

Library Service Review

Volume I

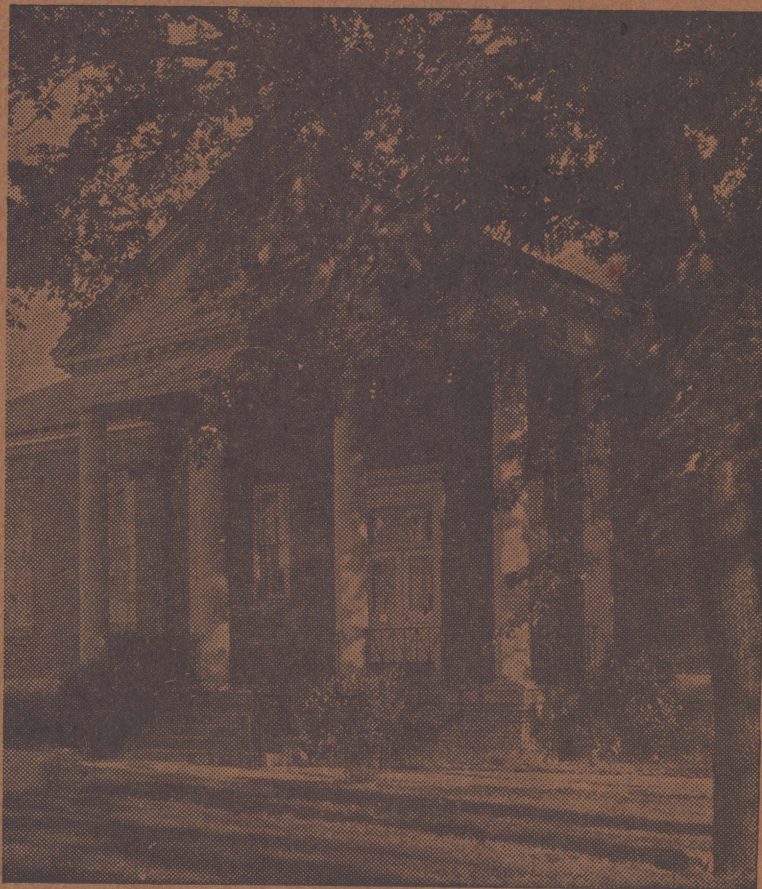
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LIBRARY SERVICE REVIEW

November, 1948

Volume 1

Number 2

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EDITORIALS

OUR EDITOR IS ON LEAVE

The staff of the *Library Service Review* received with mixed emotions Mr. A. P. Marshall's request to be released from duty as editor of the *Review*. We were rejoiced in knowing that he was returning to the University of Illinois to further his education. In this connection, the entire staff wishes him a most successful year. We feel that he is pointing the way that most librarians must follow, if they are to present equal academic qualifications with other professional workers in the fields of teaching, law, medicine and in some governmental positions.

While we are happy to know of Mr. Marshall's academic progress, we are saddened to know that he will be out of the state and disconnected with the *Review* for a period of from one to two years. He has been a guiding influence in the Association and as a worker in the field of Librarianship. We shall miss him and shall wish more than once to have him among us. Until his successor is appointed, the Business Manager of the *Review* shall carry on.

B. F. SMITH.

A. L. A. TO BE DECENTRALIZED

The Fourth Activities Committee of the American Library Association recommended that the Association be decentralized to the "Grass Roots." This recommendation was embodied in the report of the committee given in Atlantic City at the annual conference of the association.

Under the plan as presented, there would be state and regional units formed which would represent and be the A. L. A. Accordingly, the local state library association would be the A. L. A. in the state with a group of state associations coming together to form an A. L. A. Regional Association. Dues would be collected through the state associations.

"A special problem," so states the report, "is presented by some states in which it is not possible for all librarians in the state to belong to the general library association. Thus, in some cases it will be necessary for the A. L. A. to recognize two library associations in the state, i. e., in some of the Southern states." If such should be the case, what shall be the position of A. L. A. in regards to Negro attendance at the Regional Conference? Is it planned to have two paralleled groups—one at the local level, the other at the regional level? The recent conference of the

Southeastern Library Association attests the fact that the South is not going to accept Negro participation. While Negroes were not excluded from attending the conference in Louisville, no invitations were sent to Negro librarians. This writer was informed by competent authorities that Negroes would be seated at the conference but the conditions under which they would be admitted to the meeting places would prove embarrassing. Negroes could not use the main elevator even if some meetings should be on the tenth floor. However, the freight elevator would always be available. Under such circumstances, the Southeastern was wise in not extending an invitation. This conference was to explore the problem of Negro membership and the possibility of inviting "A. L. A. to hold a meeting in the South during 1949." The results of the conference are not known by this writer.

