

North Carolina Libraries

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Catawba College Library, Salisbury, N.C.

By Lulu Ruth Reed

[Image description: Exterior photograph of Catawba College Library, showing a Gothic-style brick building with arched entrance and windows]

The Corriher-Linn-Black Library on the campus of Catawba College, opened for use in November 1953, combines Gothic architecture with a modern functional interior. At present there is a stack capacity of 149,000 volumes, and seating equipment for 210 persons, with space for additional stacks, chairs, and tables. The architectural design permits the addition of wings, when needed. Construction is of Catawba brick, with cut limestone trim. Tall, bronze lamps, suspended on either side of the center arch, provide illumination of the main entrance. They are controlled by a time clock at the central switchbox.

Through an enclosed lobby one may enter either the delivery hall and library reading rooms, or, by stairways, the second floor lecture and listening rooms, and the basement lounges and museum. The lobby contains a pay telephone station, a drinking fountain, night deposit slot for return of books when the library is closed, and space for wraps. Large glass doors, on which appear the seal of Catawba College, separate the lobby from the delivery hall; and glass partitions divide the lobby from the stairways, making it possible to close off stairways when desired.

Terrazzo tile floors are used in the lobby, the delivery hall, and the main reading rooms, with asphalt and rubber tile in the stacks and other rooms. The color scheme features soft pastel shades: doeskin in lobby, yellow in stairways, green in the reading rooms and other rooms. Louvered, recessed slimline lighting is used throughout the building, with indirect lighting spots in the lobby and the delivery hall.

The charging desk and public card catalog occupy the center section of the main floor, flanked by reading rooms and stacks. Back of this central area are the staff work rooms and the librarian's office.

The reading room to the right houses current periodicals, near an informal reading center; and reference books, near standard apronless tables. Chairs are upholstered in shades of pine and persimmon. An atlas stand, dictionary cases, and two special index tables supplement wall and floor cases. Stacks on both the main and the mezzanine floor at this end of the building contain other reference books and periodicals.

Miss Moose is Librarian, Catawba College Library.

[Image description: Interior photograph showing the Mezzanine Informal Reading Center with modern furniture, an open floor plan, and views of bookshelves]

The reading room to the left contains a browsing collection and special display cases for new books. Both informal chairs, and regular apronless tables, with chairs, are provided. Cataloged books in all fields are shelved in the stacks at this end of the building. In both reading rooms, cases and furniture are in blond birch and oak.

While much of the mezzanine floor is given over to stacks, the center section contains two seminar rooms, a room equipped with six typewriters, and an informal reading center. A large map of the United States decorates the wall in this section, and an illuminated globe affords additional means for geographical study. On this level tables for readers are available in the stacks, and individual study carrels are at each end of the stacks. The typing room, provided so that students can take notes from library books, is sound-proofed by acoustical tile and a double-glassed vestibule. It is proving to be one of the most popular of the new facilities installed for users of the library.

The staff offices are fully equipped for efficient work in ordering and cataloging books. There are ample card files, vertical files, and a specially designed case for Cumulative Book Indexes and other bibliographical aids. One section of this work room contains built-in cabinets for storage of supplies, and space for lettering and repair of books.

The outer wall of the librarian's office consists of casement windows that overlook a lovely wooded area to the rear of the library. The office appointments include tan and green draw draperies, beige wall-to-wall carpet, a large modern desk of walnut accented with a cane panel insert and built-in desk lamp, and easy chairs.

The basement is divided into two areas. One, with access from the main lobby, contains the public lounges and a museum, with its workroom. An outside door to the museum makes it possible to use this section without opening the rest of the building.

The other area of the basement, below the stacks and offices, contains various mechanical equipment rooms, a "Treasure Room" (of vault construction), the library staff lounge, two locked sections of stack for storage of uncataloged material, and room for future stack installation. There is also a "Receiving Room" on this level, with entrance from a service drive. The recessed entrance makes it possible to deliver material without exposure to rain.

[Image description: Architectural floor plans showing the main floor and mezzanine floor layouts of the Catawba College Library, with detailed room arrangements and spatial organization]

An elevator, sufficiently large to carry a standard book truck and two or three persons, gives access to working areas on the basement level, and to stacks and work rooms on the main floor and the mezzanine.

Over the central part of the building a second floor, reached by stairway from the lobby, contains a lecture room and two listening rooms. The lecture room is wired for the showing of slides and films, and furnished with blond chairs, a table, and a lectern.

The chairs, of Finnish manufacture, are specially designed for compact storage. A small alcove, separated from the lecture room by folding plastic doors, furnishes space for storage. The listening rooms are equipped with Stromberg-Carlson high fidelity record players, and comfortable chairs. Special instructions have been given to library assistants, who will operate the equipment.

The firms responsible for the erection of the building are John Hartlege and Associates, architects, and the Wagoner Construction Company, both of Salisbury, North Carolina.

Institute on County and Regional Library Service

The Graduate School of Library Service of Rutgers University has announced an Institute on County and Regional Library Service for June 7-11, 1954 in New Brunswick, New Jersey. The program has been planned by a group of librarians from six states in the region.

Primary attention will be given in the Institute to practical, constructive means for improving county and regional libraries, from questions of government and management to service out in rural areas. Formal presentations by experts from inside and outside the library profession will be followed by brief prepared statements by selected participants in the Institute and then by organized group discussion.

The University fee for the Institute is \$15.00. Dormitory space is available for the week at \$7.00, and meals will be available at moderate cost in the University Commons. Registration is open to individuals engaged in municipal, county or state library service who have an interest in problems of library extension. Academic credit of one graduate point is available for individuals who meet the requirements for graduate standing at Rutgers and who pass an examination on the Institute.

For further information about registration, programs and living accommodations, write to Dean Lowell A. Martin, Graduate School of Library Service, Rutgers University, New Brunswick, New Jersey.

UNC Summer Session

The 1954 Summer Session of the University of North Carolina at Chapel Hill will have two terms, June 11-July 17 and July 19-August 25. Miss Lucile Kelling will teach courses in reference and book selection the first term. Miss Cora Paul Bomar, North Carolina State School Library Adviser, Department of Public Instruction, and Mr. Robert A. Miller, Librarian, Goldwyn Smith Library, Cornell University, Ithaca, New York will be back to teach again this summer. Mr. Carlyle Frarey, Assistant Librarian of Duke University, has been added to the staff.

Miss Susan Grey Akers, Dean, and Miss Margaret Kalp will both teach the second term as will Miss Mildred P. Harrington of Sapphire, North Carolina, formerly Professor in the Library School of Louisiana State University, who will give two courses for school librarians.

A full program will be two 3-semester hour courses each term. Students may begin work towards any of the four programs which the School offers; and former students will find that their needs have been considered in planning the summer program.

"In the Presence of the Schollars"

By David C. Mearns

Address before the North Carolina Library Association, October 22, 1953, Asheville. Mr. Mearns is Assistant Librarian for American Collections, Incumbent of the Chair of History, and Chief of the Manuscripts Division, The Library of Congress.

[Image description: Portrait photograph of David C. Mearns]

It is good to be in North Carolina. It is thrice good to be in North Carolina because this State, a region of the muses, provides a convenient mailing address for that itinerant, our foremost poet; because this state, with its genius for incitement to derring-do, compels the discovery of the South by that itinerant, our foremost editorial-explorer; and finally, because this State, possessed of rich reserves of the ingredients of a compost-heap, offers asylum to, and is the retreat of, that itinerant, our foremost librarian. To shelter, however precariously and momentarily, but simultaneously, a Sandburg, a Daniels, and a Lydenberg is to exalt a portion of the earth.

But this experience is the more memorable for me because in my remote and dissolute youth, I was ghost for a Candidate for your highest office. The themes, as I remember them, were exclusively patriotic, which explains why, when he had misplaced the address for Labor Day, my patron fished out and repeated, without the audience being conscious of his duplicity, the stirring lines he had already intoned on the Fourth of July. His formula was commendably simple, for, whatever the subject, his single injunction would be: "include a paragraph on the wonders of Southern Womanhood." Looking back, it is strange that those juvenile effusions were not enough to prevent his election. I could write with more conviction now...

When selfishly, unfeelingly, gloatingly, I first accepted your now-repentant president's invitation to invade this austere and innocent front parlor, I was inclined to concoct a discourse along historical lines. If only the sources are obscure enough and the sentences sufficiently sententious, history provides an excellent mask for ignorance, and the opportunities for elaborate foot-notes are admirable and endless. With this laudable purpose in view, I spent several afternoons idly turning over manuscripts in great portfolios, lettered "The North Carolina Miscellany." In the main, this quest was vain, but in the course of futility I came upon a document which arrested my attention. I am still in custody, for that foxed and yellowed leaf is dated November 6th, 1848, and relates how learning lighted

on a school at Pisgah, situated in your Gaston County. This is the text of that terrifying document:

Articles of agreement in 22 Sde School destriect Between Charles L. Thomison as teacher & Enoch McNair Francis Battie & Alexander Weer Committee in Said Schooll Destriect Ar 1 The Said Charles L. Thomison doath bind Himself to teach by the month at thirteen dollors per month the afore Said Thomison doarh Bind Him Self to teoch all the Branches Required By the Schooll acts to be taught in Common Schools

Ar 2 The Said Enoch McNair Francis Battie & Alexander Weer doorh bind them Selves to pay to The Said Charles L. Thomison the Sum of thirteen Dollars per month by giving him an Order on the Cheareman of Common Schools.

