

NORTH CAROLINA LIBRARIES



"Every worker at the task of the diffusion of knowledge, teacher or preacher, librarian or bookman, who is competently serving his community is serving the nation, serving to produce and to put to work one of the primary weapons of war, the book."

—FREDERIC C. MELCHER.



NORTH CAROLINA LIBRARIES

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Editors

HALLIE SYKES BACELLI

Harding High School, Charlotte, North Carolina

LOUELLA S. POSEY

Charlotte Public Library, Charlotte, North Carolina

LOUISE JUSTICE SINK

Davidson County Library, Lexington, North Carolina

Contributions should be mailed to THE EDITORS, NORTH CAROLINA LIBRARIES, Charlotte Public Library, Charlotte, North Carolina.

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Womans College Library of Duke University
Durham, N. C.

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SCHOOL LIBRARY ISSUE

This month seemed a particularly auspicious time for a school library issue in view of the fact that it sees the winding up of school duties, a cleaning of the slate with the prospect of a certain freedom for a few months ahead, with perhaps the leisure to mull over the achievements of the past year and make plans for the future. Hence, we offer this issue of North Carolina Libraries to school librarians, dedicated to the hope of even better library service, more books and materials, and a fresh point of view in a coming year's program.

"PROGRESS, MAN'S DISTINCTIVE MARK"

The North Carolina Library Association drive for membership through the last issue of this bulletin produced results, but not a unanimous response from all North Carolina librarians and libraries. We restate the case and issue a second plea to all librarians to join forces, to combine their wit and intelligence to make libraries the vital, driving force they can be.

"United we stand" is an old plea, but it has lost none of its vigor through use and repetition. It has been said that ten people who are organized can accomplish more than a hundred working singly. The Library Association is the librarian's only union by which she can show her appreciation of that fact, and express her belief in the importance and the future of libraries.

Can any one of us who takes pride in the title of librarian afford not to give support to the state organization which is working to establish the place of the library as an integral part of state and national education and advancement?

The Editors of North Carolina Libraries, ask for your support by mailing your 1943 dues NOW to Miss Evelyn Harrison, Treasurer, Woman's College Library of Duke University, Durham, N. C. Copies of the North Carolina Libraries cannot continue to be mailed to those who are not members of the North Carolina Library Association. Send your \$1.00 individual membership fee before summer pleasures and duties claim your attention, and make 1943 a record year in the organization of the N. C. L. A. Institutional memberships of \$3.00 will pay your library dividends.

Contributions for the pages of this bulletin are welcomed. Send your editorials and news items to the Editors. Help us to make this YOUR magazine. The next issue will be published in September.

SCHOOL LIBRARIANS AND
GRADUATE CERTIFICATES

School librarians throughout North Carolina were disappointed to find that they did not qualify for the Graduate Certificate established by the State Board of Education in 1941. They felt that a degree in library science from an accredited library school after obtaining a college degree was obviously post-graduate work for which a master's degree is ordinarily given. Thus they asked that a degree in library science, conferred by a college or university offering it on a post-graduate level, be considered equivalent to a master's degree in a subject field, and that school librarians holding such a degree be eligible for the Graduate Certificate.

In the fall of 1941 a committee was appointed by the President of the School Librarians Section of the North Carolina Education Association to investigate the status of school librarians. This Committee began correspondence with Dr. Hillman of the Division of Certification, and other members of the State Department. It also conducted a survey to ascertain the opinions of superintendents, principals and classroom teachers. The response was overwhelmingly favorable toward granting school librarians the Graduate Certificate.

Resolutions that school librarians might qualify for the Graduate Certificate were passed by different groups at various district meetings of the North Carolina Education Association, and the North Carolina Library Association at its biennial meeting in Greensboro, October 1941, passed a resolution favoring the proposal.

