

NORTH CAROLINA LIBRARIES

Volume III, Number 3

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Editorial Note on Historical Language

This document is a historical publication from 1944 and contains language and terminology that reflects the social attitudes and conventions of that time period. Some terms used to describe race and ethnicity are now considered offensive and inappropriate. This language has been preserved in this transcription to maintain the historical accuracy and integrity of the original document. The inclusion of this language does not reflect current values or acceptable terminology. Readers should approach this material with an understanding of its historical context.

KNOW YOUR LIBRARY PATTERN

Introduction

By ERNESTINE GRAFTON

As any survey must of necessity be based on values, we introduce KNOW YOUR LIBRARY PATTERN [1] with the following characteristics:

North Carolina, one of the states in the Southeastern Region, fits into the pattern which Odum [2] uses in characterizing that region: rural, farm tenancy, many children, tobacco, cotton, textile mills, poverty, and potential plenty. Although the state ranks "42nd" in the desirable features of the United States, it is in the upper ranking of the Southeastern Region.

The sound political organization of the state has all the essential Powers of government to be exercised through the peoples' representation. The 100 counties, which serve as political units of representation and administration for many fields including health, public welfare, library service and education easily fit into state-wide planning. Actually the county is little more than an agency of the state and its commissioners administer functions which the state imposes upon it.

The 52,712 square mile area of the state extending 503 miles from the coast to the mountains is geographically divided into four distinct areas which must be noted in any consideration of state planning.

The vast swampy Tidewater Region, extending from 30 to 80 miles inland, is very sparsely settled and almost entirely rural. Transportation is poor and peoples are excessively individualistic.

The Coastal Plain, comprising one-fourth of the area of the state, has a dense agricultural population and produces one-half of the tobacco and cotton crop wealth. A large ratio of Negroes results in a high farm tenancy.

The Piedmont Region, comprising 45 per cent of the land area, is producing four-fifths of the state's textile, tobacco, and furniture manufacturing output.

The beautiful mountainous Carolina Highlands, comprising 17 counties is definitely rural and individualistic, partially dependent on tourist trade for income.

The state is predominantly rural with more than a fourth Negro population. The many young people obviously place a great burden on public facilities and the adult tax paying population.

Local facilities are being equalized through State Aid and State-wide Planning. State-aid moneys expended for trained public librarians is gradually increasing the public library scope and unifying college, school, and public library facilities. Research resources, described in Dr. Louis R. Wilson's *GEOGRAPHY OF READING* [3], are rapidly being made more accessible to any corner of the state through cooperation between large institutions and small public libraries.

This survey, it is hoped, will throw light on unifying forces as well as state-wide plans for the near and post-war future.

Footnotes:

1. Editorial, p. 4.
2. Odum, H. W. *American Regionalism*, 1938.
3. Wilson, Louis R. *Geography of Reading*, p. 117-166.

SCHOOL LIBRARY SURVEY

By SIDNEY HOLMES

Chapel Hill Elementary School Library

How well do the public and school libraries supplement each other? What are the possibilities for joint service? To begin to answer and study these problems, a

questionnaire, prepared by Ernestine Grafton and Mrs. Mary Peacock Douglas, was sent out last May to the five hundred odd school librarians and teacher-librarians registered with Mrs. Douglas, School Library Adviser of the State Department of Public Instruction, for bi-monthly letters and helps.

One hundred ninety questionnaires were returned; the distribution was as follows:

Table 1: Questionnaires Returned

Total questionnaires returned: 190

Types of Schools:

- Elementary: 51
- Junior and Senior High Schools: 126
- Combination: 7
- Training Schools and Institutes: 6

Races:

- White: 162
- Negro: 28

Locations:

- Number of places represented: 138
- Number of counties represented: 62

Sizes of Towns:

- 10,000 and more: 81
- 2,500 to 10,000: 41
- Less than 2,500 and rural: 68

Of the 190 schools, 134 reported that they had trained or partly trained librarians. Ninety-three of these also had public libraries with trained librarians (library school graduates) in their nearest towns. Only a small percentage were without trained librarians in either the one or the other library.

Table 2: Libraries and Personnel

Category	Number of Schools	Percent
Trained librarians in school and public	93	49%
Untrained librarians in school and public	16	8%
Untrained in school, trained in public	41	22%
Trained in school, untrained in public	40	21%

The 66 schools that were without public libraries with trained librarians in the nearest towns gave this information:

- Books were circulated all the year round by 5 schools.
- Books were loaned to adults by 20 schools.
- None had written rules that forbade the circulation of books to adults but two people suggested the lack of suitable book stock.
- Two reported that there was a limit to the number of books that might be borrowed by adults.
- Twelve received special funds for adult books, most of them from more than one source: county, town, private, or gift.

