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OF DEAN WILSON'S varied fields of interest and endeavor there has probably been no single area that has enlisted his continuing interest and untiring efforts more than the field of library development in the South. Any record of library progress in that section, therefore, serves to honor one who has contributed so largely to the library progress made in the southern region in the last thirty-five or more years.

In 1936 the writer made a report¹ on the status of library development in the South as of that date. It is the purpose of this article to record the significant progress that has been made in the years since that report was written. Limitations of space will necessarily confine the record to the highlights of the period.

The significant developments may be grouped under the following heads: (1) library extension; (2) college and university libraries; (3) education for librarianship; (4) school libraries; and (5) library service to Negroes. Notable progress has been made in the broad field of library extension through the expansion of state agencies, state aid, the establishment of new county and regional libraries, demonstrations and experiments with varied types of larger units of library service, new legislation, organized citizen interest, and library projects of the Work Projects Administration.

In 1936 five states were without active state library extension agencies; today South Carolina remains the only state without an active agency. A new agency was created and became active in Alabama in 1939; the Arkansas Library Commission received its first appropriation in 1937; a field worker was added to the Florida State Library in 1940; a Division of Libraries was established in the Department of Education in Tennessee in 1937 to co-ordinate all library activities, and, while full application of the act has not been made, the staff has been increased and advisory service expanded; and the West Virginia Li-

¹ T. D. Barker, *Libraries of the South: a report on developments, 1930-1935* (Chicago: American Library Association, 1936). States included: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia.

brary Commission received its first appropriation in 1941, and its executive secretary began work on March 16, 1942. A survey of the Texas State Library² has been the basis for an aggressive legislative campaign by the librarians and citizen groups of the state. While it is evident that substantial progress has been made in initiating active extension work on the state level, the funds available remain totally inadequate for the task to be done.

Three states, however—Arkansas, Louisiana, and North Carolina—have been successful in securing state aid for libraries. Aside from the immediate results of greatly extending the areas of library service, the acceptance of the policy of state aid for libraries by these states is an achievement of tremendous importance, for studies made in recent years have clearly shown that complete library “coverage” in the South could not be achieved through local resources alone. The experience of these states is demonstrating, moreover, that state aid is also a stimulant to local effort. A recent report from North Carolina states that “since July 1, 1941, increases in local and county library funds equal the \$100,000 appropriated by the state for 1941-1942.”³ The formulas for the administration of state aid and the newer patterns of service developing on the local level are also of great significance in setting new directions for the future.

Even with the limited amounts available, the results are impressive in all three states. The Arkansas Library Commission received \$100,000 for the biennium 1937-39, of which \$64,600 was for aid to county libraries. The appropriation was renewed for 1939-41 and was increased to \$120,000 for 1941-43. By February, 1942, nineteen new county libraries had been established through the stimulus of state aid, and several more were in process of organization. Grants are made for books and personnel under conditions set by the commission, which include local support and standards for local personnel employed. Larger initial grants are made to new counties with continuing grants in smaller amounts after the first two years. The Louisiana Library Commission received \$200,000 for the biennium 1938-40, of which \$100,000 was for regional and parish demonstrations. The appropriation was renewed for 1940-42 for \$200,760. The plan adopted by the Louisiana Library Commission is to use funds for parish and

² C. B. Lester and P. A. T. Noon, “Report of a survey of the Texas State Library for the Texas Library and Historical Commission, July, 1940” (Chicago: American Library Association, 1940). (Mimeographed.)

