

# NORTH CAROLINA LIBRARIES

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## THE READING HABIT

The function of books and of reading is so varied that the reader can find help from books no matter what his interest or need. Whether one is looking for the lightest recreation or the most necessary information, he will find books at his service. To find satisfaction or to meet his needs, the reading habit must have been established. How may this skill be fostered?

First, occasionally someone accidentally comes in contact with a book that affords him enjoyment or helps him with his problems and this experience suggests that another book may be satisfying or useful.

Second, if one has the good fortune to be born into a home that is well stocked with good books, either through the ready access or through the skillful guidance of wise parents, he comes to possess the habit of reading. Unfortunately, too few homes in North Carolina are so equipped.

Third, if one has the good fortune to attend school where teachers know books for children and young people, these youths are taught to find enjoyment and to meet needs from the pages of books. Teachers introduce pupils to the school library where more books are available to them. The librarian together with the teacher imparts information on the skillful use of books and the skillful finding of materials that are needful or that satisfy and afford pleasure. This is one of the great responsibilities of public education and this is undoubtedly the greatest possible step for the fostering of the reading habit.

No one will ever be able to own all the books he wishes to enjoy or all the books he needs to consult. Therefore, he will depend upon the public library and more and more communities are seeing the library as a necessary institution of a well-ordered community. If pupils are taught to love books and taught how to find information they need, they will inevitably resort to the public library to satisfy their delights and to meet their necessities. Fortunate indeed is that individual who by accident, by the guidance of parents, or by the direction of teacher and librarian comes to possess the reading habit. The school cannot afford to neglect to foster the reading habit.

—B. L. SMITH, *Superintendent of the Greensboro Public Schools*



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Without a shadow of a doubt the guidance given to reading and the formation of reading habits, as Mr. Smith implies, is the most important work of the professional librarian. We might be well advised to inquire how adequately trained North Carolina librarians are to do the job. The Editors, therefore, requested Mrs. Douglas to prepare the following brief survey\* based on available reports. The paragraphs in italics are the Editors'.

There are a total of 209 people who hold degrees in library science serving in full-time positions. Of these, 109 are employed in college libraries, 51 in school libraries, 37 in public libraries, 5 in WPA library supervisory positions, and 7 in State agencies. There are in addition 16 persons with a full year of professional training employed as part-time librarians—12 in school and 4 in public libraries. Finally, there are 375 people with less than a year of professional training. Of these, 310 are in public schools, 57 in colleges, and 8 in public libraries.

An analysis by college, public and school libraries reveals interesting information.

\*Negro librarians are not included in this survey.

Approximately 70% of the full-time library personnel in institutions of higher education in North Carolina are employed in 6 libraries. The remaining 33 colleges have a total library staff of 54 people; 22 employ only 1 person on the library staff. Out of the total of 178 librarians, 11 have two years of professional library training, 98 have the one-year professional library degree, and 57 have less than a year of professional training. This information is presented in Table I.

TABLE I  
College Libraries

	No. of Libraries	M. L. S.	B. L. S.	Less than Year	No Report	Total
Enrollment						
More than 1,000	6	9	68	43	4	124
Less than 1,000	33	2	30	14	8	54
Totals	39	11	98	57	12	178

*Books are the stock-in-trade of the college and university libraries; but always their vitality and efficiency will depend on the men and women who work in them. They have been, and are, understaffed—particularly in the small college libraries—and the staffs are underpaid; consequently their quality and training has not always been what it should be. In this field, a standard of education is found in the general recognition of a minimum requirement of a B.A. degree plus a year of professional study for the professional positions. Improvement of service is not merely a matter of improving library organization. It must come from higher quality of personnel. This can come about only if the staff are encouraged to continue their studies through higher salaries, more liberal adjustments in work schedules, conveniently scheduled vacations, and leaves of absences.*

In the public library field 90 of the 100 counties have some library service. There are 34 county public libraries and 2 regional libraries with 3 counties in each. The certification law for public librarians requires a minimum of a year's professional training for counties and cities with population of more than 15,000; 12 semester hours for places with 6,000-15,000 population; and 6 semester hours for population less than 6,000. Table II shows briefly the training of the people giving full-time service.



