>
<th>Mississippi</th>
<th>Other States</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Jackson</td>
<td>125</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Tougaloo</td>
<td>28</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>153</td>
<td>25</td>
<td>23</td>
</tr>
</tbody>
</table>

Use of Libraries Before Coming to College

A majority of the 201 students (122 or 60.7 per cent) had used school libraries before coming to college. Forty-nine or 24.4 per cent had used a public library and 12 or 5.9 per cent had used a college library. Eighteen or 8.9 per cent reported that they had not used a library of any kind before coming to college (see Table 4).

Some students also reported using more than one type of library while in high school. One hundred and seventy-one used the school and public library; of the number 43 were at Tougaloo College and 128 attend Jackson
Map of Mississippi Showing the Location by Counties of the High Schools From Which Participants Were Graduated and the Colleges Which They Are Attending.
College. One hundred and thirty-four students had used school and college libraries and 61 had used public and college libraries. A total of 183 had used public and college libraries. A total of 183 had used school, public and college libraries.

TABLE 4
NUMBER OF STUDENTS USING LIBRARIES BEFORE COMING TO COLLEGE

<table>
<thead>
<tr>
<th>College</th>
<th>Type of Library</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Jackson College</td>
<td>17</td>
</tr>
<tr>
<td>Tougaloo College</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

Those students using other than their school libraries were asked if they were encouraged to do so by their teachers or librarians. Forty-nine students used a public library before their college enrollment, 21 or 10.5 per cent were at Tougaloo, and 28 or 13.9 per cent were at Jackson. Twenty-nine or 59.1 per cent of these students were guided to the public library by their teachers; 12 or 24.4 per cent by their school librarians, and six or 12.2 per cent by both. Two students apparently used other libraries without motivation of their teachers and librarians.

Students who were enrolled in the two high schools in Jackson were not permitted to borrow books from the Jackson College Library. However, the public library, the Jackson Carnegie Library, has two branches which serve Negroes. One is located in north Jackson and the other is located one and one-half blocks from the Jim Hill Junior-Senior High School, and one block from the Jackson College Library.

1Interview with Mrs. Ernestine A. Lipscomb, Chief Librarian, Jackson College Library, April 3, 1956.
Bookmobile Service

Since many rural school children receive library service only from a bookmobile which is usually operated by the public library, this study was concerned with the availability of this form of service. A total of 24 or 11.9 per cent of the students participating in the study said that bookmobile service exists in their home communities. Of this number only seven stated that this service was available to Negroes. These students reside in Attala, Lee, Lincoln, Rankin and Coahoma counties in Mississippi. Ten students reported that this service was not available to Negroes. The remaining seven students are not residents of Mississippi, but stated that bookmobile service was available to Negroes in their communities. One student from Macon, Georgia indicated that there is a special bookmobile for Negroes there.

Summary

Of the 201 freshmen students participating in this study, 151 or 75.1 per cent of them are enrolled in Jackson College and 50 or 24.9 per cent are in Tougaloo. The average age of the two groups is 19 years. Almost two-thirds of them had finished high school just before entering college and had come from public schools within the state of Mississippi. For the most part the students are from the central and southeastern sections of the state. The largest numbers of high school students using a library other than a school library were encouraged to do so by their teachers. There were 29 in this group. The second largest number of 12 indicated that they were encouraged to use other libraries by their school librarian.

No questions were asked about the availability of public or college library services in the home communities (except the bookmobile service) consequently the little use made of such libraries while in high school may have been influenced by the fact that they did not exist. If bookmobile ser-
vice were provided in the student's community, the Negro student's chances of having received this service were poor.
CHAPTER III

SCHOOL LIBRARY EXPERIENCES OF COLLEGE FRESHMEN

In our schools today, the emphasis is placed upon the necessity of pupils' investigation and the development of skills in the use of library materials. Some authorities say the laboratory is the pupils' mainstay, but even the laboratory has its limitations and there comes a time when printed material is absolutely necessary. It is then that the pupils must be taught how to use library tools for themselves. "They must acquire skills in the use of the dictionary, the encyclopedia, the card catalog, and the periodical indexes. They must learn how to use the printed parts of a book to advantage - its index, its glossary and its table of contents." They must be able to give references correctly and to compile lists of materials in good form. As they effectively acquire these skills, they should be able to see the possibilities in personal investigation. The pupils' library experiences of high calibre should also tend to develop in them a type of well-roundedness which will aid them in becoming better citizens in and out of school.¹

At this point attention is turned to an analysis of the school library experiences of the college freshmen in an effort to determine the extent to which they have acquired the use of the above-mentioned skills.

Elementary School Libraries

Throughout library literature there are indications that our public

¹Fargo, op. cit., p. 23.
school systems have been far more actively engaged in the development of high school libraries than in the development of libraries for the elementary grades. Of the 201 freshmen concerned, 87 or 43.2 per cent of them reported that they had some type of library service while they were in elementary school. Of the 87 freshmen reporting elementary school library experience, 31 or 36 per cent of them had only classroom libraries while 56 or 64 per cent had libraries which were in separate rooms.

Separating these figures by colleges, it may be discerned that the greater proportion of freshmen reporting elementary school libraries is at Tougaloo College. Thirty-three or 66 per cent of the 50 Tougaloo College freshmen taking part in the study made up this group while 54 or 36 per cent of the Jackson College freshmen reported elementary school libraries.