Dr. Hillman gave the Committee a hearing in January 1942, when the following three proposals were discussed:

1. That the State Board of Education be asked to modify its requirements for the Graduate Certificate in such a way that librarians holding a bachelor's degree for four years of undergraduate work and a second bachelor's degree in library science, would qualify for the Certificate.
2. That the State Board of Education and the State School Commission be requested

to set up a salary schedule for librarians who have the two degrees, corresponding to the salary schedule set up for persons holding a Graduate Certificate.

3. That the University of North Carolina be asked to liberalize its requirements so that a master's degree be awarded on substantially the same work which now leads to the degree of B. S. in L. S.

Neither the librarians on the Committee nor the members of the State Department present at the hearing favored the second suggestion concerning a separate salary schedule. They felt that the librarian is an integral part of the school system and should not be separate from it. They were afraid, too, that a separate set-up might involve the librarians' salaries in any economy program initiated.

The Committee favored the first suggestion because it recognized the additional training for librarians on the same basis as that for teachers. Dr. Hillman, however, considered the third proposal best, for he thinks, as do Mr. Erwin and Mrs. Douglas, that the requirements for the library science degree are equal to the requirements for the master's degree in other fields, and that credit should be given. It has, however, been the policy of the State Department to recognize graduate work only to the extent that it is recognized by the college granting the degree, and as soon as institutions award a master's degree, the Department will recognize it on the same basis as other graduate degrees.

The Committee compiled information as to what other library schools are doing. Peabody College gives a master's degree with a major in library science which requires undergraduate credits of 18 quarter hours and a major of 27 hours in library science.

The Director of the Library School of Columbia University has recommended that his Board consider conferring a master's degree for a year's training in library science. This is also being discussed at the University of Chicago Library School. The Indiana State Committee states that "a degree in library science obtained in a school that offers it on a post-graduate level, is equivalent to a master's degree in a subject field."

No additional salary compensation is given for this fifth year of work until after ten years of teaching.

Only two states, Georgia and Louisiana, require that a person holding a B. S. in L. S. degree receive the same compensation as one with a master's degree. Both states, however, have a minimum teachers' salary schedule considerably lower than that of North Carolina.

A report released by the A. L. A. showed that in 22 cities in 1938-39 school librarians having a B. S. in L. S. or a B. A. in L. S. degree were granted the same status, particularly in respect to salary, as teachers with a M. A. or M. S. degree.

The Association of American Library Schools and the Board of Education for Librarianship of the A. L. A. are working on this problem. A report of the latter is given on page 689 of the A. L. A. Bulletin for October 15, 1942. It is hoped that this Board will soon work out a program which will be acceptable to all accredited library schools.

The North Carolina Committee wishes to thank every one who has given help and cooperation in this study. Especially do they appreciate the valuable information, cooperation and sympathetic understanding of Dr. Akers and Mrs. Douglas.

MARGARET FARLEY, *Chairman.*

FILMS — THE LIBRARY'S RESPONSIBILITY

Public libraries were recently requested by the office of War Information to assume the responsibility of conducting an educational motion picture program. The OWI is interested primarily in bringing their war information films to the largest possible audience. Not only do public libraries have a responsibility in responding to this request, but they have a greater responsibility in conducting an educational film program as a part of their regular educational services.

Thousands of excellent 16 mm. educational films are available in America but the

potential audience for these fine films has not been touched since in most communities there has not been a public agency willing to assume this educational function. The gap between the film and the book is so narrow that a public library cannot fulfill its educational obligation to the community without being willing to conduct an educational film program. With the book, we have information recorded on paper. With the film, we have information recorded on film. Libraries have accepted microfilming and have in many cases purchased reading machines, but few public libraries have accepted the larger responsibility of providing educational films to the citizens of the community.

The average book costs \$2.00. We consider that a book has served the community if it is circulated 50 times. A good educational film can be rented for from 50c to \$2.00 and with one projection a film can be "read" by 100 persons. This does not consider the old Chinese proverb that one picture is worth 10,000 words.

