

Pittsburg State University

## Pittsburg State University Digital Commons

---

Electronic Theses & Dissertations

---

8-1938

### Libraries in Negro high schools of Missouri

Adolphus R. Houston

*Kansas State Teachers College*

Follow this and additional works at: <https://digitalcommons.pittstate.edu/etd>



Part of the [Library and Information Science Commons](#)

---

#### Recommended Citation

Houston, Adolphus R., "Libraries in Negro high schools of Missouri" (1938). *Electronic Theses & Dissertations*. 122.

<https://digitalcommons.pittstate.edu/etd/122>

This Thesis is brought to you for free and open access by Pittsburg State University Digital Commons. It has been accepted for inclusion in Electronic Theses & Dissertations by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact [digitalcommons@pittstate.edu](mailto:digitalcommons@pittstate.edu).

LIBRARIES IN NEGRO HIGH SCHOOLS OF MISSOURI

A Thesis Submitted to the Graduate Division in  
Partial Fulfillment of the Requirements for the Degree

Thesis Adviser of Master of Science

Chairman of the Department of Education

Chairman of the State Board of Education

PORTER LIBRARY

by

Adolphus R. Houston

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

August, 1938



## ACKNOWLEDGEMENT

The writer wishes to express his warmest appreciation to his adviser, Dr. Ralph A. Fritz, for his kindly advice and guidance throughout the preparation of this study. He is greatly indebted to Dr. Ernest M. Anderson, under whose direction the check-list was prepared. Most grateful acknowledgement is made to those who marked and returned the check-lists, without which this study could not have been successfully made. He is most indebted to his wife, Willia M. Houston, for her encouragement and assistance during the time that this study was in progress.

# TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	iv
CHAPTER	
I. INTRODUCTION. . . . .	1
Purpose of the Study. . . . .	1
Value of the Study. . . . .	1
Historical Background . . . . .	2
Libraries in Negro High Schools . . . .	3
Reasons for Choosing This Subject . . .	4
II. COLLECTION AND INTERPRETATION OF DATA .	7
Methods used in Collecting Data . . . .	7
Number and Location of Schools Studied .	8
Types of Libraries. . . . .	8
Seating Capacity of Libraries . . . . .	11
Libraries in Negro High Schools of	
Recent Origin. . . . .	13
Experience of Librarians. . . . .	14
Training of Librarians. . . . .	15
Money Spent for Books . . . . .	15
Money Spent for Periodicals . . . . .	18
How Books are Selected. . . . .	19
How Books Are Secured for Libraries . .	20
Equipment and Furniture . . . . .	21
Policy and Use . . . . .	23
Services. . . . .	24
Distribution of Volumes . . . . .	26
Periodicals Received Regularly. . . . .	28
III. SUMMARY AND RECOMMENDATIONS . . . . .	32
Recommendations. . . . .	35
BIBLIOGRAPHY . . . . .	36
APPENDICES. . . . .	38
Letter. . . . .	38
Card. . . . .	38
Check-list. . . . .	39

# LIST OF TABLES

Table	Page
I. Location of Schools and Types of Libraries . . . . .	11
II. Seating Capacity of Libraries . . . . .	12
III. Number of Years That Negro High Schools Have Had Libraries. . . . .	13
IV. Number of Years Library Experience. . . . .	14
V. Training of Thirty-eight Librarians . . . . .	15
VI. Money Spent for Books this Year. . . . .	16
VII. Enrollment and Number of Books in Forty Schools. . . . .	17
VIII. Money Spent for Periodicals This Year. . . . .	19
IX. How Books are Selected in Negro High Schools. . . . .	20
X. How Books are Secured . . . . .	21
XI. Equipment and Furniture . . . . .	22
XII. Policy and Use of School Libraries. . . . .	23
XIII. Services . . . . .	25
XIV. Volumes in Libraries. . . . .	27
XV. Periodicals. . . . .	29
XVI. Periodicals Added to List . . . . .	30

## ABSTRACT

This study proposes to do the following things: (1) to find out the type of libraries that Negro high schools of Missouri have; (2) to discover something about their organization and administration; (3) to ascertain what equipment and furniture they have; (4) to learn the library policy and uses made of libraries; (5) to find out what services libraries offer students; (6) to procure information about their distribution of volumes; (7) to ascertain the number and kind of periodicals received; (8) to suggest that Negro high schools without libraries provide the best possible type that the school can afford.

The data upon which the suggestions are based were obtained by personal visits and check-lists that were sent out to forty-two principals of Negro high schools in Missouri. Forty of the principals replied to the check-lists.

The results of the study show that: (1) all but two of the schools studied have some type of library; (2) more than half of these libraries are in charge of persons who have had no library training; (3) only eleven of the schools met the recommendation of the National Education Association's Committee, which recommends that one dollar per year per pupil be spent for books; (4) a large number of these schools are deficient in periodicals; and (5) the establishment of libraries in Negro high schools has been made slowly.

## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

This study of libraries in Negro high schools of Missouri proposes:

1. To find out the type of libraries that Negro high schools have.
2. To discover something about their organization and administration.
3. To ascertain what equipment and furniture they have.
4. To learn the library policy and uses made of libraries.
5. To find out what services libraries offer students.
6. To procure information about their distribution of volumes.
7. To ascertain the number and kind of periodicals received.
8. To suggest that Negro high schools without adequate libraries provide the best possible type that the school can afford.

#### Value of the Library

In many sections of Missouri the Negro is not permitted to use the public library. Yet, a public library

should be available to all the children of all the people. Classroom libraries do not take the place of a central collection of books that have been placed in charge of a trained librarian or teacher who has fitted herself for library administration. The boys and girls of the Negro high schools of Missouri have little chance to participate in a type of reading that is extremely helpful in the development of good citizens. The public library supplies books that meet the varied needs of individuals in a complex society. What books mean to an organized society cannot be measured, but a progressive society without books cannot be imagined. In our changing civilization, growing daily more complex, people need the best thoughts expressed in books to guide them.<sup>1</sup> Therefore, all high school students should be provided with ample opportunity for both intensive and extensive reading in some sort of well-organized library. Most educators are convinced that a library--a working laboratory of books in a school--is a very essential part of the school organization.<sup>2</sup>

### Historical Background

The history of the earliest library dates back to 2500 B. C., when clay tablets began to be collected at the

---

<sup>1</sup>Hatty M. Lydenberg, et al, "A National Plan for Libraries," The Library Journal, LIX (September, 1934), 661.