By examining the figures of elementary school libraries reported by type it may be seen that the largest number of classroom libraries was reported by the freshmen at Jackson College. Twenty-four or 45 per cent of the 54 students with classroom libraries were at Jackson College and seven or 21 per cent of the 33 students were at Tougaloo College.

The higher proportion of separate libraries was reported by 26 or 79 per cent of the 33 students at Tougaloo College and 30 or 55 per cent of the 54 freshmen at Jackson College (see Table 5).

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Elementary School Libraries Reported</th>
<th>Number and Type of Libraries</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Classroom Per Cent</td>
<td>Separate Per Cent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Jackson College</td>
<td>54</td>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td>Tougaloo College</td>
<td>33</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>31</td>
<td>64</td>
</tr>
</tbody>
</table>
High School Libraries

The school library is no longer made up exclusively of books. It has become a center for the collection, organization, and servicing of a great variety of educational materials including periodicals, pamphlets, and other tools of learning such as audio-visual aids. . . . The efficiency of the library as an educational enterprise depends upon its organization.¹

When the college freshmen were asked about their high school libraries it was found that 183 or 91 per cent of the 201 participating students had them. Of the 50 freshmen at Tougaloo College 49 or 98 per cent of them had high school libraries and of the 151 freshmen at Jackson College 134 or 89 per cent had been exposed to high school libraries (see Table 6).

### TABLE 6

**NUMBER AND TYPES OF HIGH SCHOOL LIBRARIES REPORTED BY JACKSON AND TOUGALOO COLLEGE FRESHMEN**

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Participants</th>
<th>S</th>
<th>SH</th>
<th>SC</th>
<th>C</th>
<th>SH-PO</th>
<th>PO</th>
<th>SPO</th>
<th>S-HW</th>
<th>SH-TO</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackson College</td>
<td>151</td>
<td>55</td>
<td>17</td>
<td>14</td>
<td></td>
<td>5</td>
<td>25</td>
<td>4</td>
<td>14</td>
<td></td>
<td>134</td>
</tr>
<tr>
<td>Tougaloo College</td>
<td>50</td>
<td>24</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>..</td>
<td>2</td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>201</td>
<td>79</td>
<td>25</td>
<td>15</td>
<td>4</td>
<td>13</td>
<td>25</td>
<td>6</td>
<td>14</td>
<td></td>
<td>183</td>
</tr>
</tbody>
</table>

**Symbols**

- S Separate Library for Entire School
- SH Library Study Hall
- C Classroom Library
- SC Separate Library and Classroom Library
- S-HW Separate Library and Hallway Library
- PO Books in the Principal’s Office
- SPO Separate Library and Books in Principal’s Office
- SH-PO Library Study Hall and Books in Principal’s Office
- SH-TO Library Study Hall and Books in Teacher’s Office

In reporting what kinds of libraries they had, the students indicated the following nine types of combination forms: (1) the library placed in a separate room and open to the entire student group, (2) the separate library used as a study hall, (3) the classroom library consisting of a group of books kept in a classroom, (4) a separate library and a library located

¹Ibid., p. 22.
in a hall, (5) a separate library and books in the principal's office, (6) a library study hall and books in the principal's office, (7) a library study hall and books in the principal's office, (7) a library study hall with books in a teacher's office, (8) a separate library and a classroom library, and (9) books in the principal's office (see Table 6).

The most frequently reported type of library and the most desirable was the separate room which was reported by 79 or 43.16 per cent of the entire group. The library-study hall and the separate library with books in the principal's office were respectively reported by 25 or 13.6 per cent of the group. From one to 15 students used the other types listed.

The greater proportion of students reporting the separate or central high school library was at Tougaloo College where 24 or 49 per cent of the 49 libraries were separate. At Jackson College 55 or 41 per cent of the 134 high school libraries reported were separate. The higher proportion of the study hall type of library was also reported by the Tougaloo College freshman with eight or 16 per cent study hall libraries, while at Jackson College 17 or 13 per cent of the libraries were the study hall type.

Use of High School Libraries

In evaluating the services of the school library, the cooperative relationships of classroom teachers, pupils, and librarians are of major concern. Unless they plan together the use of materials already available and the selection of materials to be added, the library cannot function effectively in the educational program. The very fact that all groups in the school community work together makes the services of the school library particularly effective in providing opportunity, inspiration, and guidance in the use of materials related to classroom and personal interests. To serve as an instructional agency without regard to grade levels or to subject fields, the library must have a wealth of materials of all kinds—books, pamphlets, recordings, prints, and other audio-visual aids—organized with the educational needs of the particular school in mind and directed by personnel familiar with the school program, keenly interested in young people, and knowing many materials and sources of materials. The services of the school library also depend on quarters adequately equipped and attractively arranged to accommodate
the groups and individuals who seek to use them.¹

In answer to the question, "Did you use your high school library?" all except 12 students gave an affirmative answer. Of the 183 students with high school libraries 111 or 60.6 per cent reported that they used them very often and 60 or 32.8 per cent said that they seldom used their high school libraries. Less frequent users were in the majority at Jackson College where 49 or 36.6 per cent of the students fell into this group (see Table 7).