We all know that books burn—yet we have the greater knowledge that books can not be killed by fire. People die, but books never die. No man and no force can abolish memory. No man and no force can put thought in a concentration camp forever. No man and no force can take from the world the books that embody man's eternal fight against tyranny of every kind. In this war, we know, books are weapons. And it is a part of your dedication always to make them weapons for man's freedom.—*Franklin D. Roosevelt*

TABLE II  
Public Libraries

Population	Libraries	B. L. S.	A. B.	Less than Year	None	WPA	Total
	34 County	34	11	2	5	†	52
15,000 plus	4 City	2	0	1	1	†	4
	2 Region	1	1	0	0	†	2
6,000-14,999	11	0	1	1	8*	1	11
1-5,999	105	0	0	0	47*	58	105
Totals	156	37	13	4	61	59	174

\*Library hours limited. †Information not available.

The 37 full-time people who have B.L.S. degree are employed in 29 libraries, 2 of them serving 3 counties each; the 13 who have a year of library science as a part of an A.B. degree operate 16 libraries, 2 giving part-time service to each of 3 counties, and 1 to 2 counties. The picture, however, is not clear without interpretation. The 34 county libraries, for instance, would fall into the following groups: 23 employ at least 1 staff member who meets certification requirements; 3 operate without any trained personnel; 1 has a librarian 5/6 of the time; 4 have trained persons giving service 4 days a month; 1 shares a librarian with 2 others which appropriate less than \$1,000 for library service; and 2 have librarians with some, but less than the required, training. Of the 11 librarians serving in cities of 6,000-15,000 population, only 1 meets the requirements for a certificate; and 1 of the librarians serving in a city of 15,000 or over has had no training. Not 1 of the 105 librarians serving in towns of less than 6,000 population has had any training.

The picture in this area, though dark, is seeing rapid improvement due in large part to the requirements set up for receiving State Aid funds, the governing authorities having real-

ized that the influence of the library is in direct ratio to the quality of the personnel.

There are 754 white public high schools. State requirements are based on the number of teachers employed which, in turn, are allotted on average daily attendance of the pupils. They are: a full-time librarian with 24 semester hours of training in schools with 13 or more teachers; a half-time librarian with 12 semester hours in schools with 9-12 teachers; a part-time librarian with 6 hours training in 6-8 teacher schools; and no librarian in schools with less than 6 teachers. Of the 754 schools, 440 have more than 6 teachers thus having to meet one of the requirement categories. Of this number, 218 meet the requirements as to training and 222 as to time requirements. Table III shows the number of schools by size and the numbers meeting requirements.

TABLE III  
School Libraries

Schools whose Re-		No. of Schools	Meet Requirements		Do Not Meet Requirements	
Training	Time		Training	Time	Training	Time
24 hrs.	Full	81	61	63	20	18
12 "	Half	117	57	89	60	28
6 "	Part	242	100	118	142	124
0 "	None	314				

No regulations have been set up for elementary schools; but a total of 41 schools are realizing the value of librarians on this level. There are 4 full-time and 37 part-time librarians. Of this number, 8 have 24 or more semester hours of training; 8 have 12-23 hours; 22, 6-11 hours; and only 3 less than 6 hours. There are also 10 full-time librarians in schools which are a combination of elementary and junior or senior high schools. Of the 10, 7 have 24 or more hours of training; 1 between 12-23; and 1 more and 1 less than 6 hours. Of the total number of school librarians meet-



ing training requirements, 61 actually have degrees in library science awarded by institutions requiring an A.B. degree for admission.

*If the reading habit is not formed in school, the chances are that it never will be. The school librarian, therefore, should have a background and professional training of the highest quality. Every inducement should be held out to draw to and keep in the State people with library degrees.*

While the level of training of personnel in all North Carolina libraries has risen materially in recent years, it is apparent that there are yet many libraries that need librarians with professional training who can develop better service for all the people.

MARY PEACOCK DOUGLAS

### HOW GOOD ARE LIBRARIES IN WARTIME?

The following summary gathered from more than a score of reports would seem to show that libraries in North Carolina are making a solid contribution to the war effort.

#### KEY-CENTERS OF WAR INFORMATION

A service similar to the all-important key-center of information at the University of North Carolina Library is now being established at the North Carolina College for Negroes in Durham. These key-centers, so designated by Washington, are intended as sources of reliable and up-to-the-minute information not only for the use of local students and faculty groups, but also for citizens, institutions, libraries, and organizations in the state and region such as women's clubs, P.-T. A. groups, and others.