Films may be cataloged and circulated with systems almost identical with those used in the cataloging and circulation of books. It is true that 16 mm. sound and silent film projectors are being manufactured today only for the armed services, but used projectors can usually be located with a little effort. Furthermore, a library can discharge its responsibility for an educational film program by merely promoting the use of films in the community. Projectors which may be borrowed by the library for showing films are usually available. If the library does not have an auditorium, it can provide films to civic clubs, women's clubs, Boy Scouts, Girl Scouts, schools and individual patrons in the same manner that books are provided.

Certain valuable films may be purchased by the library. The cost of these films vary from \$10.00 to \$50.00, but you may be sure that the value to the community for dollars expended for education films will be equal to that expended for education on paper.

The University of North Carolina maintains a Bureau of Visual Instruction where films may be rented at reasonable rates. The National Film Service in Raleigh has a good library of films available for rent. Their catalogs may be had upon request. In fact the entire educational film program can be conducted as simply as normal library procedures.

The H. W. Wilson Co. publishes the Educational Film Catalog which gives a short review of each film, the price, where it may be secured, and, in fact, all the information needed to build an educational film service. If you will not undertake the responsibility of conducting an educational film program, you should at least provide the Educational Film Catalog to your patrons.

The public library is the only agency in the community that can logically provide educational films, but regardless of the responsibility, a library will find that the film program will popularize the library in the community to a degree impossible by any other service.

The Detroit Public Library has introduced a number of slidefilm kits together with small projectors into its collection. These film kits enable the student to benefit by visualization of his book studies in such subjects as basic electricity, aircraft mechanics, shop work and welding. The student merely makes out a slip for the film he wants and then projects the picture on the reading table on which a small screen has been provided. The Detroit plan is a slight variation on the educational film program, but Ernest Miller, Head of the Technology Department of the Detroit Public Library, is enthusiastic about the value of the film service.

The Charlotte Public Library provides films, a sound projector, and a silent projector to clubs, schools and individuals in Mecklenburg County as a part of its library service. Once a film program is started by a public library, it will not be discontinued. It has real and lasting value.

HOYT R. GALVIN

THE SCHOOL ADMINISTRATOR LOOKS AT HIS LIBRARY

In order to evaluate any activity constructively, one must have a clear understanding of its possibilities. The school administrator evaluates the school library in terms of what he knows about the function of libraries, and many superintendents receive their concepts from seeing the libraries which we school librarians operate. Among school administrators in the nation who have a comprehensive idea of the place of the library in the school program is Dr. John Coulbourn of Garden City, New York. In his book *Administering the School Library*, Dr. Coulbourn lists certain questions which he considers in an informal evaluation of school library service. It would seem worth while for each school librarian to examine her local situation in the light of a selection of these questions and to make adjustments to improve the service which her library gives.

1. Is the selection of library materials a co-operative undertaking of the entire school staff and the pupils?
2. Does the library provide reference and enrichment materials for all grade levels and for each subject in the curriculum.
3. Does it provide a sufficiently wide range of recreational reading that the varied interests of the pupils may find satisfaction?
4. Is it administered by a professionally trained and well-qualified librarian who has the vision of the increasingly important role the librarian will play in the modern progressive school?
5. Is there a definite, continuous program of "in-service" training outlined and followed by the librarian?
6. Is the library adequately staffed in order to furnish the services required by the school's educational program?
7. Is there ample financial support of the school library?
8. Is there an effective program for interpreting the school library and its services to the public, the staff, and to the pupils?

9. Is the library so administered that it gives effective, quick, and accurate service to pupils and teachers?
10. Do pupils have easy accessibility to the many types of library materials needed for their work?
11. Do pupils receive adequate instruction for independent library usage?
12. Are pupils taught the skills necessary for the efficient use of library tools such as indexes, bibliographies, general references, and catalogues?
13. Does the library offer opportunities for free-reading and browsing?
14. Does it offer sympathetic aid in the solution of pupils' extracurricular projects and interests?
15. Does it provide opportunities for displays, exhibits, and projects?
16. Does it enlarge the pupil's knowledge of magazines and periodicals?
17. Are there library activities planned to stimulate the reading habit and to improve personal reading standards?
18. Does it furnish adequate information concerning occupations and careers?
19. Does it aid in the program of teaching boys and girls how to study?
20. Does the librarian co-operate with the director of guidance in furnishing information for the pupil cumulative guidance records?