TABLE 7

<p>| Frequency of Use of High School Libraries as Reported by Jackson and Tougaloo College Freshmen |
|---------------------------------|-------------------|-------------------|-------------------|-------------------|</p>
<table>
<thead>
<tr>
<th>Number of Students Participating</th>
<th>Very Often</th>
<th>Seldom</th>
<th>Never</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Jackson College (134 students)</td>
<td>76</td>
<td>56.7</td>
<td>49</td>
<td>36.6</td>
</tr>
<tr>
<td>Tougaloo College (49 students)</td>
<td>35</td>
<td>71.4</td>
<td>11</td>
<td>22.5</td>
</tr>
<tr>
<td>Total (183 students)</td>
<td>111</td>
<td>60.6</td>
<td>60</td>
<td>32.8</td>
</tr>
</tbody>
</table>

Reasons for Going to High School Libraries

When asked for specific reasons as to why they used their high school libraries the students recorded 15 different answers (see Table 8). The six most frequently stated reasons were: (1) to get an assignment, given by 161 or 87.9 per cent of the students who had library experiences; (2) to study on their own by 138 or 75.4 per cent; (3) to get a book by 133 or 72.6 per cent; (4) to read a newspaper by 117 or 63.9 per cent; (5) to return a book by 112 or 61.2 per cent; and (6) because of a library assignment by 103 or 56.2 per cent. Forty-nine or 26.7 per cent reported that their teachers

had taken them to the library in a class group.

High School Librarian

An examination of the school program should be made to determine the number of pupils and teachers one librarian can serve effectively. It appears that a full-time librarian with clerical assistance is needed in any school, elementary or secondary, with a school membership of 200 pupils or more and in which the full possibility of the library is realized in the school program. One trained, experienced, full-time school librarian can serve effectively a school enrollment of not more than 500 pupils. Recent recommendations would provide 'the full time of one school librarian, or its equivalent, for approximately 500 pupils aged 6 through 19.' An additional trained, full-time school librarian is needed for each additional 500 pupils or major fraction thereof.¹

In order to determine the quality of the high school library leadership the students were asked if an adult were in charge of their libraries and if that person in charge were a full-time librarian. Out of the 183 high school libraries reported 84 or 46 per cent of them were under the administration of a full-time librarian. Eighty-five or 46.4 per cent had teacher-librarians and ten or 5.5 per cent part-time librarians were reported. Four students did not indicate any type (see Table 9). Four of the part-time librarians worked as secretaries to their principals, two served as assistant counselors, one worked with majorettes and one was the faculty advisor to the student staff of the school paper. The larger proportion of students reporting full-time librarians was at Tougaloo College with 25 or 51 per cent of its participants making up this group, while at Jackson College 59 or 44 per cent of the college freshmen reported full-time high school librarians.

Instruction in the Use of the High School Library

Table 10 shows in number and proportion the answers to questions pertaining to instruction in the use of the high school library. It is en-

¹Ibid., p. 17.
encouraging to note that only 13 or seven per cent of the 183 students who had libraries in their high schools had received no instruction in their use. Proportionately, more students at Jackson College, 125 or 93 per cent, and fewer students, 45 or 92 per cent, at Tougaloo College received instruction.

TABLE 8
REASONS GIVEN BY COLLEGE FRESHMEN FOR USING THEIR SCHOOL LIBRARIES

<table>
<thead>
<tr>
<th>Reasons for Going to High School Library</th>
<th>Jackson College</th>
<th>Tougaloo College</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number (134)</td>
<td>Number (49)</td>
<td>Number (183)</td>
</tr>
<tr>
<td>To study</td>
<td>94</td>
<td>44</td>
<td>138</td>
</tr>
<tr>
<td>To get out an assignment</td>
<td>114</td>
<td>47</td>
<td>161</td>
</tr>
<tr>
<td>To read a newspaper</td>
<td>75</td>
<td>42</td>
<td>117</td>
</tr>
<tr>
<td>To get a book</td>
<td>86</td>
<td>47</td>
<td>133</td>
</tr>
<tr>
<td>To return a book</td>
<td>72</td>
<td>40</td>
<td>112</td>
</tr>
<tr>
<td>To look around</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>To listen to stories being told</td>
<td>...</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>To listen to the radio</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>To see an exhibition</td>
<td>8</td>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>To hear a speaker</td>
<td>32</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>To do a library assignment</td>
<td>70</td>
<td>33</td>
<td>103</td>
</tr>
<tr>
<td>To take a test</td>
<td>32</td>
<td>29</td>
<td>61</td>
</tr>
<tr>
<td>Because the library was used as a study hall</td>
<td>17</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Teacher took class to spend a period in the library</td>
<td>26</td>
<td>23</td>
<td>49</td>
</tr>
<tr>
<td>Sent there for misbehaving in class</td>
<td>...</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
TABLE 9
PERSONNEL OF HIGH SCHOOL LIBRARIES OF THE FRESHMAN STUDENTS AT JACKSON AND TOUGALOO COLLEGES

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Libraries</th>
<th>Full-Time Librarian</th>
<th>Teacher-Librarian</th>
<th>Part-Time Librarian</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Jackson College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(134 students)</td>
<td>59</td>
<td>44</td>
<td>63</td>
<td>47</td>
<td>8</td>
</tr>
<tr>
<td>Tougaloo College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(49 students)</td>
<td>25</td>
<td>51</td>
<td>22</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>Total (183 students)</td>
<td>84</td>
<td>46</td>
<td>85</td>
<td>46.4</td>
<td>10</td>
</tr>
</tbody>
</table>

For the most part the instruction was formal and was given in the school library by the English teacher. Of the 170 who received instruction 113 or 66.5 per cent reported receiving formal instruction. Thirty-one or 18.2 per cent received informal instruction in the library whenever it was needed and 26 or 15.3 per cent received formal and informal instruction.