The report of the Fourth Activities Committee continues, "In those states where there are minority groups who cannot belong to the state library association and who are too few in number to form an association of their own, membership at large in the A. L. A. should be provided for these librarians." For the A. L. A. to take such a step, would be a perfect case of membership without participation. If A. L. A. must move, pray God, she moves forward rather than backward. Someone needs to hold fast to the principles of Christianity. Why shouldn't it be A. L. A.?

It is encouraging to read of the splendid stand taken on decentralization by the Pacific Northwest Library Association. Work of such organizations as this gives strength and backbone to American Democracy. This Association adopted resolutions "favoring the continued operation of the A. L. A. on a national basis rather than under a regional type of organization." This group feels that the proposed regional set-up would:

1. Destroy unity and create sectionalism.
2. Create library groups which could not serve the best interest of librarianship.
3. Artificially establish state and regional groups. Such groups should be locally motivated.
4. Destroy the unity and integration desired by a national organization.

The Negro librarian seems to be a topic of much discussion and creating some problems for those librarians who do not wish to practice the tenets of Christianity. This should not be the case. There are some states which are more border than northern where Negroes belong to the state association.

In those states, librarians from all types of libraries get together and formulate plans for solving their common problems. But in the southern states where problems are most acute, and where librarians, just as other types of educators, need to get together to fight for those principles as set forth in the Declaration of Independence, there seems to be less desire to do so, simply because of age-old prejudices which cannot be shaken off in spite of education and enlightenment.

The job of libraries and librarians in a free society is the installation of new ideas; ideas which will make for a more wholesome life for the local community, the state, nation and throughout the world. How best shall we do this? The answer will be found in the Declaration of Independence, the Constitution, the Charter of the United Nations and the Holy Bible. The principle of brotherhood as laid down in these documents will make for the attainment of our *Four Year Goals*. Stand firm on that which is just. Truman did it and scored an upset. A. L. A. must be equally firm in its convictions. Our *Goals* shall never be achieved until each librarian in his little corner works ceaselessly for the realization of Democracy. We must have a "will toward justice."

B. F. SMITH.

THE COLLEGE LIBRARY ISSUE

Each issue of the *Review* shall be devoted to one of the four fields of library service—college, school, public or special. This issue deals with the field of college library service. Our next issue shall be the school library issue, and so on in the order listed above.

In this issue, we make no claim of having covered the entire field of college librarianship. The topics herein presented are an outgrowth of an informal group discussion of several college librarians at the annual meeting of the association. It was a feeling among the group that college librarians need to place more emphasis upon reading materials and readers. As stated by one member of the group, "college librarians are often guilty of not having a guiding purpose toward book buying and book use. If they have a purpose at all, it is usually not sound enough. If it is sound enough, it is not comprehensive enough. If it is comprehensive enough, it falls short in a longitudinal sense."

We do not claim to have accomplished our purpose in presenting these papers. We fully realize that the topics chosen are introductory and that the surface has only been scratched. In subse-

quent issues, we hope to present results of special research and experimentation in the whole area of readers and reading materials.

B. F. SMITH.

OUR CONTRIBUTORS

CONSTANCE HILL MARTEENA, a native of the State of North Carolina, is librarian of the Thomas F. Holgate library at Bennett College, Greensboro, N. C. She received her undergraduate training in library science at the Hampton Institute School of Library Science. The Master's degree in library science was earned at the Graduate Library School at the University of Chicago. She has served as Public Relation Director and Teacher at A. & T. College and Bennett College.

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PAREPA R. WATSON was born in Greensboro, N. C. She graduated from Cheyney State Teacher's College with a certificate in Primary Education, and later received the B. S. degree in education from the University of Pennsylvania. The Bachelor's degree in Library Science was received from Hampton Institute Library School, and the Master's degree from the Columbia University School of Library Science. She became assistant librarian at the North Carolina College at Durham in 1928, and has been its head librarian since 1940.

THE COVER

The library of the North Carolina College with a capacity for 67,000 volumes was dedicated December 5, 1937. At present, the General Library houses three collections. The general collection of 34,688 volumes, the Law Library collection of 10,000 volumes; and the Library School collection of more than 3,500 volumes.

HOW ADEQUATE IS YOUR BOOK BUYING POLICY?

By Evelyn B. Pope

The main objective of the college library is to make its services contribute as effectively as possible to the instructional program of the college. In addition to the main objective one recognizes that the college library also has the responsibility of contributing to the development of social thought and cultural growth of the student. Dr. Lancaster says, "Both teachers and students have personal needs for cultural development, for information, for inspiration and recreation."¹ If the college library is to achieve its objectives, it must provide the student and teacher with a good well-rounded collection of materials. The word "materials" has been used purposely, so that we shall not limit our stock in trade to books alone. Materials here include general reference books, reference books in specialized fields, general and specialized books, fiction and popular non-fiction, journals, publications of associations, pamphlets, maps, films, slides, filmstrips, musical scores, records, radio transcriptions and the like.