Ar 3 The teacher has the privilege of cloasing the School At the end of any one month or the Committee May Cloase at the end of any month the See proper

Ar 4 School to comemence in the morning at the Sun one hour & a half high One hour ot intermision and Cloase one hour by Sun Set

Ar 5 All Schollars coming to this School over fifteen Years oald who transgress the rules of Said School Shall Be Expeled by Teacher & Committee

Ar 6 None of the large Schollars Shall Exclude the Smaller Schollars from the benefit of the fire Righting Benches or any other privlidge belonging to them in Said School

Ar 7 Thair Shall be no Swareing rastling nor Talc bareing Dureing Said School

Ar 8 Thair is to be no immorall conduct neither By Teacher Nor Committee in the presence of The Schollars durcing the above mentioned School

Now, for all I know, committeemen and teachers may be permitted their peccadilloes so long as they are conducted in shuttered privacy, off-duty, and out of hours. But not librarians—we belong to the Glass-House Gang! We are forever "in the presence of the schollars." We must be circumspect—or else.

The inexhaustible Blades told a legend which illustrates our quandary in reverse: In the year 1439 [wrote William] two Minorite friars, who had all their lives collected books, died. In accordance with popular belief, they were at once conducted before the heavenly tribunal to hear their doom, taking with them two asses laden with books. At Heaven's gate the porter demanded, 'Whence came ye?' The Minorites replied, 'From a monastery of St. Francis.' 'Oh!' said the porter, 'then St. Francis shall be your judge.' So that saint was summoned, and at sight of the friars and their burden demanded who they were, and why they had brought so many books with them. 'We are Minorites,' they humbly replied, 'and

we have brought these few books with us as a solarium in the new Jerusalem.' 'And you, when on earth, practiced the good they teach?' Sternly demanded the saint, who read their characters at a glance. Their faltering reply was sufficient, and the blessed saint at once passed judgment as follows, 'Insomuch as, seduced by foolish vanity, and against your vows of poverty, you have amassed this multitude of books, and thereby and therefor have neglected the duties and broken the rules of your Order, you are now sentenced to read your books for ever and ever in the fires of Hell.' Immediately, a roaring noise filled the air, and a flaming chasm opened, in which friars and asses and books were suddenly engulfed.

For having been diverted from their spiritual exertions, it was no doubt proper that the monks were condemned for all eternity to the Great Books program. But books, ladies and gentlemen, are temporally at least, a librarian's business. He should respect, honor, revere them. He should know something about them. With some temerity I venture to suggest that he should occasionally even have patience enough to look at them. And if he would serve an earthly penance and thereby assure himself a paradise where there is neither print, nor readers, the librarian should piously bring himself, from time to time, to read a book.

For the librarian is "in the presence of the schollars," and the schollars are uneasy. Their suspicions were aroused when first the librarian decided that he had a profession; those suspicions continue to mount; there are moments nowadays when the librarian, oilcan and wrench in hand, interrupts his tinkering and wonders forlornly what has happened to him.

Warnings of popular disfavor come early. In the Eighteen-Eighties, Victoria's subject, Frederick Harrison, expressed a general misgiving in an essay, in which he wrote:

Our human faculties and our mental forces are not enlarged simply by multiplying our materials of knowledge and our facilities for communication. Telephones, microphones, pantoscopes, steam-presses, and ubiquity engines in general may, after all, leave the poor human brain panting and throbbing under the strain of its appliances, no bigger and no stronger than the brains of the men who heard Moses speak, and saw Aristotle and Archimedes pondering over a few worn rolls of crabbed manuscript. Until some new Gutenberg or Watt can invent a machine for magnifying the human mind, every fresh apparatus for multiplying its work is a fresh strain on the mind, a new realm for it to order and to rule.

But ah! the apparatus was lovely; it was an end in itself; the caution went unheeded. Then, half a century ago, a New England divine, Gerald Stanley Lee, with his genius for opprobrium, put the so-called "modern" librarian squirmingly on the spot. Wrote Dr. Lee:

They [the modern librarians] are not really down in their hearts true to the books. One can hardly help feeling vaguely, persistently resentful over having them about presiding over the past. One never catches them—at least I never do—forgetting themselves. One never comes on one loving a book. They seem to be servants, — most of them, — book chambermaids. They do not care anything about a library as a library. They just seem to be going around remembering rules in it.

And Dr. Lee made other unkind accusations, declaring that "So far as I can get at his mind at all, he seems to have decided that his mind (any librarian's mind) is a kind of pneumatic-tube, or carrier system...for shoving immortals at people." Dr. Lee went on to say that "Any higher or more thorough use for a mind, such as being a kind of spirit of the books for people, making a kind of spiritual connection with them down underneath, does not seem to have occurred to him." But Dr. Lee conceded that "As a sort of pianola or æolian attachment for a library, as a mechanical contrivance for making a comparatively ignorant man draw perfectly enormous harmonies out of it (which he does not care anything about), a modern librarian helps."

That was in 1902. In the same year, a youth in the Academic Department of Brooklyn's Polytechnic Institute (his name was William Warner Bishop) indirectly protested so harsh a judgment, writing that "A librarian who is not a lover of books is indeed a sorry specimen of his kind," and insisting that "librarianship does not consist in standard sizes and pneumatic tubes." And the youngster, with that unerring instinct that has made him always an elder statesman, posed a rhetorical question: "May we not find in the spirit of the bibliophile one of the bonds which shall hold firmly together the members of our calling now rapidly differentiating to such a degree that we are obliged to flock by ourselves in a yearly increasing number of sections?"

It is interesting but futile to speculate on what might have happened had anyone read Dr. Bishop's essay and had had the hardihood to act upon an excellent suggestion. But, so far as my findings go, it received no attention whatever. Instead...

We find in the Twenties a distinguished colleague, overwhelmed with the number of books which came under his care, averring "the librarian who reads is lost." His listener, my lamented friend, Francis Huddleston, did not agree. Mr. Huddleston thought it would have been more true had he said, "The librarian who does not read will be found out."

Actually, of course, he was found out long ago; but by some miracle of self-delusion he is either unaware of his exposure or completely immune to its implications.

When, in the pages of *The Library Quarterly*, Randolph Adams, the irreplaceable, added librarians to fire, water, vermin, dust, housemaids, collectors, children and other enemies

of books, he credited an eastern member of the guild, with having made, in 1935, the bland pronouncement: "Book-loving is no doubt a noble passion, praiseworthy in business men and other amateurs, but out of place in the temperament of the librarian."

Even so decorous and decorative a spirit as Larry Powell was recently obliged ruefully to admit: "It has been my experience that many of the present generation of library administrators are hardly more than literate."

And Manchester's Louis Stanley Jast, put the finishing touches on the indictment when he told an audience at Birmingham: "We speak of a man of the world, meaning a man who is easily at home in any society in which he finds himself. The librarian must be equally at home in the world of ideas." But, continued Dr. Jast: "The things that so many of them don't know, don't want to know, maybe aren't capable of knowing, are staggering." Dr. Jast supposed "that modern mechanized and unduly stressed vocational education is responsible, together with the revolt against the old-fashioned discipline."

There you have it, ladies and gentlemen. Is the charge well-founded? Have we, thoughtlessly but deliberately, changed a rather lovely, personal art, compounded of imagination, pertinacity, initiative, and the exhilarating joy of the search into a grim and selfless technology? Have we forfeited the fertile fields of bibliography to the barbarians who call themselves documentalists? Have those heathens Mini and Magni, proselyted us to their strange cult where perversely invisibility is held benign and everything must be reduced before it can regain wholesome dimensions? Have we replaced memory and ingenuity with electric scanners and magic eyes? Are our libraries become no more than intellectual garages? Must we practice our craft only in accordance with strict, inflexible and anointed procedures? Have centralized cataloging and automatic accession processes removed us to an unlettered world? Have we surrendered our prerogatives to the drugstore clerk behind the counter of paperbacks? If we have, ours is a wretched plight indeed.

I do not disregard the plethora of print. I have grown old in acres of arrearage. I am not insensible to the problem of dealing daily with accretions of hundreds and thousands of books. But there is a maxim to the effect that "if you can't lick 'em, jine 'em." This I would paraphrase: if you can't list 'em, read 'em!

Leigh Hunt described our quandary when he wrote: "The idea of an ancient Library perplexes our sympathy by its map-like volumes, rolled upon cylinders. Our imagination cannot take kindly to a yard of wit, or to thirty inches of moral observation, rolled up like linen in a draper's shop." He was right. Unless we are resolved to resist the tendency, books

in quantity lose their individual identities and become mere commodities, comparable to so many cans of soup on a market counter.