³ Dorcas Reid, “The first six months of state aid,” *North Carolina libraries*, I (1942), 5.

regional demonstrations under the supervision of the commission and in co-operation with parish library boards. At the end of the demonstration period the parishes are expected to hold an election for a library tax or to make an appropriation from general funds for the continued support of the service. Nine demonstrations involving twelve parishes have been conducted or are in process, seven of which have made the transition to a permanent status with local support. North Carolina's state aid is \$200,000 for 1941-43. It is administered by the State Library Commission and is to be used for "promoting, aiding and equalizing public library service." Under the rules adopted by the commission, each county that presents a satisfactory plan for county-wide application of state aid receives \$900 the first year. New appropriations or increased appropriations are required. Funds became available July 1, 1941. During the first six months fifty-eight counties qualified for state aid, and the number of people in the state without library service was reduced by half, which meant that 750,000 people were brought within the service area of libraries for the first time. The counties had through March, 1942, to qualify for aid for the current year. After that date unallocated funds were to be re-allocated to participating counties.

Both Louisiana and North Carolina are experimenting with forms of regional organization. Louisiana has had a tri-parish demonstration and a bi-parish demonstration. Neither has so far been established on a permanent basis. In North Carolina two regional libraries have been established, in each of which three counties have unified library services under a regional board and a regional librarian with a pooling of resources and personnel. Other regions are in process of organization with complete pooling of resources, while others are developing with limited areas of co-operation, such as the sharing of one librarian and the purchase and use of a bookmobile by two or more counties.

Experiments with larger units of service are in process in other areas, notably those under the auspices of the Tennessee Valley Authority. Seven regional libraries in four states—Alabama, Kentucky, North Carolina, and Tennessee—and including twenty-four counties, have developed in co-operation with and through the stimulus of the T.V.A., in the years 1937-41, inclusive. In each case the pattern of co-operation has been adapted to the given situation; but participating or contracting parties have included in addition to the T.V.A.—though not all in every case—local libraries, counties, county boards of education, state library agencies, state departments of education,

the W.P.A., and, in two instances, state educational institutions—a teachers college and a junior college. These regional library experiments may be called by-products of the employee training program of the T.V.A. Provision of library service to T.V.A. employees and their families is a part of this program. It is the policy of the T.V.A. to work through local agencies, wherever possible, in order to stimulate and strengthen them, rather than to set up a competing service. In providing library service for its employees, therefore, the purpose has been to organize the service in such a way that the local organization may be able to continue the service after T.V.A. activity and participation are completed. The first region organized—the Northeast Alabama Regional Library Service at Huntsville—was continued with local support when the T.V.A. withdrew on the completion of construction work in that area. It is too soon to forecast the future of the other regional experiments, as the T.V.A. is still participating in their support. The permanence of the Nantahala Regional Library in North Carolina seems assured, however, as the three participating counties have each voted a library tax and are sharing in the state-aid fund.

Two regional libraries have been organized in Virginia: the Tidewater Regional Public Library, involving eight counties, and the Radford Area Public Library, involving two counties. Participating agencies are county supervisors, local school and library authorities, and W.P.A. A regional demonstration involving three counties is in progress in Georgia under the W.P.A., with state and local agencies participating. In all, there are sixteen areas in the states under review, each involving from two to eight counties and aggregating fifty-five or more counties, where some form of intergovernmental co-operation in library service has been tried or is now in operation.

A prerequisite for co-operation between governmental units of the type just described is appropriate permissive legislation. The states under review have been zealous in promoting new and revised legislation to meet the changing needs. In Alabama, Florida, Kentucky, Mississippi, Virginia, and West Virginia, legislation has been passed to facilitate the establishment of local libraries and to provide for co-operation between the various agencies and units of government.

Librarians have continued to recognize the need for organized citizen support of library programs. In 1936 North Carolina and South Carolina had formal citizen library organizations on a state-wide basis. Since 1936 five states—Kentucky, Louisiana, Mississippi, Texas, and West Virginia—have set up state citizen organizations in some form. In Louisiana and North Carolina these organizations have been credit-

ed with playing a major role in securing state aid for libraries, and the citizen organizations have been active in other states in campaigns for state aid. Library planks have appeared in party platforms in two states: in Texas in the Republican party platform and in North Carolina in the Democratic party platform.

