

NORTH CAROLINA LIBRARIES

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LIBRARIES IN NORTH CAROLINA

The volume under review* resulted from North Carolina's participation in the survey of libraries in the Southeastern States sponsored by the Tennessee Valley Library Council. It is a brief clearly presented and readable account of the background, the present status, and the needs of the libraries and library agencies in North Carolina.

The method of presentation is concise and graphic. In a straightforward manner the report considers, in the first chapter, the two state library associations, the North Carolina Library Commission, and the Citizen's Library Movement. In succession the remaining five chapters summarize the findings and recommendations for public libraries, school libraries, college and university libraries, library training agencies, and hospital libraries. The services covered in each library group, of course, vary but the important considerations of personnel, finances, buildings and resources run through them like a refrain. The kind and quality of services offered are shown and compared with standards established by various agencies. The numerous tables illustrating the volume indicate an unusual under-

standing and competence in the use of tabular materials.

As one reads the chapter on public libraries and compares the present status of these libraries with that of 1930, a feeling of gratification is experienced at the growth. For example, in 1930 38 per cent of the people in North Carolina had access to public libraries as compared with 92 per cent in 1947. During the same period volumes in public libraries increased from 473,571 to 1,585,730; circulation from 3,001,343 to 6,700,574; income from \$200,915 to \$1,700,574; and the population served from 1,212,427 to 3,292,719. Even as late as 1941 only ten cents per capita was spent for library service but in 1947 the amount had risen to thirty cents. This significant increase was largely due to state aid, both per se and also in its stimulative effects on local governmental units.

Although much satisfaction is derived from such an increment, we must remember that the national average is 52c and that the minimum recommended by the American Library Association is \$1.50. Our average of 30c for both races does not compare well with either of these

* Beal, Marjorie, ed. "Libraries in North Carolina, A Survey," 1946-1947. Raleigh, The North Carolina

Library Association, 1948. 90p. Processed.

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figures. Nor does our two-fifths of a book per capita show up satisfactorily when placed beside the A. L. A. minimum of two books.

Many people have believed for years that audio-visual aids offer libraries an opportunity to expand their usefulness and services, but few libraries have done much with them. According to the survey only two public libraries, the Charlotte and the Stanford L. Warren Library in Durham, have engaged in this activity to any great extent.

The disparity of services available to members of the two races should be of concern, for only forty-five counties have public libraries for Negroes. This means that only about one-half of the colored population is served more or less effectively. The per capita income for Negro libraries is 10c as compared with 37c for whites, and an average of 30c for both. There is one-seventh book per capita in the libraries for Negroes as compared with two-fifths of a volume in the libraries for whites.

The chapter on school libraries shows that the last half century has seen one progressive development after another in the interest of school libraries. Probably the most significant of all occurred in July 1930 when a director of School Libraries was employed by the State Department of Public Instruction with funds provided for the first five years by the General Education Board. The establishment of this office marked the beginning of a new era in the school library program in North Carolina. The growth of school libraries is tellingly shown by comparative figures for 1930-31 and 1946-47. The number of libraries reporting increased from 1,370 to

2,662; the number of books from 855,785 to 3,634,534; the number of books per pupil from 2.8 to 4.73; expenditures, excluding salaries, from \$106,263.62 to \$636,886.66, and the number of trained librarians from 264 to 788.

On the other hand, some of the factors tending to retard school library service are the lack of an adequate number of trained librarians, not enough funds to provide the libraries with sufficient materials, physical facilities deficient in design and space, and often by the lack of the proper cooperation from the faculty and administrative officials.

Similar growth is indicated for the libraries in the institutions of higher education. There have been marked increases in student enrollment, in bookstocks, in personnel, in services, in expenditures, and in cooperative endeavors. Furthermore, a tremendous building program is being planned. Despite these encouraging advances, the comparisons with accepted standards demonstrate that the college and university libraries fall far below the accepted minimum standards for good library service. For instance, the senior colleges in North Carolina spent an average of \$19.20 per student for the year surveyed instead of the recommended \$50.00, and the junior colleges expended an average of \$11.74 as compared with the standard of \$15.00 the resources need to be strengthened in order to support enlarged research programs in many fields, to provide a foundation for the initiation of research in other areas, and to provide better balanced general collections. More librarians with better training, especially with training in certain subject fields, are needed. Here, as in the other

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types of libraries, higher salaries are needed to employ and hold capable personnel. Over half of the trained librarians, many with years of experience, are paid less than the minimum recommended for beginners by the A.L.A. Staffs of high caliber cannot be maintained until more adequate salary scales are put into effect.

