

# North Carolina Libraries

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## REPORT FROM THE PRESIDENT



EUNICE QUERY

A very successful spring workshop was held on Saturday, April 11, on the campus of the University of North Carolina at Greensboro with about one hundred members in attendance. All sections and committees meet with the new ones to give commented favorably on having the old committee meet with the new ones to give them a resume of accomplishments and some direction for new projects. Our apologies are extended to those who were not informed properly of the meeting. Inadvertently the list of the 1969-1971 committees was left out of some of the packets, and we had no way of knowing which were missed. We are sorry for the inconvenience and embarrassment caused. If anyone wishes a list of the new committees, please let me know.

Mr. William G. Wilson, a director, has resigned from the Executive Board because he is leaving the state to pursue further graduate study. Mr. Wilson was very active and made significant contribution to the work of the Association during the short time he served. We will miss him but wish him Godspeed in his new venture.

The Executive Board unanimously selected Mrs. Lualgia Alcorn, librarian of the J. C. Price School in Greensboro, to succeed Mr. Wilson. We are pleased to announce that Mrs. Alcorn has agreed to accept this appointment.

Copies of *Library Education in North Carolina*, prepared by the Committee on Education for Librarianship, are available in the executive office in Raleigh. Work progresses on the revision of the *Handbook*, which should be completed early in the fall.

The North Carolina Association of School Libraries has almost completed plans for their 1970 workshop, which will be held in Durham on October 8-10, 1970. The Education for Librarianship Committee discussed plans for a workshop on library education. The Executive Board is considering their suggestion and will inform the membership when a decision has been made. The Membership Committee proposed a new structure for their committee; that each section appoint a membership chairman and that this person automatically become a member of the Association's Membership Committee. This suggestion has been implemented. Other committees have reported productive sessions discussing plans and projects for the biennium.

The 1971 spring workshop will be held at Chinqua-Penn, near Reidsville, the first Friday in April. The 1970 workshop was held on a Saturday for the benefit of

## THE SCHOOL LIBRARY PROGRAM IN THE "ELECTRIC AGE"

By NANCY JENNIE LEE RIDER

Effective school library service today is partially contingent upon the library's capacity to respond to meaningful change and to initiate creative movement. During the first quarter of the twentieth century, marked changes characterized library service to youth. The changes in the twenty-five years that followed were primarily variations of earlier developments.<sup>1</sup> Throughout the fifty-year period, the primary objective of library work with youth was to reach "all children and young people with good service."<sup>2</sup> This objective remains basically the same today; but the past two decades have witnessed dramatic changes in education and in the whole of society itself that necessitate flexibility and creativity in the library's approaches to achieving this goal. Marshall McLuhan has referred to the current period as the "electric age." Electric means of storing information have made large units as manageable as small ones. Mr. McLuhan compares the automation of a plant or an industry to the changes that must occur in society and its institutions as a result of this electric technology.<sup>3</sup>

Since the end of World War II, and more particularly the launching of the first Russian satellite, American schools have experienced curriculum changes more sweeping than those that had formerly reflected the rather gradual evolution of society.<sup>4</sup> These changes were given further impetus by the anticipated postwar economic collapse that did not materialize, by the rising hopes of middle class parents in education to better their children's lives, by unemployment caused by job obsolescence, by the rapid accumulation of knowledge, and by federal leadership in Washington.<sup>5</sup>

Change can be seen at a number of points in the modern school. Trends indicate an emphasis by subject-matter specialists on learning fundamental concepts and processes in preference to the rote memorizing of facts.<sup>6</sup> It is becoming increasingly popular to reorganize schools horizontally into a variety of teaching arrangements or vertically into non-graded or multigraded programs.<sup>7</sup> Special programs for slow learners, the physically handicapped, and the academically talented are being initiated.<sup>8</sup> Automation is affecting the revitalization of vocational and technical education,<sup>9</sup> and many are looking to cybernetics and technology as a means of revolutionizing the whole of education.<sup>10</sup> Important spokesmen in education are urging the development of facilities and flexible scheduling that permit large group instruction, small group discussions, and independent study.<sup>11</sup>

All of the sundry trends mentioned have implications for the school library, but perhaps none is of more special significance that this last emphasis on requiring students to seek sources of information, to formulate problems and hypotheses, to evaluate data, and to come to conclusions of their own.<sup>12</sup> There is strong opinion among school library leaders that skills necessary for students' acquiring and using knowledge can be most effectively learned through multiple resources.<sup>13</sup> And resources are only one facet affected by changes occurring in America's schools. It is imperative that librarians be aware of trends in all areas of the curriculum in order to understand their direct and important implications for library resources,

facilities, personnel, and all of the other components of the library program. Such an awareness makes the implications of the following statements obvious for the library:

Each reformer comes to his task with a little bundle of desired changes . . . The true task is to design a society (and institutions) capable of continuous change, renewal and responsiveness. We can less and less afford to limit ourselves to routine repair of breakdowns in our institutions.<sup>14</sup>

What is needed to make the library self-renewing? The word *program* denotes planning and future direction. It looks ahead, anticipating change. Further, *library program* connotes purposeful change, presupposing the formulation of objectives. Little is done toward realizing an objective until it is recognized as a valid one. Planning the library program demands self-examination as well as study of the larger school program in order to determine objectives. The quantitative and qualitative standards of the library derive in large measure from the over-all goals of the school program. Indeed, an important *raison d'être* for a library program is contained in the definition that a school library is "a centrally organized collection, readily accessible, of many kinds of materials that, used together, enrich and support the educational program of the school of which it is an integral part."<sup>15</sup> Certainly, selecting, organizing, and making materials accessible is a part of any library program. That the very provision of a balanced contact of reading materials extends the boundaries of a school's literature program is an example of the importance of the library's supportive and enriching functions for both the group and the individual student.<sup>16</sup> This supportive function should also be reflected in such considerations as library hours and circulation policies.<sup>17</sup>

"Deploring the spoon feeding of students, as librarians so frequently do, may actually mean deploring a more intelligent use of a student's time and efforts."<sup>18</sup> There is some opinion that placing information from all media in the hands of students as quickly and efficiently as modern technology permits is the chief function of a library.<sup>19</sup> This is, of course, a major service of the library; but the program best justifies itself when it goes beyond this concept and recognizes a further responsibility toward its patrons and toward the materials provided for them. The school library can play a role in fostering the important intellectual processes of "analysis, evaluation, synthesis, response, [and] appreciation" that come into play when students use materials.<sup>20</sup> When the school library program has this objective, students learn to learn in school libraries "under the guidance of teachers and librarians expert in their knowledge of students, the curriculum, the ways of teaching, and the ways of learning."<sup>21</sup>

If a goal of education in America today is to produce functionally literate citizens,<sup>22</sup> then as a part of the school, the library must be concerned not only with the important area of reading guidance but with guidance in the use of other media as well. Studies have repeatedly testified to the distinctive place that the mass media occupy in the lives of American youths and adults. Teaching how to operate a film projector is not enough to assure discriminative use of film. Guidance is needed in viewing and listening skills that foster visual and audio literacy involving perception, evaluation, [and] appreciation.<sup>23</sup>

The important observation that teachers who have not been introduced to the school library do not ordinarily motivate their students to use it<sup>24</sup> is only one factor favoring the opinion that communication with teachers and administrators should be emphasized in the library program. Indeed, the librarian himself has a professional responsibility to become cognizant of trends within the whole of society and education as well as his own field so that he can contribute to the developing of a relevant philosophical orientation. By touching so many persons and areas in the school, the library program has the opportunity not only to reflect curriculum goals and changes but to have an impact of its own in establishing worthy objectives and in initiating movement that leads to their realization.

The library program justifies itself with the planned support and enrichment it provides for the total school program. It enlarges the individualizing and compensatory capacities of the school. A program involves the establishment of goals and provision for movement toward these goals. It is the best assurance that the library will be ready to incorporate the changes made necessary by the "electric age" and by curriculum revision. It increases the probability of a significant contribution to the development of intellectual processes, to the continuing growth and education of students, which is, after all, the school library's first reason for being.

## REFERENCES

<sup>1</sup> Frances Henne, "The Basic Need in Library Service for Youth," *Library Quarterly*, XXV (January, 1955), 38.

<sup>2</sup> *Ibid.*

<sup>3</sup> Marshall McLuhan, *Understanding Media: The Extensions of Man* (New York: McGraw-Hill, 1965), p. 358.

<sup>4</sup> John I. Goodlad and others (eds.), *The Changing School Curriculum* (New York: The Fund for the Advancement of Education, 1966), p. 9.

<sup>5</sup> *Ibid.*, pp. 12-13

<sup>6</sup> John I. Goodlad, *School Curriculum Reform in the United States* (New York: The Fund for the Advancement of Education, 1964), p. 51.

<sup>7</sup> *Ibid.*

<sup>8</sup> *Ibid.*

<sup>9</sup> *Ibid.*

<sup>10</sup> Robert S. Gilchrist and Willard G. Jones, "The Instructional Program and the Library," *Theory into Practice*. VI (February, 1967), 7.

<sup>11</sup> J. Lloyd Trump, *Guide to Better Schools* (Chicago: Rand, McNally and Company, 1961), pp. 40-45.



## THE SCHOOL LIBRARIAN AND LEARNING

By SARAH KRENTZMAN SRYGLEY

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Since its inception, the school library has been one of the most specialized of libraries. Its objectives are derived from the purposes and programs of the school community served, including those formally stated in curriculum materials and many unstated but obvious personal goals of young people. As a school changes its emphasis, objectives, organization or methods, its library must change to be truly supportive. Giving leadership in designing such change is one of the most important responsibilities of school librarians or media specialists today.

In response to educational change school libraries are emerging in fact as well as theory today as educational media centers. They offer a great variety of instructional materials including many formats with their accompanying technology. They provide services to faculty and to students, assisting them in becoming more expert in the process of free inquiry as a basis for learning. They are intellectual laboratories, essential for achieving many commonly accepted educational goals. As educational agencies, school libraries are fast becoming a generative as well as a supportive force.

To be effective the school media center must be easily accessible, planned to encourage independent study as well as group activity, and envisioned as a learning center. Its media collection and services are related integrally to the basic learning program of the school; no longer is it seen *only* as a desirable place for students to go for enrichment or supplementary experiences once they have completed basic assignments. In school organization, it is recognized as a center for learning and for teaching, used by students as they need it to achieve educational purposes and plans, and not just as a place to "spend a period." This requires much flexibility in scheduling if access to the library is to be a reality.

The school library provides media and services in classrooms and other teaching stations, not just in the place called the library or media center. There is recognition that much of the library's collection should be available for use by students and teachers at home. Teachers and curriculum specialists should depend on the library for assistance in designing and effecting learning experiences, especially at the critical steps of evaluating, procuring, retrieving, utilizing or producing educational media. Students should become involved in this process when it provides useful learning experiences for them.

There is less reference today in professional literature to "the librarian" or "the media specialist" and more reference to "the media staff." The new standards for school media programs published jointly by the National Education Association and the American Library Association recommend a staff of professionals, technicians and aides adequate in size and qualifications to provide the media services teachers and students must have in a good school. The standards are realistic but not attained as yet in most of the nation's schools. As the staff envisioned in the standards emerges in schools throughout this land, there should be remarkable impact on educational achievement.

With this introduction, what about librarians and learning? Implicit in these definitions of the school media program are certain expectancies related to the professional staff. Some of these expectancies require professional knowledge, skills or abilities traditionally expected of school librarians or of audiovisualists; however, some are new areas of competence or extensions of traditional requirements.

