

# LIBRARY SCHOOL

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## THIRD YEAR ENDS

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THOUSANDS OF PEOPLE in New Zealand are anxious for knowledge, but do not know where to look for it, said the Minister of Education when he presented diplomas and certificates to students of the Library School's third professional course on 26th November, 1948. Books are storehouses of knowledge, he went on, and the librarian is the key by which the storehouse may be opened.

Miss N. Bateson, Director of the Library School, said that the ceremony marked the end of a stimulating year. She had come to New Zealand at the end of ten years of very bold and original planning and experiment which had made such great changes in libraries and library service that everyone now took for granted, for example, that all worthwhile books in the English language should come into the country. Detroit, with a larger population than New Zealand, was surrounded by large libraries, and could draw, if necessary, upon the resources of the Library of Congress. New Zealand, isolated as it was, had an immensely greater problem of book coverage, and, having tackled it, had still to devise means of moving books around the country. Work had only begun on the solution of our problems, but the hard work already done, and the conception behind it, would impress anyone from outside. The students of the School were fortunate to have inherited ideas which had been developed by NZLA.

The Library School had been planned and put into operation before Miss Bateson came to it, so that she had been, during the year, an interested observer. A feature which was interesting to an outsider was the Book Course, in which lectures were given by specialists, each convinced of the importance of his own subject and able to give a clear and authoritative guide to the significant books in it. The cumulative effect of a year of such lectures was quite impressive.

The vast number of books and periodicals now in existence could only be approached through bibliographies, indexes and abstracts, and the students had been introduced to these bibliographical aids; in addition, each had attempted to make a bibliography for one small corner of the field of knowledge.

It was the opinion of many that, for normal library work, only a very small number of books would suffice, and that elaborate schemes of book coverage were not necessary. The requests coming in to the National Library Service, however, reflected very varied demands, and yet these came from only a small percentage of the people who would make requests if there were suitable librarians in all our libraries. It was obvious that a research worker would pursue his ideas and use the literature of his subject, but it required more imagination to visualize the effect on people's lives of the infiltration of books throughout the community, of the effective selection, arrangement and display of books, and of suitable librarians to help people to use them.

Good library service could work a transformation in the life of a

community; without such service, the library would be nothing more than a frill. The difference was ensured by the training, knowledge, and imagination of the librarian.

It had been suggested that the Library School should concentrate on the teaching of techniques and routines. Miss Bateson agreed that techniques were very important; the older American library schools had originally concentrated on them, but the more alert librarians had realized that it was not details, but principles, that should be taught at that stage, and the trend was now away from details. Having grasped the principles, the product of a school should be able to devise applications for them, but if the principles had evaded him, proficiency in techniques would not make him a trained librarian.

Miss Bateson expressed the appreciation of the School for the willing help given by libraries throughout the country, without which the work of the School could not go on. In particular, she mentioned the generosity of the General Assembly Library, which had waived many of its rules for the School's convenience.

Mr McCombs then presented diplomas and certificates to the students. Diplomas were received by N. H. Burton, J. C. Chandler, O. C. Chandler, Margaret I. Ewart, Sadie M. Foote, K. A. R. Horn, Beryl C. Horrobin, Amy L. Jamieson, D. L. Jenkins, Phyllis L. Jones, Ruby McCaughern, M. Betty Malthus, Gwendeth G. Menzies, T. B. O'Neill, Patricia M. Quinn, C. W. Tolley, A. E. Turner and G. W. Turner. Certificates were received by M. Joan Brosnahan, L. Jane Coard, Helen B. Cowey, Jean Fordyce, R. Marion Morgan, Winifred M. Oldham, Elizabeth P. Randle.

## A NOTE ON AMERICAN SALARIES

The injustice of paying librarians with college and library school preparation salaries only slightly higher, sometimes lower, than those paid high school graduates in their 'teens and twenties for non-administrative clerical work, should be attacked on every front. Trustees, however, are too often supine or apologetic in asking for decent library salaries, even when their librarians gather data to prove the case.

Poor provision for annual or other assured increases is only one of the details in which promotions in library work are thoroughly unsatisfactory. 'Nothing is so deadening to ambition as to start a graduate at \$2,000 and have him getting \$2,100 five years later.' Numerous returning service men and women give this as a chief reason why they have decided not to return to a profession in which they made a good start. Even if in normal times a beginning salary of \$2,000 were assured for investing five years in an education beyond high school, and assuming that there will be numerous and frequent vacancies for administrators as department heads and head librarians at salaries of \$3,000 and upward, the great proportion of library salaries would still remain grossly inadequate, for too little emphasis has been placed on the salaries that will be paid after five or ten years of excellent