This Hunt was a man who hated "to read in public, and in strange company." Carlyle suffered acutely from what he called "Museum headache." Perhaps our environment discourages us from obedience to our precepts.

But there have been those whom books did not appall. My Lord Bishop of that other Durham, Richard De Bury, old philobiblon himself, exclaimed, "Oblivions would overcome us had not God provided for mortals the remedies of books." Another man of passion, Casanova, when wearied of more muscular exercise, graciously became librarian at Dux.

It was Charles Lamb, you remember, who enquired why have we not "a grace before Milton—a grace before Shakespeare—a devotional exercise proper to be said before reading the Fairy Queen?" And Thackeray, in one of the charming *Roundabout Papers* followed suit when he wrote:

Many Londoners—not all—have seen the British Museum Library.... What peace, what love, what truth, what beauty, what happiness for all, what generous kindness for you and me, are here spread out! It seems to me one cannot sit down in that place without a heart full of grateful reverence. I own to have said my grace at the table, and to have thanked heaven for this my English birthright, freely to partake of these bountiful books, and to speak the truth I find there.

Perhaps, after all, there is something to be said for the institutions to which we belong. But how, ladies and gentlemen, how are *we* to defend, as we are called upon to defend, the freedom of enquiry, the freedom of *information*, so long as we ourselves do *not enquire* and are *uninformed*?

There is nothing for it; we must recapture childhood's habit. We must begin to read again.

Petrarch, it is said, died with his head on a book. But prior to that dolorous moment he had written to a friend: "Whether I am being shaved, or having my hair cut, whether I am riding on horseback or taking my meals, I either read myself or get someone to read to me." Now it is quite possible that Laura's advocate overdid it. Reading is very splendid, but when we librarians take it up again, let us be more moderate. The scholars are looking and vicariously insist on temperance in all things.

And there was Macaulay, of whom the Reverend Sydney Smith remarked: "There are no limits to his knowledge, on small subjects as well as great; he is like a book in breeches." It seems to me that Macaulay also went too far. It is fine to be crammed with learning and to talk like a page from the *World Almanac*, but among librarians there are far too many

women for the world ever to tolerate their being books in breeches. Despite her prevalent disbelief, it is contrary to a law of nature for Madame becomingly to be contained within a pair of pants.

No, if I have persuaded you, if you are determined to recover an ancient, quite forgotten taste, please, I beg you, take it easy. And if you would follow sound counsel, listen to a rising member of Parliament, Arthur James Balfour, delivering the rectorial address at St. Andrews sixty-six years ago:

The best method of guarding against the danger of reading what is useless is to read only what is interesting.... He has only half learnt the art of reading who has not added to it the even more refined accomplishment of skipping and skimming; and the first step has hardly been taken in the direction of making literature a pleasure until interest in the subject, and not a desire to spare (so to speak) the author's feelings, or to accomplish an appointed task, is the prevailing motive of the reader.... There are times, I confess, when I feel tempted somewhat to vary the prayer of the poet, and to ask whether Heaven has not reserved in pity to this much educating generation some peaceful desert of literature as yet unclaimed...where it might be possible for the student to wander, even perhaps to stray, at his own pleasure; without finding every beauty labelled, every difficulty engineered, every nook surveyed, and a professional cicerone standing at every corner to guide each succeeding traveller along the same well-worn round....

This world may be kind or unkind, it may seem to us to be hastening on the wings of enlightenment and progress to an imminent millennium, or it may weigh us down with a sense of insoluble difficulty and irremediable wrong; but whatever else it be, so long as we have good health and a good library, it can hardly be dull.

If this be so, how long shall we be dullards? For us, salvation is at hand. We can reach it on our shelves. We can find fellowship with the scholars and become again part of a sometimes entrancing company; the noble company of the lettered. And in the words of a manuscript come straight from the Middle Age we can offer a petition:

O Lord, send the virtue of thy Holy Spirit upon these our books; that cleansing them from all earthly things, by thy holy blessing, they may mercifully enlighten our hearts and give us true understanding; and grant that by thy teaching, they may brightly preserve and make full an abundance of good works according to thy will.

Surely we are standing in the need of prayer.

Memos From Members

(This caption should be in the singular this issue, but we are eternal optimists.)

Congratulations on a delightful and informative issue of North Carolina Libraries. I enjoyed every page.

—ALICE L. HICKS Woman's College Library Duke University

Thanks, Mrs. Hicks. You are our favorite reader. Editors.

Tar Heel Librarians

Miss Marjorie BEAL is Acting Librarian of the Haywood County Library while Miss Margaret Johnston is on leave for her ALA Study Award trip.

Miss Lorane GROTHE, Librarian, Lee County Library, was married to William M. RYAN, February 22, 1954, in Dillon, South Carolina.

Mrs. Irene Burk HARRELL (UNC '49) became director of the Halifax County Library in January.

Miss Ann HILL (Ill. '46) has been appointed Assistant Librarian of the Fontana Regional Library, Bryson City.

The NCLA Executive Board has appointed Miss Marjorie HOOD, (Library Circulation Department, The Woman's College of the University of North Carolina, Greensboro) as Corresponding Secretary of the Association. The new Constitution provides for two secretaries. Mrs. Hallie BACELLI is Recording Secretary.

Miss LaRue McKENNEY (ECC '54) was appointed librarian of the Farmville Public Library March 1, 1954.

Miss Helen THOMPSON, librarian of the Anson County Library, has resigned to become librarian of the Scotland County Library, Laurinburg, on May 1, 1954.

Susan Grey Akers

By Evelyn Day Mullen

[Image description: Portrait photograph of Dr. Susan G. Akers, Dean of School of Library Science, University of North Carolina, photographed by Sam Boone]

The activity in North Carolina libraries is such that it comes as a surprise to most of us to hear that Dr. Susan Grey Akers, Dean of the School of Library Science of the University of North Carolina, will retire in June of this year. It is difficult to realize that we have been so fortunate as to have her in the State for twenty-two years, slightly over half of her professional career. But also fortunately she has chosen Chapel Hill as her permanent home so that we can still see her there.

A native of Kentucky, Miss Akers earned her library degree at the University of Wisconsin and her doctorate at the Graduate Library School of the University of Chicago. Her experience has encompassed public library, public library extension, and college library work as well as library school teaching. She came to Chapel Hill as Associate Professor of Library Science in September, 1931, when the School of Library Science opened. She became a full professor and Acting Director in 1932 and Director, now Dean, in 1935.

As a student under Miss Akers in her first year in North Carolina I have had occasion innumerable times since to reflect on the breadth and depth of her teachings. She was a thorough and exacting teacher but always fair. Her insistence on a clear understanding of the theories of classification and the relationship of classification and cataloging to the whole library picture has stood me in good stead from a small public library to a large college library. And now experience in library extension work brings constant reminders of her teaching illustrations drawn from her own library visiting work in Wisconsin.

Other happy memories are her quiet sense of humor and her unbounded delight in the achievements of her students and colleagues.

Professional honors have come in full measure to Miss Akers: Chairman, Library Terminology Committee, ALA; Chairman, Southeastern Regional Group of Catalogers; President, NCLA; and selection as a member of the American team to study and set up the first library school in Japan. But perhaps her widest acclaim has come and continues to come as author of *Simple Library Cataloging*, published by ALA and now in its third edition.

Those of us who know Miss Akers personally, know that retirement will not end her library participation in the State. Release from her rigorous schedule of administrative and teaching duties will provide more time for her lively interest in all our library activities. Our best wishes go with her now and always.

Miss Mullen is Field Librarian, North Carolina Library Commission.

New Cover Design

The new cover was designed jointly by Mrs. Elizabeth Jerome Holder, Asst. Circulation Librarian and Margaret Clark, a student, of Woman's College of UNC. In addition to supervising the Reserve and General Reading Rooms, Mrs. Holder is responsible for the service of audio-visual materials and for exhibitions. She has illustrated several books and has a special interest in children's books and early paper dolls.

Cataloging Phonograph Records: A Symposium

In a College Library

By Vivian Moose

Problem after problem plagues the cataloger after a library makes the decision to establish a record collection. Should you say "Phonograph records," "Recordings," or simply "Discs?" You find many more problems than the correct term to use when you begin cataloging them. In addition, there is the question of classification, the form of card to use, the title, the subject headings and other added entries to make. A code for procedure must therefore be written to settle these questions.

When the record collection was started at Woman's College about seven years ago, the Catalog Department was too understaffed to assume the extra work required for cataloging the records so the Librarian made a check list of the records and used the trade symbols as a shelf arrangement. This system worked very well while the collection was small, but as the collection grew and Long Playing records made their appearance it soon proved unsatisfactory. After about two years, the cataloging of records was taken over by the Catalog Department.

Before a code of cataloging for the records was decided upon, letters were sent to many Libraries which had record collections asking for copies of their cataloging code or for suggestions for cataloging. There seemed to be general agreement that since the records should not be shifted on the shelves like books a simple accession arrangement was more satisfactory than an arrangement by composer or Dewey Classification. Since merely looking at a record tells little about it, it was felt that records should be stored in the stacks and located through the card catalog.