Identification of staff requirements for emerging school media services and programming for preservice and continuing education of staff constitute one of education's most challenging problems. It must be studied cooperatively and seriously by all segments of the education community affected: by school administrators who are responsible for providing appropriate and adequate staffing in schools; by library and other educators in colleges and universities who are responsible for preparation of media specialists; and by supervisors, administrators and university personnel who share responsibility for providing continuing education opportunities for media specialists. Teacher education personnel share responsibility for assisting teachers to understand the role of media in learning and in teaching, to recognize the importance of good media services and to utilize effectively the assistance of media specialists.

Without elaborate discussion, it appears that the following requirements are essential for all media specialists who would assume general responsibilities in this field or who would relate their specializations to the general program of media services:

1. To understand learning theories and their implications for designing instructional programs.
2. To be skilled in curriculum planning, understanding purposes, processes and problems in this area.
3. To be knowledgeable about human development, particularly the needs, interests, problems and potential of young people in modern society.
4. To understand group dynamics as a basis for working effectively in educational leadership.
5. To have specialized knowledge and competence in the field of educational media, basic to building and administering a service program in the school.
6. To have competence as an administrator, capable of managing programs involving significant expenditures, personnel administration, and program planning and evaluation.
7. To have competence as a teacher, able to assist other teachers and students in becoming increasingly skillful in their choice and use of educational media.

Surely there are other requirements that could be identified and agreed upon. But these seven seem to encompass the major areas of expectancy. Note that a major part of these relate to knowledge or competence required also of other teachers or educational specialists involved in the learning program. This proportion seems reasonable if the school media specialist is to be able to relate properly to the teaching team of which he is a part.

Librarians or school media specialists contribute directly to the nature and quality of the learning environment in the modern school. They give leadership in building a collection of media that will be a major determinant of learning and that

often generates and directs learning. They cooperate in planning and providing instruction to ensure students' learning how to learn, particularly in relation to techniques of searching, evaluating, and synthesizing informational data and of using libraries and related technology. They assist teachers and other specialists in designing instruction and in the operational aspects of such programs. They join with others on a faculty in studying the needs of learners and in continuous curriculum planning to meet these needs.

It seems obvious, yet significant to note, that school media specialists themselves must continue to learn professionally. They must attempt to keep up with new media and its implications. They must continue to learn what research says about learning, teaching, and the role of media. They must consider current studies of education's role, with concern for the nature of society, the relevance of education for today's youth, and the nation's problems and interests. They must identify more effective ways to cooperate in the education enterprise, working with other educators and coordinating more effectively the efforts of specialists within the media field.

Surely this suggests a renewed sense of the significance of the work of the school media specialist and a reaffirmation of professional commitment.

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## REPORT FROM PRESIDENT (Cont'd)

school librarians. College and public librarians requested that the next workshop be held on a Friday. The Center was able to schedule a Friday meeting more easily than a Saturday one. So we trust that school librarians who are members of committees can arrange professional leave and be able to attend.

On May 11, 1970, a Library Technical Assistant Workshop was held at Central Piedmont Community College in Charlotte, sponsored by CPCC, Appalachian State University, the North Carolina Department of Community Colleges, and the North Carolina Library Association. Dr. Louis Shores was the keynote speaker, using the topic "Middlemanship — New Careers in Libraries." A symposium, moderated by Mrs. Vera Melton, Director of Library Services of the Department of Community Colleges, was presented by John Martinson, Communication Service Corp., Washington, D. C.; John Marshall, Professor of Library Science, University of Toronto; Henry Drennan, Library Branch, U. S. Office of Education; Joseph Godsey, Post-Secondary Programs, Texas Education Agency; and Rosalind Campbell, Librarian, Caldwell Technical Institute. Group discussions, with the above people as consultants, were held in the afternoon.

The NCASL is to be congratulated for its fine membership drive. They have offered a real challenge to other sections and to all members.

Particular thanks are due to Charlesanna Fox and the National Library Week Committee. Their work has made a real impact throughout the state. All are especially grateful to Mrs. Robert Scott, who has been such an energetic, interested, and enthusiastic chairman. In addition to her continuing effort, Mrs. Scott and her family made several television scenes. These are available to local TV stations and are suitable for use any time during the year.

In another part of this journal you will find a list of all 1969-71 committees.



# THE LIBRARY TECHNICAL ASSISTANT PROGRAM AT CALDWELL TECHNICAL INSTITUTE

*By* WILLIAM M. HILL

A library technical assistant is envisioned as a middle level employee between the professional librarian and the clerk that would relieve the professional from many clerical tasks that he now performs. These assistants can be trained either on the job or through a course of instruction at some educational institution.<sup>1</sup> With the growth of community colleges in recent years and the proliferation at these colleges of library courses, the debate over the value and use of graduates of such courses has grown fierce. To furnish North Carolina librarians with material to resolve what questions they have about implementing a library assistant program in the state, the library assistant program at Caldwell Technical Institute in Lenoir was examined through an interview with Mrs. Rosalind Campbell, director of the program, and a study of her lesson plans. The market potential for the graduates was ascertained by a questionnaire sent to a sample of public, academic and school librarians. As an additional test, a questionnaire was sent to the five graduates of the program and their employers.

The library assistant program at Caldwell Technical Institute was initiated in 1966 by Mrs. Rosalind Campbell, who was soon assisted by Mrs. Esther Hoyle. Mrs. Campbell received her M. A. in library science from Appalachian State University and worked in various libraries before heading this program. Mrs. Hoyle received her M. A. in English, with 27 quarter hours in library science, and had three years of library experience before coming to her present position. They both had many years of teaching experience before attempting to teach these library assistant courses. In addition, they are active members of the American Library Association, the North Carolina Library Association and the American Association of Junior Colleges, through which they update their knowledge of teaching and library procedures.<sup>2</sup> They both seem qualified to administer this program, because of their wide teaching and library experience, but Mrs. Campbell's degree is not from an accredited library school, as the American Library Association guidelines for such programs suggests.<sup>3</sup>

The American Library Association guidelines make three other suggestions concerning the operation of library assistant programs. First, any such program should have at least one full-time faculty member besides the director.<sup>4</sup> This is not the case at Caldwell Technical Institute, since both women also share their time with the Institute's library.<sup>5</sup> Second, the program would have a local advisory board composed of a representative of the state library, the director of a major local library, a school library supervisor, the librarian of a local academic institution, and the head of a local special library. This board should be established before the program is initiated to determine its necessity and guide its every step.<sup>6</sup> The board that advises Mrs. Campbell meets the guideline for composition, but it was not started until after the program's inception. Mrs. Campbell regrets that it was not, and strongly advises other interested parties to have such a board even in the planning stages.<sup>7</sup> Third, the finances of the program should come from the instructional

budget and be separate from the library budget.<sup>8</sup> The school attempts to separate the finances of the library and the technical assistant program by paying for all instructional materials and half of Mrs. Campbell's salary out of the instructional budget.<sup>9</sup>

Regarding courses of instruction, the most important part of such programs, the guidelines suggest that the various courses of the curriculum should be distributed among three areas: courses in general education, library technician courses, and related courses. Courses in general education should comprise 50 percent of the program. Included in this area should be courses in communication skills, humanities, social sciences, and physical sciences. Library technician courses should constitute 25 percent of the total and include such subjects as introduction to libraries and library services, operations in support of readers' services and technical services, handling of audio-visual equipment and media production, and practical experience in other libraries of the locality in addition to the library of the educational institution. Related courses in the field of business skills should make up the other 25 percent of the total.<sup>10</sup> The curriculum designed for the Caldwell program fits the guidelines almost exactly: fifteen courses in general education, eight library technician courses, and eight related courses. Courses in the area of general education include grammar, composition, report writing, and oral communication; surveys of the physical sciences, western civilization, American literature, and social science; and three electives. Library technician courses cover such subjects as introduction to library services, book selection tools and order procedures, reference, cataloging and classification, circulation routines, and two library practice courses fulfilled by working six hours a week in a library other than that of the Institute. The related courses consist of business mathematics, accounting, typing (if needed), office machines, and an introduction to data processing. In addition, some instruction in good grooming and deportment is given to all students by the teacher of the beautician courses at Caldwell Technical Institute, and instruction in good telephone manners is given by a local telephone operator. Mrs. Campbell plans to offer, in the future, a greater variety of courses that are related to the work of the library technician in order to train more effective audio-visual equipment specialists and medical library technicians.<sup>11</sup>

When assessing the content of this course of study, it is also important to ascertain whether the students are being taught to perform any tasks that should properly be done by a professional librarian and whether, through the actions of the teachers or the subject matter taught, they are given the impression that they will be trained librarians when they graduate. There was no evidence that the students at Caldwell Technical Institute are being taught to perform professional tasks or to believe they are going to be professionals when they graduate. Quite the contrary: Whenever professional matters are discussed, such as the principles of book selection, cataloging, or reference, they are done so only to explain the various processes of a library, to give the students an appreciation of professional activities, and to show them the nature of the position which they will eventually occupy in the library. For example, when the principles of book selection are taught, they are designed to give insight into the problems and qualifications of the book selector and to cause the student to realize that book selection is not a haphazard process. The rest of the time (approximately 90 percent) is spent acquainting the students with the tools used and the techniques followed in the bibliographic searching pro-

cess before a book is ordered, the techniques used in typing orders and in keeping the appropriate records on the orders.

A similar situation exists in the cataloging course, where principles of cataloging and classification are explained solely to give the students an understanding of the purpose of the catalog card, and how the catalog cards are grouped to achieve this purpose; all remaining time is used for teaching card preparation and catalog maintenance. Even in the reference course, the duties of the professional are not infringed upon, although the use of simple tools, such as basic language dictionaries, general encyclopedias, yearbooks, popular indexes and bibliographies, is taught.<sup>12</sup> The employment of these tools to answer fact questions and locate simple bibliographic information is considered, according to the afore-mentioned the appropriate records on the orders.

When considering the possible utility and value of any library assistant program, it is also important to examine the market potential and career opportunities for the graduates of the program. From the questionnaire sent to North Carolina librarians, the following results were obtained. Forty-two out of the fifty-one replies indicated that they would hire a graduate of a library assistant program; two replied that they would not, because there was no need for them or their library was too small to use these graduates. Seven questionnaires had no reply to this question. Within the forty-two favorable responses, however, many reservations were expressed. Seven librarians replied that they did not have the authority to hire anyone, and three librarians preferred employees with a great deal of general academic education. Eighteen of the twenty-eight school librarians do not now have any other regular employees.

In answer to the question whether they would give any preference to a library technician over a high school graduate, four of the forty-two indicated that they would not for the following reasons: "Their education isn't worth that much," "the important prerequisite for the library assistant in this library is not proficiency in technical skills which can be learned on the job, but rather that he have sufficient liberal educational background and intelligence . . .," and "We would still have to train them to perform their duties in accordance with our procedures." It should be noted that two of the librarians who expressed these opinions employ thirty-two and eleven non-professionals (the first and third largest number of employed non-professionals encountered in this survey). Thirty-five out of the remaining thirty-eight made some attempt to state how they would give a preference to a library technician. Six librarians stated they would give the graduate a higher salary and greater responsibility than a high school graduate with no training; three would give the graduates higher salaries only, while the same number would give him greater responsibility only. The remainder of the thirty-five did not mention how they would demonstrate this preference, stating merely that they had more and better education than the high school graduate, they would be more valuable employees, or they would occasion more respect from students and teachers.