Only 36 schools reported that they received bookmobile service. At 34 schools the stop was for half an hour or longer, at 20 the teachers selected the books for the children, at 6 a shelf of books was taken for the entire community. Five schools housed public library branches or stations; 4 were open through the school months and one the year round. One, and not the same one singled out in the preceding sentence, had an outside entrance to the branch library room.

Three trained school librarians were shared part-time with public libraries. Three schools had lent books to the public library for the summer.

One hundred sixty-five stated that definite instruction in the use of the library was given.

In answer to the question, "If you do not have a trained school librarian and the public library does have one, do you feel free to seek her advice?", only one person said that she, as an untrained librarian, did not; one trained school librarian supplemented with the fact that she advised the untrained public librarian.

To the question, "Is the public library sending collections of 10 or more books to the school library or class-room?", 42 gave an affirmative, 120 a negative reply.

In 12 schools teachers gave reference assignments that could be found at the Public library only. Twenty-one included on parallel reading lists books at the Public library only. The seemingly small number of 32 reported sending copies of lists to the public library and 46 allowed trained public librarians to make substitutions; many schools filling the Questionnaires have not parallel lists. Eight were unwilling to check up on delinquents among students for the public library. Forty-eight gave additional reading credit for summer public library reading.

Is one explanation of the small amount of cooperation between school and public libraries attributable to the fact that very few of our public libraries have trained librarians for special work with Children and young people?

Have you college, university, special, and public librarians visited the school libraries in your communities? Do you know what they are trying to do? Are they doing what you think they should and have they the resources they need for tomorrow's college and university students, professional men and women, or, simply and inclusively, America's citizens?

Announcement:

At the May meeting of the Greensboro Library Club it was voted to establish a Scholarship Fund to be granted every three years to a member for study in the field of Library Science.

NORTH CAROLINA LIBRARIES

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Editorial

The embryo of KNOW YOUR LIBRARY PATTERN had its beginnings in North Carolina discussions of post-war planning needs, in the University of Chicago Graduate Library School Institute, Summer 1943, and in the North Carolina Library State-Aid Campaign.

Our sociologists and librarians have surveyed the southern libraries generally but no comprehensive study has been made of North Carolina libraries. Emphasis has been placed here on public libraries, the largest blacked out portion of the non statistical picture.

That the picture is not as black in North Carolina as in some of the other southern states has been due not only to its state-wide public library planning but also to its integration of all library resources. This working together for a common purpose has been evident in the meetings of the North Carolina Library Association and now has been documented in this survey. The ready phrases, "Oh we loan books to the general public" or "Of course, we are ready to help the small public library," are proven to some extent in the statistical analysis of our survey questionnaires.

The accuracy of this analysis is due to the high returns from a "tiresome" questionnaire and the obvious serious consideration of each question. May the editors take this means of thanking you for your prompt cooperation.

Announcement:

It is with a sense of loss that we are giving up our able Business Manager of NORTH CAROLINA LIBRARIES. Miss Adkins has met the wartime printing difficulties with a stoic concentration that has resulted in adequate issuance of the journal.

With a half breath following the sense of loss we are indeed glad to welcome to the post Miss Lena Mae Williams, Assistant, Order Department, University of North Carolina Library.

—E. G.

PROFESSIONAL LITERATURE

Reviewed by GUY R. LYLE AND ROSEANNE HUDSON
Women's College Library, U.N.C.

Librarians are, or should be, definitely aware of the following professional writings or compilations, but we list them on the chance that they may have escaped the notice of a few:

- The A.L.A. *Catalog 1937-1941* (A.L.A., \$6.00) describing 4,000 selected titles with concise notes for each work
- The new *Basic Book Collection for Elementary Grades* (A.L.A., \$2.00) which supersedes *Graded List of Books for Children* and serves as a guide to school and children's books
- Margaret Hutchins' *Introduction to Reference Work* (A.L.A., \$2.50) which presents interestingly and in well-organized fashion a sound approach to reference work, but leaves unsettled many important problems
- *Reference Books of 1941-1943* (A.L.A., \$1.50) edited by Constance M. Winchell, which is the third supplement to the Mudge Guide (6th ed.)

It may be permissible to mention in this column a discovery we should have made long ago. We refer to a very attractive-looking pamphlet entitled *Good Reading*, now in its eighth revised edition, compiled by the Committee on College Reading and obtainable from the National Council of Teachers of English (211 West 68th St., Chicago 21, Ill.) for the modest sum of twenty cents a copy with special rates for quantity purchase. It should be useful alike to high school, college, and public librarians. It would be a good idea, perhaps, for every librarian to make several copies available for students and adults and to have additional copies for sale, to recommend it to teachers, and to promote its display in bookstores.