Courses in Library Science were offered in four institutions, three for whites and one for Negroes, during the year surveyed. The University of North Carolina and the North Carolina College offer programs leading to the B.S. in L.S. degree, Appalachian State Teachers College awards a certificate at the completion of a 36-quarter-hour program, and East Carolina Teachers College offers both an 18- and a 36-quarter hour curriculum. A need is indicated for additional study of the existing programs with a view to their revision and integration, not only among themselves, but also with other departments of instruction. This should be done in the light of current concepts of training library personnel in order to fill the ever expanding variety of positions.

The survey might be termed a penetrating diagnosis of the components parts of the library body of North Carolina, giving a glimpse into the past, indicating a fairly well developed present form, and a future in need of remedial attention in many places. The competent techniques, the deep understanding of library matters, and the reportorial abilities of the diagnosticians are shown on every page. This report, which is the first comprehensive survey of libraries in North Carolina, affords a vantage point from which stock can be taken of past accom-

plishments, of present resources, and a course charted for future action. Money may be the root of all evil as the Good Book says but this reviewer believes that adequate funds would be about the best medicine that could be prescribed for the libraries of North Carolina.

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NORTH CAROLINA LIBRARIES

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Wendell W. Smiley Editor

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Mr. Kellam has outlined for us in his review what the survey of libraries in North Carolina indicated. Have you considered what the North Carolina General Assembly may or may not do for libraries in the state during the session now being held? When this reaches you it may not be too late for you to talk to your local representative in that body about the library situation in North Carolina. The report of the Advisory Budget Commission has indicated what may be appropriated for the use of the North Carolina Library Commission during the next biennium. The commission receives two separate and distinct appropriations: one for the operation of the Library Commission itself, and one for state aid to public libraries. During 1948-1949 the commission has \$27,994.00 for its operation and \$275,000.00 for aid to public libraries. Of this \$275,000.00, \$261,250.00 will go to counties as direct payments, the balance will cover the cost of the administration of the funds.

The Library Commission requested of the General Assembly through the Advisory Budget Commission \$48,776.00 for its operation and \$500,000.00 for state aid for 1949-1950; and for 1950-1951, \$47,396.00 for the Library Commission operation and \$500,000.00 for state aid. The Director of the Budget has recommended to the General Assembly that the following sums be appropriated: Library Commission, \$33,321.00 for 1949-1950, and \$33,321.00 for 1951-1952; state aid, \$320,436.00 for each year of the biennium.

The Library Commission included in its request enough funds to buy and operate a demonstration bookmobile. This has been completely left out in the recommendations. The recommended appropriation does not include any increase in personnel of the Library Commission. It does include small increases for supplies, travel expense, and books, as well as the general salary increase of approximately twenty percent which has been recommended for all state employees. The recommended appropriation for state aid sets up the amount to be paid to counties as \$300,000.00 and the additional \$20,436.00 for each of the two years as administrative expense.

In order that you may have a complete picture before you, below is a detailed statement from the report of the Advisory Budget Commission* regarding these recommendations for the North Carolina Library Commission. The Appropriations Committee of the General Assembly has finished its hearing and the budget bill is now before the Senate.

* North Carolina. Budget Bureau. The Budget for the biennium July 1, 1949, to June 30, 1951, Fiscal years

1949-50 and 1950-51 . . . December 16, 1948. pp 430 & 699.

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LIBRARY COMMISSION

Estimates of the Amounts Required for the Biennium 1949-51
Recommended by the Director of the Budget

Purposes and or Objects	Expenditures 1947-49		Requests of 1949-51		Recommended for 1949-51	
	Actual 1947-48	Estimated 1948-49	Estimated 1949-50	Estimated 1950-51	Estimated 1949-50	Estimated 1950-51
I. Salaries and Wages:						
Salary—Ex. Secretary	\$ 4,320	\$ 4,320	\$ 5,184	\$ 5,184	\$ 4,320	\$ 3,320
Salaries and Wages—Staff	13,479	14,199	25,894	26,254	14,199	14,199
Total Salaries & Wages	17,799	18,519	31,078	31,438	18,519	18,519
II. Supply, Service and Expense						
Supplies and Materials	583	600	800	800	700	700
Postage, Telephone & Telegrams	751	800	1,000	1,000	800	800
Travel Expense	1,800	1,800	3,600	3,600	2,200	2,200
Printing and Binding	278	900	900	900	900	900
Repairs and Alterations	35	100	100	100	100	100
General Expense	34	25	88	88	88	88
Books	4,632	5,000	8,000	8,000	6,000	6,000
Equipment	485	250	610	670	310	310
Operation of Bookmobile	—	—	800	800	—	—
Purchase of Bookmobile	—	—	1,800	—	—	—
Total Supply, Service and Expense	8,598	9,475	17,698	15,958	11,098	11,098
III. Salary Increases	—	—	—	—	3,704	3,704
Total Requirements	26,397	27,994	48,776	47,396	33,321	33,321
Less: Estimated Receipts	52	50	60	60	60	60
Appropriation	26,345	27,994	48,716	47,336	33,261	33,321