The next consideration is the salary that can be expected by the graduates when they are first employed. Some knowledge of this can be derived from the salaries of the graduates of Caldwell Technical Institute as reported by their employers and corroborated by the employees themselves. The two graduates working in school libraries earn below \$3600 a year; two of the three graduates working in community colleges or technical institutes are earning from \$4200 to \$4499, and

the other, \$5100 or above. Further insight into the salaries that might be earned by these graduates can be gained by inspecting the position classification of the responding libraries. Only sixteen libraries out of fifty-one described their schemes. Whenever possible, the salary to be paid was the one designated by the library; yet, when one was not designated, the author chose an appropriate one after considering the work described by the classification scheme and the work performed by graduates of the program. The salary range resulting from this process was from \$2500 to \$4584, with an average of \$3747.

The final consideration is the possibility for the graduate to advance in salary and degree of responsibility within the ranks of a non-professional worker. This is very important, for the library technician program is considered to be a terminal one. As examples the New York Public Library has three levels of advancement for the library assistant with five salary increments for each level; the Los Angeles County Library has two levels with five salary increments for each level;<sup>14</sup> and the Federal Government has four levels with ten salary increments for each level.<sup>15</sup>

Although the classification schemes found in North Carolina may not provide for as much advancement as these, some room for advancement is provided. The college library with the most employees had two levels for library assistants with five salary increments for each level. The person occupying the position of "Library Assistant One" supervises the services at the circulation, reserve and reference desks, supervises the shelving of books, and maintains the serial and periodical files. The two people with the "Library Assistant Two" title supervise the ordering of books, the bibliographic searching for order information, the unpacking of books, the cataloging of books for which cards are available, the filing of cards, the preparation of new books for circulation, and even assist in original cataloging. Yet it seems that a graduate of Caldwell Institute could perform competently the work of a person occupying a "Library Assistant Two" position. The largest special library has three levels for Library Assistants but did not, in its questionnaire, differentiate the work performed in these levels. The public library that employed the greatest number of non-professionals gave no description of work done at the different levels; however, a smaller one had two levels for its desk assistant, bookmobile assistant, and branch assistant. The only difference between the levels is one of money, for the work is the same. Even here, a graduate technician might be admitted to the top level, for the entrance requirement is two years of college. However, it is important to keep in mind when considering the advancement possibilities of library assistants that thirty-three of the forty-six answering indicated that they had either one or no full-time, non-professional employees.

Increase in earnings should be discussed in addition to the advancement in responsibility. Three of the five libraries employing graduates of Caldwell reported the maximum for technicians as under \$6000; two listed it as between \$6000 and \$7000. The maximum salary for non-professionals indicated by North Carolina librarians ranged from \$2500 to \$8090, with an average of \$4455.

In conclusion, it was found that the library assistant program at Caldwell Institute measures up well against the established guidelines. It has a local advisory board to aid it, a sufficient quantity of teachers, although they are not full-time teachers, separate funding for the program, and most importantly, a curriculum that meets every specification. In addition, the teachers are thoroughly imparting the knowledge of library techniques embodied in this curriculum to the students



and are in no way imparting any knowledge that the students do not need. All fears that this program is trying to produce professional librarians from high school graduates or that the teachers are giving this impression to their students should be allayed.

Although in-service training can prepare technicians, especially in the larger library systems that can reserve sufficient resources to train them properly, there are compelling reasons to prefer the institutionally-trained in North Carolina. According to *Resources of North Carolina Libraries*, edited by Robert B. Downs, North Carolina has insufficient finances and personnel to provide adequate service.<sup>16</sup> Therefore, it would be unfortunate for North Carolina libraries to expend a considerable amount of funds and time training technicians who could be suitably trained outside the library. The libraries could well apply these released resources to directly serving the public.

However, the prospects are not good for technicians in North Carolina. The salaries that technicians can expect are not appealing when compared with the beginning salary of \$5145 that a library technician could earn working in U. S. Government libraries.<sup>17</sup> Even when this figure is adjusted to reflect the conditions in North Carolina (North Carolina's hourly wage being 29 percent below the national average<sup>18</sup>) to \$3653, the salaries of two of the graduates presently employed and the average expected salary from North Carolina libraries do not meet this figure. The picture becomes even more dismal when the maximum salary of a library technician in North Carolina is compared with one which a technician can achieve by working for U. S. Government libraries. When \$9078<sup>19</sup> is adjusted to \$7446, the maximum salaries that graduates can expect are totally inadequate, except for the salary of \$8092 offered by only one special library. A re-examination of pay scales for experienced workers is most urgent, for it seems that most libraries do not plan for long-term employees. The prospects for technicians to advance in positions of responsibility seem to be as bleak as their prospects for a reasonable advance in salary. Even the largest library systems encountered in the survey can supply, at most two technician categories. Yet the fact that is most discouraging is that a majority of libraries responding have only one or no full-time, non-professional employee. When libraries are so small, there is no room for advancement even if a technician is employed. The one real hope for creating good employment opportunities and good potential for career advancement lies in the slow process of the creation of larger library systems. Meanwhile, all libraries should re-examine their position classification schemes in light of this emerging new library worker, so that they may take full advantage of his appearance.

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- <sup>2</sup> Rosalind Campbell, a private interview at Caldwell Technical Institute, Lenoir, N. C., December 5, 1968.
- <sup>3</sup> "Criteria for Programs to Prepare Library Technical Assistants," *ALA Bulletin* LXIII (June, 1969), 791.
- <sup>4</sup> *Ibid.*
- <sup>5</sup> Campbell, interview.



<sup>6</sup> "Criteria for Programs," pp. 790-1.

<sup>7</sup> Campbell, interview.

<sup>8</sup> "Criteria for Programs," p. 791.

<sup>9</sup> Campbell, interview.

<sup>10</sup> "Criteria for Programs," pp. 792-3.

<sup>11</sup> Campbell, interview.

<sup>12</sup> *Ibid.*

<sup>13</sup> "Criteria for Programs," p. 790.

<sup>14</sup> John Martinson, *Vocational Training for Library Technicians* (Washington: Communication Service Corporation, 1965), pp. 106-8.

<sup>15</sup> U. S. Civil Service Commission, *Library Technician Series, G. S. 1411* (Washington, 1966), pp. 14-28.

<sup>16</sup> Governor's Commission on Library Resources, *Resources of North Carolina Libraries*, ed. by Robert B. Downs (Raleigh: The Commission, 1965), p. 230.

<sup>17</sup> U. S. Federal Library Committee, *Roster of Vacancies for September, 1968* (Washington: Library of Congress, 1968), p. 11.

<sup>18</sup> Derived from U. S. Bureau of the Census, *Statistical Abstract of the United States: 1968* (Washington, 1968).

<sup>19</sup> U. S. Federal Library Committee, p. 11.

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# Library Round-up

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## The Dedication of the William R. Perkins Library

On the evening of April 15 Terry Sanford, in his first official appearance as President of Duke University, opened the two-day dedication program of the new \$7.4 million William R. Perkins Library—of which Dr. Benjamin E. Powell, who has distinguished himself by able work in national circles, is librarian. Mr. Sanford traced the history of the Library from its early days as a part of Trinity College to the present time and, in conclusion, reiterated the pledge Walter Hines Page made in the 1903 dedicatory address for the Trinity College Library: "I dedicate it to free thought, not about some subjects, but about all subjects, the free thought that is the very atmosphere of an ideal university."

The morning of Thursday, April 16, was featured by symposia on the modern academic library. Participants in these events included:

"Where the Action Is: The Undergraduate and the Library in the New Academic Society"

Moderator: William S. Dix, Librarian, Princeton University; Julia Holmquist Knight, Duke alumna (1969); Anne F. Scott, Associate Professor of History; Robert C. Krueger, Assistant Professor of English

"The Literature of the 'Now' Generation and the Academic Library"

Moderator: Jerrold Orne, Librarian, University of North Carolina at Chapel Hill; John L. Sharpe III, Curator of Rare Books, Perkins Library; Jean M. Cary, Undergraduate, Duke University; William H. Poteat, Professor of Christianity and Culture

"The Utopian Library: Financing an Academic Research Library"

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## Northampton Memorial Library

By FRANCES S. MIDYETTE

The new home for Northampton Memorial Library is in the building process now. This project is being financed from county and federal funds. Under Title II of the Library Services and Construction Act, the Federal Government furnishes 58% of the cost of the project and local government 42%.

On June 20, 1967 the Northampton Memorial Library Board of Trustees, with Dr. J. A. Fleetwood, Jr. as chairman, filed formal application under Title II of the aforementioned act for not less than \$110,000 nor more than \$120,000 to finance the new building. Political maneuvers were rampant in Washington with much talk of economy. Our application was caught up in all this, and hopes waxed and waned. Finally, at long last, a telephone call from State Library in



Raleigh on November 12, 1968, informed us that our project and one other in North Carolina were the last two to be funded under the existing Library Services and Construction Act. In the meantime, Congressman L. H. Fountain and Senators Sam J. Irvin, Jr. and B. Everett Jordan had been informed of our application for federal funds, and each was putting in a word with members of the Bureau of the Federal Budget where it would do the most good. This is an excellent opportunity to say again, "Thank you, Congressman Fountain and Senators Irvin and Jordan!"

Plans for the new building have been drawn under guidance rules

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## Guilford College To Receive Books from Prime Minister of Kuwait

A gift of books from the Heir Apparent and Prime Minister of Kuwait is expected to provide Guilford College with one of the best collections in the Southeastern United States on the Arabic civilization and history and Islamic culture.

Announcement of the gift from His Excellency Shaikh Jaber Al-Ahmad Al-Sabah was made by Dr. Grimsley T. Hobbs, president of Guilford College.

The offer of the books was made through Dr. Khamis Abdul-Magid, former advisor to the Ministry of Fi-

nance and Oil in Kuwait who now is Dana Professor of Economics at Guilford and chairman of the college's department of economics.

"The Prime Minister's aim is to strengthen the relations between the Arabs and the American people," Dr. Abdul-Magid said. "His Excellency feels that when people understand other people's culture, history and aspirations, they come to appreciate their problems and help in solving them."



Left to Right: President Grimsley T. Hobbs, Dr. Khamis Abdul-Magid, and Herbert Poole discuss gift of books from Kuwait.

"The Prime Minister, a tolerant man, is impressed by the tolerance of Quakers, who founded Guilford College," he said. "Like they, he is a humanitarian who is concerned for world peace."

Herbert Poole, Guilford College director of libraries, said the Prime Minister's office was assisted by the library department at the University of Kuwait in preparing a representative list of some basic works in English

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NOW IS THE TIME . . .

By HELGA H. EASON

*ASD Representative to the  
ALA Membership Committee*

Have you been saying to yourself, "I don't believe I will join American Library Association this year. It's such a big organization, it's so far from me and it doesn't do a thing for me personally?" If you have, stop a minute and think. You'll realize that this is far from the truth.

For years, the American Library Association has kept the standards of the profession high. As a result, the status of your job is such that governing bodies are paying increasingly high salaries. This certainly affects you. Moreover, the American Library Association has for years maintained an office in Washington which kept all librarians apprised of national legislation affecting libraries, which alerted nationally-known librarians as to hearings at which they should appear, which worked to put through appropriations which have improved the service of the libraries of this country, which in turn increased not only prestige of libraries but their budget. This, certainly affects you vitally and personally.