Place of Instruction

Of the 170 college freshmen who had received instruction in library use while they were in high school, 74 or 43.5 per cent of them reported that the instruction was given in the school library, 65 or 38.2 per cent of them reported the classroom as the place where the instruction had been given and 31 or 18.3 per cent of them had been instructed in both the school library and the classroom (see Table 11).

Instructor

In making known the source of their instruction 72 or 42.4 per cent
of the students indicated that their English teachers taught them to use the school library. The greater proportion of these was at Tougaloo College with 21 or 46.7 per cent having been taught by their high school English teachers and 51 or 40.8 per cent of the freshmen students at Jackson College had been instructed by English teachers. Nineteen or 11.2 per cent of the total group reported that their instruction was received from "other" sources such as, friends and home-room teachers (see Table 11).

High School Use of Card Catalog and Call Slips

The 183 students who had libraries in their high schools were asked if they had ever used a card catalog in their high school libraries. In reply 122 or 66.7 per cent of them said "yes," and 58 or 31.7 per cent said "no." The larger proportion of users was at Tougaloo College where 42 or 85.7 per cent said "yes"; 80 or 59.7 per cent at Jackson College said "yes" (see Table 12).

Closely akin to the effective use of the card catalog in securing the desired library materials is the use of call slips. These slips, when properly filled out, describe to the librarian what the user desires to borrow. Not as many students had used call slips as had used card catalogs. Of the 183 students responding 79 or 43.2 per cent of them had used call slips and 89 or 48.6 per cent had not used them. In regard to the use of call slips the freshmen students at Tougaloo College rank higher with 31 or 63.3 per cent of its students having used them and 49 or 35.8 per cent of the Jackson College freshmen having had this experience.

Use of Reference Books

In discussing reference books for the high school, Fargo points out that "... The school library is vitally concerned with pupil growth, it
is evident that the most important aim in reference work is one included in the general aims for the library: to encourage the habit of personal investigation."¹

Of the 183 students who reported using high school libraries, 159 or 86.9 per cent indicated that they had used general reference books and 24 or 13.1 per cent had not used them. The most frequently used reference books were encyclopedias and dictionaries. Less frequently used reference books were gazetteers and yearbooks. A larger percentage of freshmen students at Tougaloo College consulted general reference books while they were in high school than did the Jackson College freshmen (see Table 13).

High School Library Clubs

Library clubs are an excellent means of bringing students into working relationships with the school library. They offer many opportunities for making the entire school community aware of the library, its service and the contributions it can make toward educational achievement.

The freshmen college students were asked if there were library clubs in their high schools and 57 or 31.1 per cent said that they had them. A larger proportion of students 18 or 36.7 per cent at Tougaloo College reported having had high school library clubs and 39 or 29.1 per cent of the Jackson College freshmen had such clubs in high school.

Of the 57 clubs reported only 12 or 21 per cent of these students were members. Four of these were at Tougaloo College and eight were at Jackson College.

¹Fargo, op. cit., p. 68.
TABLE 10

INSTRUCTION IN THE USE OF HIGH SCHOOL LIBRARIES AS REPORTED
BY FRESHMEN STUDENTS AT JACKSON AND TOUGALOO COLLEGES

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Libraries in High Schools</th>
<th>Students Who Received Instruction</th>
<th>Type of Instruction</th>
<th>Formal and Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Jackson College</td>
<td>134</td>
<td>125</td>
<td>93</td>
<td>9</td>
</tr>
<tr>
<td>Tougaloo College</td>
<td>49</td>
<td>45</td>
<td>92</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>183</td>
<td>170</td>
<td>93</td>
<td>13</td>
</tr>
</tbody>
</table>
TABLE 11

PLACE IN WHICH INSTRUCTION IN THE USE OF THE HIGH SCHOOL LIBRARY WAS GIVEN AND BY WHOM AS REPORTED BY FRESHMEN AT JACKSON AND TOUGALOO COLLEGES

<table>
<thead>
<tr>
<th>College</th>
<th>Place of Instruction</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library</td>
<td>Library and Classroom</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>Jackson College</td>
<td>44</td>
<td>35.2</td>
</tr>
<tr>
<td>(125 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tougaloo College</td>
<td>30</td>
<td>66.7</td>
</tr>
<tr>
<td>(45 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
<td>43.5</td>
</tr>
<tr>
<td>(170 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Card Catalog</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Users</td>
<td>Non-Users</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Jackson College</td>
<td>80</td>
<td>59.7</td>
</tr>
<tr>
<td>(134 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tougalo College</td>
<td>42</td>
<td>85.7</td>
</tr>
<tr>
<td>(49 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
<td>66.7</td>
</tr>
<tr>
<td>(183 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td>----------------</td>
</tr>
<tr>
<td>Jackson College</td>
<td>115</td>
<td>85.8</td>
</tr>
<tr>
<td>(134 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tougaloo College</td>
<td>44</td>
<td>89.8</td>
</tr>
<tr>
<td>(49 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (183 students)</td>
<td>159</td>
<td>86.9</td>
</tr>
</tbody>
</table>
Work in High School Libraries

The educational world is at the present time sharply aware of the desirability of work experience for pupils. . . . Knowledge and understanding of library arrangement and procedures will pay dividends not only in school and college but throughout the pupil's future career. . . . It is greatly to the credit of school libraries both elementary and secondary that for a long time they have very generally provided work experience. In fact, the school in which pupils are not participating voluntarily in library tasks is the exception rather than the rule.¹

When asked about work in their high school libraries 35 or 19 per cent reported that they had worked in their high school libraries; 23 or 46.9 per cent of the freshmen with high school libraries at Tougaloo College and 12 or 8.9 per cent of them at Jackson College.