Just as Randall and Goodrich have said, "A good book collection in a college is not an accident," we say the same thing about the kind of collection mentioned above.² A well rounded collection of library materials is acquired only when the buying policy has been worked out through careful planning.

It seems logical to say that if materials have been collected covering the necessary content of the curriculum and the interests of the students and faculty to a reasonable degree, freedom will be insured. We hope that the library has encouraged students to use books independently as a means to the acquisition of knowledge early in his college years, so that he will have the desire to go on freely in his own searches. The proper training in the use of books, and the needed books at hand when desired will further the development of the student's interests in reading, thereby giving him the kind of freedom he seeks.

Here we do not wish to discuss the size of the book budget and its relation to standards set up

for book budgets, nor the amount spent per student. We are already aware, from some of the existing studies, that a large number of our institutions do not have sufficient funds for adequate book-buying. We are, however, interested in this discussion in the way in which whatever amount provided for building the library collection is handled. Do you as librarians stop to analyze the management of your budget? Do you have a policy for book-buying set up which is worked out on some sound basis?

Several studies have been made on the management of book budgets. Some of these studies show that many libraries have a definite policy of allocating book funds to departments of instruction after a certain percentage of the total has been taken out of the budget to be spent by the librarian, and some allocate the entire budget to departments. The latter practice seems to be less favorable. Let us look at some of these studies, and some of their specific findings.

Reeves and Russell based their study on a survey of thirty-five colleges related to the Methodist Episcopal Church. They concluded that:

A satisfactory distribution of books funds to the various departments must take into account: (1) the departmental enrollments; (2) the relative use of library facilities by different departments; (3) the extent of new publications in the various fields; (4) the relative cost per volume of books in the several fields; (5) the existing collections in each field already in the library and (6) the needs of new instructors. The lack of uniformity among colleges in the organization of departments is a factor which further complicates the determining of departmental allotments. The preparation of the total budget to be left, subject to use at the discretion of the librarian, assuming the librarian to be competent, should probably be as large as possible.³

Charles M. Baker, in his "Allotment of Book Funds—A defense," not only attempts to set up a defense for the practice of allocating book funds, but also sets forth a list of fourteen factors that should be considered in any distribution of library funds. These factors are:

- 1 J. H. Lancaster, "Teachers and Libraries," *College and Research Libraries*, IX (July, 1948) 211.
- 2 W. M. Randall and F. L. Goodrich, *Principles of College Library Administration*. Second Edition. (Chicago: American Library Association and the University of Chicago, 1941).

3. F. W. Reeves and J. D. Russell, "Administration of the Library Budget," *Library Quarterly*, II (July, 1932) 268-278.

1. Number of students enrolled in a department.
2. Number of professors in a department.
3. Number of graduate students.
4. Number of courses offered.
5. Nature of courses, whether laboratory or required reading.
6. Number of duplicate copies needed.
7. Cost of books (Science most costly).
8. Cost of periodicals. (Of great importance in universities where some foreign scientific journals cost over \$100 a year).
9. Use made of one department's books by other department.
10. Fields in library neglected in past.
11. Need of filling back files.
12. Use to which a department's fund has been put over a three-year period.
13. If binding is charged to a department, varying binding load must be considered.
14. Vitality or aggressiveness of a department 4.

The division of the book fund at Goucher College, as described by Falley, is based on a table of units rather than percentages. The committee in working out the plan used two kinds of evidence. One of these they called outside or general evidence, which was explained as meaning "A consideration of the books and periodicals needed by a given department in any good college." The other kind of evidence that they used was "specific or inside evidence, that is, the use Goucher College makes of printed matter."

A final table of units was arrived at by using the analysis of books published in one year as worked out by Randall, and by weighing courses according to the use made of the library and the number of students 5.

Coney describes the factors chosen, the weights assigned and the ways in which they were combined in the development of an experimental partial index of apportionment at the University of Texas Library. The following description shows the kind of evidence needed to work out the index:

The experimental Texas index is based on evidence of book need and on the cost of ma-

terial and is derived from six factors: (1) registrations, (2) courses offered, (3) faculty, (4) graduate majors, (5) several elements affecting book need not readily expressed precisely in quantitative terms (the non-quantitative factor), and (6) cost of material.

The data of the book-need factors 1-5 were expressed in percentages for each department, and the data of the cost of material, factor 6, were expressed in dollars and cents, for each department. It was assumed that the book-need index represented the book-need units generated by each department and that the cost index represented the cost per need unit for each department. The index of apportionment was produced by multiplying the one by the other and by expressing these products as percentages of the sum of the products of all the departments 6.