Good Reading, as the preface indicates, is a cooperative undertaking utilizing lists of recommended books from fifty-five colleges, lists of favorite books from 1,638 students in fifty-one colleges, and the expert advice of thirty-six English professors, librarians, and deans. From the beginning through the 18th century, the arrangement of the list is chronological, the great books of each historical period being brought together with the best books about the Period. Fiction of the 19th and 20th centuries is next presented, followed by a group of topical sections covering Poetry, Fine Arts, History, Philosophy, and so on. There is a special listing of *100 Significant Books*, *77 Books for Today*, *Wartime Books*, and *Pamphlet Series*. Opinions may differ regarding the respective merits of certain titles included in *Good Reading*, but the distinctive and special values of this book list should not be overlooked. It is intended to encourage book reading for its own sake and book ownership. Inexpensive editions are given for most of the titles listed. It lays stress on titles which will capture the imagination of the reader who is beginning to read complete

books and long stories. Freedom of choice is not limited by a rigorous selection of the so-called great classics. Much as we would like to think otherwise, the interest of many students and adult readers is killed by enthusiasts and professionals who expect them to read nothing but Hawthorne, Carlyle, Emerson—and like it.

Another guide to readable books which school librarians will find particularly useful is *Gateways to Readable Books* by Ruth Strang and others (H. W. Wilson, \$1.25). This list is intended for young people who have reading difficulties. The books are classified in well-defined subject groups, so that connection may quickly be made between the student's interest and the book that will cater to it.

The great problem of the university and research library, according to Fremont Rider in *The Scholar and the Future of the Research Library* (Hadham Press, \$4.00), is one of growth because growth costs money, and research libraries are doubling their book collections every sixteen years. Librarians have attempted to meet this problem in several different ways, but they have failed, according to Mr. Rider, because they have not viewed the problem as a whole. "We tried to solve our problem of swollen cataloging cost as though it were a separate and independent problem, and our book storage problem as though it also were quite separate and independent. We have tried to economize on binding costs, as such, on circulation costs, as such, on ordering costs, as such, trying to treat each as though it were a problem in a vacuum, not something tied up in a veritable mesh of inter-relationships. We failed to see that this segregation was an artificial and misleading one." Rider's solution to this problem is based on an ingenious and novel use of two accepted procedures in library work—the card catalog and micro-reduction. His solution will be regarded as visionary by many, and of course it is, but by being so it offers an irresistible claim to serious attention.

A new edition of *The Woman's Collection* (Woman's College Library, \$1.00) has been completed by Minnie M. Hussey, Reader's Adviser, and Roseanne Hudson, Instructor in Library Use. It is an annotated bibliography of books, pamphlets, and journals which have been added to the Library since 1937 on subjects of particular interest to women. The present edition supersedes the earlier volume published in 1941, and represents a complete revision. Although the bibliography is necessarily selective, since it covers a wide range of subjects and is limited to the holdings of one library, it would seem to have several uses. Students and research workers in child psychology, nutrition, and family relationships will find it useful as a partial index to the resources of the Library in those subjects. Counselors and advisers should find the section on occupations and professions of particular value. Study clubs will discover such program themes as the role of women in literature and the effect of the war on children. It might well serve as a buying guide for

librarians, since full bibliographic information is given for each title. One copy will be sent free, upon request, to any library in North Carolina.

A WORLD FAMOUS ART PROJECT IN NORTH CAROLINA

By HOYT R. GALVIN, Director
Charlotte Public Library

A series of etchings on North Carolina are now in the process of execution by Louis Orr. This project will consist of ten albums, comprising five etchings each or a total of fifty etchings on the State. Only three of the eventual ten albums are now terminated; the fourth of the series will probably be ready for distribution in the early spring of 1945.

In the execution of this work, the artist has endeavored to interpret every phase of North Carolina life—its religious, cultural and social interests. The architecture of the State, in all its various moods and richness of detail is represented not only by the official buildings of the State, counties and cities but by plantation homes and domestic dwellings of the eighteenth and nineteenth centuries. Embraced in the collection are also gardens of the State and scenes in Western North Carolina and the coastal region.

It was in June, 1939, that the artist began the execution of this commission. He spent approximately a year in making pencil drawings of the fifty subjects selected to compose the work, traveling in every county of North Carolina and covering more than six thousand miles. He had already examined several thousand photographs of North Carolina subjects deposited in the North Carolina State Department of Conservation and Development at Raleigh, and had conferred with prominent men and women conversant with North Carolina history.