In addition to such activities as the setting of standards and work with legislation, the ALA assists individual members in many other ways. Its professional publications, continuing education programs, exhibits, journals, newsletters, and the research and guidance work of the divisions and committees are part of its membership benefits. Membership also makes possible group insurance benefits which can be transferred as you move throughout your entire career.

## WHOM DO YOU SERVE?

If you work with adults in a public library, teach adult services in a library school, administer a special or public library, are a state librarian or a consultant working with adults, are a Trustee or member of Friends of the Library, you can get immeasurable help from the Adult Services Division. For years, the Division has been perfecting techniques and publishing the findings of ways to work with aging, the disadvantaged, labor groups and the culturally illiterate. It has encouraged its members to go into the community where knowledge and information are needed—to the disadvantaged and the advantaged, to people of all races.

Do you work with children? Do you work in a school or children's room of a public library, administer a library involved in a great deal of activity for children, teach children's literature, serve as a consultant in children's work for a state library? If you are involved in any of these activities, the Children's Services Division can help you immeasurably. The same holds true of other Divisions. If you are a school or public librarian working with young people, a professor teaching library school students how best to work with young people, the Young Adult Services Division can help you greatly.

You don't have to be the Director of a great library to be a member of the Library Administration Division. If you work in public relations, with circulation, with personnel as a supervisor, or are a member of Friends of the Library, this division can prove invaluable to you. If you do reference work, you can get the advice you need on informational, bibliographical and research activities from the Reference Services Division. If you work in tech-

nical processes in any type of library anywhere, you will want the help of the Resources and Technical Services Division for your work is continually changing in this computerized age, with central processing, book catalogs and new means of reproducing library materials.

You need not be a professor in a library school to become a member of the Library Education Division. If you are interested in courses now being given in library schools or have ideas for new courses, you should be a member of this Division. There are few libraries of any kind that are not using or thinking in terms of some kind of automation. If you are "automation-minded" the Information Science and Automation Division fosters activity in this field.

If you are a Trustee of a public or college library, you will be interested in and are encouraged to join all these Divisions, as well as the American Library Trustee Association.

If you are a Trustee in any type of library, you will find other community-minded citizens in ALTA who can give you excellent suggestions about what they have done in their libraries that you might like to do in yours.

Nine divisions of the American Library Association cut across types of libraries and activities in libraries and are continually studying problems that confront and perplex you every day and are always ready to answer questions. There are also Divisions that especially assist librarians in specific types of libraries; for instance, the Public Library Association. This Division, as do all Divisions, publishes book lists and brochures on many subjects. The American Association of School Librarians has the information

you need as a school librarian. It is especially proud of its School Library Manpower Project, a new approach to training and recruiting. If you are in a State Library, you will want to be a member of the American Association of State Libraries, and if you are a director or supervisor in a large metropolitan and college library or working in inter-branch loan, you can obtain the help you need from fellow-members of this Division.

If you are in a college or junior college or research library, you can receive valuable assistance from the Association of College and Research Libraries, especially from its publications, its Microform and Monograph series. You probably use "Choice" for book selection now.

If you work in hospital or institution libraries, you will be grateful for the contacts, information and materials published by the Association of Hospital and Institution libraries. And if you work in the audio-visual field not only ALA but most divisions can provide answers to your problems.

This summary could not possibly describe the help you can get from the Divisions of American Library Association. If you are lucky enough to go to the Conferences, you will discover lively programs that not only give you answers but stimulate other questions. And you will get acquainted with fellow librarians who will be happy to serve you as friendly consultants. Whether you attend Conferences or not, there is at least one Division that will give you the answers *you* need, answers that will provide the knowledge and enthusiasm to keep you on top of your profession. ALA is not far away and impersonal. It is as close to you as your fellow librarian or a postage stamp. It is stimulating people and ideas. Join now and find out for yourself.

**PERKINS LIBRARY (Cont'd)**

Moderator: Herman H. Fussler, Director of Libraries, University of Chicago; Guy Lyle, Director of Libraries, Emory University; William L. Culberson, Associate Professor of Botany; Charles R. Young, Associate Professor of History.

The actual dedication ceremony took place Thursday afternoon. After the Reverend James T. Cleland, Dean of the Chapel, had made the prayer of dedication, the Library Building was presented by Charles Wade, Chairman of the Board of Trustees. President Sanford accepted it; Thomas L. Perkins, Chairman of the Board of the Duke Endowment as well as a son of the man for whom the Library is named, made one response; and Robert Feldman, President of Associated Students at Duke University, made a second. L. Quincy Mumford, not only Librarian of Congress but also a Duke alumnus, brought greetings from the national and scholarly libraries and then introduced the speaker, his former classmate. The address was made by Julian Parks Boyd, Editor of the Thomas Jefferson Papers and Professor of History at Princeton University. The timeliness and forcefulness of Dr. Boyd's speech, "I Do Not Understand . . .," are evident in the final paragraphs:

What are we to say to those within the universities who have abandoned the ideal of objective inquiry, who trample on the rights of others, who employ force to achieve their ends, who actually engage in the burning of books, who deny the right of others to be heard, and who, in a time of tolerance so limitless as to permit an unprecedented freedom of expression, declare the society of which they are a part to be oppressive, tyrannical, and decadent?

Much can be said, but whatever the response of others and whatever the legal status of those who claim protection but refuse allegiance to the only institution man has yet devised for the enthronement of rationality, my own answer is summed up in the single word treason.

In other times of darkness [a] sundial carried this inscription: "When it becomes dark enough, you may see the stars." As we dedicate in a time of uncertainty and turmoil this great library, containing its priceless record of the aspirations and achievements of all mankind, let us take strength from these inextinguishable gleams of light.

The simple quality of courage, demanded above all of those who belong to the community of scholars, is the other side of the coin called reason. It is this quality that is most required at present, for there are few philosopher-kings and the intellectual by nature is better fitted to question power than to wield it. In our universities he now possesses that power but he has permitted the sanctuary of reason to be put in disarray by those who would reject reason. Soon or late he will be obliged to summon elementary courage because there is no alternative. In the effort he may draw sustenance both from this arsenal of truth that we call a library and from those words inscribed on a monument near the spot where our charter of a free society was drafted two centuries ago: "Freedom is a light for which many men have died in darkness." The library is a majestic symbol and embodiment of that imperishable gleam.

Each guest who attended the dedication was presented with a copy of *Gnomon, Essays for the Dedication of the William R. Perkins Library, April*

16, 1970, edited by John L. Sharpe III and Esther Evans. The eleven essays, written by men and women who have helped direct the growth of the institution, take note of the Library's holdings in a few areas of special strength and, at the same time, delve into its history. As Dr. Sharpe explains in the introduction, "The essays are not intended to describe definitively the holdings of the separate areas. Rather each one of them gives a scholar's view on one important and extensive group of materials which could not have been collected in a fortnight, a year, or even a decade."

Perkins Library is divided into two parts: the new library building, which was opened on February 3, 1969, and the renovated older portion, which was re-opened on March 7, 1970. Architecturally, it is a pleasing combination of classical Gothic and neo-Gothic styles.

The complex has a capacity of 2,300,000 volumes and 2,040 users, including space for 709 carrels situated in the library stacks. The new quarters are the center for intensive study and research, for information in the social sciences and the humanities. The old section is now fittingly called the "Undergraduate Library," as its facilities have been designed primarily to fill the needs of the undergraduate students. The main entrance to both areas is through an exhibits gallery. (In April it had on display manuscripts and photographs giving the history of the Duke University Libraries.) The Rare Book Room, greatly enlarged but still wholly in the old building, may be entered from the gallery and forms a particularly appropriate connecting link between the old and the new.

Space and light are perhaps the predominant characteristics of the Perkins Library. Ample room has been

allotted to such rapidly expanding departments as those of Documents and Maps and of Manuscripts and the University Archives. More than adequate provision has been made for the offices of the South Asia Collection, the Flowers Collection (not, as some have thought, a botanical collection, but one of Southern Americana made possible by the generosity of the Flowers family), and other holdings.

That faculty, students, and other patrons are finding both the new and the renovated areas of Perkins Library ideal for either concentrated effort or relaxation is clearly indicated in the greatly increased circulation of books and related materials, the extensive use of reference services, and the growing number of browsers.

### NORTHAMPTON LIBRARY (Con't)

specified by the State Library in Raleigh according to the number of people to be served. The population of Northampton County is 26,811. Accordingly, the new building will contain 5,235 square feet of space with seating for 56 readers and shelving for 40,000 books. This plan allows for expected growth over a period of twenty years.

Architect W. D. Boone, Jr. of Charlotte, North Carolina, working closely with the local building committee, has designed the exterior of the building in the traditional type architecture in keeping with other prized buildings of the mideighteenth century located in Northampton County. The facade will be both pleasing and inviting to the passerby to enter and read.

In the interior, lighting will meet the highest standards and air conditioning and the heating system will provide for the readers' comfort. There will be neat and adequate rest rooms



provided for the patrons of the library. A 205 square feet browsing area will hopefully be equipped with easy chairs, occasional tables, and attractive lighting with magazine racks, newspaper holders, and new book displays handy. The 606 square feet Meeting Room is the real prize. This room will be for the use of cultural groups throughout the county for such activities as lectures, study groups, art shows, board meetings, presentation of films, etc. With available opportunities for cultural pursuits made possible for libraries through the North Carolina State Library Agencies, such a meeting room will be a real asset.

However, we cannot contemplate the day of moving into this adequate building containing ample space for future growth without being filled with a feeling of nostalgia for the rare grace and charm of the little building that has housed Northampton Memorial Library since 1948. This is the oldest public building in Northampton County. Built in 1831 in Greek Revival style, it is one of the best buildings, architecturally speaking, in the state and was photographed for a volume by Johnson and Waterman, *Early Architecture of North Carolina*, in which pictures of the oldest and finest buildings in early North Carolina history are to be found.

The one hundred and thirty-eight intervening years since completion in August of 1831 have been filled with varied types of public service for this priceless little building. It was built to house the offices of the Clerk of the Court and Register of Deeds in Northampton County but before these tenants moved in, word reached Jackson of the September 1831 uprising of slaves in Southampton County, Virginia, led by Nat Turner. Since Nat Turner was leading his followers in this direction, panic reigned. All women,

children, and old people were brought in from Jackson and out-lying plantations for refuge in the new building. There they stayed under guard until news was received that Nat Turner had been apprehended and the slave insurrection put down.

The great Charleston earthquake of 1886 left its mark upon this little building. The brick work at each end still shows the cracks that developed under that upheaval, and the retaining rods put in at that time by Mr. John Moore have done their job well. They can still be seen outside and inside the building.

When the new bank building was completed in 1908 and the Bank of Northampton moved into its new quarters, Sheriff Hinton L. Joyner set up his office in the space left vacant in the building on the corner. Years rolled on, and another building sprang up on the Courthouse Square for additional office space for the Clerk of the Court and the Register of Deeds. Mr. P. J. Long, the father of the school system in Northampton County, moved into the two rooms left vacant in our little building and from there superintended forty-seven years of phenomenal growth in the schools of Northampton. In 1948 the renovation of the courthouse with the addition of a two-storied office complex at the back for county officials left our building vacant. It was at this time that the Northampton County Library Board petitioned the County Commissioners for the use of the building as library headquarters. This petition was granted.

In 1950 the Jackson Book Club sponsored a movement to make the county library a memorial to the men of Northampton who served and died in World Wars I and II and in Korea. For this purpose, the building was renovated and restored in keeping with

the period in which it was built. Jasper Eley contributed his time and effort for the supervision of this project. Upon completion of the renovation, books were moved in, a dedication service was held, and the name of the library was changed from Northampton County Library to Northampton Memorial Library. A new era of library service to citizens of Northampton County was on its way.