MARY PEACOCK DOUGLAS.

EFFECT OF THE WAR UPON SCHOOL LIBRARIES

Speaking for the school librarians, may I say that we do not represent any one subject field, but, functioning as a service unit in the schools, the libraries have felt to an even greater degree than the classrooms the impact of the war. Recognizing early the inevitable effect of the war on the school library program, The American Library Association has recently conducted a Na-

tional School Library Wartime Study under the direction of Dr. Helen Butler. Participating in this study were approximately fifty school librarians from North Carolina.

Results of this study indicate some of the changes that have taken place and are taking place in our secondary school libraries, brief mention of which follows:

First, all WPA help in school libraries has been discontinued since last year. In some cases this loss amounted virtually to the loss of an assistant librarian. In many more cases it has meant a severe cut in clerical help. NYA help has been reduced generally; some libraries are getting no NYA allotment this year. This loss has meant an added load for many librarians who formerly were able to rely to a great extent on WPA and NYA help in administering the library, in handling the circulation routines, and in the numerous mechanical processes necessary to the library program.

Secondly, the war has affected the circulation of library materials—especially the character of these materials. The demand for non-fiction books has taken a tremendous swing upward, with aviation heading the list of interests, followed by requests for books on submarines, parachutes, the army, navy, WAACS, WAVES, etc. Fiction related to modern living has taken the spotlight over other types. Books about war heroes, battles, etc., are called for frequently: examples being, *The Flying Tigers*, *Queen of the Flat-Tops* and many others of the same type. Atlases are used constantly, whereas, they formerly gathered dust from day to day. It has been gratifying, almost amusing, to observe the enthusiasm of boys for the new *Britannica World Atlas*. When the librarian was reluctant to let it go out overnight, one boy exclaimed, "You don't think I'd let anything happen to a book I like as much as that, do you?" Another declared he studied it the whole week-end and had a wonderful time!

As to volume of circulation, there has been little change in some schools. In others there has been a drop, for the following reasons:

1. There are fewer children in school. Older boys are entering the services, and the accelerated college program has taken many students from the high schools.

2. Many children are working. A study conducted in one school showed 58 per cent of the student body engaged in part time employment. This fact has affected the time a student has for recreational reading.

3. Many schools are offering a more streamlined curricular program, involving a shorter school day, refresher courses, and compulsory physical education with emphasis upon conditioning.

4. Varied interests related to the war effort, namely, the Victory Corps, the U. S. Treasury Schools at War program, and Vocational Training for War Production Workers Program demand the time of students.

A third effect of the war being felt strongly by school librarians is the daily need for current materials and up-to-the-minute information to satisfy the ever increasing demands of an informed student body. The war has stimulated youth, as well as adults, to analyze the contemporary scene with its many phases and problems. It is the librarian's job to guide and encourage youth by supplying them with vital, interesting, and challenging material.

This brings me to the second question for discussion: What changes would I suggest?

In the first place, we should like to recommend that ready funds be made available to librarians in order that they may secure these current materials without delay. It is particularly important that the budget provide for the purchase of pamphlets, an ever increasing volume of which are coming off the press daily. Often ten cents here or twenty-five cents there means the difference between a question answered and a student pleased with the library service, or a disappointed student who is likely to think the library far "behind the times." We cannot emphasize too strongly that we must have funds at our disposal for the prompt purchase of pamphlet materials.

We should like to suggest that libraries subscribe to *Education for Victory*; that the pamphlet lists therein be clipped and checked as ordered and received; also that librarians be encouraged to use the *Booklist* special lists, which are excellent.

Films are vital to any alert school program. Their use should be encouraged, catalogs should be provided by the libraries and provision made for ordering them through the school superintendent or administration.