The etcher-artist, Louis Orr, was born in Connecticut, descending from forebears who were, themselves, artists. His grandfather produced the first illustrated guide on the United States. Mr. Orr studied at the Beaux Arts in Paris and lived there about thirty-five Years while practicing his profession. During this period he won signal recognition as an etcher of rare endowment and capacity for interpretation of beauty in old edifices and monuments of picturesque charm. His works on Rheims Cathedral, the Pont Neuf, and the Porte de St. Denis are gems. Only two Americans have examples of their work in the Louvre: Whistler represented by the Portrait of His Mother and Louis Orr represented by eleven etchings. He belongs to the classical school. Mr. Orr has a remarkable feel for texture, whether wood, brick, or stone, and endows it with subtle intimacy and personal friendliness. His etchings are not pictures but portraits of buildings, imparting to each a personality of its own.

In view of the exceptional value that Mr. Orr's etchings on North Carolina will have in the years to come, special emphasis is being placed on their acquisition by the libraries, schools, colleges and universities of the State, where they will not be subject to bargaining and sale for profit to collectors in the open market. Once possessed by these institutions they will remain permanently in this State for the instruction and inspiration of generations to come.

In the determination of the price at which these etchings are being released, the desirability of their being purchased by institutions with limited funds at their disposal was particularly respected. Louis Orr received the commission from Robert Lee Humber of Greenville. Mr. Humber has guided the project carefully in order that public agencies may acquire the etchings at a fifth of the normal selling price. The cost of the ten albums will be \$600.00, at the rate of \$50.00 per album of five etchings to be paid on receipt of the albums as they appear. The cost of the large size etching of the North Carolina State Capitol is \$20.00. Orders may be placed with Robert Lee Humber, Greenville, N.C.

TAR HEEL LIBRARY NOTES

Chicago Library Institute

Attendance placed North Carolina third:

- Gladys Johnson, Julius Amis, and Marjorie Beal, North Carolina Library Commission
- Clyde Smith, Raleigh
- Elizabeth House, Washington
- Irene Hester, Greenville
- Virginia Williamson, Smithfield
- Mrs. Louise J. Sink, Lexington
- Mrs. Ruby B. Campbell, Asheboro
- Olivia Burwell, Concord
- Marianna Martin, Leaksville
- Evelyn Parks, Asheville
- Dora Ruth Parks, Murphy
- Barbara Eaker, Gastonia

- Mrs. Mary Duncan Ring, Charlotte
 - Miss Perrye Hallman, Charlotte
-

Join the American Library Association

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- \$3,001.00 to \$4,000.00: \$6.00
- \$4,001.00 to \$6,000.00: \$8.00
- Trustee Members: \$3.00
- Lay Members: \$3.00

HOYT R. GALVIN

A.L.A. Membership Chair for North Carolina

SCHOOL OF LIBRARY SCIENCE, THE UNIVERSITY OF NORTH CAROLINA

The table below shows where the 26 students graduated from the School in 1944 came from and where they have gone. It also shows something of present day library salaries in North Carolina and elsewhere:

Home State of Students:

- Florida: 2
- Georgia: 2
- Maryland: 1
- Mississippi: 2
- North Carolina: 9
- South Carolina: 6
- Tennessee: 1
- Virginia: 2
- Wisconsin: 1
- District of Columbia: 1

Position Upon Graduation:*Army and Military:*

- Army Hospital: 2 (N.C. and Va.)
- Navy Base: 1 (Md.)

Federal:

- Library of Congress: 1

College:

- College positions: 3 (One each in La., Md., Tenn.)

Public Library:

- Public Library positions: 8 (Two in N.C.; one each in Alaska, Mich., N.Y., Oreg., S.C., and Va.)

School:

- School positions: 6 (Two each in N.C. and Ga.; one each in Miss. and Va.)

University:

- University positions: 5 (Three in N.C.; one each in Hawaii and Ind.)

It will be noted that 9 of the students were from North Carolina and that 8 of them are now in North Carolina libraries.

A comparison of library salaries in North Carolina and elsewhere as shown in the salaries of these 26 recent graduates shows a range for the 26 of from \$1,231.20 (9 months' position) to \$2,460.04, with the average salary, \$1,654.04. The salary of the 8 who are in North Carolina libraries is from \$1,231.20 (9 months' position) to \$1,752 (an Army Hospital Library Assistant), with the average salary, \$1,511.62. It would seem that North Carolina libraries need to increase their salaries if they are to hold North Carolinians or attract librarians from outside the state.

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