Randall questions the logic of making the division of the book budget upon one of the two following bases:

Either upon the basis of the number of students enrolling in the courses, or upon the basis of the average expenditures of the department for books during the past few years.

He presents a table which gives in one column the number of titles to be added in each subject on a base of 100 for English; in another the average cost per title; the combined cost of titles in each department; and the percentage which this amount is of the total cost of all titles. This last amount is, then the percentage of the book budget which would be devoted, on the average to each department.

Although he says that these figures cannot be expected to represent accuracy for any given year, he does add:

But if the college book budget is divided thus year after year, and the unspent amounts in each department allowed to remain and the overdrafts charged against them, it should be true that in the long run it will result in a distribution of funds in keeping with the needs of the department 7.

- 4 C. M. Baker, "Allotment of Book Funds—A Defense," *Library Journal*, LVIII (March 15, 1933), 247-9.
- 5 E. W. Falley, "An Impersonal Division of the College Book Fund," *Library Journal*, LXIV (December 1, 1939), 933-35.

- 6 D. Coney, "An experimental Index for Apportioning Departmental Book Funds for a University Library," *Library Quarterly*, V (July, 1942), 422-28.
- 7 W. M. Randall, "The College Library Book Budget," *Library Quarterly*, I (October, 1931), 421-35.

There is much to be said, pro and con, concerning the use of a formula to distribute book funds. The formulae that have resulted from the studies already made may give you some idea that you can use to develop a well-rounded collection in

your library. Certainly, the librarian should know her present collection, and the trends of instructional policy, before she attempts to work out a formula of distribution of the book funds.

TEACHING THE STUDENT TO HELP HIMSELF

By Constance H. Marteen

To build a better library implies better service to patrons, for a library is no longer a mere storehouse of books, but a reservoir of knowledge, from which emanates information. If a library is to be better, therefore, its method of disseminating information must be improved. The college library, concerned primarily with the student, is obligated to furnish him with the information that he needs as a student. The library has the obligation to teach the student how to use its materials. Upon this, authorities are more or less agreed.¹ But perhaps just as important is the responsibility of aiding the student in his program of self-development and in formulating a world outlook in an attempt to prepare him for his place in the world of affairs. Living, as we are, at the threshold of a new era, the Atomic Age, it is the librarian's obligation to aid the student in preparing himself for a vast new world society, in which he is to operate.

Viewing the library's obligation to the student as threefold, let us consider first the responsibility of teaching the student to help himself technically in the library. At the outset, some decision should be reached as to what is involved in the process of teaching the use of the library. Pierce Butler states "A chaos of detail is reduced to order by bibliography which is, functionally speaking, the systematic process by which civilized man finds his way about in the world of books." This interpretation of library technique, enlarged to include ephemera and audio-visual aids, indicates, the responsibility of the college library to the student.² But how can the library technique be taught? How can the student be made to feel at home with books and other

library materials so as to get the maximum benefit from them, and with a minimum expenditure of time and energy?

The process of teaching the college student to use the library usually begins during the orientation period. Coman does not advocate such a period for library instruction until the middle of the first semester, followed by actual use of library resources in the writing of a paper. This makes for small groups and individual instruction. LaMar Johnson's strategy of classes meeting in the library and reading lists made by the library in cooperation with a specific group are excellent methods of bringing students into contact with the library and librarians.³

Coman has suggested delaying the instruction until a time when it is not given "in a vacuum," but made real through a concrete need. At Bennett College, it is realized that during entering days the average freshman is a bit confused and bewildered. Experience has taught, however, that it is imperative for the new student to use the library in order to meet class requirements. Therefore, lessons in how to use the library are given during orientation weeks. These preliminary instructions are supplemented by individual lessons, personal contact and formal instruction as the need arises.

A detailed discussion of the procedure now in effect at Bennett may have some value. During orientation week, the librarian has opportunity, along with other college officials, to welcome the new students. In a short, informal talk students are given the philosophy and a brief history of the library, together with a general idea of what the library has to offer. This introductory talk to the entire new student group is followed by formal instructions in the use of the library. The

1 J. P. Danton, "University Librarianship—Notes on its Philosophy," *College and Research Libraries*, II (June, 1941), 195-205.

2 Pierce Butler, "The Professor and the Campus Library," *School and Society*, LXV (April 19, 1947), 273-276.

3 E. T. Coman, Jr., "Advancing the University Frontier," *College and Research Libraries*, II (September, 1941), 337-340.

librarian meets with groups of twenty-five or thirty students for two periods of one hour each. The method used includes lectures, a tour of the library, and assigned problems. Usually the problems are due in before the student begins her class work, which means theoretically that when the student enters class she is expected to be proficient in fundamental library techniques.