When asked about the duties which they performed, 12 or 34.2 per cent said that they worked at the circulation desk, nine cleaned the library, five shelved books, six filed cards, and three reported other duties or combinations of the duties previously listed. The most common answer of "other duties" reported was assisting the librarian generally. In making known their reasons for working in their high school libraries ten or 28.5 per cent of the assistants said that it was considered a privilege and that it was also a pleasure to do so.

Twenty-five students gave other reasons which included (1) "just to help the librarian"; (2) liked the library and just wanted to work there; (3) because of the pleasant atmosphere and sometimes for study; and, (4) a desire to become a librarian. No student had received money for working in the school library.

Instruction in the Use of College Libraries

Making the transition from high school to college libraries is in

¹Ibid., pp. 122-123.
many cases a difficult undertaking for the college freshman for frequently he has had no previous library experience or instruction in library use. It is the wise college librarian who makes sure that the freshmen become well acquainted with the library and its policies, procedures, arrangements and services by providing them with some type of instruction.

The students included in this study were questioned four months after they had entered college. In answering the question, "Has anyone taught you how to use your college library since you have been in college?" a total of 184 or 91.5 per cent of the 201 freshmen students replied "yes." At Jackson College 139 or 92.1 per cent of the 151 freshmen had received instruction in the use of the college library, and at Tougaloo College 45 or 90 per cent had received such instruction (see Table 14).

Of the 201 freshman students in the two colleges 178 or 88.6 per cent had borrowed books from their college libraries and 23 or 11.4 per cent had not. A larger percentage of the Tougaloo College freshmen had borrowed library books than had the Jackson College freshmen: 96 per cent at Tougaloo College and 86.1 per cent at Jackson College (see Table 15).

The borrowers expressed various reactions upon their first visit to their respective libraries (see Table 16). Most of the freshmen students reported no difficulty at this time. Of the 178 borrowers of college library books 121 or 67.9 per cent of them said that they felt at ease. Proportionately more students at Tougaloo College (37 or 77 per cent) felt at ease while 84 or 64.6 per cent at Jackson College had this reaction. There was a total of 54 or 30.4 per cent of the students who indicated adverse reaction to their first college library visit to borrow books. More of the students at Jackson College (45 or 34.6 per cent) indicated adverse reactions than did students at Tougaloo College. Only nine or 18.7 per cent of
the students at Tougaloo College reported unfavorable reactions. More of the students with unfavorable reactions (29 or 53.7 per cent) to their first library visit said that they were "confused." The next frequently mentioned reaction was "shy" which was reported by 19 or 35.4 per cent of the group.

Because some students may not have had any library experience before going to college, this study was especially interested in the manner in which students reacted when they first used their college libraries. Of the 18 students who had no libraries in their high schools, only three felt at ease when they first borrowed a book from the college library. Twelve of the other students were shy and confused.

**Reasons Given by Students for Not Borrowing Books from Their College Libraries**

When asked why they had not borrowed a book from the college library 23 or 11.4 per cent of the 201 students who were non-borrowers gave five different reasons. The majority of these students, 14 or 61 per cent stated that it was not necessary for them to borrow books in order to complete their assignments. The next two most frequently stated reasons were that they knew little about the library and did not have time to go (see Table 17).

**Summary**

This Chapter may be summarized by continuing and completing the picture of the average college freshman and his experiences with his school libraries, other libraries and library services. It has been pointed out that the average freshman student in these two colleges is most likely from a rural area, is about 19 years of age and is a 1955 graduate from a public high school. For the most part the rural child did not have a separate library in his elementary school. Pupils reporting attendance at urban schools
in the cities of Jackson, Vicksburg and Hattiesburg, Mississippi reported having had separate libraries in their high schools; students from Jackson reported having had access to the public libraries as well. The reason given most frequently for visiting the high school library was to get an assignment.

TABLE 14
NUMBER AND PER CENT OF FRESHMEN STUDENTS AT JACKSON AND TOUGALOO COLLEGES WHO RECEIVED INSTRUCTION IN THE USE OF THE COLLEGE LIBRARY

<table>
<thead>
<tr>
<th>College</th>
<th>Instruction Received</th>
<th>Instruction Not Received</th>
<th>Did Not Indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Jackson College</td>
<td>139</td>
<td>92.1</td>
<td>9</td>
</tr>
<tr>
<td>(151 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tougaloo College</td>
<td>45</td>
<td>90.0</td>
<td>5</td>
</tr>
<tr>
<td>(50 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>91.5</td>
<td>14</td>
</tr>
<tr>
<td>(201 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 15
NUMBER AND PER CENT OF FRESHMEN WHO HAD BORROWED BOOKS FROM THEIR COLLEGE LIBRARIES

<table>
<thead>
<tr>
<th>College</th>
<th>Borrowers</th>
<th>Non-Borrowers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Jackson College</td>
<td>130</td>
<td>86.1</td>
</tr>
<tr>
<td>(151 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tougaloo College</td>
<td>48</td>
<td>96.0</td>
</tr>
<tr>
<td>(50 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>178</td>
<td>86.6</td>
</tr>
<tr>
<td>(201 students)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 16