Recordings are needed. Here again provision should be made in the budget to finance the collecting of records suitable for school use, that they may be made readily available for circulation to the various classes needing them.

We should like to urge the use of helpful lists and suggestions sent out by the State Department of Public Instruction, as well as those obtainable from Information Centers. The University of North Carolina maintains an Information Center in the truest sense of the word. The librarian of the Center will gladly send lists and will grant, for a period of several weeks, loans of materials on a particular subject.

The present educational method toward a telescoped program and lessened time for use of the library is a present expediency which we recognize, but it will bear watching in post-war planning.

Finally, we cannot urge too strongly the necessity for supplying materials in great abundance, for we undoubtedly agree with the slogan of the Information Center of the University of North Carolina: "A man's judgment is no better than his information." Let us make every effort to function as a service unit in a true sense, supplying not only much information, but good information, at the time it is needed.

HELEN MILLER PEACOCK.

GREENSBORO SCHOOL LIBRARIES ECONOMIZE THROUGH CENTRAL- IZED BUYING AND CATALOGING

The well known saying "there's economy in cooperation" was the motivating factor which led the Greensboro Board of Education to establish and provide for the support of a Central Library Department for the Public Schools. A study of the school library situation in the city had disclosed a gradual development from a few separate collections of miscellaneous books to a cen-

tralized library in each school; but indexes essential to the adequate use of the books had not been made. Only a few schools had complete catalogs and many of the shelf lists were temporary records made by the students or an untrained person.

The Administration was concerned that the books bought were not adequately used for enriching the teaching program. When it was pointed out that the best use of the collections could not be made until teachers and pupils were provided with full indexes of the material, especially subject indexes, the decision was made to have catalogs provided as speedily as possible.

In considering the most expedient method of making catalogs for 17 libraries, representing thousands of books, the whole question of cataloging came up for review. Research studies showed that the duties of reference work, supervision, book ordering, library instruction, etc., made it no longer practical for the individual school librarian to spend her time in the more technical aspects of library duties. Her time can be used so much more valuably in giving advice and assistance to faculty and students in the use of the library materials, and in studying and adding to her book collection in relation to the curriculum and reading interests of the school. They pointed out further that in a system made up of a number of schools, much clerical and technical work is duplicated when each librarian in the system catalogs the same book ordered by several libraries. To cite an example: "Gary, Indiana Central Department records for the school year 1935 through December 1937 show that of 7,703 books cataloged, 5,529 were duplicates. Without the Central Department, 13 different librarians would have had to catalog each book. From these figures it can be seen that almost three-fourths of the total cataloging time can be saved by duplication of cards centrally." Even if the individual librarian has clerical assistance for typing, it is a waste of professional time to have 13 librarians examine a book to determine its classification, form of entry, subject headings and analytics, when one librarian could do it for all. Where printed cards are not available, the use of a duplicating process from a master card in the Central Department (which would not be practical for one

school) reduces the typing of catalog cards by from 50 to 75 per cent. This also reduces the revision of typing to the revision of a single master card and the headings instead of revision of from one to twenty or more cards for each book. Not only has it been found that a considerable amount of typing and revising time is saved by this process, but that a less experienced typist can be used for typing headings on duplicated cards than for full cataloging typing.

In the light of these studies the Greensboro Board of Education established the Central Library Department. Book orders are made out by the individual librarians and sent to this department where they are pooled, thus insuring a better discount. All new books are shipped to the Central Department, examined for correct editions, perfect copies, correct prices and discounts, and then classified, cataloged, and fully prepared for circulation before being sent to the schools. The purchasing of shellac, alcohol, and paste in large containers is more economical than when bought in small quantities for individual schools. The catalog cards are sent from the Central Library department. All books to be rebound clear through this office and are prepared for circulation before being returned to the school. The library magazine orders also are handled by the office. The Department does the bookkeeping to hold the libraries within their quotas on new books, re-binding, supplies and magazines as determined by the total library budget.