The corrected papers are returned to the student in a survey social science course. Here the teacher, upon the advice of the librarian, points out to students the most common errors. Very poor papers are done over. In the Social Science course, the students are required to begin immediately to write papers which affords an opportunity to put into practice the technique. About mid-semester, the librarian again meets the freshmen in the Social Science course, at which time she reviews the fundamentals regarding the card catalog, etc., and goes further, instructing them in reference tools in specific areas and suggesting a research routine. Questions from students help to clear up doubtful points.

At Bennett, instruction in the resources of the Library does not stop with the Freshmen. Often the Librarian is invited to upper classes to suggest to students materials in the Library covering specific subject fields. This method is often effective for the information is given to the student at the time when he has great need for it.

Materials used by students at Bennett include books, periodicals, ephemera, audio-visual aids, sheet music, framed pictures, and costumes. These materials and services are similar to those offered by the Stephens College Library, where loans are accompanied by personalized aid to the individual student. At Bennett, just as at Stephens the librarian audits classes, thereby gaining two things: (1) greater rapport between librarian and students, and (2) a clearer understanding of student's need for a specific course 4.

In the modernized college program, where students are steadily coming more in direct contact with books and other materials, the content of the orientation outline needs re-evaluation. Greater emphasis needs to be placed, first, upon classification, that students may find materials more easily and may further see the inter-relationship of these materials 5; second trustworthiness, so that all students will have an equal opportunity to use available data; and how to handle and use books and bibliographies rapidly and intelligently.

In addition to helping the student to find his way around in the world of books, a second obligation of the library to the student is to aid in his effort toward self-development. In this area, there is no obvious technique. The librarian must use originality, accommodating his plans to the individual situation. The student can learn a great deal in regard to himself as an individual and how to improve himself as a member of society independently of all class assignments. The materials of the library can certainly point the way to him. These must be put at his disposal, not only in a casual way, but dramatized toward the end of the development of the individual student. Many librarians have used ingenious methods. Some of these methods are:

A—*Clubs*. Notable in this area is the experience of the North Carolina College at Durham, as reported by Mrs. Christine Russell Davis. Individualized records revealed the fifty-two top readers in the college. These were invited to join a library club and each was given a copy of *Good Reading, 1,000 Books Briefly Described*, published by the National Council of Teachers of English. Statistics indicated that borrowing increased from quarter to quarter. The club grew as others were invited to join as a result of having read two or more non-assigned books a quarter. The results were gratifying 6.

B—*Browsing Rooms*. The browsing room at Lafayette College is a "bait", according to its librarian. Here, intermingled with popular fiction, current biography, etc., are certain books of lasting worth, so arranged with the hope that the students will eventually read some of the latter. The room, unsupervised, is open ninety hours a week. Its losses are not known, but he states that an iron grill would cost five hundred dollars and that student assistance would cost nearly one thousand dollars per year. He knows that the losses have not amounted to that much 7.

5 W. H. Jesse, in his article, "The University Library and its Services to Students," *College and Research Libraries*, VII (October, 1946), 301-305, reminds the university library that it still has the primary responsibility for certain types of student education, especially showing relationship of varying bodies of subject matter.

6 C. R. Davis, "A Library Club on a College Campus," *Wilson Library Bulletin*, XXL (September, 1946), 48, 51.

7 T. E. Norton, "A Browsing Room for a Small College," *Library Journal*, LXVI (February 15, 1941), 151-154.

4 Elvajan Hall, "Stephens Will Charge a Book, a Picture, a Costume, . . ." *Wilson Bulletin*, XXI. (September, 1946), 49-51.

C—*Written and Oral Book Reviews.* An interesting experiment was started six years ago at the Nathan Straus Branch of the New York Public Library. Open to young people under twenty-one, it fosters a new idea in education—an informal course in reading which gives the student a free hand to choose his own books and then to bring in his own criticism. Books, movies and phonograph records are discussed in their monthly round-table conference and published in their "Circulatin' the News" 8.

D—*Reading Guidance Programs.* At Bennett, students have been aided in self-development through personal interview. Proceeding from suggested titles in areas of interest, the student has been advised to read books in other fields toward the end of a well-rounded personality.

A final obligation of the library to its students is in directing them in becoming world citizens. Collections, services, and attitudes must be adapted to a changing curriculum, if the library is to assist in "readying" its students for the world of tomorrow. Jesse calls for a redefinition of the function of the library. This definition should include, without reservation, all recorded knowledge, except artifacts, specimens, etc. He believes that the college library must seek to teach all of its students, and its community as well, good citizenship.