<sup>2</sup>C. G. Leland, "A Library in Every School Would Be Worth Every Cent It Cost," The Library Journal, LXI (February 1, 1934), 114-115.

temple of En-lil in Nippur, Babylonia. The fragments of this early library which have been discovered consist of temple records, textbooks, mathematical, and literary works. These records, textbooks, and other collections of written records were assembled before the invention of books, and were made by Rameses II at Thebes, Egypt. The Ptolemies in Egypt, beginning in the fourth century B.C., collected in Alexandria the greatest ancient library of Greek literature, consisting of 700,000 rolls of papyrus. However, great modern libraries began with the manufacture of paper in the twelfth century, when a rapid increase in the production of books occurred. The development of recent public libraries is ascribed to Benjamin Franklin, who initiated in 1732 the first membership library--the Library Company of Philadelphia.<sup>3</sup>

### Libraries in Negro High Schools

The libraries in the Negro high schools of Missouri have no such accurate or direct history. It is very difficult to determine the advent of libraries in these schools. Neither the localities in which they are found nor records of the state department of education provide satisfactory data upon which many definite facts can be

---

<sup>3</sup>The Lincoln Library of Essential Information, (Buffalo, N. Y: The Frontier Press Company, 1931), 2101.

established relative to the history of libraries in these schools. However, the first Negro high school library in the state of Missouri seems to have been established at Lincoln University in 1896. It had no formal organization, but merely began through the collection of books by means of purchases and donations from interested persons.

The early libraries in Negro high schools of Missouri did not always consist of a well-selected and balanced collection of helpful books, arranged and used so as to exert a good influence in the school. In many instances, the books were placed in the most inconspicuous places; as a result, oftentimes, they became covered with dust and mold. The later libraries in Negro high schools show improvement. The books are selected with care, trained librarians have been secured in some schools, and the library has become a definite part of the educational program.

#### Reasons for Choosing This Subject

The attempt to organize a modern and more helpful library in Lincoln High School, Springfield, Missouri, was made in 1930 when a new high school building was erected. At that time, the writer, who is principal of the high school, placed a trained librarian in charge of the organization. The books that had been used in the old high school library were carefully assorted, and



those that were considered to be the most useful were transferred to the new building and placed in the library. New books were purchased by the board of education. The students were then admitted to the new environment, and close observation was continually made of the library situation. A regular library schedule was prepared for all high school classes, and library assignments were made after some instruction in the care and use of the library had been given.

The students responded whole-heartedly to this new library situation. Many of the students actually read all of these periodicals, newspapers, and most of the books, because they had access to a real library situation, at least one period each school day. The class assignments were rotated, so as to make it possible for the limited number of books to be available to all. So long as the number of periodicals and newspapers was not too limited, they were placed on open reserve in the library, where the students could help themselves during the day. The library became an invaluable adjunct to the daily school-life of the students.

However, some problems arose. Not being accustomed to library facilities, and having had no previous experience in library ethics, many of the students did not show the proper respect and care for the library--the periodicals, the newspapers, and the books. The greatest problem, however, was that of discipline. Careful

attention and much time were spent in meeting these newly acquired school problems. But before the end of one year desirable adjustments became noticeable and were reflected in the changing attitudes of some of the problem students. The condition continued to improve until the difficulties were gradually reduced to a minimum, and the library periods present pictures of boys and girls seated at tables --browsing through books, reading periodicals, or interesting themselves in newspapers.

The writer's experience with the library situation in his school caused him to turn his attention to other Negro schools in the state, to determine their library policies and services. He made short visits to several of these schools. Among the schools visited were those of Joplin, St. Charles, Neosho, Lebanon, St. Louis, Kansas City, Sedalia, Jefferson City, and Columbia. Observations in these schools revealed the fact that most of them had some form of a school library. However, the real effectiveness of these libraries could not be determined upon such brief visits; therefore, the writer decided to make a more comprehensive and effective study of libraries in Negro high schools of Missouri. This thesis will be a description of that comprehensive study.

second letter was sent to each of the forty high schools, asking for their cooperation in the study. The response was very encouraging, and the writer is thanking them for their cooperation.

## CHAPTER II

### COLLECTION AND INTERPRETATION OF DATA

#### Methods Used in Collecting Data

A letter was sent to the State Superintendent of Schools, Mr. Lloyd W. King, at Jefferson City, explaining that a proposed study of libraries in Negro high schools of the state was to be made, and asking for the names and locations of these schools. Mr. King replied promptly. His reply provided a list of forty-two schools. Letters were sent to the principals of these forty-two schools, announcing the proposed study and asking for their cooperation in the effort. Enclosed with each letter was a card requesting the following information: (1) Whether the school had some form of school library; (2) Number of years it existed; and (3) Its relation to the high school organization. A copy of both the letter and the card is given in the appendix.

Forty of the forty-two principals to whom letters were written returned the cards promptly. Two schools, Charleston and Poplar Bluff, failed to reply. Upon receipt of the cards that were sent with the first letters, a second letter was sent to each of the principals of the forty high schools, asking for a continued cooperation and thanking them for their cooperation thus far. Enclosed

with each letter was a check-list to be marked and returned. A copy of this check-list is given in the appendix. The fact that the writer is personally acquainted with the principals of more than ninety per cent of the Negro high schools of Missouri is, perhaps, responsible for the return of forty of the forty-two check-lists, or ninety-five per cent.