Any review of library extension in recent years in the South must take into account the contribution of the W.P.A. through the several state-wide library projects. Space does not permit the enumeration of figures. The results have varied from state to state, but, limited as these library programs have been when measured by accepted library standards, they have been the means of bringing books to read to thousands of people for the first time as a public service and are thus helping to lay a foundation on which to build for permanent service. The scene is changing so rapidly that up-to-date figures are not available to show numerically how these activities in the field of library extension have affected the accessibility of public library service in the South today. A suggestion as to results is afforded by the fact that, where in 1936 there were 52 counties appropriating as much as \$1,000 annually for county service, there were in February, 1942, counties to the number of 247 that were listed "with annual county or regional and/or state appropriations of at least \$1,000."⁴ As important as the extension of library service to those heretofore without it is the promise for the future implicit in these activities. The precedent established by state aid, the extension of service to new areas, the stimulation of local effort, the experimentation in the varied types of regional units, and the body of resourceful and imaginative librarians that are being brought into the service may reasonably be expected to carry forward the program with a gathering momentum and with results that will be cumulative. Impressive progress can also be recorded for the period for college and university libraries through additions to their book and other resources, the erection of new buildings, the further development of regional centers for research through union catalogs, and the acquisition of other bibliographical tools and the collection of research materials.

A comparison of the statistics for thirty-five of the larger college and university libraries for 1935-36 and for 1940-41⁵ gives some meas-

⁴ American Library Association, Public Library Division, "County and regional libraries" (Chicago: American Library Association, 1942). (Mimeographed.)

⁵ J. A. McMillen (comp.), *Statistics of southern college and university libraries, 1935-36* (Baton Rouge: Louisiana State University, 1937), and *Statistics, . . . , 1940-41* (1941).

ure of the progress made. For 1935-36 these libraries reported a total ownership of 4,620,322 volumes; 277,525 volumes added during the year; \$666,624.35 spent for books; a total of \$719,991.70 expended for library services. For the year 1940-41 these same libraries report a total ownership of 6,650,606 volumes, a gain of 44 per cent over 1935-36; 367,004 volumes added during the year, a gain of 33 per cent; \$878,612.30 spent for books, a gain of 32 per cent; a total of \$1,160,124.16 expended for library services, a gain of 61 per cent. Many colleges and universities have shared in grants made from foundations. Fifty-two state and technological colleges, teachers colleges, and junior colleges have received \$225,000 from the Carnegie Corporation of New York for books. Four universities have received \$34,000 for aid in technical services, and the Joint University Libraries at Nashville received \$250,000 toward endowment. The General Education Board has made grants for library purposes, approximating \$250,000, to some seventeen or more institutions for books, personnel, fellowships, surveys, and technical services. The Joint University Libraries at Nashville have received from the same source \$1,000,000 for a library building, and additional grants for a union catalog of Nashville libraries, for acquiring a Library of Congress depository card catalog, and for the purchase of basic book apparatus. Emory University has received, also from the same source, a grant of \$2,000,000 in which the library will share. The Joint University Libraries have raised from other sources \$1,000,000 for endowment. During the same period the library of Emory University has received \$80,000 for books from the Lewis H. Beck Foundation. New library buildings have been provided for the universities of Virginia, South Carolina, Alabama, Tulane, Chattanooga, and the Joint University Libraries at Nashville.

Many of the plans for developing regional centers of research and for co-operative agreements among libraries in the collection of research materials, which had hardly reached the blueprint stage in 1936, have been initiated or carried to completion. The union catalog for the Atlanta-Athens area, involving the listing of the holdings of some eighteen libraries, is nearing completion. One catalog will be located at Emory University and a duplicate at the University of Georgia, so that students engaged in scholarly research will be able to locate quickly all printed resources available in the area. It will also prevent unnecessary duplication of acquisitions among the co-operating libraries.