The work on the catalogs for the thousands of books which were already in the libraries is done along with the current cataloging. It is of necessity a slow process.

MRS. MARY D. GRANT,
Cataloger and Library Consultant,
Greensboro Public Schools.

NOT THE FIRST COST, BUT THE UPKEEP

At the end of the school year 1941-42, North Carolina school libraries reported a total of 2,413,259 books on hand. This figure includes books in 2,241 white and Negro elementary and high school libraries. Of the total number, 288,320 books were added to the collections in 1941-42. There was a

loss through discards and lost books of 87,621 from the previous year. This makes a net gain 200,699 books.

If these books are to be adequately accounted for, they must be accessioned; classified and marked; equipped with date-due slip, book pocket, and card; and a shelf list card must be made. If they are to give efficient service, they must in addition be cataloged—a process which should be undertaken only by a trained librarian. The actual cost of materials for equipping a book for circulation, without cataloging, is about $2\frac{1}{4}$ cents. The cost of supplies for putting 288,320 new books into circulation, if no waste is incurred and if supplies available on State contract are used, would be about as follows:

Accession sheets, 289M at 45c	\$130.05
White ink, 2,241 bottles at 25c	560.25
Clear shellac (purchased locally), 2,241 bottles at 50c	1,120.50
Date-due slips, 289M at \$1.15	332.35
Book pockets, 289M at \$2.65	765.85
Book cards, 289M lt. wt. at \$1.75	505.75
Shelf list cards, 289M med. wt., 75% rag at \$3.00	867.00
Paste (library mending), 2,241 qts. at 90c	2,016.90
Total	\$6,298.65

If catalog cards are purchased and the typing done by the librarian or a clerical assistant, it is wise to purchase medium weight or heavy weight 100% rag cards in order that the catalog may stand the wear of constant handling. Cataloging requires an approximate average of five cards for each title at about 2c per book. The cost then for the needed 1,441,600 cards if all these books were properly cataloged would be

Catalog cards, 1,445M med wt., 100% rag at \$4.00	\$5,780.00
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The actual cost of cataloging, however, is not so much the cost of the cards as it is the cost in time. A recent study conducted under the direction of the U. S. Office of Education shows that an average of 30 minutes per title is required for cataloging high school library books. The average cost in labor for the schools studied (including one in North Carolina) was 34c. If this time cost is applied, the labor for cataloging the

books would be \$98,028.80 and would require 144,160 hours. Many of these hours of work could be used to better advantage for reading guidance, assistance with reference work, and instruction in the use of the library. They may be so used if printed catalog cards are purchased. H. W. Wilson printed catalog cards are available for fully half of the books purchased last year. The cost of these cards at 5c a set would be about \$7,250 for the 145,000 books for which they could be supplied. If Wilson cards are used, the money needed for blank catalog cards would be proportionately reduced.

The cost of replacement of 87,621 books lost or discarded would average not less than \$1.25 per book or a total of \$109,536.00—a conservative estimate.

Schools received 23,725 magazines each month. Since many of these were donated subscriptions, it is difficult to estimate the cost to schools, but an average of \$1.00 for each could hardly be an exaggeration. Cost for magazines is placed at \$23,725 for the year.

With a book circulation of 9,107,479 during the year, book cards and date-due slips would require replacement. A conservative estimate for replacement of book cards having 28 lines for names and date-due slips having spaces for 76 dates would be:

Book cards, 150 M at \$1.75	\$262.50
Date-Due slips, 50M at \$1.15	57.50
Total	\$320.00

With a large circulation, probably 100,000 valuable books will be so worn annually that they should be rebound professionally. At an average cost of 80c per book for re-binding, this will require \$80,000 each year. In the long run this service will decrease the number of discards.

All of these figures relate to the *maintenance* of the library book collection. A summary of the costs, exclusive of cataloging, amounts to \$219,879.65. During 1941-42, the expenditure from the State school fund for maintenance of the school libraries was \$52,499.65. What are you doing to make clear to your superintendent how much money is needed merely to keep your library at its present level?