#### LOCAL INFORMATION BUREAUS

Practically every North Carolina college and public library of sufficient size to do so is building up skeleton war information collections to meet immediate needs, in addition to augmenting their collections through inter-library and package loans from the key-centers. The public libraries at Charlotte and Greensboro and the Sheppard Memorial Library, appointed by the Pitt County Civilian Defense Board, and others have been especially active in the collection of material offering to the public books relating to defense and the war, special reports, and releases issued by the War Department

and similar government agencies; newspapers, periodicals, pamphlets, statistical reports, mimeographed copies of radio and other talks, maps and special studies, all available not only for use in the library, but for the use outside by local groups in the community.

These local war information centers are important. Experience has shown, however, that it is not enough simply to collect the material and to expect people to come to the library to get it. The services made possible by war information collections must be interpreted and made available to the people in a useful form. *It is possible, even in non-defense counties, that WPA services may be secured to assist in the organization, interpretation, and use of war information centers. Requests for WPA help should be directed to the District WPA supervisor.*

#### VICTORY BOOK CAMPAIGN

The Victory Book Campaign, opened January 12, 1942, on a nationwide basis and continuing operation until May 1, although sponsored jointly by the American Red Cross, the United Service Organizations, and the American Library Association, was largely organized and conducted throughout the country by librarians. In North Carolina, librarians served as state director, co-director, and in many of the county set-ups, as local directors.

In practically every case a library served as local collection center, while six larger libraries, the Woman's College of the University of North Carolina, also state headquarters for the Victory Book Campaign, State College, Morganton, Charlotte, and Wilmington public libraries and the Thomas Hackney Braswell Library, Rocky Mount, served as state collection centers, receiving books collected by smaller centers throughout their own areas. Here books were sorted by trained librarians, useless material discarded, and the best packed and shipped to army camps, USO clubs, and air bases for the armed forces, and to industrial centers where great influxes of workers overtaxed local library facilities.

In shipping books to the camps, librarians made arrangements for free transportation of Victory Books from commercial truck lines, the Ruzicka Bindery trucks, WPA trucks and cars, and individual car owners. Cash donations to the Victory Book Campaign received at local or state collection centers were sent to Wash-



ington where the War Department used them for the purchase of technical books in demand by the armed forces. With gross collections of over 85,000 volumes, North Carolina may well be proud of the part played in this wartime service by her citizenry, her libraries, and librarians.

### DIRECT LOANS TO SOLDIERS

Other libraries, notably, the H. Leslie Perry Memorial, Henderson, offer regular loan facilities to soldiers, sailors, and marines, and provide adequate space in reading rooms for their use. In some cases, as with the public libraries at Charlotte and Wilmington, loans and gifts of book collections have been made to supplement those collected through the Victory Book Campaign. All libraries invariably open their doors and extend their services to men in uniforms, this service of course being especially heavy in areas near camps and where USO clubs abound. Wilmington Public Library reports that "literally thousands of soldiers and civilians connected with Camp Davis", although outside the county, have been received as new members.

### TECHNICAL INFORMATION SERVICE

From funds made available in the state aid program, public libraries at Durham, Rowan County, Davidson County, and High Point seem to lead in attention to the collection of technical books on defense industry subjects such as welding, radio, and blueprints, either loaning these books singly over the counters to individual defense workers, or in collections for defense industry classroom use. Charlotte, as previously reported, prepared and distributed a printed broadside entitled *Wartime Activities, 1942, Training Through Books*, listing types of technical material available in the library for men of draft age, young women, and older men.

### CIVILIAN DEFENSE SERVICES

Nearly every library provides space for classes in defense measures; first aid, civilian air raid protection and the like, while Winston-Salem, Durham, Charlotte, and Rowan County Public Libraries furnish books and other material for use in these classes, and others held elsewhere, as for example, the Winston-Salem Public Library's service to the aviation school at the local airport. Charlotte

has a reserve shelf for the use of air raid wardens, auxiliary firemen, policemen, and nurses as well as a complete file of Field and Technical Manuals for draftees, lists of which are posted in each Draft Office. Still other libraries have regular exhibits on such allied subjects as nutrition, meal planning, and home nursing and, as in Davidson County Public Library, are co-operating with Home Demonstration agents.