**REACTIONS EXPRESSED BY FRESHMEN BOOK BORROWERS UPON FIRST VISIT TO THE JACKSON AND TOUGALOO COLLEGE LIBRARIES**

<table>
<thead>
<tr>
<th>College</th>
<th>Favorable At Ease</th>
<th>Unfavorable Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Jackson College</td>
<td>84</td>
<td>64.6</td>
</tr>
<tr>
<td>(130 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tougaloo College</td>
<td>37</td>
<td>77.0</td>
</tr>
<tr>
<td>(48 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (178 students)</td>
<td>121</td>
<td>67.9</td>
</tr>
</tbody>
</table>

### TABLE 17

**REASONS GIVEN BY STUDENTS FOR NOT BORROWING BOOKS FROM THEIR COLLEGE LIBRARIES**

<table>
<thead>
<tr>
<th>Reasons Given For Not Borrowing Books From College Library</th>
<th>Jackson College (21 students)</th>
<th>Tougaloo College (2 students)</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Did not know much about the library.&quot;</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>&quot;Have not had to go in order to get assignment.&quot;</td>
<td>13</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>&quot;Don't like the librarian in charge.&quot;</td>
<td>1</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>&quot;Don't have time to go.&quot;</td>
<td>3</td>
<td>...</td>
<td>3</td>
</tr>
<tr>
<td>&quot;The library is not open when I have time to go.&quot;</td>
<td>2</td>
<td>...</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>2</td>
<td>23</td>
</tr>
</tbody>
</table>

The student's chances of having used a card catalog in his high school library were much greater than his chances of having used a call
slip. More than likely he received formal instruction in the use of his high school library from his English teacher. He used, in most instances, at least one general encyclopedia and dictionary. Library clubs were not reported frequently. Thirty-five or 19 per cent of the group reported work experiences in their high school libraries.

Since being in college he has received instruction in the use of his library and has borrowed books. He was in most instances at ease upon his first visit to his college library. If his reaction to this first college library visit was unfavorable, it gave him a feeling of confusion more than anything else.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the high school library experiences and certain basic library skills of freshman students enrolled at Jackson and Tougaloo Colleges. These schools are institutions of higher learning for Negroes and both of them are located in Mississippi. Jackson College is a state teachers' college and Tougaloo College is a private liberal arts college. Though primarily concerned with the school library experiences of the students, the study also gave some attention to possible contacts that students might have had with public and college libraries.

The findings of this study reveal that Mississippi is predominantly rural with a total population of 2,178,914. Negroes represent 45.27 per cent or 268,494 of the entire population. Twenty-three and five-tenths per cent or 232,237 of the Negro population of Mississippi are urban dwellers and 76.5 per cent or 754,257 are rural. The public educational facilities of Mississippi include 1,074 state accredited schools and 333 or 31 per cent of these are Negro schools. One hundred and sixty-five are state accredited Negro high schools, but only seven of these high schools are accredited by the Southern Association of Colleges and Secondary Schools. These seven schools are located in Meridian, Jackson, Okolona, West Point, Oxford, and Tougaloo.

Fifty-eight or 23.88 per cent of the students who cooperated in this study graduated from three of the seven schools accredited by the Southern Association. Twenty-two of them are enrolled at Tougaloo College and 36 are
enrolled at Jackson College. Of the remaining 143 students, 120 or 59.2 per cent graduated from non-accredited schools in Mississippi and 23 or 11.4 per cent graduated from public schools outside of the state of Mississippi. Mississippi spent $0.73 per Negro pupil and $1.15 per white pupil for school library service during the 1955-56 school year.

Of the 304 freshmen at Jackson College 151 or 49.6 per cent of them were questioned; 75 or 49.7 per cent of these were male and 76 or 50.3 per cent were female. Tougaloo College reported a total freshman enrollment of 123 and 50 or 40.6 per cent of these students were questioned. The larger proportion, 151 or 75.1 per cent, were enrolled at Jackson College and the other 50 or 24.9 per cent were enrolled at Tougaloo College. In considering the ages of the 201 students involved, the younger students were found at Tougaloo College, with the youngest being 15 years old and the oldest student was at Jackson College and was 28 years old. Most of the students enrolled in the two colleges are from Mississippi. The study reveals, however, that there are 23 or 11.4 per cent of them from out of the state. Fifteen of these students are enrolled at Jackson College and eight are at Tougaloo College. Other locales represented in the study are Alabama, Kentucky, Oklahoma, Georgia, Ohio, Illinois, Louisiana, Tennessee and Cuba.

Most of the students enrolled at Jackson College are from the rural sections of Mississippi where library services and facilities are limited, and students enrolled at Tougaloo College are for the most part from the urban sections of the State. Of the 201 freshmen concerned, 87 or 43.2 per cent of them reported that they had some type of library service while they were in elementary school. Separating these figures by colleges, it may be discerned that the greater proportion of freshmen reporting elementary school libraries is at Tougaloo College. By examining the figures of ele-
mentary school libraries reported by type it may be seen that the largest number of classroom libraries was reported by the freshman students at Jackson College.

The students at Tougaloo College, the private liberal arts college, reported the larger proportion of high school libraries. With reference to the kinds of libraries they had, the students indicated the following nine types or combination forms: (1) the library placed in a separate room and open to the entire student group; (2) the separate library used as a study hall; (3) the classroom library consisting of a group of books kept in a classroom; (4) a separate library and hallway library; (5) a separate library and books in the principal's office; (6) a library study hall and books in the principal's office; (7) a library study hall with books in teacher's office; (8) a separate library and classroom library, and (9) books in the principal's office. The most frequently reported type of high school library and the most desirable was the separate room which was reported by 79 or 43.16 per cent of the 183 students who had libraries in their high schools. The greater proportion of students reporting the separate type of high school library was at Tougaloo College where 24 or 48.97 per cent of the 49 libraries were separate. Jackson College had 55 or 41.04 per cent.