MARY PEACOCK DOUGLAS.

P. T. A. RESOLUTION

At a meeting of the North Carolina Congress of Parents and Teachers held April 14, 1943 in Charlotte, N. C., the following resolution was passed:

WHEREAS, school libraries have been hampered by the withdrawal of WPA library assistance, and WHEREAS, Public Libraries, being an essential part of our elementary, secondary, college and adult educational systems in the American democracy, are in North Carolina far below the average standard as compared with other States of the Union, THEREFORE, we resolve to work diligently to improve the school libraries and public libraries of North Carolina by urging further local and state support for the advancement of these essential services.

DO YOU HAVE A BUDGET?

What progress North Carolina libraries could experience if librarians and trustees adopted and placed in operation systematic budgets. Budgets are a means of demonstrating the library's social utility in terms of "functions performed and cost imposed." Now is the time to prepare a budget for submission to your city or county government while they are considering the budgets for the other governmental functions.

The North Carolina Standards for Public Libraries recommend that the county library have an income of at least 50c per capita on a countywide basis. For budgetary expenditures the American Library Association recommends:

- 55 per cent for salaries (not including janitor)
- 25 per cent for books, periodicals and binding.
- 20 per cent for all other expenditures.

The 55 per cent for salaries should include a chief librarian meeting the State certification requirements, sufficient professional assistants, and non-professional or clerical employees. Library employees should not be expected to live on sub-standard

salaries. The 25 per cent of the budgets for books, magazines and binding may be further sub-divided according to the North Carolina standards for public libraries to provide 40 per cent of the book stock for non-fiction and 60 per cent for fiction. Of the non-fiction 25 per cent should be adult books and 15 per cent children's books. The fiction standards recommend 30 per cent adult and 30 juvenile.

The remaining 20 per cent of the budget should be allocated for insurance, supplies, equipment and maintenance.

Plans for new branches and their extra books, equipment and personnel should be made at the time the budget is worked out, and submitted as part of it.

Don't be humble in your task of submitting your budget. The mightiest army in the world is contained in the ideas clothed in books standing in rows on your library shelves. The North Carolina Library Commission stands ready to advise and help in the preparation of budgets.

JULIUS AMIS.

GREENSBORO SCHOOL LIBRARIES

BOOK CLUB

The Book Club, organized in Greensboro for the study of children's books, is completing its third year of activity. The group, numbering ten or more, has been composed of school librarians, elementary school teachers, and children's librarians from the Public Library.

A regular course of study has been followed with one meeting a year held at the Public Library. May Lamberton Becker's "Adventures in Reading" and Anne T. Eaton's "Reading with Children" have been used as guides for discussions.

The Book Club has been valuable in bringing together teachers and librarians who work with children, and in providing means of professional growth and comradeship.

UNIVERSITY NEWS

In a recent issue there was news regarding what college, county, special, and public libraries in North Carolina were doing to meet the changing needs brought on by the war. There was no report at that time from either Duke or the University of North Carolina. Undoubtedly these two libraries are doing much the same as those other libraries in meeting war needs, but perhaps it is not out of place to say that in the case of the university libraries the matter is reciprocal. The war is also doing something for them, or maybe we should say *to* them!

Just as acutely as in any industry there is a manpower shortage today in the libraries. WPA has gone. NYA has dwindled almost to nothing, and regular self-help students are very hard to find. As for professional labor, the University of North Carolina has not had quite as much trouble as would be considered typical. Duke has lost a great number from the professional staff, and we are told that very few vacancies have been filled. In both institutions, clerical help has been scarce. This can be largely attributed to the inability to compete with higher paying jobs in business and industry. Students have played a big part in managing many of the routines of library service, and when they were suddenly drafted or urged to drop self-help work in order to speed up graduation, we felt it severely. Although there has been a decreased enrollment here, it has not come anywhere near the high percentage of circulation staff decrease. At the circulation desk of the University of North Carolina we had traditionally used boys until the recent exodus when the various Reserves began to be called. The boys were carrying so many hours that it meant hiring two or three girls for each vacancy in order to achieve the same number of hours. It has not been easy to move ahead with great efficiency with so much inexperienced help. This is not meant to intimate objections to girls as circulation desk workers. On the contrary, they are quite as efficient as the boys with the exception of work requiring greater physical strength.