### Number and Location of Schools Studied

This study includes schools that do work on both the junior and senior high school levels. The reason for including both junior and senior high schools is that there are no separate Negro junior and senior high schools in Missouri, since most of the schools are organized on the six-six plan. The number of schools, their location, and how they replied can be ascertained by referring to Table I.

### Types of Libraries

The check-list defined the library as an agency in the school that meets the teaching work of the school at all points, helps to carry it on, and has a well-selected collection of books of an informational type, and is a definite part of the educational program.

The check-list was divided into six sections. Section I, "Organization and Administration," was used to determine

the types of libraries in Negro high schools of Missouri. Section II, "Equipment and Furniture," was used to find out what equipment and furniture these libraries had. Section III, "Policy and Use," was used to determine how these libraries were used and how problems concerning them were solved. Section IV, "Services," was used to ascertain what these libraries are doing to make them effective factors in the educational process of children. Section V, "Distribution of Volumes," was used to discover the kind of books that these libraries had. Section VI, "Periodicals Received Regularly," was used to discover the kind of materials that students have available for this type of reading.

To ascertain the type of libraries to be found in Negro high schools, the check-list contained the following statement: "Check the type of library that you have now: ( ) Type (1): ( ) Type (2): ( ) Type (3)."

The writer classified school libraries as follows:

(1) A permanent room or rooms used exclusively for library purposes with a trained librarian in charge.<sup>4</sup> (2) A permanent room, a separate room, or a class room used for library purposes, with a teacher-librarian in charge, who looks after the library in addition to regular teaching duties.<sup>5</sup> (3) A space in a room, corridor, or principal's

---

<sup>4</sup>Marhta Wilson, School Library Management. (New York: The H. W. Wilson Company, 1931), 8.

<sup>5</sup>Ibid, 9.

office that has been dedicated for library use, with a pupil, principal, or some one else in charge.<sup>6</sup> The type of library in each school is given in Table I.

<sup>6</sup>William A. King, The Elementary School Library (New York: Charles Scribner's Sons, 1929), 95.

TABLE I

## Location of Schools and Types of Libraries

Location	Schools	Types of Libraries
Ash Grove	Lincoln	3
Bowling Green	Washington	3
Booneville	Sumner	3
Bunceton	Dunbar	3
Brunswick	Bruce	3
Cape Girardeau	John S. Cobb	2
Carthage	Lincoln	3
Chillicothe	Garrison	--
Charleston	Lincoln	**
Clinton	Lincoln	3
Columbia	Fred Douglass	1
De Soto	Langston	3
Greenfield	Washington	2
Hannibal	Douglass	2
Higginsville	Douglass	3
Huntsville	Lincoln	3
Independence	Young	3
Jefferson City	Lincoln Univ.	1
Joplin	Lincoln	3
Kansas City	Lincoln	1
Kansas City	R. T. Cole	--
Lebanon	Sumner	3
Louisiana	Lincoln	3
Marshall	Lincoln	3
Mexico	Garfield	2
Moberly	Lincoln	3
Montgomery	Lincoln Park	3
Neosho	Lincoln	2
Oregon	-----	3
Poplar Bluff	Wheatley	**
St. Charles	Franklin	3
St. Joseph	Bartlett	2
St. Louis	Sumner	1
St. Louis	Vashon	1
Sedalia	Lincoln	1
Slater	Lincoln	3
Springfield	Lincoln	1
Trenton	Garfield	3
Troy	Lincoln	3
Vandalia	Lincoln	3
Warrensburg	Howard	3
Webster Groves	Douglass	2

\*\*Schools failed to answer  
 --Schools have no libraries

Of the forty principals who returned check-lists, seven reported type (1) libraries with a trained librarian in charge; seven reported type (2), a separate room with a teacher-librarian in charge; twenty-four reported type (3), a room, corridor, or principal's office with some one else in charge; and two reported no library at all. This means that seventy-seven per cent of the libraries in Negro high schools of Missouri are in charge of persons who probably have had no professional training for this work that they are trying to do.

TABLE II

Seating Capacity of Libraries

Seating Capacity	Schools Reporting
170	1
128	1
106	1
100	1
92	1
80	1
43	1
40	1
37	1
30	2
25	1
12	1
10	1
8	3
6	3
4	2
3	1
0	17



Six schools as shown in Table II have libraries with seating capacities ranging from eighty to one hundred and seventy; five with seating capacities ranging from thirty to eighty; six with seating capacities ranging from three to twelve; and seventeen schools have libraries with no seating capacity. These data show that 42 per cent of the Negro high schools in Missouri make no provision for seating pupils in their libraries. The writer is of the opinion that this situation fails to provide a proper incentive to make students want to use the library.

Libraries in Negro High Schools of Recent Origin

The answers to "How long have you had a library in your school?" are shown in Table III.

TABLE III

Number of Years That Negro High Schools Have Had Libraries

Number of Years of School Libraries	Number of Schools Reporting
42	1
30	1
25	2
22	1
20	1
14	1
12	1
10	3
9	1
8	1
7	3
6	3
5	1
4	2
3	3
2	1
1	3
0	4
Uncertain	5

One library has existed for forty-two years; another one for thirty; two for twenty-five; and one for twenty-two years. Since twenty-five libraries have been established in Negro high schools during the last ten years, libraries are practically in the initiative stage in Missouri.

### Experience of Librarians

To ascertain the experience that librarians of Negro high schools have had, the following question was asked on the check-list: "Number of years library experience?" The answers are shown in Table IV.

TABLE IV

### Number of Years Library Experience

<u>Number of Years Experience</u>	<u>Number of Schools Reporting</u>
25	1
10	1
9	1
8	1
7	1
5	3
4	2
3	2
2	3
0	23

Twenty-three schools have persons in charge of libraries who have had no experience. Three schools have librarians who have had two years experience; two who have had three; one has had ten; and one has had twenty-five years experience.