LIBRARY COMMISSION (State Aid to Public Libraries)

Estimates of the Amounts Required for the Biennium 1949-51
Recommended by the Director of the Budget

Salaries and Wages	6,238	11,280	16,248	16,448	13,980	13,980
Supplies and Materials	17	50	325	325	100	100
Postage, Telephone and Telegrams	74	75	252	252	125	125
Travel Expense	1,432	2,250	6,500	6,260	3,600	3,600
Printing and Binding	13	30	200	200	100	100
Repairs and Alterations	7	15	75	75	75	75
Equipment	43	50	1,400	1,400	200	200
Payment to Counties	266,585	261,250	475,000	475,000	300,000	300,000
Salary Increases	—	—	—	—	2,256	2,256
Appropriation	274,409	275,000	500,000	500,000	320,436	320,436

LIBRARY TRAINING

In this era when education for librarianship is considered by the pessimistic to be in a "chaotic and unhealthy" condition and by the more

optimistic to be in a "state of flux" reflecting "a general recognition of the necessity to free (it) from some of its traditions and handicaps," the report of the Southeastern Confer-

ence on Library Education* should be of much interest and help to those who are responsible for planning curricula of library schools and departments of library service. The report does not offer a ready-made curriculum—not even the much discussed “core curriculum,” but it does give a thought-provoking record of a week’s work by representatives of all those concerned with library education except the students themselves.

Velma Shaffer, head of the Department of Library Service, University of Tennessee, did a good job of editing. With the tendency of workshops to run off at tangents and to change the program which the pre-planning committees expected to be developed, an editor has a formidable task to compile a well-organized report which clearly presents the activities and outcomes.

The report begins logically with a chapter on “Historical Background and Pre-Conference Planning.” The next chapter, “Conference Organization and Proceedings,” gives a sort of aero-photograph of the week’s work and is followed by reports of committees, evaluation and recommendations, and papers by the consultants which were referred to in the second chapter. The directory of participants given at the end of the report has symbols indicating what type institutions and organizations each represented and on which committees each worked so that the reader has some idea of the authorship of the various sections.

The reader who did not attend the conference may feel that there is

some discrepancy between some points in the reports of the committees representing the four types of libraries and certain statements in Dr. Louis Shore’s summary. No doubt this is due to the fact that he saw earlier editions of the reports and heard the full discussions; one might wish that more of these could have been included. To one who did not participate in the conference the report of the Evaluation Committee seems adequate; however the statement in the chapter on proceedings that the committee had no opportunity to meet after “considerable discussion and suggestions for revision” of the report by the conference, causes one to wish that the revised evaluation report were available. The evaluation of goals attained seems accurate. The objectives set up by the Pre-Planning Committee were “to evolve a core curriculum suitable to the needs of all types of libraries and give direction to the fifth year program.” The second was attained. A core curriculum was not evolved but principles upon which it should be based were formulated. Furthermore, the chart, “Typical Jobs and Positions,” indicating the levels of education for librarianship at which preparation may be acquired for jobs of the various classifications, shows that agreement was reached as to the usefulness of core curriculum.

The report will be useful as a starting point from which to work toward library service curricula on both the undergraduate and the graduate levels. It justifies the faith in the Southeastern Conference on Li-

*“Southeastern Conference On Library Education,” February 29-March 6, 1948, Atlanta-Biltmore Ho-

tel, Atlanta, Georgia; Velma Shaffer, ed. Southeastern Library Association, 1948. 49p. Mimeographed.

brary Education as stated by Dr. Shores when he said, "I believe this conference of library leaders from fourteen states in the South will resolve our differences on what should go into the education of librarians and come out of our deliberations with the broad outlines of a professional education for the general practice of librarianship."

Elizabeth S. Walker, Ass't Librarian
ECTC Library

COLLEGE AND UNIVERSITY LIBRARIES

Editor Adams' report* has two distinct virtues. First, its coverage of the workshop's program is interesting reading, and, second, its reporting is complete enough (though wisely selective) to afford to persons who failed to attend the meeting a handy reference book of suggestions, answers to problems, and even addresses of persons or organizations a librarian may want to reach. The report is so complete, in fact, that it is indispensable for even those people who attended the meeting, if their records of the workshop's progress are to be complete.

Workshop sessions, talks, committee meetings, findings, and recommendations are all reduced to their essence and reported briefly enough to make the report convenient as a reference work, and an excellent index adds to that convenience.