A pocket size manual for civilian defense, published by the U. S. Army Review, Atlanta, and giving clear and complete directions for procedure during air raids, is being distributed with the compliments of Alexander County Library.

Bulletins of facts and figures kept strictly up-to-the-minute are features of many libraries as are files of officers and personnel of both local and state civilian defense set-ups, so that civilians may apply for information or material at will.

Thus it would appear that libraries in North Carolina are playing their part, not only by continuing their normal functions, but by adding others which, also, are of vital consequence in war time. President Roosevelt has given them the lead by reminding them that "libraries are directly and immediately involved in the conflict . . . for two reasons: first, because they are essential to the functioning of a democratic society; second, because the contemporary conflict touches the integrity of scholarship, the freedom of the mind, and even the survival of culture, and libraries are the great tools of scholarship, the great repositories of culture, and the great symbols of the freedom of the mind."

Mr. Guy R. Lyle, president of the North Carolina Library Association, is serving on the State Council for National Defense at the request of Governor Broughton.

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## CHARLOTTE FILM SERVICE

Film has given libraries a new medium to work with. Minds accustomed to movies are less responsive to print. Libraries, once concerned only with manuscripts and books, are now being pressed to purchase, index, and make available film and related visual aids. Such, at least, is the view of Mr. Gerald McDonald in *Educational Motion Pictures and Libraries* (A. L. A., 1942, \$2.75).

The first stage is now with us in North Carolina. The Charlotte Public Library has recently announced its special advisory and loan service for educational films. Under this plan, citizens in Charlotte and Mecklenburg County may now borrow a 16 mm. projector, screen, and films from their public library and receive instruction in the way this material may be used if they are not already familiar with the operation of a film machine. The projector and films are also available for loan to clubs and groups.

## MEMBERSHIP ANALYSIS MADE

Included with this issue is an enlightening analysis of the North Carolina Library Association membership prepared by the Membership Committee, Miss Evelyn Parks, chairman. Of the 337 members mentioned, only 127 have paid dues for the year 1942.

Beginning with the September issue it will not be possible to send *North Carolina Libraries* to those who have not paid current dues.

## DAVIDSON DEDICATES LIBRARY

At Davidson College on May 1 the Hugh A. and Jane Parks Grey Memorial Library Building was dedicated. This is a gift from Captain James Parks Grey, an alumnus, as a memorial to his parents. Dr. Albert Russell Mann, Vice-President and Director of the General Education Board, made the principal address entitled *The Part of the College Library in Higher Education*.

## BEQUEST TO LIBRARY

Washington, North Carolina, has been willed \$100,000 for a library building by the late Mrs. George H. Brown of that city. The bequest also includes the home lot for a building site and a sum of money to endow the library.

## INTRODUCING OUR COMMITTEES

No library is self-sufficient nowadays. For the best service each library is dependent upon full and intelligent cooperation from its neighboring libraries. It is because of this mutual dependence that it has seemed wise to assign to the Library Extension Committee the problem of fostering library co-operation throughout the state as one of its major functions. In the next issue of *North Carolina Libraries*, there will appear a preliminary report on existing forms of cooperation in the state. You are urged to write the chairman of the Extension Committee and to report on any forms of library cooperation with which you are acquainted.

### THE LIBRARY EXTENSION COMMITTEE

#### Chairman

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| Miss Evelyn Day Mullen . . .       | Roanoke Rapids                       |
| Mrs. Dorcas W. Reid . . . . .      | Raleigh                              |
|                                    | North Carolina Library Commission    |
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|                                    | Nantahala Regional Library           |
| Mr. Charles Rush . . . . .         | Chapel Hill                          |
|                                    | University of North Carolina Library |
| Miss Sue Vernon Williams . . . . . | Greensboro                           |
|                                    | Woman's College Library              |

Mrs. Mary Peacock Douglas, Adviser to School Librarians of the State Department of Public Instruction and past Association president, attended a meeting of the Post Defense Planning Committee of the A. L. A. in Chicago May 7-9. Mrs. Douglas is a member of the committee which is functioning in response to a call from the National Resources Planning Board.

The Editors derived a considerable degree of encouragement from a small number of voluntary responses regarding their initial effort. They take this occasion to invite further reactions from readers—either in the form of reassurance as to the bulletin's usefulness or in the form of constructive suggestions.