The greatest change in the University's population, or that which has had the most telling effect on the library, is the

greatly diminished graduate school. In 1939-40 we had about 320 graduate carrel holders, and now we have about 60, or an 80 per cent decrease. Although the general enrollment is down about 25 per cent, normal library requests are of a bigger percentage. Much of the campus population has shifted into activity not requiring the normal library service. On the other hand, a 25 per cent decrease in the faculty has been somewhat compensated for by the academic department of the Naval Pre-Flight School. This makes for an increase of special demands such as those upon the library's War Information Center.

The Naval officers, students, and faculty are using the marvelous collection of materials at the War Information Center more and more. However, the director is somewhat disappointed in one trend. The library, in establishing the W. I. C., offered its resources to small libraries and community groups throughout the state. The greatest number of requests so far have been 18 in one month, and now only 2 or 3 come in. May we remind the public that the resources of the War Information Center are free for the asking.

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University Librarian Rush has just announced that a 25-year gap in the file of the New York Times will be filled by film. The order has just been placed for the years 1851-59 and 1874-92.

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An interesting note on new resources at Duke University is the opening of the new Rare Book Room. The formal opening took place Monday night, April 12, at a meeting of the Friends of the Library. One of the chief features of the room at present is the Trent Collection, presented by Dr. and Mrs. Josiah C. Trent in honor of their three children. The books, periodicals, manuscripts, proof-sheets, letters, pictures, sheet-music, and clippings are all related to the poet, Walt Whitman. The room will be open daily from 3:00 to 5:00 and at other hours by appointment.

G. F. SHEPHERD
Head, Circulation and Documents
Depts., University of N. C.

NORTH CAROLINA NEWS

The Sondley Reference Library and the Pack Memorial Library have been combined in Asheville in the Pack Memorial Building. By this consolidation, Asheville has one of the finest public libraries in the Southeast.

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Mrs. Hallie Sykes Bacelli, one of our Editors, who has been librarian at Harding High School in Charlotte, began work on May 1 as a Camp Librarian at Camp Mackall, Hoffman, N. C.

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Mrs. Alma Stone Skaggs of the UNC Library has been selected as one of the twelve most distinguished graduates of Meredith College.

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Miss Emma Holman, formerly of the Woman's College Library, is now working in the Extension Division of the Virginia State Library.

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Foy Lineberry resigned from the UNC Library to become Head of the Cataloging Department of the State College Library.

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Mrs. Kate Pyron, formerly of Sweet Briar College Library has recently moved to Salem College Library.

Bessie R. Shipp is now librarian of the Ellerbe High School.

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The Randolph Public Library at Asheville recently received a gift of \$1,000 from the McCrary Mills, Inc. Incidentally, the Library Board members of the Randolph Public Library are 100 per cent members of the North Carolina Library Association.

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Mrs. Lilian B. Buchanan, Librarian of Western Carolina Teacher's College, is working on her Master's Degree at Columbia.

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The new officers of the School Librarian's Section of the North Carolina Education Association are: Mrs. Margaret Farley, Junior High School, High Point, President; Miss Eunice Querry, Lenoir, Vice-President; Miss Minnie Kallan, Gray High School Library, Winston-Salem, Secretary.

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The special election held in Davidson County on April 5, 1943, passed successfully which establishes the Davidson County Public Library on a stable basis.

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Elizabeth S. Walker resigned as librarian of the Washington, N. C., High School to become a member of the staff of East Carolina Teachers College.

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Salisbury — Contributions of \$50,000 in cash and a similar amount of pledges have been received in fund for construction of a new library building on the Catawba College campus. The building will be erected after the war.

JOSEPH RUZICKA

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