Upon the premise that directing library services toward the creation of a more intelligent citizenship is a primary library objective, a public Affairs Room was set up in the Carnegie Library of Pittsburgh. The books were not arranged by classification, but in a series of displays on such large, popular subjects as "Housing," "The Asiatic Mind," "The Negro," "The Jew," etc. It had operated successfully for six months up to the

time of the librarian's report, and during that period so much interest was shown that the librarians were kept busy not only in the Public Affairs Room, but speaking before various groups, taking books and other materials with them 9. Such services have implications for the college library that wished to teach, that students are potential world citizens who must prepare to meet the challenge of world problems. The Great Books idea is also commendable for meeting this third objective, that of aiding the student in becoming world-minded.

This paper has attempted to indicate ways to aid the student as a member of the college community—whether service is traditional or in an ultra-modern modular library, with open reading rooms and stacks; ways by which the library may help the student in his personal development through independent reading; and by exposing him to literature on world affairs, aid him in a realization of his responsibilities to society. The library in the college may well realize that it has an obligation to the student that should be far-reaching.

If the student is to continue to grow intellectually and morally and to get a maximum satisfaction from life, it is urgent that he cultivate a self-motivated library habit—a habit that will automatically lead him to his community public library when college days are over. The student should learn library technique, but beyond that, he should acquire a love for books and reading.

Addison has aptly expressed this thought:

"Reading is to the mind what exercise is to the body. As by the one health is preserved, strengthened, and invigorated; by the other, virtue, which is the health of the mind, is kept alive, cherished and confirmed" 10.

8 "Reading and Thinking," *Newsweek*, XXX (October 20, 1947), 92-93.

9 Jesse, op. cit.

10 Joseph Addison, "The Tattler," No. 147.

A REPORT ON STUDENT USE OF THE LIBRARY AT THE NORTH CAROLINA COLLEGE AT DURHAM

By Parepa R. Watson

INTRODUCTION

Presented to the faculty in January, 1945, this report on student use of the library at North Carolina College was one part of a self-survey

project of certain instructional areas under the direction of the Dean of the College of Arts and Sciences. Its value to those not of the college faculty for whom it was prepared, lies in its suggestiveness as a possible procedure for surveying

student use of a college library, and as a means for presenting to the instructional staff some ways by which it may, in cooperation with the staff of the library, help increase student use of library materials.

As a basis for common approach to this report, it was felt that it might well begin by setting forth some of the reasons generally given by some authorities as to why student use of the library is an area important enough for critical study.

1. The effective integration of student use of the library with that of classroom instruction is one point at which it is possible for great advancement in collegiate instruction to be achieved.

2. The most important single instrument of instruction in the college, aside from the faculty, is its library. The character of the library and the temper and methods of its administration have much to do with the liberal quality of the education the students achieve. Records kept by the college librarian are, no doubt, as suggestive as any other records used in an effort to ascertain the liberal learning of students. Such records might also serve the following purposes:

- a. Act as an index to the spirit of the college.
- b. Reflect the methods of instruction.
- c. Reflect the use the instructor himself makes of the library.
- d. Act as a barometer of intellectual atmospheric pressure.
- e. Decide to what extent the various services of the library are really needed.

3. One of the great problems of college libraries today, is that of securing sufficient use of their enlarged resources to justify the investment that has been, and is being put into them.

4. Effective use of the library may serve to lessen the weakness in our student practice-teachers of a lack of varied information in the field of major and minor interest.

5. The college library offers itself as a reading laboratory in which there is opportunity to discover some of the reading difficulties that sorely handicap a large majority of our students.

6. Voluntary use of library materials on the part of students is a worthy use of leisure time.

PRESENT USE OF THE LIBRARY

Like the libraries of colleges all over America, the library of this college has felt an increase in the use of its resources during the past decade. The figures used for this part of the report, however, are those accumulated during the year 1943-1944. They are offered primarily as pointers toward a possible need for increasing student use. They are a more or less quantitative evaluation of the library's activity. How significant the use of the library has been to the individual student still remains to be measured.

CIRCULATION RECORD

GROUP I

Volumes lent for home use (2 weeks)	6,151
Volumes lent for use in library (reserves)	18,579
Volumes lent for overnight (reserves)	9,179
<hr/>	
Total volumes lent	33,909
Student enrollment	975
Average loans per student	33.95

GROUP II

Comparison of circulation figures with the high, low, and medium figures compiled by the American Library Association for certain colleges with enrollments of less than 1,000 regular students. Among the colleges included were two Negro colleges, Fisk University, and Wilberforce University. The statistics are for the year 1943.