### Training of Librarians

To ascertain the amount of training that librarians of Negro high schools had received, the following statement was put in the check-list, "Amount of training librarian has had; ( ) Weeks ( ) Months ( ) Years ( ) Semester Hours." The answers given in Table V show that twenty-nine of thirty-eight librarians have had no training.

TABLE V

#### Training of Thirty-eight Librarians

Training of Librarians	Number of Schools Reporting
<u>Weeks</u>	
10	1
<u>Years</u>	
1	1
2	2
3	1
4	2
5	2
<u>No Training</u>	
0	29

### Money Spent for Books

Table VI gives the answers to the question on the check-list, "How much money was spent for library books this year?"

TABLE VI

Money Spent for Books This Year

Money Spent Per Pupil	Number of Schools Reporting
\$4.76	1
3.67	1
2.40	2
2.22	1
2.00	1
1.33	1
1.13	1
1.12	1
1.07	1
1.05	1
.87	1
.74	1
.73	1
.66	1
.65	1
.64	1
.61	1
.41	1
.39	1
.35	1
.25	1
.24	1
.17	1
.08	1
.04	1
Nothing	14
Total Schools	40

Six schools spent from two dollars to four dollars and seventy-six cents per pupil for books. Seven schools spent from four cents to thirty-nine cents per pupil, and fourteen schools spent nothing per pupil for books.

Table VII shows the total high school enrollment and the total number of books in each high school library. Encyclopedias were not included, since they usually come in sets; neither were maps and atlases counted.

TABLE VII

Enrollment and Number of Library Books in  
Forty Schools

Towns	:	Schools	:	Enrollment	:	Books
Ash Grove		Lincoln		6		61
Bowling Green		Washington		39		57
Booneville		Sumner		63		164
Bunceton		Dunbar		34		105
Brunswick		Bruce		19		0
Cape Girardeau	*	John S. Cobb		88		915
Carthage		Lincoln		21		41
Chillicothe		Garrison		33		0
Charleston		Lincoln		--		--
Clinton		Lincoln		18		222
Columbia		Fred Douglass		222		3330
De Soto		Langston		14		50
Greenfield		Washington		18		62
Hannibal		Douglass		160		218
Higginsville		Douglass		15		53
Huntsville		Lincoln		25		105
Independence	*	Young		89		759
Jefferson City	*	Lincoln Univ.		136		5000
Joplin		Lincoln		72		81
Kansas City	*	Lincoln		746		3852
Kansas City		R.T. Cole		836		605
Lebanon		Sumner		14		114
Louisiana		Lincoln		43		65
Marshall		Lincoln		50		42
Mexico		Garfield		143		389
Moberly		Lincoln		85		0
Montgomery		Lincoln Park		31		21
Neosho		Lincoln		21		446
Oregon		-----		25		39
Poplar Bluff		Wheatley		--		--
St. Charles		Franklin		64		217
St. Joseph		Bartlett		205		845
St. Louis	*	Sumner		1265		5064
St. Louis	*	Vashon		1330		5138
Sedalia		Lincoln		235		450
Slater		Lincoln		24		137
Springfield	*	Lincoln		163		1364
Trenton		Garfield		31		40
Troy		Lincoln		30		31
Vandalia		Lincoln		14		22
Warrensburg		Howard		25		55
Webster Groves		Douglass		266		365

\*Denotes schools that meet standard for school libraries.

--Denotes schools that failed to answer.

Table VII shows that thirty-two schools have an insufficient number of books for their library needs, according to the "Standard for School Libraries" that became effective in 1930, which states that schools with less than one-hundred students enrolled should have five-hundred well-selected books; with enrollments from one-hundred to two-hundred students, from five-hundred to one-thousand books; from five-hundred to one-thousand enrolled, 2500 to 5,000 books; and with more than one-thousand enrolled, more than 5,000 books.<sup>7</sup> The writer feels that the deficiency of books in the libraries of Negro high schools presents a situation that needs immediate attention.

#### Money Spent for Periodicals in Negro High Schools

To ascertain the amount of money per pupil that was spent for periodicals, the following question was asked,

"How much money was spent for periodicals this year?"

The answers are shown in Table VIII.

---

<sup>7</sup>J. Henry Highsmith, et al., "Standards for School Libraries," Bulletin from the Commission on Secondary Schools of the Southern Association of Colleges and Secondary Schools.

TABLE VIII

Money Spent for Periodicals This Year

Money Spent Per Pupil for Periodicals	Number of Schools Reporting
\$1.00	1
.71	1
.55	1
.44	1
.39	1
.37	1
.28	1
.20	1
.19	2
.16	1
.15	1
.14	1
.11	1
Nothing	14 Schools

One school spent one dollar per pupil for periodicals.

Seven schools spent from twenty cents to seventy-one cents per pupil; and fourteen schools spent nothing for periodicals.

How Books Are Selected

To determine who participates in the selection of books for libraries in Negro high schools of Missouri, the following statement was placed on the check-list, "Check who selects books for your school library." The answers are given in Table IX and show that in twenty-six schools subject teachers participate in the selection of books; in thirty-two schools the principals help to select books for the library; in ten schools the librarians help; in three schools the students are allowed to help; in three

TABLE IX

How Books Are Selected In Negro High Schools

Persons Who Help to Select Books	Number of Schools Reporting
Subject-teachers	26
Principals	32
Librarians	10
Students	3
Public	3
Superintendent of Schools	1

schools the public helps; and in one school the superintendent assists. It seems that the selection of books for the libraries in the Negro high schools of Missouri is pretty well scattered among various persons. The writer feels that students should be given more opportunity to participate in the selection of books.

How Books Are Secured

To ascertain how books are provided for libraries in Negro high schools, the following statement was placed on the check-list, "Check the source by which you get books for your library." The answers are given in Table X. In thirty-five schools the school boards provide books for libraries in these schools; in ten schools, the Parent-Teacher Associations; in eleven schools, the schools supply their own books; and in fifteen schools, the public participates in providing books for libraries in Negro high schools.