Of the 183 students with high school libraries, the greater proportion of frequent users was at Tougaloo College. In giving reasons for going to high school libraries, it is noted that fewer students at Jackson College went on their own initiative whereas more than three-fourths of the participants at Tougaloo College had gone on their own. It is also noted that proportionately more students at Tougaloo College reported that their teachers accompanied them to the library to spend a class period than those at Jackson College. Proportionately, there were more full-time high school li-
brarians reported by students in attendance at Tougaloo College than at Jackson College.

The findings of this study and other similar studies seem to indicate that students' ability to use the library is greatly influenced by the amount and kind of instruction in library use which they receive. College students seem to be able to use effectively the library in direct proportion to the amount and kind of library instruction that they have had in high school. Students at both colleges reported having received high school library instruction. This instruction for the most part was formal and was received in the school library from the English teacher. By a small percentage, more students received instruction in the use of their high school libraries at Jackson College than did those at Tougaloo College.

The use of the card catalog in high school libraries was reported in larger proportion by users at Tougaloo College. The study reveals that not quite as many students had used call slips as had used the card catalog. Tougaloo College students also rank higher in the use of call slips.

The most frequently used reference books were encyclopedias and dictionaries. Less frequently used reference books were gazetteers and yearbooks. Tougaloo College students reported consulting these works more than did those at Jackson College. The heavy use of encyclopedias while in high school may be an indication of the lack of adequate book and non-book materials or a lack of knowledge about how to use other sources of information.

Fifty-seven or 31.1 per cent of the 183 students reported library clubs. The larger proportion was reported by students of the private college with 18 or 36.7 per cent. Of the 57 clubs reported only 12 or 22 per cent of these students were members. It is recommended that high school librarians encourage students to become library club members. Since work op-
opportunities are provided in the library where groups of pupils participate in desk work and in the care of library materials as a means of cultivating worthy attitudes toward future jobs, high school librarians should give more attention toward "recruiting" student help in the library.

A small percentage of students in the study reported work experiences in their high school libraries. Tougaloo College students report more work experience than those enrolled at Jackson College. The most frequently reported duty performed while working in high school libraries was general circulation work.

Both of the colleges make provisions for acquainting their freshmen with the use of the library. A larger proportion of students at Jackson reported receiving instruction in the use of their college library. Twenty-three or 11.4 per cent of the students had not borrowed books from their college libraries, and the most frequently expressed reason was that it was not necessary to borrow books in order to complete assignments.

Since most of the freshmen were book borrowers the study was concerned with reactions encountered upon their first library visit. Most of the students reported favorable reactions and the larger proportion of them was at Tougaloo College. The most unfavorable reaction given was a state of "confusion" which was reported in a larger proportion by the students at Jackson College.

Upon the basis of the findings of this study several recommendations may be made. It is highly desirable that schools maintain libraries in separate rooms open to the entire student body and under the administration of a professionally trained full-time or part-time librarian, depending upon the size of the student group. The classroom library is desirable only when there is also a separate library room that is equipped to serve all student
needs. The library study hall though quite prevalent it is not always desirable; neither should groups of books in hallways and various offices be a substitute for a library.

In both the high school and the elementary school it is recommended that instruction in the use of books and libraries be given and that it be offered or supervised by the school librarian. If the English teacher or any other teacher is assigned this responsibility, the planning should be done cooperatively by the teacher and the librarian.

Since there are still some college students who have had no high school library experience and who have difficulty in using their college libraries even after instruction, it is recommended that librarians might devise some test for freshmen to find out how much they know and then proceed from there.

In conclusion it might be well to point out that the higher caliber of students so far as library use is concerned seems to be enrolled at Tougaloo College where the high school library experiences have significantly contributed to their success in making the transition from the school library to the college library. The students enrolled at Jackson College are for the most part from the rural sections of the state where library services and facilities are definitely inadequate. This contributes to their lack of ability to use libraries and to their limited use of the library.

In closing a thought expressed by Fargo seems quite timely:

A pupil's library experience should, like his total educational experience, be a continuous process; and unless the junior or senior high school librarian understands and can build not alone on what has gone before, but also towards what is to come, she is not prepared to work effectively.¹

¹Ibid., p. vii.
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Books


Articles


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Other Sources

Interview with Mrs. Ernestine A. Lipscomb, Chief Librarian, Jackson College Library, April 3, 1956.

APPENDIX

LIBRARY EXPERIENCE QUESTIONNAIRE

1. Name of your college (write in)______________________________

2. Age_____; Date of graduation from high school__________________

3. Check (X) Sex; Male_____; Female_____

4. Write your present home address; city or town_____; County_____
   State________.

5. Give the name and location of the high school from which you graduated.
   Name of high school________________; County____________
   City or town________________; State__________________

6. Was your high school a public high? Check (X) yes_____; no_____

7. Check (X) the last grade which you completed in high school: 10_____
   11________; 12________

II

1. Check (X) the kinds of libraries you used before coming to college:
   School_____; Public_____; College_____; None________________
   a. If before coming to college you used a public or college library,
      were you encouraged to do so by your: Check (X): 1.____ school librarian;
      2.____ teacher; 3.____ neither of these.