After much study it was decided that the form of catalog card should follow as nearly as possible that of the Library of Congress for music scores. Individual works or collections of one composer were entered under the composer as main entry with the conventional title,

if known, followed by the transcription of the title appearing on the work. If an arranger was given, this was also included in the main body of the card. The imprint included the producer and the album or disc number. The artist, orchestra, conductor, et cetera, were included in notes.

Few added entries were made, only those denoting musical form, medium, and a few distinct titles. Very few entries have been made for orchestras, conductors, or artists. If a symphony or other form of music had a distinct title which was well known, a cross reference was made from this title to the conventional title. In very few cases has there been a demand for the artist or conductor. This usually occurred when an exhibition was being planned for the library before some well known artist, conductor, or orchestra was to appear on the campus and usually his works could be located by consulting the card catalog under the type of music that he plays. We have found that as time goes on there have been more and more requests from patrons for selections by title, so more title cards are being made.

With the advent of Library of Congress cards for "Phonodiscs," as the Library of Congress calls them, we were happy to discover that our form of card corresponds so closely with the Library of Congress cards that we can interfile the printed cards with our present typed cards without having to do a lot of recataloging. In preparing our code for procedure, we found the following publications on the cataloging of audio-visual materials to be of special help:

Daniels, Will C. Audio-visual material in the laboratory school library. Baton Rouge, State of Louisiana, Department of Education. Mimeographed.

Daughtry, Bessie M. Cataloging and classifying audio-visual materials. Tallahassee, Florida State University, 1950. Mimeographed.

North Carolina. University. School of Library Science. Tentative code for the descriptive cataloging of recordings. Chapel Hill, 1949. Mimeographed.

Oregon. University. Audio-Visual Department. Cataloging code for audio-visual materials. Eugene, Oregon. Mimeographed.

Quinly, William J. and Farrell, Elizabeth J. On record; a manual on starting a record library. Jefferson City, Missouri, Missouri State Library, 1951. Mimeographed.

Rufsvold, Margaret I. Audio-visual school library service. American Library Association, 1949.

Rufsvold, Margaret I. Suggestions for processing records and transcriptions. Mimeographed.

U. S. Library of Congress. Library of Congress catalog; a cumulative list of works represented by Library of Congress printed cards. Music and phonorecords. Washington, D. C.

U. S. Library of Congress. Descriptive Catalog Division. Rules for descriptive cataloging in the Library of Congress. Phonorecords. Washington, D. C., 1952.

There have been criticisms of the shelving arrangement by faculty and students who have had access to the stacks as they prefer to locate the selection desired directly from the shelves rather than take the trouble to consult the card catalog. Some would have the records shelved by composer while others would prefer a classification by musical form or the Dewey Decimal Classification System.

Since Juniors, Seniors, and faculty members have access to the stacks, so many were going directly to the shelves for the records that it was decided to divide the collection and put the limited editions and other valuable records on closed shelves and the remaining records on open shelves in one of the reading rooms. Whether this system proves successful remains to be seen. However, it has already been found that some records are becoming warped, slipcases or record albums are showing hard wear, and the mending problem is becoming more acute. With the growth of our present collection of approximately two thousand discs, more problems are anticipated, and this cataloger would welcome any comments from other librarians who have solved any of the problems associated with the cataloging, shelving, and circulation of phonograph records.

Miss Moose is Assistant Catalog Librarian, The Woman's College of the University of North Carolina, Greensboro.

In a Public Library

By Eva Margie White

Most music of any importance is now being recorded on the 33-1/3 RPM long-playing disc, as such a wide assortment of items can be brought together on one disc, they are unbreakable and are easily stored. Therefore, most of the records now being purchased for the Greensboro Public Library are long-playing. The same principles of cataloging may be applied to all speed recordings.

The public generally asks how phonograph records are listed in the catalog. If they ask, that is. Many music lovers, preferring the classic in music which consumes the maximum in effort on the part of the cataloger, are amazed to learn that we have a separate and entire catalog for records. Since the Card Catalog is itself regarded as unapproachable by some

patrons, the catalog for phonograph records is not thought of at all. The library user simply begins thumbing through the collection at random, hoping to find that which interests him. If the cataloger were to consider only this type of user, it would then seem impractical to spend as much time as is required in cataloging the majority of LP albums or discs, for on one disc there may be several works of one or more composers.

But the demand for the catalog for phonograph records is basically the same as that for the Card Catalog, and we are not wasting time when we provide a comprehensive listing of records in their different forms—music, opera, ballet, the theatre, and

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the spoken word. Records have come to be regarded more and more as an integral part of the library, and as a result the catalog has to meet greater demands. The cataloger, considering this, asks herself what types of entries will be sought for in the catalog. There have been no set rules; she has had to set the policy from the standpoint of the interests registered at the circulation desk in her own community.

The world of music is vast and its approaches are many. What patrons seek in the catalog is a common meeting ground for catalogers in any type of library. In the field of music the composer, and in the nonmusical field the producer or author, is usually the main entry. The title entry is the main entry when no composer (or author or producer) is specified. On discs which list several composers on the label, there must be as many main entries as there are composers. Artists and titles are paraded in bold letters on the albums, but these are taken care of in secondary entries.

There are various catalogs of recorded music from which the names, dates and standard or conventional titles of the composers can be established. We have found an excellent source in thus establishing the names of the composers and the standard titles, in the "Gramophone Shop Encyclopedia of Recorded Music" (3d ed. rev. & enl. Crown, 1948. Reprinted 1951).

In music recordings a form entry is frequently used as a subject entry. Spanish dances is a specific subject, but Brahms' Concerto in D major is entered under the form of the music, "Concertos (violin and orchestra)." The form of music is obviously as important an entry as is the composer. And the form can be combined with the instrument to make up a complete entry. For example: Haydn's string Quartets will be found under "Quartets (string)" and Bach's sonata for cello and piano under "Sonatas (cello and piano)." Or the order of the combination may be reversed (as preferred by the Library of Congress) to appear as "String quartets," and "Piano sonatas."

Distinct subject cards other than those for musical form are the same as in the Card Catalog. One who is looking for the recording "Words for the World," produced by the National Assembly of the Bahais of the United States, might be expected to look for Bahais in the catalog. Distinct title entries are treated as the title of a book would be. Stephen Vincent Benet's "John Brown's Body," or Mendelssohn's "Italian" symphony are examples. However, in the case of the latter a see reference may be preferred, thus: Italian Symphony See Mendelssohn, Felix. Symphony no. 4 in A major ("Italian"). Such title entries as one for Sonata no. 1 in G major are taken care of under the form, "Sonatas."

Entries under the performer (artist, orchestra, conductor, etc.) cannot be minimized in importance. Seeking for and finding entries under the Budapest String Quartet, the patron's interest in several works might emanate from his interest in this quartet. However, one of the foremost problems in cataloging phonograph records, especially long-playing records which include frequently many different performers on a disc, lies in the fact that the demand for lesser known performers may not justify the time consumed in making such entries. We find that we can go a long way regarding this according to the popularity of the performer. We have found that even large university libraries wait until there is a demand for the works of a pianist, orchestra, violinist, etc.

From the above it can be concluded that there are four types of entry for the phonograph record catalog here, and that records are cataloged in a method which is very similar to that for books. The four: Composer entry; Subject or Form entry; Title entry, when not taken care of under musical form; and Performer entry, when the artist is much sought after. In the nonmusical field the author or producer takes the author entry place. An example of this type of record is Edward R. Murrow's "I Can Hear It Now." For those seeking jazz music, entries under big-name bands, pianists and vocalists obtain greatest significance.

The main body of the card would formerly have varied in different libraries, but a code of rules has now been developed by the Library of Congress. L. C. Catalog cards are now available, but thus far not many records have been cataloged. By July of 1953 approximately 300 records had been cataloged and the cards printed for them, according to Walter L. Alpheus, Chief of the Card Division. The only possible way to order the cards they do have at this time is to indicate, on L. C. order forms, titles and composers' names.

Sample cards, however, can be obtained to guide the cataloger. At the Greensboro Public Library the form differs from that of the Library of Congress. The body of our cards gives the composer, standard or conventional title, and the title as it appears on the album or label, and the performers. Other works are listed in the form of a note. In the last note is given the album number, issue, size and number of sides.

The needs of each library determine the principles adopted. The interest here is chiefly in classical music, but other types are provided for other interests, and as the collection expands new problems are presented. As the cataloger's time is divided between books and records, it is to be hoped, especially in the face of such expanding collections as many of us now have to cope with, that we will be able to regard them as being as worthy of our time as are books.

In a School Library

By Mary Frances Kennon

The modern school library has come a long way—from a book depository to a materials center supplying many types of materials to meet the varied needs of the school and its patrons. Books are still our basic stock in trade, as a fundamental medium of communication. However, they represent only one of the many media demanded by the broadening curriculum and the modern methods of teaching. The rapid development of audio-visual materials indicates their usefulness in the instructional program. Among these, phonograph recordings make a unique contribution, offering an auditory approach to communication.