TABLE X

How Books Are Secured

Persons Who Help to Provide Books	Number of Schools Reporting
School Board	35
Parent Teacher Association	10
School	11
Public	15

Equipment and Furniture

Since a certain amount of equipment and furniture are indispensable for the school library, the principals to whom check-lists were sent were asked to check the equipment and furniture that they had in their libraries. Table XI shows the equipment mentioned in the check-list. Principals were asked to indicate what they had by placing the figure (1) in the parenthesis preceding the item; and to indicate what they did not have by placing (0) in the parentheses preceding them. They were asked to add to the list any equipment and furniture they had that was not mentioned on the check-list.

TABLE XI

Equipment and Furniture in Libraries

Items	Number of Schools Reporting
Shelves for Books	37
Shelf-list of all books	17
Linoleum on floors	4
Magazine rack	11
Dictionary case	11
One or more International Dictionaries	33
One or more Standard Dictionaries	28
Card catalog case	13
Reading tables	22
Chairs for tables	20
Desk for librarian	14
Bulletin Board	20
Paper rack	10
Waste paper baskets	29
*Typewriters	2

\*Added to list of items

Table XI indicates that thirty-seven schools have shelves for books in their libraries; seventeen have a shelf-list of all books; four have linoleum on the floors; eleven have magazine racks; eleven have dictionary cases; thirty-three have International Dictionaries; twenty-eight have Standard Dictionaries; thirteen have card catalog cases; twenty-two have reading tables; twenty have chairs for tables; fourteen have desks for librarians; twenty have bulletin boards; ten have paper racks; twenty-nine have waste baskets; and two have typewriters. These facts show that libraries are well equipped with shelves and dictionaries, but all other equipment and furniture except waste baskets seems to be inadequate. It is

interesting to find that only four Negro high schools have linoleum on their library floors.

### Policy and Use

Use is the summing up and the test of the library's value to the school and the student.<sup>8</sup> If there is any vestige of truth in the above statement, then the writer felt that it would be well to include in this study, the policy and use of libraries in Negro high schools. To determine this the check-list contained the following statement: "Check the policy and use of your library. Indicate the policy and use of your library by placing the figure (1) in the parenthesis preceding them; indicate those that you do not make by placing (0) in the parenthesis preceding them." Table XII shows how the principals reported on these items.

TABLE XII

#### Policy and Use of School Libraries

Items	Number of Schools Reporting
Library is open before and after school hours	18
Library is open during lunch hours	25
Pupils are admitted with library permits	14
Pupils are admitted without library permits	20
Pupils have some "say" as to books purchased	8
Pupils assist in conducting the library	26
Pupils have at least one library period each day in the library	21
Pupils have certain days to use the library	5
Library and study hall are combined	19

<sup>8</sup>Wilson, op. cit., p. 63.

TABLE XII (continued)

Items	Number of Schools Reporting
Library is a separate unit in the school	7
Books are catalogued and arranged on shelves according to the Dewey Decimal Classification System	10
Books are catalogued and arranged on shelves according to a system worked out by the school	20
Adequate system for checking out books	29
Pupils go to library for reference reading only	9
Pupils go to library for both reference and free reading	31
Librarian assists in collecting pictures, books, and other material for pupils	20

These results show that policies and uses of libraries in Negro high schools vary greatly. Only a few of these schools allow pupils to have any "say" relative to the purchase of books. Only a few Negro high schools have separate rooms that are used exclusively for library purposes. The library and study hall are combined in approximately half these schools. However, the librarians in a large number of schools assist in collecting material for pupils--a type of service that will prove extremely helpful to those who frequent the library.

### Services

Instruction is a most important feature of work in the modern school; however, the amount of time to be spent in instructing students in the use of the library should depend upon how much the library can be used, and upon how well the librarian's training fits her to give such

instruction.<sup>9</sup> Table XIII shows how the principals reported on services that are furnished by their school libraries.

TABLE XIII

Services

Items	Number of Schools Reporting
Systematic instruction is given by the librarian in the use of the library	11
Instruction in the classification and arrangement of books	14
Instruction in the use of the card catalog	12
Instruction in good citizenship in the library	26
Instruction in respect for school property	33
Instruction in sharing expenses with others	23
Instruction in desirable attitudes toward reading and each other	27
Organization of library clubs	3
Instruction in visual education	10
Stereoscopic views are used in visual education	5
Still pictures are used in visual education	9
Films are used in visual education	7

The facts revealed by Table XIII indicate that the Negro high schools of Missouri are doing something to promote intelligent use of libraries by students. However, it is shown that only three schools have library clubs, and a very few give instruction in visual education. Twenty-six principals reported that instruction is given in good citizenship; twenty-three reported that instruction is given in sharing experiences with others; thirty-three

<sup>9</sup>Wilson, op. cit., 19-20.

reported that instruction is given in respect for school property; and twenty-seven reported that instruction is given in desirable attitudes toward reading and each other. These facts indicate that Negro high schools are trying to do something about the development of good citizens.

### Distribution of Volumes

The school library should supply material for supervised study, the socialized recitation, project work, special days, and many other purposes. Yet, material for these purposes cannot be supplied unless the library has an adequate number of books. To find out the number of books that each library had, the following statement was placed on the check-lists: "Check the distribution of volumes that you have in your library by placing the number that you have on hand in the parenthesis preceding the books listed under the different classifications." Table XIV shows the classifications and how the principals reported on the distribution of volumes in their libraries.

TABLE XIV

Volumes in Libraries

Items	Number of Schools Reporting
General Reference:-----Encyclopedia (sets)	39
Social Sciences:-----Sociology	28
Economics	21
Civics--Government	29
Education	21
Natural Sciences:-----General Science	28
Physical Geography	25
Mathematics	18
Chemistry	19
Physics	22
Biology	20
Botany	24
Useful Arts:-----Home Economics	20
Industrial Arts	20
Agriculture	18
Hygiene	24
Fine Arts:-----Art	17
Music	23
English:-----	27
History:-----Maps, Atlas	34
English	20
American	20
Ancient & Mediaeval	24
Modern	23
World	27
Fiction:-----	34

Thirty-nine principals reported that they had volumes on general reference. Only twenty-seven reported that they had books on English in their libraries. Approximately half have some volumes on useful arts. Most of the Negro high schools are very well supplied with books on the

social sciences, and a little more than half these schools have volumes on natural sciences in their libraries. Thirty-four of the forty schools reported volumes on fiction.