Reference has already been made to the union catalog of the hold-

ings of the larger libraries of Nashville, now housed in the new Joint University Libraries. The Joint University Libraries, serving Vanderbilt, Peabody, and Scarritt, are an outstanding example of co-operation and represent a new departure in joint ownership and control of a library, designed to serve three independent educational institutions.

A somewhat similar development in co-operation has culminated in New Orleans in the new Tulane University library building, which brings together the book resources of Howard Memorial Library, Tulane University, and Newcomb College. Co-operation is also being further extended among the larger libraries of Louisiana in the acquisition of costly materials.

Co-operation in the Duke-Carolina area has been carried further, particularly in the building-up of document collections and in extending the scope of the Duke University author catalog at the University of North Carolina to include all books of a research nature in North Carolina libraries. Co-operation has been extended further afield in a grant of \$75,000 from the Rockefeller Foundation to Duke-North Carolina-Tulane to purchase books dealing with the life and literature of Latin Americans, each institution to purchase materials in the areas agreed upon by the three institutions.

Space does not permit more than a reference to the gains in the acquisition of research materials, which are described more fully in the three articles by Downs in the *Library quarterly*.⁶ The record is an impressive one, however, and covers printed materials in a wide range of subject fields, as well as a wealth of manuscript material. "After generations of neglect," writes Mr. Downs, "the southern states are taking the lead in the preservation of manuscript records and other materials bearing on their history."

Surveys have been made of the libraries of three state universities—Florida,⁷ Georgia,⁸ and Mississippi⁹—and reorganization and develop-

⁶ R. B. Downs, "Notable materials added to American libraries, 1938-39," *Library quarterly*, X (1940), 157-91; "Notable materials . . . , 1939-40," XI (1941), 257-301; and "Notable materials . . . , 1940-41," XII (1942), 175-220.

⁷ L. R. Wilson, A. F. Kuhlman, and G. R. Lyle, "Report of a survey of the University of Florida Library for the University of Florida, February-May, 1940" (Chicago: American Library Association, 1940). (Mimeographed.)

⁸ L. R. Wilson, Harvie Branscomb, R. M. Dunbar, and G. R. Lyle, "Report of a survey of the University of Georgia Library for the University of Georgia, September-December, 1938" (Chicago: American Library Association, 1939). (Mimeographed.)

⁹ A. F. Kuhlman, "Report of a survey of the University of Mississippi Library for the University of Mississippi" (University, Miss., 1940). (Mimeographed.)

ments are in progress in line with the plans projected. The college and university libraries, on the whole, present a heartening record of progress. No library has as yet, however, as many as 1,000,000 volumes, and only two in the area have passed the 500,000-volume mark.

In the field of education for librarianship two schools have been added to the list of those accredited by the A.L.A.: the departments of library science of William and Mary and of the Texas State College for Women. Both schools emphasize service in schools and colleges. Three already existing schools have received grants for endowment or support: Emory and North Carolina have each received \$100,000 from the Carnegie Corporation, and Peabody, \$100,000 from the General Education Board. Hampton Library School for Negroes was discontinued in 1939 and a new school of library service established at Atlanta University in 1941, with a grant for endowment of \$150,000 from the Carnegie Corporation. A survey of library personnel and training in Tennessee¹⁰ and one on the need for a library school for Negroes in the South¹¹ were made under the auspices of the A.L.A. Board of Education for Librarianship.

There have been additions to the list of institutions offering training for school librarians and teacher-librarians under the standards of the Southern Association of Colleges and Secondary Schools. There has been experimentation with internships in the T.V.A. Institutes in county and regional library service have been held at Emory and Louisiana. The status of librarianship has been further protected by the passing of certification laws in Georgia, Kentucky, Tennessee, and Virginia. And, finally, a southern conference on library education is in process of organization, with the avowed purpose of improving the standards of training of professional workers in all types of libraries.