Recordings may be divided roughly into two classes: musical and narrative. Musical recordings assume a staple role in public school music and physical education programs, supplying albums of songs, outstanding musical works for listening and appreciation activities, folk dances, rhythms, and singing games. Narrative recordings are available to enrich many areas of learning, ranging from primary experiences in language arts, health, and safety, through high school studies in literature and the social sciences.

In order that recordings may be available at the point of need, purchase of a basic collection by the individual school is indicated. The relative inexpensiveness of phonograph recordings makes their acquisition at the unit level practicable. The library is the logical agency within the school to administer the collection of recordings, due to its preparation in methods of arranging, indexing, and circulating materials, and to its growing recognition as the source for all types of instructional materials.

Plans for the administration of the collection by the school library must take into account the characteristics of recordings and of their use. For example, the record collection of a typical elementary school will include many single discs, containing one or several individual works. Many albums will be included also, consisting of two or more discs. The total number of individual works contained within an album is typically large, ranging up to thirty or more. The patterns of use are varied, sharing only the characteristic of frequent use

for brief periods of time. Recordings are requested for many purposes, such as "moods," for listening; subjects, for the enrichment of topics of study; specific titles, for use in singing and folk dancing.

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From the approach of use, the needs of the system for administering phonograph recordings can be determined. Circulation of recordings to classrooms for brief periods of time entails a continuous flow of recordings to and from the library during the school day. Obviously the collection must be "self-servicing" to the greatest possible extent, so that the duties of locating, charging, and discharging recordings may be assumed by students. Only when this is possible can the collection be functional.

The need, therefore, is for a system which is simple, logical, and apparent to the user. Cataloging is imperative, since no system of arrangement is self-indexing. As indicated, recordings are requested by title, subject, and form, as well as by composer and, occasionally, the medium of performance. No system of arrangement can supply these needs. Secondly, classification of school owned phonograph recordings is unsatisfactory. A single classification number must be assigned to the disc or to the album. Since this classification seldom fits all the works included, it cannot replace cataloging. Furthermore, the classification schedule for musical recordings requires "close" classification, with the use of Dewey decimal numbers too complicated for rapid distinction.

A simpler system of arrangement is based on the use of accession numbers: one for each separate disc. The accession number, prefixed by a symbol for recordings, such as "R" or "Rec", forms the call number of the disc. Recordings are labeled with their call numbers and are shelved in numerical order. Arranged in this manner, they can be located easily by use of the card catalog. To students trained in the use of the card catalog for books, cataloging of recordings is the logical approach.

The cataloging of phonograph recordings presents certain special requirements resulting from the special characteristics of the medium. But the approach is basically similar to that for cataloging books, and the aim is for consistency with existing methods to the greatest extent appropriate to the nature of recordings. Simplicity is also important. Otherwise, the desire for thorough description may result in a catalog weighted with added entries not justified by use.

The basic items of content on the main entry card include: call number, composer, title, producer, serial number, and physical description, which consists of the number of sides occupied by the work, the size of the disc(s), and the speed, or revolutions per minute.

Notes may be added to supply (1) performers and medium; (2) other works contained on the disc; or, the contents of the album.

A separate main entry card is made for each individual work contained on a single disc. Added entries are made by title and by subject. Only one main entry card is made for an album, with title analytics for the individual works within the album. Composer and subject analytics are prepared as appropriate.

Short cuts which lessen the work of cataloging include use of the brief form for all added entries and analytics, and entry of works by title unless the composer is a significant one.

In our school, student helpers in each class obtain desired recordings for their class, using the card catalog for location. They sign for them on a daily sign sheet, by call number, teacher, and time. They return recordings after use, correct the sign sheet accordingly, and return the recordings to the shelves. The shelf list, arranged by accession numbers, permits ready identification of recordings borrowed. This system has proved its value in use. Circulation has increased greatly both in volume and in variety. Losses have been eliminated. The time spent in preparation of the catalog has been more than repaid by the consequent time-saving to librarian and teachers in the location and circulation of recordings.

Charles Everett Rush

[Image description: Portrait photograph of Charles E. Rush, Director of Libraries, photographed by Sam Boone]

After a career of more than fifty years of academy, college, public and university librarianship, Charles Everett Rush, Director of Libraries at the University of North Carolina, has announced his retirement effective June 30, 1954.

Mr. Rush was born at "Rush Hill" in Fairmount, Indiana, on March 23, 1885. Although a "Hoosier" by birth, Mr. Rush is fond of stating that he may be a North Carolinian, since all four of his grandparents were Tar Heel born. He received his early education at Fairmount Academy and the A.B. degree from Earlham College. Influenced by several library leaders, he chose librarianship as a profession and was trained at the New York State Library School, together with a friend who later became Mrs. Rush.

After early work in the Fairmount Academy and Earlham College libraries, he held assistant posts in the University of Wisconsin Library, the Newark Public Library and the Pruyn Private Library. From 1908 to 1928 he was successively librarian of the public libraries of

Jackson (Mich.), St. Joseph (Mo.), Des Moines and Indianapolis. From 1928 to 1931 he was librarian of Teachers College Library at Columbia University. For seven years, 1931-1938, he was Associate Librarian at Yale University. He served as Librarian at the Cleveland Public Library, 1938-1941, and has been Director of the University of North Carolina Library from 1941 to date.

In addition to professional activities, Mr. Rush was a pioneer in the field of photographic reproduction of library materials, a leader in the work for adult education, the adviser on reading to the National Council of Boy Scouts, the adviser for several years on library services for the Carnegie Corporation of New York, and has been affiliated with scores of civic, educational and literary organizations throughout the United States.

During his administration at Chapel Hill, the Library of the University of North Carolina has moved forward consistently. In some areas the progress has been extraordinary. The *Building*: Doubly increased in size and now has the distinction of being the first building for which the State of North Carolina appropriated more than one million dollars. *Books*: Increased from 403,000 in 1941 to more than 650,000 in 1954. *Book Appropriations*: Climbed from \$25,500 in 1941 to \$150,500 in 1954. *Staff*: Numbered 45 in 1951, now numbers 75. *Staff Salaries*: Amounted to \$73,000 in 1941; today the figure is \$293,000. *Friends of Library*: Association reorganized and membership increased to 355. *Gifts*: The flow of gifts has grown steadily in quantity and quality. Witness the fact that, at the dedication of the enlarged building in 1952, the value of the gifts of materials and endowments made possible by the addition was announced at more than a million dollars.

The membership of the North Carolina Library Association joins the staff of the University of North Carolina Library in wishing for Mr. Rush many more happy years of activity closely allied with educational services.

A North Carolina Bookshelf

By Mary L. Thornton

An important addition to any library bookshelf, public or private, is *North Carolina, the History of a Southern State*, by Hugh T. Lefler and Albert R. Newsome (Chapel Hill, University of North Carolina Press). Histories of two of the older counties of the Piedmont recently published are *The Rowan Story, 1753-1953*, by James S. Brawley (Salisbury, Rowan Printing Co.) and *Orange County, 1752-1952*, edited by Hugh T. Lefler and Paul W. Wager (Chapel Hill, Orange Printshop). Another book on Orange County, long out of print, has been reprinted. It is *Hillsboro, Colonial and Revolutionary*, by Frank Nash (Chapel Hill, Mrs.

Frank Nash). Personal reminiscences of life in a Methodist community in Person County are related by Henry M. Wagstaff in *Wiley Buck and Other Stories of the Concord Community* (Chapel Hill, University of North Carolina Press). Impressions of the Wright brothers' flight at Kitty Hawk from the standpoint of North Carolinians who knew them are given in *The Birth of Aviation*, by Aycock Brown (Winston-Salem, Collins Co.). Robert C. Ruark, a Southport native, writes and illustrates an account of his African safari in *Horn of the Hunter* (New York, Doubleday). The extensive bibliography of Thomas Wolfe has two important additions in *Thomas Wolfe at Washington Square*, by Thomas Clark Pollock and Oscar Cargill and *The Correspondence of Thomas Wolfe and Homer Andrew Watt* (N. Y., New York University Press). Paul Green affirms his belief in regional literature as displayed in the "Off-Broadway" theater in *Dramatic Heritage* (New York, Samuel French). A slender volume of verse, *Search Party*, by Julian Mason (New York, Pageant Press) pictures the local scene with imagination and beauty. Negro spirituals are evaluated as historical documents in *Negro Slave Songs in the United States*, by Miles M. Fisher (Ithaca, Cornell University). A new edition of a useful reference work, *North Carolina Almanac and State Industrial Guide, 1954-55*, edited by Mrs. J. C. B. Ehringhaus and Mrs. Carl Goerch (Raleigh, Almanac Publishing Co.) gives information on government, population, industries, natural resources, historic facts, etc. The North Carolina Wildlife Commission has published *Tar Heel Wildlife*, by William L. Hamnett and David C. Thornton which includes photographs of various wildlife and maps showing their habitat in this State. Marshall W. Fishwick has edited *Since I Was Born* (Richmond, Whittet & Shepperson) by Robert L. Durham, who lived through Reconstruction and three wars.