### Periodicals Received Regularly

Since periodicals are helpful in the work of the school library, every school should attempt to provide as many valuable ones as it can afford and make them available to all the students. The principals were asked to check the periodicals that they received regularly in their school libraries by placing the figure (1) in the parenthesis preceding them, and to add to the list periodicals received that were not mentioned on the check-list. The principals' replies are shown in Table XV.



TABLE XV

Periodicals

Periodicals	Number of Schools Reporting
American Cookery	10
American Observer	0
Arts and Decoration	3
Atlantic Monthly	5
Birdlore	1
Bookman	1
Correct English	8
Century	4
Current History	6
Crisis	16
Forecast	2
Good Housekeeping	13
Harpers	7
House and Garden	6
Hygeia	15
Industrial Arts	7
Journal of Negro History	13
Literary Digest	15
Music and Youth	2
Nature Magazine	8
National Geographic	10
National Parent Teacher	7
Needlecraft	5
Opportunity	10
Outlook	3
Poetry	2
Popular Mechanics	12
Popular Science Monthly	11
Practical Home Economics	6
Radio News	1
Readers Digest	12
Review of Reviews	6
School Arts Magazine	9
Scholastic	11
St. Nicholas	2
Survey	1
Time	7
Travel	1
World's Work	2

43404-

While it is clear that a large variety of periodicals are found in Negro high schools, yet a comparatively small number of schools receive any particular periodical. The Crisis leads all other periodicals, since sixteen schools reported it. The Literary Digest and Hygeia are next in point of circulation, since fifteen schools reported on each.

American Cookery, Good Housekeeping, Journal of Negro History, National Geographic, Opportunity, Popular Science Monthly, Popular Mechanics, Readers Digest, and Scholastic rank high with respect to circulation. All other periodicals listed in the table are found in few school libraries.

It was interesting to the writer to note that forty-seven periodicals were added to the list, although the number of schools having any particular periodical is comparatively small. All periodicals that were added to the list are shown in Table XVI.

TABLE XVI

Periodicals Added to List

Periodicals	Number of Schools Reporting
American Boy	5
American Girl	4
American Home	1
American Builder	1
American Magazine	2
American Photography	1

Table XVI (continued)

Periodicals	Number of Schools Reporting
Athletic Journal	1
Better Homes and Gardens	1
Boys Life	2
Book Review Digest	1
Child Life	2
Child Welfare	1
Collier's	2
Current Events	3
Design	2
English Journal	1
Field and Stream	2
Forum	2
Gregg Writer	2
Humane Review	1
Instructor	3
Ladies Home Journal	3
Liberty	1
Life	1
Look	1
McCalls Magazine	4
Missionary Review	1
Negro History Bulletin	2
New Republic	1
North American Review	1
Junior Scholastic	1
Journal of Negro Education	2
Journal of Chemical Education	1
Occupation	1
Outdoor Life	1
Popular Home Craft	1
Popular Aviation	1
Pictorial Review	5
Recreation	1
Safety Education	2
Scribners	2
Scientific American	1
School and Society	1
Social Education	1
Signs of the Times	1
The Arts Quarterly	1
The Nation	3
Vogue Pattern Book	2
Woman's Home Companion	1
Wilson Bulletin	3
Daily Papers	3
Weekly Papers	6

## CHAPTER III

### SUMMARY AND RECOMMENDATIONS

The facts found in this study indicate that libraries of some sort exist in most Negro high schools of Missouri; the purposes which they serve seem worthy; and their services are commendable. Therefore, the writer is anxious that this study be read by all principals of Negro high schools. To those who do not have libraries, the writer hopes that this study will encourage them to establish the best type possible at the very earliest convenience.

The results of this study show that libraries have been established slowly in Negro high schools. This slow establishment has been due to the fact that Negroes have not always felt the need for libraries in their schools. Some went so far as to say that the school was the place for children to learn their fundamentals, and not the place to be browsing through picture books.

More than half of the Negro high schools have their libraries in charge of persons who have had no training, --not all of the first-class schools have trained librarians in charge. However, it was encouraging to note that all but two of the schools studied have some type of library.

Only twenty-seven per cent of the schools studied met the recommendation of the National Education Association's committee that at least one dollar per year per pupil be spent for books.<sup>10</sup> It seems that while a few of the Negro high schools are well provided for in the way of books, the majority of them are suffering from lack of sufficient library budgets.

Since forty dollars per year is recommended for periodicals in the smallest high school,<sup>11</sup> it is clear that most of these schools are deficient in this type of reading material, with fourteen of them spending nothing for periodicals this year.

Negro high schools are attempting to encourage Negro youth to learn more about their own racial group, since a large number of them reported that they receive the Journal of Negro History, Opportunity, and the Crises. Yet, it was of particular interest to discover that twelve Negro high schools receive no periodicals at all.

From the facts found in this study, the writer has reached the following conclusions:

1. Inasmuch as the schools studied are representative of the institutions for secondary training of Negroes in Missouri, and since all but two of

these schools now have<sup>a</sup> definite form of library, and since eighteen of these libraries have existed for less than ten years, libraries will soon be established in all Negro high schools in Missouri.

2. Since twenty-five of these libraries have been established in the past ten years, Negro high school principals have not fully awakened to the need of a trained personnel for library service.

3. In the high schools of today there is a great cry for prepared individuals. Inasmuch as this is true, instruction in intelligent use of a library is considered a necessary part of high school education, and since a number of Negro high school principals are doing something along this line, soon all principals of Negro high schools will probably have a well-planned course of instruction in elementary library methods.