	High	Low	Medium	N.C.C.
Volumes lent for home use	41,111	3,255	13,326	6,151
Volumes lent as reserves	56,358	2,058	13,081½	27,758
Total volumes lent	97,469	5,313	26,407½	33,909
Total enrollment including Summer School	1,488	312	754	975
Average loans per student	65.5	17.0	35.0	33.95

GROUP III

Further comparison of circulation figures with those given in two summary tables presented by Dr. Branscomb in his book *Teaching With Books*. It is his belief that these tables include all the important circulation studies which have been published, as well as some that have not been published, within recent years.

Table I

Summary of two weeks circulation averages per student for fifty-one institutions as arrived at through seven different studies. Equated to one year or a part of a year.

1. Waples, 35 colleges, 1 semester	11.10
2. McDiarmid, 7 colleges, 1 semester	13.86
3. Johnson, 5 colleges, 1 year	11.36
4. Univ. A., 1 university, 1/2 semester	12.64
5. College B., 1 college, 1 semester	10.40
6. Eurich, 1 university, typ. week	11.80
7. Parker, 1 university, 1/2 semester	10.28
N.C.C., 1 College, 1 year	6.30

Table II

Summary of reserve book circulation averages per student for twelve institutions as arrived at through three different studies.

1. McDiarmid, 7 colleges, 1 semester	53.90
2. Johnson, 4 colleges, 1 year	60.87
3. Univ. A., 1 university, 1/2 semester	51.76
4. N.C.C., 1 college, 1 year	28.47

These groups of figures seem to say, that when N. C. C. circulation figures are taken as a whole the average loans per student are fairly high—33.95 loans to each of 975 students. However, when this average is broken down into 11.31 loans per student per quarter, and into 3.77 loans per student per course, it is not so good as it seems.

Second, that when N. C. C. circulation figures are compared with those of similar colleges, we are very low in the number of books loaned for two weeks, rather high in the number of books loaned as reserves, and about average in the total number of books loaned per student.

Third, that when N. C. C. circulation figures are compared with those arrived at through certain studies, we are still very low in the number

of loans made for two weeks, and in addition are also low for reserve book loans.

BORROWER'S RECORD

In an attempt to discover in some way how many students were using the library, and who they were, a borrower's record was begun during the school year 1943-44. This is a record for each student who makes a request for a book to be kept out for two weeks, and for the title of the book asked for.

At the end of the first quarter a small analysis was made of the cards for this record, and the results are included in this report for the sake of general interest as well as for any significance it may have as concerns the borrower and the quality of the loan.

GROUP I

Number of students borrowing for 2 weeks	367
Number of students enrolled	599
Number of students not borrowing	232

GROUP II

Number of borrowers, Senior class	58
Number of Seniors enrolled	69
Number of borrowers, Junior class	62
Number of Juniors enrolled	66
Number of borrowers, Sophomore class	92
Number of Sophomore enrolled	92
Number of borrowers, Freshman class	142
Number of Freshmen enrolled	317

GROUP III

Seniors borrowing 10 or more books	17
Juniors borrowing 10 or more books	14
Sophomores borrowing 10 or more books	10
Freshmen borrowing 10 or more books	11
Total borrowing 10 or more books	52
Boys	5
Girls	47

GROUP IV

Total two-weeks loans	1,609
Loaned to 52 students	807
Loaned to other 315 students	802

Average loans to 52 students 15.5

Average loans to 315 students 2.5

GROUP V

Fiction books read by 52 students 412

Non-fiction by same group 395

GROUP VI

For Entire Year

Two-weeks borrowers, 1st quarter 367

New borrowers, 2nd quarter 66

New borrowers, 3rd quarter 55

Total borrowers for year 488

Total enrollment for year 638

Students not borrowing for two weeks 150

Examinations of the cards for this record may reveal further:

The titles of the specific books used by a particular student.

The number and spread of books borrowed over a period of time.

The relationship of books borrowed to courses being taken, if any.

The exploratory nature of the books borrowed.

If prolonged contact with the use of the library has affected the reading of the student.

The relationship of library use to student's success in meeting educational requirements of the college.

Relationship of library record to that of intelligence tests, department of specialization, classification, etc.

The voluntary readers among the students.

The classification and sex of the borrowers.

Clues to students' likes and dislikes in the field of free reading.

Which academic departments make the greatest demands on the library resources.

Account for certain failures among students due to neglect of reading.

And finally this record is a new means for appraising the effect of the work of the college on the individual.

REASONS GIVEN BY STUDENTS FOR LACK OF USE

Through personal interviews, a sampling was made of student opinion regarding possible reasons for their lack of more effective use of the library. The students contacted were from all four of the class levels, both boys and girls. The following reasons were given:

A need for greater detail in the general descriptions given about how to borrow library materials.

A need to have more of the instruction on how to use the library given in the library.

A need for an introduction to more of the books of general information, atlases, almanacs, handbooks, yearbooks, indexes, abstracts, government publications, and subject bibliographies.