Miss Thornton is Librarian of the North Carolina Collection, University of North Carolina Library, Chapel Hill.

Bookmobiles or Branches?

I. In Winston-Salem and Forsyth County

By Paul S. Ballance

First of all, what is our aim or objective as public librarians? I feel that it is my duty as a public librarian to endeavor in every way possible within the limits of the facilities available, to give the best and most complete library service to all of the citizens of our city and county. I think that those of us who have to serve a concentrated population within the limits of a city of 50,000-100,000 population can give the best service through a central or main library. As the outlying areas within the limits of a city grow and expand, the more desirable it becomes to have units of library service in these areas. I feel that a

concentrated area of population within a city, such as some of our larger housing developments, or larger residential areas, can best be served by a branch library. Today, large residential areas are being developed around a central shopping center or area, where everything that one wants may be purchased. Even the chain stores, both food and department, and others are finding these areas profitable in which to locate their stores. Since the greater part of the population of these areas find it necessary to visit these neighborhood centers once or twice each week, I feel that these areas are excellent places for branch libraries. The branch library in these shopping areas has a distinct advantage over the bookmobile. First of all, it can accommodate more people at any one time. Secondly, it can serve as a community center, to bring neighbors together; not only for reading, but for discussions, educational movies, or story hours for the children. It provides a quiet and congenial atmosphere in which to read. Lack of space prevents this in the bookmobile. The branch library can also stock a larger collection of reference materials for neighborhood use than can the bookmobile.

I certainly do not want anyone to get the idea that I do not favor bookmobiles. I feel that bookmobiles have their place in a library system if it serves a large and scattered population. There are some twenty neighborhoods in Forsyth County outside of the city limits of Winston-Salem. These neighborhoods vary in size from 100 people to an incorporated town of 2500 or more. It would not be feasible or practical to establish branches in all of these 20 or more neighborhoods. The larger areas of population can perhaps be best served by branches, similar to those proposed for the concentrated areas of population within the city. Some of these neighborhood areas are from 6-14 miles distant from the main library. These people are entitled to library service because the county contributes 1/3 for the operation and maintenance of library service. Therefore, I feel that it is my duty to take library service to these people, and this can best be done by bookmobile; we can implement the bookmobile by having deposit collections in homes or stores, and these are serviced by the bookmobile. We will soon have our second bookmobile so that we can expand our service to communities which we are not now serving. Also, we can make more frequent calls to all communities.

One would no doubt ask the question, why do you not already have branches? We do have one branch, and that is the Horton Branch for Negroes. This branch does exactly what I said in the beginning that a branch should do—serve a concentrated area of population. The Negro population makes up about 2/5 of the total city population, and these people are concentrated in the East, Southeast, and Northeast sections of the city. I am sure that I am expressing the thoughts of the library board when I say that it was felt that a strong and adequate main library be established before spreading ourselves thin by establishing branches. Now that we have our new main library building, and a new branch for the

Negroes is under way, we can think of expanding our services in the way that we feel that the citizens will best be served. It is my thought that the citizens can best be served by a central or main library, with branches and bookmobiles for those who cannot avail themselves of the main library service.

Director, Public Library of Winston-Salem and Forsyth County.

II. In Charlotte and Mecklenburg County

By Hoyt R. Galvin and Rex M. Wiest

There is a place for both the branch library and the bookmobile, but there is no simple formula for determining the best type of service for a given area. Generally, the two systems are supplementary rather than competitive in many communities. The following are a few of the advantages and disadvantages:

Advantages of Bookmobiles:

1. Moving billboard for library service.
2. Immediate service to new suburban and rural areas.
3. Only means to serve rural residents near their homes.
4. Most customers get the books they desire.
5. Ideal for those too old, too young or too sick to work or go to town frequently.

Disadvantages of Bookmobiles:

1. Inadequate book supply.
2. Potential customers can't remember schedule.
3. Inadequate reference service.
4. Mechanical failure stops library service.
5. Delay in filling requests.

Advantages of Branch Libraries:

1. Reasonably good book supply.
2. Good reference service with telephone to Main Library.
3. Schedule easy to remember.
4. Rarely closed due to mechanical failure.

5. Comfortable browsing possible.

Disadvantages of Branch Libraries:

1. As expensive to operate as large bookmobile.
2. Site may become unsatisfactory in future.
3. More expensive to establish than bookmobile.
4. Distance too great for many potential customers.
5. Parking problems occur at branches.

When Charlotte started operating two large "Mobile Libraries" in 1949, we thought we might succeed in giving complete library service with the units. We installed two-way radio telephones for reference purposes, unabridged dictionaries, encyclopedias, Abridged Readers Guide, etc., but we soon learned these services were not being used enough to justify their monthly cost. In the case of research, the customer would probably go to the Main Library anyway.

We have thought of North Carolina as predominately rural, but industry is sprouting in the cotton patch. Thus, people who work in industry must report for work on schedule and cannot wait for the bookmobile. To some extent, this difficulty can be overcome by having a member of the family select books for the absent worker. In Charlotte, the night schedule of the bookmobile is popular with the entire family since few people are working in the evening.

In a growing urban center, we find residential fringes are constantly spilling over the corporate limits. The only way to serve these new communities is to send the bookmobile. In this way, the bookmobile becomes a traveling representative for the Main and Branch Libraries.

To summarize our opinion on the subject, we think there is no final answer, unless it is based upon a study of particular community needs. Where established residential areas exist, and where most people have autos, the branch is likely the best. The branch should be considered in towns of 1,000 or more people. In rural areas and the new suburban areas, the bookmobile is the only possibility.

We should always remember that good library service is more than 1,000 or 2,500 books for lending. The bookmobile has this limitation. The Main Library and the Branch are available for the customer to visit whenever need dictates or time permits. Here he can get reference aid, browse, read, write, dream, think or sleep, and the darn thing won't roll out from under

him. In the meantime, the city dweller's country cousins and his friends in suburbia will depend pretty much on the bookmobiles for their library service.

Mr. Galvin is Director, and Mr. Wiest is Head of Extension Department, Public Library of Charlotte and Mecklenburg County.

Adult Education Meeting

The North Carolina Committee of the Southeastern Association for Adult Education sponsored a meeting of all persons in the state interested in Adult Education in Chapel Hill on February 10, 1954. Miss Charlesanna Fox, President of NCLA and Mr. Hoyt R. Galvin represent librarians on the sponsoring committee. They and many other librarians attended this open meeting. Other groups represented included health educators, college extension personnel, newspaper editors, Home Demonstration agents, superintendents of education, representatives of the American Association of University Women and of Federated clubs.

Keynoting the program was an address by Dr. Herbert C. Hunsaker, Dean of Cleveland College, Western Reserve University, on the subject; "Today's Issues in Adult Education." Dr. Hunsaker stated that Adult Educators need a basic philosophy sensitive to the changing needs of people, that any program must be based on demands from the people rather than from the planners of the program, and that those who would help others grow must continue to grow themselves. He also recommended that listeners had to develop an acceptance by Americans of adult education as an integral part of the education program in the United States.

Other highlights included a professional grade production of "To Live in Faith" (a play written for UNESCO) by the Carolina Playmakers, directed by William Troutman; and a panel representing various programs of adult education in the state. Members of the panel explained activities of their groups.

Those in attendance passed a resolution to be given to the sponsoring committee expressing interest in the meeting and in the possibility of other meetings to enable people from various groups engaged in adult education to work together.

Halsey W. Wilson Dies at 85

Halsey W. Wilson, beloved founder of the H. W. Wilson Company of New York, died peacefully in his sleep on March 1, 1954, at his home in Croton Heights, Westchester County, New York, after an illness of several months.

Internationally renowned as a bibliographer, Mr. Wilson originated the plan of saving and interfiling type for the "cumulative" indexes without which libraries could not function, and "service basis" prices which made it possible for small as well as large libraries to afford these necessities.

North Carolina Librarians join our colleagues around the world in mourning the passing of one of the best friends the profession has ever had.

New Library Buildings

Farmville Public Library

The Farmville Public Library reopened to the public in its new building on Monday, March 15th. The building is the gift of Miss Elizabeth Davis of Farmville, in memory of her parents and uncles. It is a T-shaped structure of brick in Colonial style. Entrance is made directly into the main reading room area which is 60 by 30 feet. On either side of the circulation desk, which faces the entrance, are passageways about 10 feet long to the browsing room. The browsing room is approximately 40 by 20 feet and is provided with lock doors and a separate outside entrance so that it may be used for meetings when the remainder of the library is not open. The office-workroom opens off of the browsing room. The furnace and utility room entrance is at the rear of the building. The stairway to the upstairs, the public toilets and a storage closet open from the passageways between the reading and browsing room.

The interior finish is plaster and wood. The main reading room has light green walls and the recessed shelving and all woodwork in a birch finish to match the Library Efficiency Corporation furnishings. The floor is rubber tile in white flecked with green. The browsing room is a beautiful room with grey walls and with recessed shelving and woodwork painted grey to match. The wall-to-wall carpeting and the draperies are also grey. The furnishings here are leather and mahogany. The inviting aspect of this room is enhanced by a fireplace. The upstairs is completely finished with walls and shelving of natural pine. There are five large dormer windows and easy access to a large amount of well arranged storage space. The floor is the same rubber tile as the reading room. The workroom is finished in grey with built-in bookshelves, counters and a sink.