4. Modern methods of teaching demand that pupils consult many sources for information. This means that they should have access to an ample number of well-selected books. Since thirty-eight, or ninety-five per cent, of the schools studied show a great deficiency in books, the principals in Negro high schools of Missouri have not been thinking seriously along this line.

Recommendations

The writer recommends the following: (1) That persons who are in charge of these libraries avail themselves of at least, six week's training in elementary library methods. (2) That some arrangement be made for an annual appropriation so the maintenance of the school library will not have to depend on incidental sources of money for books. (3) That instruction in "how to use the library" be made a part of the school's curriculum. (4) That much of the library's equipment and furniture be made in the school shop or elsewhere by the larger boys of the school.

Eaton, W. H. (1901). *Journal of the United States Geological Survey*.  
Washington, D. C.

Fargo, N. D. (1901). *Journal of the United States Geological Survey*.  
Washington, D. C.

Hansen, J. (1901). *Journal of the United States Geological Survey*.  
Washington, D. C.

Hill, J. (1901). *Journal of the United States Geological Survey*.  
Washington, D. C.

Kill, J. (1901). *Journal of the United States Geological Survey*.  
Washington, D. C.

## BIBLIOGRAPHY

Kill, J. (1901). *Journal of the United States Geological Survey*.  
Washington, D. C.

Kill, J. (1901). *Journal of the United States Geological Survey*.  
Washington, D. C.

Kill, J. (1901). *Journal of the United States Geological Survey*.  
Washington, D. C.

Kill, J. (1901). *Journal of the United States Geological Survey*.  
Washington, D. C.

Kill, J. (1901). *Journal of the United States Geological Survey*.  
Washington, D. C.

Kill, J. (1901). *Journal of the United States Geological Survey*.  
Washington, D. C.



## BIBLIOGRAPHY

### Books

Eaton, Anna Thaxter, School Library Service, Chicago, American Library Association, 1923.

Fargo, Lucile, The Library in the School, Chicago, The American Library Association, 1930.

Hannah, Logasa, The High School Library, New York, D. Appleton Company, 1928.

Hunt, Clara Whitehill, Library Work with Children, Chicago, American Library Association, 1923.

King, William A., The Elementary School Library, New York, Charles Scribner's Sons, 1929.

Koos, Frank H., State Participation in Public School Library Service, New York, Teachers College, Columbia University, 1927.

Langfitt, R. Emerson, Cox, Philip W. L., High School Library Administration and Supervision, Chapter XI, "The High School Library," 240-257, New York, American Book Company, 1934.

Wilson, Louis R., Wright, Edward A., County Library Service in the South, Chicago, The University of Chicago Press, 1935.

Wilson, Marhta, School Library Experience, New York, H. W. Wilson Company, 1925.

### Bulletins

Carpenter, Helen H., Correlating School Library and Classroom, Wilson Bulletin Company, VIII March-April, 1934, 383-90.

Certain, C. C. "Standard Library Organization and Equipment," New York, National Education Association publication, 1916.

## Bibliography (continued)

Highsmith, Henry J., "Standards for School Libraries,"  
Bulletin from the Commission on Secondary Schools of  
the Southern Association of Colleges and Secondary  
Schools.

Magazines

Brougher, J. F., "Evaluation of School Library Service,"  
Junior High School Clearing House, IX, (May, 1935),  
528-29.

Lydenberg, Harry M., et al., "A National Plan for  
Libraries," The Library Journal, LIX (September,  
1934), 661-662.

Milan, C. H., "Libraries for Civilized Living," School  
and Society, XL (February 13, 1934), 480-83.

Rosenlof, G. W., "Why Is a School Library?" Journal of  
Education, III (February 15, 1935), 160.

Wood, V. S., "General Aims of a School Library," The  
Library Journal, LX (February 24, 1930) 228-30.

## APPENDICES

## APPENDIX A

Dear Mr. \_\_\_\_\_:

I am making a study of libraries in Negro high schools of Missouri.

My first effort is to find out how many high schools have some definite form of library, and how many do not.

My second effort is to discover the type of library, and the services offered by the library that you have now.

May I have your cooperation and a few minutes of your time in making this study? You will find enclosed a card that I am asking you to fill out and return at your earliest convenience.

Will you be willing to assist me further by filling out a check-list that I shall send you later? If you will assist me in making this study, I shall be very glad to furnish you with a report of my findings.

With much appreciation for your anticipated cooperation, I am

Yours very truly,

A. R. Houston

The following card was sent to forty-two schools:

Do you have a library in your high school? \_\_\_\_\_

How many years have you had a school library? \_\_\_\_\_

Does your high school library form a definite part of your high school organization? \_\_\_\_\_

Principal \_\_\_\_\_ City \_\_\_\_\_

Number \_\_\_\_\_

## APPENDIX II

### A STUDY OF LIBRARIES IN NEGRO HIGH SCHOOLS OF MISSOURI

(To be filled out by the Principal of High School)

Return to A. R. Houston, Principal of the Lincoln High School, Springfield, Missouri.

Name of School \_\_\_\_\_ Principal of School \_\_\_\_\_

City \_\_\_\_\_ Enrollment of School: 7th \_\_\_\_\_

8th \_\_\_\_\_ 9th \_\_\_\_\_ 10th \_\_\_\_\_ 11th \_\_\_\_\_ 12th \_\_\_\_\_.

Note: Keep in mind the following definition of a school library when marking this check-list.

#### DEFINITION OF A SCHOOL LIBRARY

The school library is an agency in the school that meets the teaching work of the school at all points, helps to carry it on; has a well-selected collection of books of an informational type, and is a definite part of the educational program.

#### TYPES OF SCHOOL LIBRARIES

- (1) A permanent room or rooms used exclusively for library purposes and with a trained librarian in charge.
- (2) A permanent room, a separate room, or a class room used for library purposes with a teacher-librarian in charge, who looks after the library in addition to regular teaching duties.
- (3) A space in a room, corridor, or principal's office that has been dedicated for library use, with a pupil, principal, or someone else in charge.