In any history of Northampton Memorial Library or of library service in the county, tribute must be paid to many people: To Mrs. E. P. Gullede who back in 1924 fostered the idea of setting up collections of contributed books in homes for the use of whole neighborhoods—she often used the back seat of her old Ford car as a distributing agency: To Miss Mary Bagley who in 1933 took these heterogeneous collections from all over the county, mended and catalogued them, and became our first county librarian: To Mrs. J. P. Brown who, as chairman of the first Library Board of Trustees, steered the fledgling library through the years of financial insecurity and precarious circumstances that are the lot of most cultural activities: To Mr. Russell Harris, who put the library on a substantial basis for the first time when, as the Northampton Representative in the State Legislature, he presented and secured the passage of a bill to tax the citizenship of the county one cent on the hundred dollars for the support of the library: To Mrs. Paul Calvert and Mrs. J. A. Flythe who followed Miss Mary Bagley as librarians during the formative years of county-wide library service: To J. Buxton Weaver who gave generously of his time, legal talent, and know-how as chairman of the Board of Trustees during years of growth which called for many decisions: To forward looking county commissioners who through

the years listened patiently to pleas for financial assistance, and granted it: To the loyal people, too numerous to name who have kept book stations in their homes for many years, acting as voluntary librarians to the people of their communities: To Mrs. Fannie T. Newsome who, with the help of her faithful Friends of the Library group, has built the P. A. Bishop, Sr. Branch Library in Rich Square into an institution of which we can all be proud: To Mrs. T. T. Stephenson and Mrs. W. M. Stephenson who retired from the Board of Trustees in June of 1969 after having served faithfully and well for more than twenty years each: To faithful employees like Lillian H. Pearce who has served for thirteen years on the bookmobile and as assistant librarian: and, last but not least, to Mrs. Nancy M. Froelich whose name is synonymous with Northampton Memorial Library. As librarian, she lived and breathed library service for the citizens of Northampton County for twenty-two years. During those years she built the heterogeneous collection of books which she inherited from early days into a well chosen and valuable library. She served long, wisely, and well.

When Mrs. Froelich retired in January of 1967, Mrs. Frances S. Midyette was appointed to act as librarian. At the same time the library board of trustees recommended that Northampton Memorial Library apply for membership in the Albemarle Regional Library made up of Bertie, Hertford, and Gates Counties. The County Commissioners approved this recommendation, application was made and accepted, and July 1st 1967 we began to function as a participating library in the Albemarle Region with headquarters in Winton, North Carolina and with Miss Louise Boone as Regional Director. This association has been most satis-

factory and highly beneficial to Northampton Memorial Library.

Upon the shelves of the new library will be found book treasures which are the envy of much older and larger libraries. There will be the one hundred and twenty-eight volumes of *The War of the Rebellion*, containing all reports of battles of both Confederate and Union Armies, with the accompanying Atlas. Miss Mary Bagley gave this valuable collection from her father's library in 1963. Mr. Gilbert T. Stephenson befriended Northampton Memorial Library when he arranged for a full set of Colonial and State Records to be added to our history collection back in 1948 when the Courthouse was restored. Through the good offices of Pat Powers, we received a full set of Clark's *Histories of the Several North Carolina Regiments*. Our numerous volumes of *North Caroliniana* make collectors drool and threaten to steal.

Dedicated workers, interested friends, and loyal patrons have brought Northampton Memorial Library down a long and exciting road to this opportunity for new and expanded library service to the citizens of Northampton County.

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### **GUILFORD COLLEGE (Con't)**

by Arab, European, and American writers, covering some 20 subject areas.

As the first installment of the gift, 289 titles were suggested, of which the Guilford library already owned 63.

These and additional books expected from the Prime Minister will greatly

strengthen Guilford's program of non-Western studies, which includes the Middle East," Poole said. "We now own over 2,000 volumes in non-western study areas."

The books will be especially good for undergraduate students since some of them were either written by Arab and Moslem scholars in English or translated by them into English, thereby reflecting the originality and close familiarity with the various topics, Poole pointed out.

"This project, when completed, should attract students and serious researchers from the entire Southeast," he said.

Some of the subjects covered in the first installment list include Arabic and Islamic civilization and culture, economics and commerce, fine arts, folk lore, Arabian horses, and architecture.

Others include jurisprudence, literature, medical sciences, philosophy, politics, science, sociology, history, the cultural influence of Arabs in Africa, Europe and Asia, the Koran, and Islamic studies in general.

Dr. Abdul-Magid, who is writing a book on economics and social development of Kuwait, said the leaders of government there envision Kuwait as the future financial and industrial center on the Arabian Gulf and a center of education.

The University of Kuwait was established in 1966. Expected to be completed in the late 1970s, it will cost \$150 million. The architecture is Arabic-Islamic.

A large percentage of the national income is from oil, and most of the income is spent for the welfare of the citizens through free medical care, hospitals, health centers and schools and for aiding diversification of industry, the Dana Professor said.

School attendance is compulsory, with students from grade schools through college given free books, transportation, lunch, and some clothing, he said.

"Kuwait, although an emerging country, has achieved significant progress in social and economic spheres," Dr. Abdul-Magid said. "It could be considered, really, a modern welfare state."

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### North Carolina Librarian Receives Award Under the Council on Library Resources' Fellowship Program

Awards have been made to 18 working American librarians with demonstrated leadership potential, the Council on Library Resources announced today. Elvin E. Strowd, Head, Circulation Department, Duke University Library received one of the 18 awards.

The Fellowship Program, now in its second year, reflects a recognition of the growing breadth and complexity of librarianship. Its purpose is to enable mid-career librarians to familiarize themselves with the changes occurring in the substantive, adminis-

trative, and technical aspects of their profession.

The awards, for periods up to 12 months, cover travel, per diem, supplies and equipment incident to a Fellow's project while he is on leave of absence from his institution. Awards are not made to those primarily concerned with working toward an advanced degree as this is outside the Fellowship Program's intent.

Mr. Strowd's project is: "To determine what facilities and services are available to university communities through their library systems, resulting in an evaluation of purpose, function, and effectiveness."

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### North Carolina Association Of School Librarians Scholarship Winner

Mrs. Hilda W. Townsend, 301 Buckner Drive, Wilmington, has been selected as the recipient of a \$500.00 scholarship awarded by the North Carolina Association of School Librarians. Mrs. Townsend, a native of Columbus County and the mother of two daughters, is a teacher-librarian in Leland High School, Brunswick County. She received her A.B. degree at Meredith College, Raleigh, and has done graduate work at East Carolina University. Mrs. Townsend plans to use the scholarship for graduate work in library science at the University of North Carolina at Chapel Hill.

## BIENNIAL SCHOOL MEDIA WORK CONFERENCE SCHEDULED

"Focus on Learning Through Unified Media Programs" will be the theme of the Biennial School Media Work Conference sponsored by the North Carolina Association of School Librarians in cooperation with the State Department of Public Instruction. The Conference will be held at the Durham Hotel and Civic Center, Durham, N. C. October 8-10, 1970.

The keynote address on Thursday evening, October 8, will be delivered by Dr. Henry M. Brickell, nationally known specialist in educational change. Dr. Brickell served as Consultant on Educational Experimentation to the New York State Commissioner of Education during 1961 and consequently authored *ORGANIZING NEW YORK STATE FOR EDUCATIONAL CHANGE*. This report was a study of the dynamics of instructional change in elementary and secondary schools of New York State with recommendations for improved organization. Dr. Brickell has also served as assistant superintendent of schools in Manhasset, New York, and as Dean of the School of Education of Indiana University before joining the staff of the Institute of Educational Development in New York City. A tape of a talk which Dr. Brickell delivered to the Institute for State Media Personnel at Western Michigan University, May 14, 1969, is available on two 7 inch reels for the cost of the tape only from Production Services and Equipment Evaluation, Division of Educational Media, State Department of Public Instruction, Raleigh, North Carolina 27602.

The topic of the keynote address will be "Implementing Educational Change." On Friday morning, Dr. Brickell will deliver to all conferees a follow-through message entitled "Implementing Unified Media Programs." Smaller group meetings will then be held for elementary and secondary school media specialists and for system level media specialists. The group meetings will be held on a staggered schedule that will allow some time to view exhibits.

On Friday evening, Mr. Bynum Shaw, winner of the Sir Walter Raleigh Award for his 1968 book of fiction *NAZI HUNTER* and professor of journalism at Wake Forest University, Winston-Salem, North Carolina, will be the speaker at the banquet.

The closing session on Saturday morning will focus on "Directions in the Seventies" and will feature national and North Carolina developments within the broad scope of media.

The entire Conference program is planned with all professional media specialists in North Carolina schools in mind. Prior to the Conference, each person should thoroughly read the *STANDARDS FOR SCHOOL MEDIA PROGRAMS* compiled by the American Association of School Librarians and the Department of Audiovisual Instruction and published jointly in 1969 by the parent organizations, the American Library Association and the National Education Association. Copies may be obtained at \$2.00 each from the publications office of either ALA or NEA.



## North Carolina Public School Libraries Statistical Report 1968 - 1969

These figures were taken from library reports submitted from North Carolina public elementary, junior high, and high schools. Some schools failed to report statistics for all categories.

NUMBER OF SCHOOLS, Elementary, Junior High, High School .....	2,097
NUMBER OF SCHOOL LIBRARIES .....	2,359*
NUMBER PUPILS ENROLLED .....	1,220,636

### PERSONNEL

Number librarians engaged in library work full time or major portion of time ..	1,735
Number city and county library supervisors or coordinators .....	84

### CIRCULATION

Books .....	48,449,018
Per pupil .....	39.69
Filmstrips .....	3,078,288
Per school library .....	1,304.91
Recordings, disc and tape .....	2,611,991
Per school library .....	1,107.24

### MATERIALS—SCHOOL OWNED

Number library books ....	12,951,664
Added .....	1,152,497
Volumes per pupil .....	10.62

Number magazine subscriptions .....	68,245
For pupils per school library .....	28.92
For teachers per school library .....	7.15

Number filmstrips .....	1,362,569
Per school library .....	577.60
Number recordings, disc and tape .....	763,712
Per school library .....	323.74

### EXPENDITURES

Total .....	\$7,111,392
Per pupil .....	\$5.83
Books .....	\$3,464,966
Per pupil .....	\$2.84
Magazines, pamphlets and newspapers .....	\$ 617,625
Per pupil .....	\$0.50
Library supplies and binding .....	\$ 281,323
Per pupil .....	\$0.24
Audiovisual materials .....	\$1,740,022
Per pupil .....	\$1.43

\*Most union schools (grades 1-12) maintain separate libraries for the elementary and high school grades. Some large elementary schools have two libraries, i.e. one for primary grades and one for grammar grades.

### STATISTICAL SUMMARY OF LIBRARIANS EMPLOYED IN NORTH CAROLINA PUBLIC SCHOOLS 1969 - 1970

Librarians Serving in One School		Librarians Serving in Two or More Schools		Total Librarians	Total School Libraries Served*	Total Schools
		<u>Librarians</u>	<u>Schools</u>			
Elementary	883	183	403	1,066	1,286	1,428
Junior High	164	6	9	190	193	161
High School	407	4	4	411	411	241
Union	106	3	3	109	109	173
TOTALS	1,580	196	419	1,776	1,999	2,003

\*Separate libraries for the elementary grades and the high school grades are maintained in most union schools (1-12). Some larger elementary schools have two libraries, i.e. one for primary grades and one for elementary grades.