The development of school libraries has gone forward at an accelerated rate under the impetus of state supervision, state aid, state standards, and trained library personnel in the individual schools. There have been two losses and one gain in state school library supervisors: Alabama has so far failed to replace the supervisor who resigned in 1940, and Kentucky failed to continue the position of supervisor after the expiration of the initial grant for its support from the General Education Board. Partial compensation was made in Georgia,

¹⁰ E. M. Witmer, *Library personnel and training agencies in Tennessee* (Chicago: American Library Association, 1941).

¹¹ T. D. Barker, "Memorandum on the need in the South for a library school or schools for Negroes" (Chicago: American Library Association, 1939). (Mimeographed.)

however, by the appointment of a supervisor in 1937. Alabama, Georgia, Louisiana, North Carolina, Tennessee, and Virginia have provided state aid for school libraries in substantial amounts: Alabama, \$90,000 for 1939-40; Georgia, \$400,000 from 1937 to 1941; Louisiana, \$250,000-\$300,000 a year for three years from 1937 to 1940; North Carolina, \$50,000 for 1938; Tennessee, approximately \$265,000 from 1937 to 1941; Virginia, \$300,000 from 1938 to 1941. As the funds in Georgia, Tennessee, and Virginia were given on a matching basis, it means that much more than the total of these amounts was spent for school library books. The practice of pooling the book resources of the schools, especially on the elementary-school level, into county circulating school libraries has been greatly extended, notably in Tennessee and Virginia. Every state has one agency or more for the training of school librarians. Ninety-two per cent of the high schools accredited by the Southern Association of Colleges and Secondary Schools are reported as meeting the standards for the training of the librarian in 1940-41.

Significant happenings in all areas of library service to Negroes can be reported. Space permits the listing of only a few which seem of outstanding significance. Most important in the public library field is the publication of Dr. Eliza Atkins Gleason's book, *The southern Negro and the public library*.¹² In the analysis of the legal handicaps imposed by statutes and court decisions, the methods of control and organization of library service to Negroes in local units of government, the financial support accorded, and the amount of service given, the author has made available a body of information fundamental to the future planning of library service to Negroes.

Reference has been made to the opening of the school of library service at Atlanta University in 1941, of which Dr. Gleason has become the director. The announcement of the organization of the school was the background for a conference¹³ held at the University in March, 1941, to consider the library needs of the Negro group. Among those present at this conference were the presidents and the librarians of the colleges that had received in 1940 grants for books from the Carnegie Corporation. Twenty-three colleges in the states under review received grants of \$82,000 to be expended over a three-year peri-

¹² Chicago: University of Chicago Press, 1941.

¹³ *Library conference; held under the auspices of the Carnegie Corporation of New York and the General Education Board, March 14-15, 1941* (Atlanta: Atlanta University, 1941).

od. Some dozen or more colleges or universities have also received grants, approximating \$300,000, from the General Education Board, for books, buildings, fellowships, equipment, or technical services.

In the school library field there has been encouraging progress in the training of school librarians and teacher-librarians. A special training program extending from 1936 to 1939 was conducted under the auspices of the Southern Association of Colleges and Secondary Schools and the American Library Association, with a grant from the General Education Board. Twelve semester-hours of work were offered in successive summers at Atlanta University, Fisk, Hampton, and Prairie View. The records show that 97 students completed six semester-hours of work and 182 students the twelve-semester-hour program. The program of training has been continued at the four institutions; and other colleges are developing training programs, notably the North Carolina College for Negroes and the Virginia State College for Negroes, each of which has organized a thirty-semester-hour curriculum.

Such, in brief review, have been some of the significant developments in the southern library scene in the last six years. They show a substantial measure of accomplishment on a number of fronts and give the foundation for new points of departure and new directions for planning and effort, which, if pursued with vigor, should lessen the existing inequalities in library service between the South and other regions, between whites and Negroes, between the urban and the rural population, and between the scholars and students of one institution and those of another.