#### I. ORGANIZATION AND ADMINISTRATION

Kindly answer the following questions concerning the organization and administration of your school library.

Name of Librarian (\_\_\_\_\_)

Number of years library experience (\_\_\_\_\_)

Amount of training librarian has had:

( ) Weeks ( ) Months ( ) Years ( ) Semester

Hours

Where was training received? (\_\_\_\_\_)

What is the seating capacity of your library? (\_\_\_\_\_)

How much money was spent for books this year? (\_\_\_\_\_)

How much money was spent for periodicals this year? (\_\_\_\_\_)

Check the type of library that you have now: (\_\_\_\_\_) Type 1

(\_\_\_\_\_) Type 2 (\_\_\_\_\_) Type 3

Check who selects books for your library: (\_\_\_\_\_) Subject-  
teachers (\_\_\_\_\_) Librarian (\_\_\_\_\_) Principal (\_\_\_\_\_) Students (\_\_\_\_\_) Public

Check the source by which you get books for your library:

(\_\_\_\_\_) School Board (\_\_\_\_\_) Parent-Teacher Assn. (\_\_\_\_\_) School

(\_\_\_\_\_) Public.

## II. EQUIPMENT AND FURNITURE

Check the equipment and furniture that you have in your library. Indicate what you have by placing the figure (1) in the parenthesis preceding them; indicate what you do not have by placing (0) in the parenthesis preceding them. Add to the list equipment and furniture that you have that are not mentioned here.

( ) Shelves for books	( ) Reading tables
( ) Shelf-list of all books	( ) Chairs for tables
( ) Linoleum on floor	( ) Desk for librarian
( ) Magazine rack	( ) Bulletin board
( ) Dictionary case	( ) Paper rack
( ) One or more Inter. Dictionaries	( ) Waste baskets
( ) One or more Stan. Dictionaries	
( ) Card catalog case	

## III. POLICY AND USE

Check the policy and use of your library. Indicate the policy and use of your library by placing the figure (1) in the parenthesis preceding them; indicate those that you do not make by placing (0) in the parenthesis preceding them.

( ) Library is open before and after school hours  
( ) Library is open during lunch hours

- ( ) Pupils are admitted with library permits.
- ( ) Pupils are admitted without library permits.
- ( ) Pupils have some "say" as to books purchased.
- ( ) Pupils assist in conducting the library.
- ( ) Pupils have at least one period each day in the library.
- ( ) Pupils have certain days to use the library.
- ( ) Library and study hall are combined.
- ( ) Library is a separate unit in the school.
- ( ) Books are catalogued and arranged on shelves according to the Dewey Decimal Classification system.
- ( ) Books are catalogued and arranged on shelves according to a system worked out by the school.
- ( ) Adequate system for checking out books is used.
- ( ) Pupils go to library for reference reading only.
- ( ) Pupils go to library for both reference and free reading.
- ( ) Librarian assists in collecting pictures, books, and other material for pupils.

#### IV. SERVICES

Check the services furnished by your library to promote intelligent use. Indicate the services furnished by placing the figure (1) in the parenthesis preceding them; indicate those that are not furnished by placing (0) in the parenthesis preceding them.

- ( ) Systematic instruction is given by the librarian in the use of the library.
- ( ) Instruction in the classification and arrangement of books.
- ( ) Instruction in the use of the card catalog.
- ( ) Instruction in good citizenship in the library.
- ( ) Instruction in respect for school property.
- ( ) Instruction in sharing experiences with others.
- ( ) Instruction in desirable attitudes toward reading and each other.
- ( ) Organization of library clubs
- ( ) Instruction in Visual Education
- ( ) Stereoscopic views are used in Visual Education
- ( ) Still pictures are used in Visual Education
- ( ) Films are used in Visual Education

#### V. DISTRIBUTION OF VOLUMES

Check the distribution of volumes that you have in your library by placing the number that you have on hand in the parenthesis preceding the books listed under the different classifications.

General Reference:-( ) Encyclopedia (sets)

Social Sciences:---	( )	Sociology
	( )	Economics
	( )	Civics-Government
	( )	Education
Natural Sciences:--	( )	General Science
	( )	Mathematics
	( )	Physics
	( )	Botany
	( )	Physical Geography
	( )	Chemistry
	( )	Biology
Useful Arts:-----	( )	Home Economics
	( )	Agriculture
	( )	Industrial Arts
	( )	Hygiene
Fine Arts:-----	( )	Art
	( )	Music
English:-----	( )	
History:-----	( )	Maps, Atlas
	( )	English
	( )	American
	( )	Ancient and Mediaeval
	( )	Modern
	( )	World
Fiction:-----	( )	

## VI. PERIODICALS RECEIVED REGULARLY

Check the periodicals that you receive regularly in your library. Indicate those that you receive by placing the figure (1) in the parenthesis preceding them; indicate those that you do not receive by placing (0) in the parenthesis preceding them. Add to the list periodicals that you receive that are not mentioned here.

( )	American Cookery	( )	Current History
( )	American Observer	( )	Crisis
( )	Arts and Decoration	( )	Forecast
( )	Atlantic Monthly	( )	Good Housekeeping
( )	Birdlore	( )	Harpers Magazine
( )	Bookman	( )	House and Garden
( )	Correct English	( )	Hygeia
( )	Century	( )	Industrial Arts



( ) Jour. of Negro History	( ) Practical Home Economics
( ) Literary Digest	( ) Radio News
( ) Music and Youth	( ) Readers Digest
( ) Nature Magazine	( ) Review of Reviews
( ) National Geographic	( ) School Arts Magazine
( ) National Parent Teacher	( ) Scholastic
( ) Needlecraft	( ) St. Nicholas
( ) Opportunity	( ) Survey
( ) Outlook	( ) Time
( ) Poetry.	( ) Travel
( ) Popular Mechanics	( ) World's Book
( ) Popular Science Monthly	