### STATISTICAL SUMMARY OF PERSONNEL WITH MEDIA PROGRAM RESPONSIBILITIES AT THE SYSTEM LEVEL IN NORTH CAROLINA PUBLIC SCHOOL SYSTEMS 1969 - 1970

Total number of school systems: 152

- 25 Systems have designated a single individual with media preparation as coordinator of a unified program of media services.
- 36 Systems have designated an individual with media preparation (usually graduate library certification) as supervisor of libraries.
- 17 Systems have named an individual with media preparation (usually audiovisual director certification) as supervisor of audiovisual services.
- 52 Systems have designated an individual with administrative or supervisory competencies as coordinator of a unified program of media service.
- 37 Systems have designated an individual with administrative or supervisory competencies as coordinator of library services.
- 60 Systems have designated an individual with administrative or supervisory competencies as coordinator of audiovisual services.
- 85 Systems have designated an individual to serve as coordinator of television services.

## New Publications Available

Organizing Audiovisual Materials In The School Media Collection, (February, 1970) is a revision of the Manual For Organizing And Administering Audiovisual Media, Tentative Draft, (February, 1968) and is intended to encourage and facilitate more uniform and efficient procedures in the organization and management of unified collections of educational media in the public schools of North Carolina.

The basic philosophy of this publication is that materials of all types should be easily accessible to students and teachers to give maximum support to teaching-learning activities of the school.

This publication was developed by the staff of the Division of Educational Media. Special recognition is given to Vergie F. Cox for coordinating the staff effort.

Each public school in North Carolina will receive one copy of Organizing Audiovisual Materials In The School Media Collection as an enclosure with the Winter 1970 issue of the Educational Media Bulletin. The copy will be sent automatically from the State Department of Public Instruction; no request is necessary.

Copies are available for purchase at 50¢ each from:

Division of Publications & Public Information  
State Department of Public Instruction  
Raleigh, North Carolina 27602

Remittance must accompany the order.

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The School of Library and Information Services University of Mary-

land, announces the publication of *The Study of Subject Bibliography with Special Reference to the Social Sciences*, edited by Christopher D. Needham assisted by Esther Herman. This is the third monograph of the Student Contribution Series of the School, designed to present the perspectives of faculty and students through the product of their intellectual effort. *The Study of Subject Bibliography with Special Reference to the Social Sciences* contains the essays and bibliographies developed by students during an experimental course on research and bibliography in the social sciences conducted during the spring semester of 1968. The extensive introductory paper by Mr. Needham (a permanent member of the faculty of the School of Librarianship, North-Western Polytechnic, London, and a visiting lecturer at the University of Maryland) describes the framework for the course and his own philosophical orientation and method.

The subjects covered in the essays are political science, sociology, psychology, education, and geography; the bibliographies are of highly specialized topics within the broad theoretical areas of the essays. While the studies are devoted to the social sciences, the pattern may readily serve for courses in science and technology and in the arts and humanities. Indeed, this approach gives the student (or practicing librarian) a framework that can be usefully applied to any subject in which he might be doing bibliographic work during his professional career.

*The Study of Subject Bibliography with Special Reference to the Social Sciences*, edited by Christopher D. Needham with Esther Herman—Uni-

versity of Maryland, School of Library and Information Services, 1970, SBN 91108-05-1, 221 pages—is distributed by the Student Supply Store (University of Maryland, College Park, Maryland 20742) at \$5.00 a copy.

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Recent dramatic changes in children's interests and their book choices are reflected in the newly published third edition of *A Parent's Guide to Children's Reading* by Nancy Larrick (Doubleday, \$5.95), an authoritative guide which, in previous editions, has sold nearly 700,000 copies. Miss Larrick has completely updated and extensively rewritten the book—which is sponsored by the National Book Committee—to reflect the wider world and experience of present-day children.

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The Greensboro Tri-College Consortium of Greensboro, North Carolina, has announced publication of a bibliography compiled by Mrs. Linda D. Addo. The bibliography is entitled *The Negro in American History: A Selective Bibliography*. It is available at \$1.00 per copy prepaid for postage and handling through the United Board for College Development, 159 Forrest Avenue, N.E., Suite 514, Atlanta, Georgia 30303.

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The fourth edition of Library Education in North Carolina is now off the press. It was prepared by the Edu-

cation for Librarianship Committee of the North Carolina Library Association. This committee was made up of Dr. Gene D. Lanier, East Carolina University, serving as chairman, and Mr. Donald N. Bentz, Western Carolina University; Mrs. Doris Brown, Division of Educational Media; Mr. Mell Busbin, Appalachian State University; Miss Helen Hagan, University of North Carolina at Wilmington; and Mrs. Louise Plybon, Charlotte-Mecklenburg Public Schools.

This book describes North Carolina certification standards for school and public librarians as well as giving individual descriptions of approved programs in colleges and universities in the state. Each description gives the purpose or objectives of the programs, admission requirements, undergraduate and graduate programs, courses offered, and scholarships, fellowships, and financial aid available. Names of persons at each institution are given to contact for further information. The third section of this title is devoted to descriptions of scholarship and loan funds which are available to prospective librarians. This section also includes names and addresses of persons to contact for information or application forms.

Copies of this new publication have been sent to school counselors, institutional members of NCLA, and numerous professional organizations at all levels. Copies of the publication may be purchased for fifty cents from: Mrs. Evalyn Allen, NCLA Executive Secretary, P. O. Box 2414, Raleigh, North Carolina 27602.

# AMERICAN LIBRARY ASSOCIATION



PLANS for preparation of a book catalog for a core collection for college libraries were announced today.

It is expected that the list will contain some 40,000 titles and will be available in 1971.

The project, to be funded by the Council on Library Resources—where it was conceived and first developed, will be under the auspices of the Association of College and Research Libraries of the American Library Association.

Organizational and operational procedures for the project have been worked out by an advisory committee appointed by the Association of College and Research Libraries with Philip J. McNiff as chairman. McNiff, Director of the Boston Public Library, while associated with Harvard University created one of the first and most notable undergraduate library collections, that of the Lamont Library at Harvard.

Useful in itself, the new list may serve as the basis for a contemplated "package library program" in which college libraries could be provided with entire core collections in packages. These packages would be preselected, acquired, processed, and delivered with a catalog so that the books could be immediately placed on the shelves. It is believed that commercial book jobbers may be interested in preparing such packages. A feature of the planned program would be assigning each title to one of four categories representing relative urgency of need, thus facilitating incremental purchase if desired.

Such a program would benefit both newly established college libraries and those with serious gaps in their collections. It would help strengthen those college library book collections which are quantitatively and qualitatively weak due to the shortage of personnel qualified for book selection and to the expenses involved in acquisition and processing of books for library use. Libraries with core collections would still be expected to exercise their own initiative in meeting their individual needs.

Responsibility for preparation of the core catalog has been delegated to the ACRL by the ALA Publishing Board and Editorial Committee. William Rutter, ALA's Associate Executive Director for Publishing Services is project manager and J. Donald Thomas, Executive Secretary of ACRL, is providing liaison with the advisory committee.

Peter Doiron, editor of *Choice*, will supervise compilation of the titles with the help of a senior editor not yet named. Selection of titles to be included in the list will be performed by the same reviewers—most of them college professors—who choose titles for review in *Choice*, the book review designed to assist college librarians in their selection of new books.

Members of the advisory committee are: Mr. Philip J. McNiff, chairman; Stephen Ford, Librarian, Grand Valley State College, Allendale, Michigan; Sarah



D. Jones, Librarian, Goucher College, Towson, Maryland; Warren B. Kuhn, Director of the Library, Iowa State University, Ames; Melville J. Ruggles, Program Officer, Council on Library Resources, Washington, D. C. (observer); Donald E. Wright, Director, Evanston Public Library, Illinois; Mr. Peter Doiron, Middletown, Connecticut (ex-officio); Mr. William Rutter, Chicago (ex-officio); and Mr. J. Donald Thomas, Chicago (ex-officio). □

ISABELLA JINETTE, president of the Children's Services Division, American Library Association, announced today (Thursday, April 2, 1970) that the third annual Mildred L. Batchelder Award Citation would go to Holt, Rinehart and Winston, Inc. for Alki Zei's *Wildcat Under Grass*.

The award, first made in 1968, is given annually to an American publisher for the children's book considered to be the most outstanding of those books originally published in a foreign language in a foreign country and subsequently published in the United States. The 1970 award covers translations published in 1968.

*Wildcat Under Grass* was originally written in Greek, the setting and incidents coming from the author's Greek childhood. She is married to a writer and stage director, and lived for a time in Russia, where *Wildcat Under Grass* was written. They now live in Paris.

Edward Fenton, the translator of *Wildcat Under Grass* is a noted author in his own right. He has written over fifteen books for children and adults. During a sojourn in Greece, he became a friend of the author and arranged to translate her book.

This year's announcement was made in the Children's Department of the Enoch Pratt Free Library, Baltimore, Maryland, where Miss Jinnette is coordinator, Work with Children. Present at the announcement were Edward Fenton, translator of *Wildcat Under Grass* and Alice L. Miller, Senior Editor, Children's Book Department of Holt, Rinehart and Winston, Inc. Formal presentation of the citation will be made at the ALA Conference in Detroit, during the CSD Business meeting on July 1. George M. Nicholson, Executive Editor, Children's Books Department of Holt, Rinehart and Winston, Inc. will be there to receive the citation for Holt, Rinehart and Winston, Inc. Caldecott Medal winner Nonny Hogrogian designed the citation. □

THE LIBRARY EDUCATION DIVISION of the American Library Association is revising its annual publication *Financial Assistance for Library Education*. The booklet lists fellowships, scholarships, grants-in-aid, loan funds, and other financial assistance available to students enrolled in programs of library education. The awards may be made by state library agencies, national and state library associations, foundations, library schools and other institutions offering undergraduate or graduate programs in library education.

Any institution, association, or other organization offering financial assistance of \$500 or more is asked to write for a questionnaire for reporting pertinent data, if one has not already been received. Inquiries should be addressed to Mrs. Helen Brown Schmidt, Library Education Division, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

The 1970 edition of this booklet will be published in the early fall of 1970 and will list assistance programs for the academic year 1971-72. □

THE COMMITTEE on Accreditation of the American Library Association has announced a change in the title of its semiannual listing of accredited programs of library education. Beginning with the issue of February, 1970, the list, formerly headed "Graduate Library Schools Accredited by the American Library Association" carries the title, "Graduate Library School Programs Accredited by the American Library Association."

It has been a long-standing policy of the COA to accredit specific programs rather than schools, and the accreditation reports to the schools have been worded to make this clear. Popular usage, however, has employed the term "accredited schools" rather than "accredited programs," and the list has carried the popular term in its title. The new list as in the past specifies the name of the degree to which the accredited program leads. The COA continues to accredit only programs leading to the first professional degree.

Copies of the current list are available on request from: ALA Office for Library Education, 50 East Huron Street, Chicago, Illinois 60611. □

NOTABLE Children's Books of 1969, the list selected each year by the Book Evaluation Committee of the Children's Services Division, American Library Association, aided by suggestions from school and children's librarians in 27 libraries, was announced today.

The list includes 64 titles from 24 different publishers. More than a third of the books are non-fiction. Poetry is well represented with 8 fine titles, and, related to this category, a varied collection of folk songs.