A need for some instruction about subject headings, both for the use of the card catalog, and for use of indexes and bibliographies.

A need for knowing where materials are in the library. One young man, a Junior, did not know that books were shelved in the basement, not to mention the periodicals.

A need for overcoming a shyness about asking for what is wanted.

A need for instruction beyond the Freshman year, on locating information in periodicals, on the use of the card catalog, and the use of the shelf list.

A need for advanced instruction on the use of the library for upper classmen.

All the above reasons may be summed up into one great need, that of more instruction in the use of books and the library.

PRESENT ACTIVITIES TO INCREASE USE

Units of instruction on the use of the library are given to all Freshmen students sectioned in the regular divisions of the English classes.

Sheets of instruction on using the library are given to each Freshman student, and each new student, at the beginning of the year, and each new quarter thereafter.

Informal instruction is given to individual students in the library by the library staff, as far as time will permit.

Posted reports are made of the statistics compiled from the borrower's record.

A library book club has been organized for the students borrowing ten or more books during a quarter.

New books are displayed, and special exhibits are set up.

Opportunity to participate in extra-curricular activities requiring the use of library materials, as newspaper editing, debating, departmental clubs, and forum discussions, is given to many students.

Assignments requiring the extra use of library materials are made by many teachers.

Personal stimulation is given by some teachers to selected students.

Privilege is extended to all students to use the stacks.

Constant display is made of current magazines, newspapers, and pamphlets.

All fiction is placed on open shelves.

Opportunity is given to all students to recommend new books for purchase.

Privilege is given to place a reserve on books desired, and to have a notice sent when they are ready for use.

Student assistants have been increased in number. These assistants are often able to help other students whom the staff have not been able to reach.

Opportunity is given to those students who wish to do so, for voluntary work in the library.

SUGGESTIONS TO FACULTY FOR INCREASING USE

With the belief that our educational program is a cooperative one, conducted by both the teaching staff and the library staff, the following suggestions are made to the faculty on points of activity that greatly influence the efficiency with which the library serves the student, and the interest and efficiency with which the student uses the library.

1. Give to the library the benefit of your specialized knowledge in the selection of the books added to the collection each year. This will insure to you the availability of those books you desire for use in your classes, as well as make it

possible for the book collection to be built on a sound basis.

2. See that your lists of reserve books are given to the circulation librarian before assignments are made to them. Each member of a class may ask for a copy of the books assigned, but the first to ask gets them for two weeks, while the others go without, or wait until the books can be recalled. Special form sheets for listing books to be placed on reserve may be obtained at the loan desk. We will be glad to locate call-numbers, and collect the books.

3. Avoid requesting the library to supply or place on reserve textbooks. We consider as textbooks, those books practically all of which must be read by the entire class. The circulation of these books throws an extra burden on the library, while it would doubtless be a kindness to most students, and certainly an educational gain, if they were required to buy more of their indispensable books than they do.

4. Check on the number of copies available before large groups are assigned to the same book for a limited period of time.

5. Add books to your reserve lists as they are necessary for progressive units of work, and notify the library when certain books are no longer needed.

6. Notify the library before sending large groups of students to use the same sections of the stacks. Our stacks are crowded, and it is often better to bring the books to the students, than to send the students to the books.

7. Differentiate between optional reading, and required reading and avoid placing the former on reserve.

8. Avoid oral references. Students often misspell authors' names, causing a considerable waste of time.

9. Give the full name of an author. The advice to "look in Smith or Brown" may prove disconcerting when the card catalog lists dozens of Smiths and Browns.

10. Make sure that references to date and volume are correct. References to periodicals cause much trouble. Verifying citations takes little extra time before making assignments, and saves many study hours for students.

11. Make assignments that will require of the student use of library materials other than those placed on reserve.

12. Remind the student frequently of what he is missing if he confines his study to textbooks and lectures.

SUGGESTIONS TO ADMINISTRATION FOR INCREASING USE

We suggest:

1. That the work of the library staff and that of the faculty toward the education of the student be more closely coordinated.
2. That the library, to a larger extent, be drawn into greater participation in the formulation of administrative and educational policies, as well as the teaching and guidance program of the college.
3. That the librarian and faculty formulate a program of systematic book selection which will bring under constant review the adequacy of materials available for the support of all parts of the curriculum.
4. That a committee be appointed to investigate the possibility of expanding our present program of instruction to students on the use of the library. This committee might possibly be composed of the Dean of the College, the Head of the English Department, the Head of the Education Department, the Head of the Social Science Department, and the Librarian.
5. That this same committee cooperate with the librarian in the planning of a printed library handbook for student use.
6. That a cooperative program be worked out for the purpose of improving student reading.
7. That a self appraisal, by the college, be made of the library's effectiveness in the attainment of the college's major goals.

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