Lighting in the main reading room, the upstairs room and the workroom is fluorescent. In the browsing room it is incandescent, with a large central chandelier and table lamps.

The building cost approximately \$75,000 and has a total capacity with present shelving of approximately 10,000 volumes. It is centrally located, a block from the main business district, on a corner lot with an inviting entrance of three low steps immediately from the sidewalk. The architect was George Watts Carr of Durham.

Valdese Public Library

The new Valdese Public Library building was opened on Friday, January 29, 1954. The building is of brick and tile in Colonial style architecture. The front door opens into a small vestibule with a second door opening into the main room of the library. An outside book drop makes it possible for patrons to return books at other than library hours.

The main library room stretching across the entire width of the building has built-in maple bookshelves, magazine shelves, a newspaper rack, and some storage space, above which are tall, wide windows supplying adequate light during most daylight hours. The walls are white, at present, and the floor is a brown and cream plastic tile to blend with the maple woodwork. Incandescent lighting is used throughout.

Back of the main room is a stack area with lighting already installed. Shelving for this area will be purchased at a later date when the book collection outgrows the main room. To the left of the stack area are rest rooms, a service closet and the library work room. Behind the work room is the boiler room and the rear entrance.

Total cost of the building was \$30,895. Coffey and Olson, of Lenoir, were the architects; and the Brinkley Lumber Company was the general contractor. The site was given by Mr. and Mrs. John A. Pons, of Morganton.

The Valdese Library was started as a branch of the Morganton-Burke Library in 1943. Since that time interest in the Library has steadily grown resulting in the construction of a beautiful new home.

Professional Reading

Suggestions by Sarah R. Reed

ARE COLLEGE AND UNIVERSITY LIBRARIANS ACADEMIC? Robert B. Downs. *College and Research Libraries*, January 1954.

A forthright plea for academic respectability and a denunciation of all substitutes for faculty status.

BEYOND THE FOUR HILLS. Doris Gates. *ALA Bulletin*, January 1954.

For all those who believe in the importance of books as guides for tomorrow's leaders. In this same issue is Dorothy Heiderstadt's CHILDREN ARE FUN TO KNOW. In the February *Bulletin* Trevor K. Serviss discusses READING AND CHILD GROWTH. And for stories of the Newbery and Caldecott award winners see *Library Journal*, March 15.

BOOKS FOR THE TEEN AGE, 1954. New York Public Library. *Branch Library Book News*, January 1954. 49p. 25 cents.

An annual annotated list of leisure reading selected largely from adult publications under the direction of Margaret C. Scoggin.

A COLLEGE AND UNIVERSITY LIBRARY BUILDINGS BIBLIOGRAPHY, 1945-1953. Edna Hanley Byers.

The Second Library Building Plans Institute. Proceedings of the Meetings at Midwinter ALA Conference, Chicago, Illinois, February 1 and 2, 1953. (ACRL Monograph) Chicago, Association of College and Reference Libraries, 1953. 98 p. \$2.25.

An annotated list by the librarian of Agnes Scott College.

COLLEGE AND UNIVERSITY LIBRARY STATISTICS [1952-53] *College and Research Libraries*, January 1954.

In this same issue is Robert H. Muller's study of librarians' WORK WEEK, VACATIONS, AND SALARIES IN MEDIUM-SIZED UNIVERSITIES AND COLLEGES. Academic library budget-makers might also be interested in Muller's TANGIBLE REWARDS, "The results of an informal questionnaire on prevailing wage scales sent to 56 medium-sized university and college libraries," and in the summary tables of an NEA Research Division study of COLLEGE AND UNIVERSITY SALARIES, both in *Library Journal*, March 1, 1954.

COMPANY-WIDE LIBRARY SERVICE. Jewell Maurice, Helen E. Loftus and Irene M. Strieby. *Special Libraries*, February 1954.

The development by the Eli Lilly Research Laboratories Library, Indianapolis, of efficient service, prompt bibliographic control and special files and techniques.

THE CORE OF EDUCATION FOR LIBRARIANSHIP. Lester Asheim, ed. Chicago, ALA, 1954. \$1.50

Report of workshop discussions on the feasibility of the core program in library education and the various elements in that core.

DIRECTIONS IN SCHOOL LIBRARY SERVICE TODAY. Irby B. Carruth, Harold Spears and Mary Peacock Douglas. *ALA Bulletin*, February 1954.

Problems, actualities and potentialities as seen by two school administrators and a school library supervisor. In HOW TO MEET THE QUEST (K-12) FOR KNOWLEDGE, Marion A. Bessette describes an effective school library program for 1528 pupils via one trained librarian and a \$3300 materials budget (*The School Executive*, February 1954). What library service can mean in terms of the needs and problems of today's youth is discussed by Ida Minkle in THE ROLE OF THE LIBRARIAN IN THE SECONDARY SCHOOL GUIDANCE PROGRAM (*Wilson Library Bulletin*, February 1954).

EASY READING FOR ADULTS: 300 TITLES [published up to March 1951] HELPFUL TO LIVING IN AMERICA. New York Public Library. *Bulletin*, November

Miss Reed is Assistant Professor of Library Science, University of North Carolina.

1953-January 1954. Excellent critical annotations.

HARVEST FROM AN AMPLE FIELD; ADULT EDUCATION EXPERIENCES IN TENNESSEE REGIONAL LIBRARIES. Julia Joplin Greer. *Tennessee Librarian*, January 1954.

LIBRARY PORTFOLIO. Raymond G. Erbes, Jr. *Nation's Schools*, April 1954.

Latest thinking and practice in planning school libraries.

MAGAZINE READING OF SCHOOL CHILDREN. Elinor Yungmeyer. *Serial Slants*, January 1954.

A study of magazines read by public elementary school pupils in grades 4 through 8 of Phoenix, Arizona, by means of reading records kept during a two-week period and questionnaires administered after these records were completed.

NORTH CAROLINA SCHOOL LIBRARIES UNDER SUPERVISION. Cora Paul Bomar. *Library Service Review*, October 1953.

The development of school library service in this state.

OUR COMMON INTERESTS AND PURPOSES. Flora B. Ludington. *PNLA Quarterly*, January 1954.

The President of the American Library Association challenges every librarian to find a way to promote library development and service.

PUBLIC RELATIONS NUMBER. *Wilson Library Bulletin*, March 1954.

A big packet of ideas for everyone concerned with library revitalization publicity-wise or appearance-wise.

REVOLT AGAINST REASON; BASIS OF BOOK-BURNING. Martin Hall. *Nation*, January 9, 1954.

A temperature reading of intellectual freedom in the United States today.

SCIENTIFIC MANAGEMENT IN LIBRARIES. Ralph R. Shaw, ed. *Library Trends*, January 1954.

What sound facts and common sense can do to achieve effective library administration. Standardization, time and motion studies and flow charts are among the management devices discussed. Joseph L. Wheeler also challenges librarians to diagnose procedure in terms of efficiency and economy in his STREAMLINING "TECHNICAL PROCESSES" IN SMALL LIBRARIES (*Wilson Library Bulletin*, January 1954).

SELECTED REFERENCE BOOKS OF 1953. Constance M. Winchell, *College and Research Libraries*, January 1954.

Together with her 7th edition of the GUIDE and its first SUPPLEMENT, 1950-1952 (ALA, 1954, about \$3), this list provides a checklist of scholarly reference books. Librarians are grateful, too, for the more popular approach of Frances N. Cheney's *Wilson Library Bulletin* feature, CURRENT REFERENCE BOOKS.

SUMMARY REPORTS OF THE MIDWINTER 1954 MEETING. Chicago, ALA, 1954. \$1.00

Brief reports of all open and closed meetings.

THE WEST IN FICTION. Jay Monaghan. *ALA Bulletin*, February 1954.

A sprightly commentary on important writers of western fiction.

WHY I SERVE AS A LIBRARY TRUSTEE. Lucy White Blackwell. *Tennessee Librarian*, January 1954.

A refreshing testimonial from a trustee of the Jackson Free Library, one of the 20 libraries to receive ALA Adult Education awards (*Library Journal*, February 1, 1954, features adult education). The duties of library board members are also discussed in the *Library Journal* for January 15: TRUSTEESHIP: THE CITIZEN'S OPPORTUNITY, by Mrs. Josephine M. Quigley and IS INERTIA A BETRAYAL? by Marian C. Manley.

The publications noted above may be borrowed from the North Carolina Library Commission, Raleigh, or the Library Extension Department of the University of North Carolina, Chapel Hill.

President's Corner

ALA Midwinter Meeting, February 1-5. Two major parts of the Meeting were attended by the President as the NCLA representative: the Workshop for Library Association Officers and the Council sessions. The Workshop was very helpful because of the suggestions made for planning conferences and organizing exhibits. The Illinois Library Association has prepared a Conference manual which our Executive Board will study in making plans for the 1955 Conference.