A continued interest in good stories of minority groups is apparent. Fantasy is still significantly present, as are folk and epic tales.

Single copies of this list, in an attractive two-color, six-page leaflet are available free with a stamped, self addressed No. 10 envelope. Write: Order Department, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

Quantity prices: 50 for \$3.00; 100 for \$5.00; 250 for \$11.00; 500 for \$20.00; 1000 for \$35.00; 2500 for \$90.00; 5000 for \$175.00.

#### NOTABLE CHILDREN'S BOOKS OF 1969

Armstrong, William H. *Sunder*. Illus. by James Barkley. Harper, \$3.95. Stark, deeply moving story of a black sharecropper and his family who endure cruel injustice with courage and dignity.

Balderson, Margaret. *When jays fly to Barbmo*. Illus. by Victor G. Ambrus. World, \$4.25. Setting and personal conflicts are sharply realized in a narrative about a teenage girl in Nazi-occupied Norway.

Baumann, Hans. *In the land of Ur; the discovery of ancient Mesopotamia*. Tr. by Stella Humphries. Pantheon, \$4.95. Color photographs enhance a skillful reconstruction of Mesopotamian life as revealed by ancient cuneiform accounts and modern archaeological studies.

Baylor, Byrd. *Before you came this way*. Illus. by Tom Bahti. Dutton, \$4.75. Strikingly illustrated, poetic introduction to Southwest Indian petroglyphs and the prehistoric way of life suggested by them.

- Bontemps, Arna Wendell, comp. *Hold fast to dreams; poems old & new*. Follett, \$3.95. Inviting anthology representing the personal preferences of a Negro writer.
- Branley, Franklyn Mansfield. *The mystery of Stonehenge*. Illus. by Victor G. Ambrus. Crowell, \$3.95. The riddle of the origin of the monoliths near Salisbury, England intriguingly explored.
- Brewton, Sara Westbrook and Brewton, John Edmund, comps. *Shrieks at midnight; macabre poems, eerie and humorous*. Drawings by Ellen Raskin. Crowell, \$3.95. Witty drawings illustrate a fun-filled anthology of spine-tingling verse.
- Brown, Marcia. *How, hippo!* Scribner, \$3.50. A baby hippo ventures too far from his mother in a picture book with delightfully fitting woodcuts.
- Burton, Hester. *In spite of all terror*. Illus. by Victor G. Ambrus. World, \$3.95. An evacuated London schoolgirl shares the anxieties, griefs, and hopes of a family with three sons during Britain's battle for survival in 1940.
- Byars, Betsy. *Trouble River*. Illus. by Rocco Negri. Viking, \$4.50. To escape from Indians a boy and his grandmother travel forty miles down Trouble River on a homemade raft.
- Clark, Mavis Thorpe. *The min-min*. Macmillan, \$4.95. In present-day Australia a girl and her brother, overwhelmed by personal problems, run away across desolate country to find guidance.
- Cleaver, Vera and Cleaver, Bill. *Where the lilies bloom*. Illus. by Jim Spanfeller. Lippincott, \$3.95. A determined, resourceful Appalachian girl conceals her father's death to keep her orphaned family together.
- Coolidge, Olivia E. *Tom Paine, revolutionary*. Scribner, \$3.95. Objective view of the life and writings of a controversial eighteenth-century political radical and reformer.
- Cullen, Countee. *The lost zoo*. [by] Christopher Cat and [the author]. Illus. by Joseph Low. Follett, \$4.95. A poet and his cat tell why certain strange animals are never seen in zoos. New edition, imaginative illustrations.
- Curry, Jane Louise. *The change-child*. Illus. by Gereth Floyd. Harcourt, \$4.25. Set in Wales, absorbing fantasy about Eilian, believed to be a changeling.
- Dunning, Stephen and others, comps. *Some haystacks don't even have any needle; and other complete modern poems*. Lothrop, \$4.95. Poetry illuminated by color reproductions of modern art—fresh, contemporary, relevant.
- Flanagan, Geraldine Lux. *Window into an egg; seeing life begin*. Scott, \$5.95. Remarkable close-up photographs document a meticulous explanation of the development of a chicken embryo.
- Flora, James. *Little hatchy hen*. Pictures by the author. Harcourt, \$3.50. Wonderfully funny picture book about a hen that can hatch anything put in her nest.
- Fontane, Theodor. *Sir Ribbeck of Ribbeck of Havelland*. Freely tr. from the German by Elizabeth Shub. Woodcuts by Nonny Hogrogian. Macmillan, \$4.95. With beautiful colored woodcuts, an enchanting picture-book tale based on a nineteenth-century poem.

- Fox, Paula. *Portrait of Ivan*. Illus. by Saul Lambert. Bradbury, \$4.50. Sensitive, perceptive portrait of a lonely boy whose awareness develops as his ordered world is enlarged by new acquaintances and situations.
- Gard, Joyce. *The mermaid's daughter*. Holt, \$4.50. Complex but enchanting tale of Astria, mortal embodiment of a sea goddess in Roman Britain.
- Garner, Alan, ed. *A cavalcade of goblins*. Illus. by Krystyna Turska. Walck, \$6.50. Superior selection of tales, poems, and anecdotes from many lands.
- Goodman, Walter. *Black bondage; the life of slaves in the South*. Farrar, \$3.75. The experience of slavery revealed in a telling account that draws on firsthand reports of former slaves.
- Greene, Constance C. *A girl called Al*. Illus. by Byron Barton. Viking, \$3.95. Deft characterization and sparkling dialog in a story of the friendship between two girls and their building superintendent.
- Hamilton, Virginia. *The time-ago tales of Jahdu*. Illus. by Nonny Hogrogian. Macmillan, \$4.50. Four skillfully wrought tales recount the good and mischievous deeds of an ageless black hero in a magical world.
- Hannum, Sara and Chase, John Terry, comps. *To play man number one*. Illus. by Erwin Schachner. Atheneum, \$4.95. Complemented by handsome woodcuts, quality poems about modern man and society.
- Hughes, Langston. *Don't you turn back; poems*. Selected by Lee Bennett Hopkins. Woodcuts by Ann Grifalconi. Knopf, \$3.95. Sensitive woodcuts emphasize the expressiveness of these poems.
- Ish-Kishor, Sulamith. *Our Eddie*. Pantheon, \$4.50. Honest, incisive story of the effect of an egotistic, fanatic Jewish father on his family, particularly his son Eddie.
- Jordan, June. *Who look at me*. Illus. with 27 paintings. Crowell, \$5.95. A young black poet passionately and proudly declares "I am black, alive and looking back at you."
- Kaufmann, John. *Wings, sun, and stars; the story of bird migration*. Illus. by the author. Morrow, \$4.25. A vividly written, up-to-date-scientific study.
- Keats, Ezra Jack. *Goggles!* Macmillan, \$3.95. Two little boys and a dog outsmart several big boys in a winning picture book with an urban setting.
- Kijima, Hajime. *Little white hen; a folk tale adapted by [the author]*. Illus. by Setsuko Hane. Harcourt, \$3.25. How the hen outwits the hungry fox is dramatized in captivating colored pictures.
- Langstaff, John M., comp. *Hi! ho! The rattlin' bog, and other folk songs for group singing*. With piano settings by John Edmunds [and others]. With guitar chords suggested by Happy Traum. Illus. by Robin Jacques. Harcourt, \$4.75. A varied, entertaining collection.
- Lionni, Leo. *Alexander and the wind-up mouse*. Pantheon, \$3.95. A real mouse and a mechanical mouse become friends in a gay picture book with brightly colored collage illustrations.

- McClung, Robert M. *Lost wild America; the story of our extinct and vanishing wildlife*. Illus. by Bob Hines. Morrow, \$5.95. Thoroughly researched, comprehensive survey.
- McNeill, Janet. *Goodbye, Dove Square*. Illus. by Mary Russon. Little, \$4.50. Several English teenagers cope in a wholly believable way with a new environment and problems of growing up.
- Meltzer, Milton. *Brother, can you spare a dime? The Great Depression, 1929-1933*. Illus. with contemporary prints and photos. Knopf, \$3.95. An effective narrative recreates with immediacy the human side of the Depression years.
- Miles, Miska. *Nobody's cat*. Illus. by John Schoenherr. Little, \$3.75. Faithful, memorable portrait of a tough alley cat.
- Moore, Janet Gaylord. *The many ways of seeing; an introduction to the pleasures of art*. World, \$7.95. For beginning viewers and artists, a stimulating discussion complemented by a choice selection of reproductions.
- Munari, Bruno. *The circus in the mist*. Illus. by [the author]. World, \$4.95. Uniquely designed picture book with surprises on every page.
- Nichols, Ruth. *A walk out of the world*. Illus. by Trina Schart Hyman. Harcourt, \$4.25. A brother and sister enter another world and help win back a kingdom. Spellbinding fantasy.
- Nickel, Helmut. *Warriors and worthies; arms and armor through the ages*. Color photos by Bruce Pendleton. Black and white photos, courtesy of The Metropolitan Museum of Art. Atheneum, \$10. Stunning art book for browsing and reference.
- Ormondroyd, Edward. *Broderick*. Illus. by John M. Larrecq. Parnassus, \$3.50. An endearing young mouse makes his mark in the world as an accomplished surfer.
- Preston, Edna Mitchell. *Pop Corn & Ma Goodness*. Illus. by Robert Andrew Parker. Viking, \$4.50. They meet, wed, build a farm, and raise a family in a picture-book saga told and illustrated with vitality and humor.
- Raskin, Ellen. *And it rained*. Atheneum, \$3.75. Original picture book about a pig, a parrot, and a potto who solve their afternoon tea problem.
- Reed, Gwendolyn E., comp. *Bird songs*. Drawings by Gabriele Margules. Atheneum, \$4.25. Well-chosen poems about birds in a book harmoniously designed and illustrated.
- Richard, Adrienne. *Pistol; a novel*. Little, \$4.95. Vivid evocation of the Depression era in a convincing story of a young Montana horse wrangler.
- Schaller, George B. and Selsam, Millicent E. *The tiger; its life in the wild*. Harper, \$4.95. Engrossing study based on field observations in India.
- Seeger, Elizabeth. *The Ramaynaa; adapted from the English tr. of Hari Prasad Shastri*. With illus. by Gordon Laite. Scott, \$6.95. Prose version of one of India's great epics, with splendid colored illustrations.
- Selsam, Millicent E. *Peanut*. Photos by Jerome Wexler. Morrow, \$3.95. Life cycle of the self-pollinating peanut plant, in clear text and unusual close-up photographs.