2. Was there a library in your elementary school? Check (X): yes_____; no_____
   If "yes" was the library; Check (X): 
   a.____ a group of books in your classroom.
   b.____ in a separate room and open to all of the students in the school.
c. ____ some other arrangement, please specify: ______________________

3. Was there a library in the high school from which you graduated?
   Check (X): yes____; no____
   (a) If your answer is "yes," was your library (Check)
   1.____ a library used by all of the students in the school?
   2.____ a library used for study hall?
   3.____ a collection of books which were kept in your classroom?
   4.____ a collection of books kept in a hallway?
   5.____ a collection of books kept in the principal's office, or some other room?
   6.____ other, Write in. ________________________________

4. In your home town, is there a library truck or car which carries books around to people? Check (X) yes____; no____; not certain__________
   (a) If your answer is "yes," does it serve Negroes? Check (X) yes____; no____

5. Has anyone taught you how to use your college library since you have been in college? Check (X) yes____; no____

6. Have you borrowed a book from your college library yet? Check (X) yes____; no____

7. If you have not borrowed any books from your college library check (X) the reason why:
   a.____ you do not know much about the library and you don't want to be embarrassed
   b.____ you have not had to go to the library in order to get your assignments
   c.____ you don't like the librarian in charge
   d.____ you don't have the time to go
e. _____ the library is not open when you do have the time to go
f. _____ other reasons. Write in_____________________________________________________

8. Did the adult person in charge of your high school library: Check (X)
   a. _____ work in the library all the time?
b. _____ teach any classes?
c. _____ do any other kind of work in the school?
d. _____ If you checked "c," what other kind of work did the librarian
do? Write in_____________________________________________________

INSTRUCTIONS: If there was not a library in your high school STOP HERE and
turn in your paper. Thank you. If there was a library in your high
school go on to the next question.

9. How much did you use your high school library? Check (X) very often____;
seldom____; never____

INSTRUCTIONS: If your answer to question "9" is very often or seldom,
answer questions "10," "11" and "12" omit "13." If your answer to
question "9" is never SKIP questions "10," "11," and "12" and answer
"13."

10. Check your reasons for going to your high school library: Check (X)
    a. _____ to study on your own
    b. _____ to get out an assignment
    c. _____ to read the newspapers and magazines
    d. _____ to get a book
    e. _____ to return a book
    f. _____ to look around
    g. _____ to listen to stories being told
    h. _____ to listen to the radio
    i. _____ to look at the television
j.____ to see an exhibition
k.____ to hear a speaker
l.____ you had a library assignment
m.____ to take a test
n.____ because the library was used as a study hall
o.____ your teacher took your class to spend a period in the library
p.____ you were sent there for misbehaving in class

11. Did you ever use a file or a list of books of any kind in your high school library to help you find what you wanted? Check (X) yes____; no____

12. Did you ever fill out a slip of any kind to give to your high school librarian so that she could get the books you wanted? Check (X) yes____; no____

13. Check (X) your reason for never going to your high school library.
   a.____ you couldn’t ever find a seat
   b.____ you did not have a full study period
   c.____ the library was not open before or after class hours
   d.____ the library was too noisy
   e.____ you did not like the librarian
   f.____ you were able to get your lessons without using the library’s books
   g.____ none of your teachers ever made a library assignment
   h.____ it was too much trouble to get permits to go to the library
   i.____ classes were being held in the library
   j.____ there were no new and attractive books in the library
   k.____ you had to keep very quiet in the library
   l.____ the library was not attractive or comfortable
m. the librarian was not nice about helping you find what you wanted in the library
n. you were not permitted to browse around the library
o. someone else always got your library books for you

14. Did anyone teach you how to find what you wanted in your high school library? Check (X): Yes___; no___
(a) If your answer is "yes," who taught you? Check (X):
1. the librarian?
2. the English teacher?
3. the homeroom teacher?
4. your friends?
5. other. Write in__________________________
(b) How were you taught? Check (X):
1. in a class with other students?
2. by yourself in the library whenever you needed help?
(c) Where were you taught? Check (X):
1. in the library?
2. in a classroom?

15. In your high school library did you use general reference books to help you get your school work? Check (X): yes___; no___
(a) If your answer is "yes" check the reference books which you used.
1. Encyclopedias
2. Gazetteer
3. Atlas
4. General Dictionaries
5. Biographical Dictionaries
6. Yearbooks
7. Some other reference book. Write in the name

8. There are other reference books which you used but you can't remember the name.

16. Was there a library club in your high school? Check (X): yes__; no__; don't know__.
   If your answer is "yes," answer "a," "b" and "c."
   (a) Did it meet regularly? Check (X): yes__; no__; don't know__
   (b) Were you a member? Check (X): yes__; no__
   (c) How long were you a member? Check (X) one.
      ____less than year; ____1 year; ____2 years; ____3 years; ____4 years

17. Did you ever work in your high school library? Check (X): yes__; no__
   (a) If "yes," what kind of work did you do?
      Write in______________________________
   (b) Why did you work in your high school library? Check (X):
      1.____ you had a job for which you were paid
      2.____ it was a special privilege to work in the library
      3.____ you liked the library and just wanted to work there
      4.____ Other reasons. Write in______________________________

Your name is not necessary for the completion of this questionnaire but it would be very much appreciated if you would write it in. Thank you.

Name:________________________________________