The Council passed, subject to ratification by the Membership of ALA at the Minneapolis Conference, the long-debated Chapter Article of the By-Laws. This is a long Article which cannot be reproduced here, but members may read it in a forthcoming issue of the ALA Bulletin. The effect of this Article upon state chapters will be explained to the associations when the ALA Executive Board has worked out procedures following the action of Council at the 1954 Conference in Minneapolis. The Article will not be in effect until it is ratified.

Committee Appointments. Two additional Committees, Scholarship Loan Fund and Constitution and Codes, have been organized since the last issue of NORTH CAROLINA LIBRARIES was printed and a few changes made in other Committee memberships.

March 20 Meeting of the Executive Board, Committee Members, Section Officers, and Representatives of NCLA. Sixty-five members were able to attend this meeting for planning the work of the Association for the biennium. The President reported on the Midwinter Meeting and announced new committees. Katharine McDiarmid read the paragraphs of the new Constitution which directly concern the relationship between the Board, the Committees and the Sections, after which a discussion was held on the Constitution. It was pointed out that there are no Standing Committees and that Committees should plan their work so that it can be completed within the biennium, if possible. Reports should include recommendations about whether the Committee should be continued in the next biennium. Members of the Executive Board were asked to be liaison members of each one of the Committees. It was noted also that Section Officers should file with the Association Recording Secretary their important papers: Minutes, Financial Reports, Reports on Workshops, special meetings, etc. The Treasurer, Marianna Long, explained the budget for the biennium. Hallie Bacelli commented on the plans for observing the Fiftieth Anniversary of the Association this year: the binding of the past

records and the special issue of NORTH CAROLINA LIBRARIES. B. E. Powell reported on plans for the membership vote authorized at the 1953 Conference. After lunch the Committees, Sections and the Executive Board met separately for business meetings. The Board voted to hold the mail ballot on membership before the end of this year. The Junior College Section was recognized as a Section. At the joint session following the separate meetings the Committees and Sections reported on their plans for activities. It was suggested that the Executive Board call a similar meeting next spring for hearing progress reports of the groups and for planning the 1955 Conference.

State Legislative Council. The tentative program of the Council for the 1955 Legislature has been sent to member associations for their adoption or rejection. The items in the program this year are (1) Provide an adequate appropriation for employment of attendance workers with state supervision for improving school attendance and for the enforcement of the compulsory school attendance law; (2) Provide for a minimum wage law; (3) Extend the jurisdiction of the Juvenile Court to children 16 years of age; (4) Provide for an appropriation for the employment of a coordinator or supervisor of alcoholic and narcotic education in public schools under the Department of Public Instruction; and (5) Provide legislation calling for reorganization of the State Prison System with specific reference to the separation of the State Prison Department from the State Highway and Public Works Commission. NCLA action must be taken by the Executive Board since the Association does not meet again until 1955. When the program has been approved another report will be made to the Association through NORTH CAROLINA LIBRARIES.

CHARLESANNA FOX

NORTH CAROLINA LIBRARY ASSOCIATION OFFICERS:

President: Miss Charlesanna Fox, Librarian, Randolph County Library, Asheboro.

First Vice-President: Mrs. Marion M. Johnson, Librarian, Stanly County Library, Albemarle.

Second Vice-President: Miss Elizabeth Williams, Myers Park and Plaza Road Schools, Charlotte.

Recording Secretary: Mrs. Hallie S. Bacelli, 615 Joyner St., Greensboro.

Corresponding Secretary: Miss Marjorie Hood, Library, Woman's College of the University of North Carolina, Greensboro.

Treasurer: Miss Marianna Long, Librarian, Duke University Law Library, Durham.

Director: Dr. Benjamin E. Powell, Librarian, Duke University, Durham.

Director: Miss Katharine McDiarmid, Textiles Librarian, N. C. State College, Raleigh.

Past President: Miss Jane B. Wilson, 822 Third Street, Durham.

REPRESENTATIVES FROM THE NORTH CAROLINA LIBRARY ASSOCIATION:

A.L.A. Council: The President; Alternate: Charles M. Adams, Librarian, Woman's College of the University of North Carolina, Greensboro.

Joint Committee (with NCETA) of Literature and Bibliography: Miss Jane B. Wilson, Durham; Miss Mildred Herring, Greensboro; Mr. Carlyle Frarey, Durham; Mr. William S. Powell, Chapel Hill; Miss Mae Tucker, Charlotte; Miss Elaine von Oesen, Raleigh.

N. C. Legislative Council: The President; Miss Antoinette Earle, Lexington; Miss Evelyn Mullen, Raleigh; Miss Jane Hinson, Charlotte.

N. C. Library Commission: Mrs. Ford S. Worthy, Washington; John Harden, Greensboro; Paul Ballance, Winston-Salem; Dr. Roy B. McKnight, Charlotte.

Public Library Certification Board: The President; Mrs. Elmina Hearne Surratt, Rockwell.

COMMITTEE APPOINTMENTS:

Beasley-Christ-Riddick Memorial Fund: Mr. C. Merle Bachtell, Greensboro, Chairman; Miss Margaret Ligon, Asheville; Mrs. Pattie B. McIntyre, Chapel Hill; Miss Jane B. Wilson, Durham.

Constitution and Codes: Miss Frances Yocum, University of North Carolina Library, Chapel Hill, Chairman; Miss Cora Paul Bomar, Raleigh; Mrs. Swan G. Gray, Raleigh; Miss Nancy Gray, Wilson; Miss Beatrice Holbrook, Raleigh; Miss Foy Lineberry, Raleigh.

Education for Librarianship: Miss Ila Mae Taylor, Appalachian State Teachers College, Boone, Chairman; Miss Kathleen Fletcher, High Point; Mr. Carlyle Frarey, Durham; Miss Sarah Reed, Chapel Hill.

Federal Relations: Mr. Carlton West, Wake Forest College Library, Wake Forest, Chairman; Mrs. Louise M. Plybon, Boiling Springs; Mrs. Elizabeth House Hughey, Raleigh; Mr. Neal Austin, High Point; Miss Elizabeth Copeland, Washington; Mr. Miles C. Horton, Jr., Greensboro.

Intellectual Freedom: Mrs. Lilian B. Buchanan, Western Carolina College Library, Cullowhee, Chairman; Mr. Charles Adams, Greensboro; Miss Gladys Johnson, Raleigh.

Legislative: Miss Antoinette Earle, Davidson County Library, Lexington, Chairman; Mr. Wendell Smiley, Greenville; Miss Katherine Day, Durham; Miss Evelyn Mullen, Raleigh; Miss Jane Hinson, Charlotte.

Membership: Miss Mary Frances Kennon, 717 Berkeley Avenue, Charlotte, Chairman; Mr. Forest Palmer, Raleigh; Miss Josephine West, Moyock; Mrs. Guedda von Beckerath, Chapel Hill; Miss Marianna Long, Durham; Miss Mary Louise Patterson, Charlotte; Mrs. Barbara Heafner, Gastonia.

Recruiting: Miss Vernelle Gilliam, Boyden High School, Salisbury, Chairman; Mr. I. T. Littleton, Chapel Hill; Miss Elizabeth Walker, Greenville; Miss Emily Loftin, Durham; Miss Edith Clark, Salisbury.

Scholarship Loan Fund: Dr. Susan Grey Akers, School of Library Science, University of North Carolina, Chapel Hill, Chairman; Miss Georgia Faison, Chapel Hill; Miss Mary Ellen Hobson, Reidsville; Miss Susan Borden, Goldsboro; Mr. Clary Holt, Burlington; Mr. Thomas M. Simkins, Durham.

SECTIONAL OFFICERS:

Catalog: Chairman: Miss Sophronia Cooper, Granville County Library, Oxford. Secretary: Miss Mary Huff, Appalachian State Teachers College, Boone.

College and Universities: Chairman: Mr. Charles M. Adams, Woman's College of the University of North Carolina, Greensboro. Secretary: Miss Virginia Barnes, Greensboro College, Greensboro.

Junior Members: Chairman: Mr. Neal Austin, High Point Public Library, High Point. Vice Chairman: Dr. William R. Pullen, University of North Carolina, Chapel Hill. Secretary-Treasurer: Miss Betty McReynolds, Concord Public Library, Concord.

Public Libraries: Chairman: George Linder, Catawba County Library, Newton. Vice-Chairman: Miss Jeannette Trotter, Public Library, Winston-Salem. Secretary: Miss Phyllis Snyder, Nantahala Regional Library, Murphy.

School and Children's: Chairman: Miss Mildred Mullis, Morganton City Schools, Morganton. Secretary: Mrs. Mildred S. Councill, Eastover School, Charlotte.

Special: Chairman: Miss Myrl Ebert, Division of Health Affairs Library, Chapel Hill. Secretary: Mrs. Louise M. Farr, Buncombe County Medical Library, Asheville.

Trustees: Chairman: William Medford, Waynesville. Secretary: Mrs. Henry C. Bourne, Tarboro.

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