With the report being so valuable in itself, the workshop must have

been an overwhelming success. Obviously some sessions, such as the studies of trends in college library buildings, met the interests of persons with special problems. However, the workshop program was so complete that no person attending could fail to have his basic anxieties covered. A variety of issues, from such immediate problems as stimulating reading to such long-range planning as is involved in building programs, were covered at some time during the week.

The workshop obviously afforded a great deal more to its participants than the reviewer, who did not attend the meetings, thought possible before receiving the report.

Oma U. Johnson, Librarian
Elon College Library

LOUIS R. WILSON SURVEYS

Coming back to his old home and the shady paths of Chapel Hill did not mean seclusion for Dr. Wilson. Other colleges and universities in the country are now calling him in to consult with them on their problems. The problems at Cornell University Library* seemed particularly difficult but because of his years of experience, wide knowledge and ability to analyze a situation he has produced a report that will be a milestone in the history of Cornell's Library development. The study is, however, important for many other libraries as well. The principles of good librarianship are clearly stated

*"Report on the Workshop for College and University Librarians." Edited by Agatha Boyd Adams. School of Library Science, University of North Carolina, Chapel Hill. 46p. Mimeographed.

*"Report of a Survey of the Libraries of Cornell University for the Library Board of Cornell University. October 1947 - February 1948. By Louis R. Wilson, R. B. Downs and Maurice Tauber. Ithaca: Cornell University, 1948. 202p. Mimeographed.

here from the government of the library, its general organization and administration, technical services, readers' services and use, personnel, resources for study and research, building and equipment to integration and cooperation. One sometimes learns what to do by examples of what not to do. At least some of those principles learned in library school are brought sharply home when the results of not following them can be seen in practical examples. If anyone doubts the value of a good card shelf list, for example, see the sample reproduction on page eighty in this report. The report contains many tables especially compiled for this study on the work of other libraries in the country along with that at Cornell. Dr. Wilson has set a high standard of librarianship for all of us to reach towards and this report of this survey in joint authorship with Mr. Downs and Dr. Tauber is one of his most successful.

Charles M. Adams, Librarian
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University of North Carolina

FIFTY NOTABLE BOOKS FOR 1948

Announcement of the Fifty Notable Books for 1948 was made Jan. 20 at the American Library Association's Midwinter Conference at the Edgewater Beach Hotel.

The Executive Board of the Public Libraries Division approved the list which was compiled by representatives of 28 public libraries. The fifty books were selected from 400 titles submitted.

Among the non-fiction books are: Chase, "The Proper Study of Man-kind"; Churchill, "The Gathering Storm"; Eisenhower, "Crusade in Europe"; Freeman, "George Wash-

ington" (Vols. 1-2); Gandhi, "Gandhi's Autobiography"; Hull, "Memoirs of Cordell Hull"; Kinsey, "Sexual Behavior in the Human Male"; La Guardia, "Making of an Insurgent"; Laski, "American Democracy"; Mearns, "The Lincoln Papers"; Sherwood, "Roosevelt and Hopkins"; Stilwell, "The Stilwell Papers"; Toynbee, "Civilization on Trial"; Van Doren, "The Great Rehearsal"; Welles, "We Need Not Fail"; Conant, "Education in a Divided World"; Crankshaw, "Russia and the Russians"; Evatt, "The United Nations"; Fairbank, "The United States and China"; Joy and Arnold, "The Africa of Albert Schweitzer"; and Krutch, "Henry David Thoreau."

Fiction selections include: Camus, "The Plague"; Greene, "The Heart of the Matter"; Mailer, "The Naked and the Dead"; Mann, "Dr. Faustus"; Paton, "Cry, the Beloved Country"; Sandburg, "Remembrance Rock"; Shaw, "The Young Lions"; Sitwell, "Laughter in the Next Room"; Wilder, "The Ides of March"; and Stewart, "Fire."

Other books on the list are: Bradley, "No Place to Hide"; Faulkner, "Intruder in the Dust"; Giedion, "Mechanization Takes Command"; Hamilton, "Witness to the Truth"; Lecomte DuNouy, "Road to Reason"; Lockridge, "Raintree County"; Lomax, "Folk Song: U.S.A."; McWilliams, "A Mask for Privilege"; Malone, "Jefferson and His Time"; Merton, "The Seven Storey Mountain"; Pliever, "Stalingrad"; Russell, "Human Knowledge"; Spiller, "Literary History of the U. S."; Stimson, "On Active Service in Peace and War"; Taylor, "The Taste of Angels"; Vogt, "Road to Survival"; Ward, "The West at Bay"; Wecter, "The Age of the Great Depression, 1929-1941"; and White, "Man Called White."