- Shulevitz, Urf. *Rain rain rivers*. Pictures by the author. Farrar, \$4.50. Lovely illustrations perfectly express the mood of a rainy day in city and country.
- Singer, Isaac Bashevis. *A day of pleasure; stories of a boy growing up in Warsaw*. With photos by Roman Vishniac. Farrar, \$4.50. A Hasidic Jew's remembrances of a world "rich in comedy and tragedy, rich in its individuality, wisdom, foolishness, wildness and goodness."
- Steele, Mary Q. *Journey outside*. Woodcuts by Rocco Negri. Viking, \$4.50. In this provocative allegory Dilar daringly escapes from the subterranean river tunnels where his people live to search for a "better place."
- Steig, William. *Sylvester and the magic pebble*. Windmill Books/Simon and Schuster, \$4.95. A young donkey unwisely wishes himself into a rock in this charming, tender picture book.
- Steptoe, John. *Stevie*. Harper, \$3.50. With vibrant illustrations, a universally appealing story of a Negro boy who resents then misses a little foster brother.
- Taylor, Theodore. *The cay*. Doubleday, \$3.50. Compelling story of a blinded, color-conscious white boy and an uneducated but knowledgeable old black seaman shipwrecked together on a barren Caribbean Island.
- Townsend, John Rowe. *Trouble in the jungle*. Illus. by W. T. Mars. Lippincott, \$3.75. Characters and setting are portrayed with realism in the adventures of four English slum children temporarily abandoned.
- Turkle, Brinton. *Thy friend, Obadiah*. Illus. by [the author]. Viking, \$3.95. A picture book, warm and flavorsome, about a Nantucket boy unwillingly adopted by a seagull.
- Turner, Philip. *Brian Wildsmith's illustrated Bible stories*. Watts, \$7.95. Nontraditional but dignified retelling well matched by dramatic, brilliantly colored illustrations.
- Uden, Grant. *A dictionary of chivalry*. Illus. by Pauline Baynes. Crowell, \$10. Detailed marginal drawings illuminate the more than 1,000 entries in this treasury of knighthood.
- Valens, Evans G. *The attractive universe; gravity and the shape of space*. Photos by Berenice Abbott. Diags. by the author with Philip Jaget. World, \$5.95. Imaginative science writing combined with instructive diagrams and exceptional photographs.
- Whitman, Walt. *Overhead the sun; lines from Walt Whitman*. Woodcuts by Antonio Frasconi. Farrar, \$4.95. Brief excerpts from *Leaves of grass*, magnificently interpreted in striking colored woodcuts.
- Yolen, Jane H. *World on a string; the story of kites*. World, \$3.95. A fascinating compendium of kite lore.
- Zemach, Harve. *The judge; an untrue tale*. With pictures by Margot Zemach. Farrar, \$4.50. Droll, suspenseful picture book in which five accused prisoners try to warn the judge of an approaching monster. □

THIS year's annual list "Best Books for Young Adults—1969" consists of 22 titles of proven or potential interest to young adults. It includes adult books of the past year recommended for recreational reading for young adults, and was compiled by a committee of the Young Adult Services Division of the American Library Association in cooperation with a nationwide group of participating school and public librarians.

The 22 books, chosen from over 100 titles considered, were selected on the basis of young adult appeal; they meet acceptable standards of literary merit, and provide a variety of subjects for different reading tastes as well as a broad range of reading levels.

One emphasis of this year's list is on books dealing with the hopes and struggles of minority groups including such titles as: *The Empty Spoon*, by Sunny Decker, the story of a young white college graduate teaching in a ghetto high school; *Coming of Age in Mississippi: An autobiography*, by Anne Moody, her account of growing up black in the South; *I'm Done Crying*, by Louanne Ferris, a nurse in a ghetto hospital; *My Life With Martin Luther King, Jr.*, by Coretta Scott King; *Black Is*, by Turner Brown, Jr., definitions of black—not found in the dictionary; and *Search for the New Land*, by Julius Lester, the autobiography of a sensitive black militant.

Other books with strong social commentary include *The Writing on the Wall: 108 American Poems of Protest*, compiled by Walter Lowenfels and *The Strawberry Statement: Notes of a College Revolutionary* by James Simon Kunen, a student at Columbia in 1968 during student riots.

Single copies of this list, in an attractive two-color four page leaflet, are available free with a stamped, self-addressed No. 10 envelope. Write: Order Department, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

Quantity prices: 25 for \$1.00; 50 for \$2.00; 100 for \$3.00; 500 for \$10.00; 1000 for \$15.00.

### BEST BOOKS FOR YOUNG ADULTS 1969

The annual list of Young Adult Services Division of the American Library Association consists of 22 titles of proven or potential interest to young adults. They were selected on the basis of young adult appeal; they meet acceptable standards of literary merit and provide a variety of subjects for different reading tastes as well as a broad range of reading levels.

*Johnny Get Your Gun* by John Ball. Negro detective Virgil Tibbs is called into a case involving nine-year-old Johnny McGuire, who is out to murder a school-mate for breaking his transistor radio but shoots a popular Negro teenager instead. Little. \$5.95.

*I Sing the Body Electric!* by Ray Bradbury. In this collection of 18 stories, which are 100 proof Bradbury, the author writes of mechanical grandmothers and fourth-dimensional babies as well as the Irish Republican Army and Texas chicken farmers. Knopf. \$6.95.

*Black Is* by Turner Brown, Jr. "Black is when somebody brings you home to lunch during Brotherhood Week—after dark" and other definitions of black not in the dictionary. Grove. \$1.25.

- Rock From the Beginning* by Nik Cohn. If you dig rock, Nik Cohn gives it to you straight, the low-down and feel of the now sounds from folk to protest to psychedelic, from Elvis to Dylan to the Jefferson Airplane and beyond. Stein & Day. \$5.95.
- The Andromeda Strain* by Michael Crichton. Four scientists must race against the clock to isolate a deadly microorganism from outer space which has killed all but two people in a small Arizona town. Knopf. \$5.95.
- An Empty Spoon* by Sunny Decker. At a high school in Philadelphia's black ghetto, the school with the highest crime and drop-out rate in the city, Sunny Decker, a young white college graduate, attempts to overcome the hostility and beligerence of her students. Harper. \$4.95.
- Birds, Beasts, and Relatives* by Gerald Durrell. An owl in the attic, a bear in the parlor, an overweight sister with acne, and a brother who collected eccentric humans were part of the Durrell "menagerie" which invaded Corfu for a season and occupied it for five years. Viking. \$5.95.
- I'm Done Crying* by Louanne Ferris. For Louanne Ferris it took a strong determination to raise a family in a hopeless ghetto neighborhood; but it took more than determination to survive as a nurse in the inhuman world of a ghetto hospital. M. Evans. \$5.95.
- The Ridiculously Expensive MAD* by William Gaines and Albert Feldstein, eds. MAD is 17-years-old and this is a collection of the best of the worst from the magazine which takes on the establishment with vigor and revels in its inanities. World. \$9.95.
- They Call Me Mister 500* by Anthony (Andy) Granatelli. Andy Granatelli, daring automobile racer and builder, tells how he made it through poverty and crashes to become a millionaire at age thirty. Regnery. \$6.95.
- Autopsy for a Cosmonaut* by Jacob Hay and John M. Keshishian. Sam Stonebreaker, M.D., is chosen by computer to be the first doctor in space and his assignment is to find out what killed the Russian cosmonauts in a marooned space vehicle. Little. \$5.95.
- My Life with Martin Luther King, Jr.* by Coretta Scott King. With dignity, but emotion, Coretta Scott King tells her story of being black, of devotion to the movement, and of marriage to the man who said, "I have a dream." Holt. 6.95.
- The Strawberry Statement: Notes of a College Revolutionary* by James Simon Kunen. An ex-varsity crew member at Columbia joins the 1968 confrontation over the university's indifference to war, racism, and poverty and records the struggle on the spot. Random. \$4.95.
- Search for the New Land* by Julius Lester. Combining autobiography, contemporary history and "found" poetry, a sensitive black militant reveals the frustrations of his life, the sickness in American society, and a revolutionary hope for the future. Dial. \$4.95.
- The Writing on the Wall: 108 American Poems of Protest* by Walter Lowenfels, comp. Martyrdom, inhumanity, war and death are placed in fierce confrontation with the conscience of the reader in this anthology of protest poetry. Doubleday. \$4.95.

*Ammie, Come Home* by Barbara Michaels. A ghost that never quite materializes and the spirit of "Ammie" Campbell haunt an old Georgetown house threatening the lives of its occupants. Hawthorn Books. \$4.95.

*Coming of Age in Mississippi: An Autobiography* by Anne Moody. This is what it's like to grow up poor and black in Mississippi and although flawed by the Southern racial system Anne Moody refused to be broken by it. Dial. \$5.95.

*Night of the Grizzlies* by Jack Olsen. On the night of August 12, 1967 grizzlies attacked a campground in Glacier National Park—a violent and inevitable clash between a vanishing species and the humans invading its territory. Putnam. \$6.95.

*The Promise* by Chaim Potok. In this sequel to "The Chosen," rabbinical student Reuven Malter confronts his dogmatic teacher, Rav Kalman, and his friend, Danny Saunders, undertakes his first case as a clinical psychologist, one requiring a drastic, experimental treatment. Knopf. \$6.95.

*The Mephisto Waltz* by Fred Stewart. A dead, diabolical genius inhabits the body of Myles Clarkson, concert pianist, and only Myles' wife suspects what has happened but she has no proof. Coward-McCann. \$4.95.

*The Mouse on Wall Street* by Leonard Wibberley. Gloriana, ruler of Grand Fenwick, conqueror of the United States, sender of the first rocket to the moon, now is possessed by a "Midas touch" which almost wrecks the simple economy of her country. Morrow. \$4.95.

*My Turn at Bat: The Story of My Life* by Ted Williams and John Underwood. One of baseball's greatest hitters, Ted Williams, explains himself and his controversial career with honesty and frankness. Simon and Schuster. \$5.95. □

LEROY ORTOPAN has been named assistant director of the Library Technology Program of the American Library Association. The announcement was made today by Forrest F. Carhart, Jr., Director. Ortopan, who comes to the Library Technology Program from Memorial Library, University of Wisconsin, Madison, where he was chief of cataloging, will take up his duties on April 1.

A native of Kenmore, Ohio, Ortopan received his education at the University of Akron, where he earned a B.A. in humanities; the University of Oslo, Norway; and Western Reserve University where he took an M.A. in English and an M.S. in Library Science.

Before taking the post at the University of Wisconsin in 1965, Ortopan was head of the Catalog Department at Deering Library, Northwestern University. Prior to that he was head cataloger at Pontiac City Library, Pontiac, Michigan, and catalog librarian at Grace A. Dow Memorial Library, Pontiac, Michigan. □

THE Library Technology Program forms the nucleus of the Office for Research and Development of the American Library Association. The Program has the primary objective of exploring ways and means by which modern technology can be used to solve the administrative problems of libraries. It meets these objectives mainly by carrying on testing and evaluation programs for equipment, furniture and systems used in libraries; by developing performance standards, and by supporting a publishing program for a bimonthly subscription service which reports the results of these activities, and a series of hard-cover technical books for the library profession. It also provides an individualized information service free to anyone who seeks its help in order that the results of its research may be disseminated and utilized as widely as possible.

# Library School Student Book Review

## THE MONEY HAT AND OTHER HUNGARIAN FOLK TALES

By Peggy Hoffmann and Gyuri Bíró. *Illustrated by Gyuri Bíró*

Westminster Press. 158 pages. \$4.50.

It was a rare pleasure for me to read some fables often told me in childhood. This English translation of folktales is a remarkable achievement of the collaborating authors. How this volume came into being is a fascinating story. Mr. George Bíró, "Gyorgy" in Hungarian, who uses the informal "Gyuri" instead, left his native land during the 1956 revolution and came to the U. S. Here he told these tales in German to his American wife who translated them into English. These rough versions were tape recorded and sent to Mrs. Hoffmann who molded them into their present form.

Although I was brought up in a Hungarian town, I also had continuous contact with villagers and absorbed much of their customs and legends. Now I feel that this essence of our romantic past indeed enriched my life. Does this flavor come through in the translation? In my opinion the text and the illustrations truly capture the spirit of the original. Peggy Hoffmann is an experienced children's writer. Her onomatopoeic language is eminently suitable for reading at story hour. I find the literary structure at least as good as that of the original and occasionally even better. Her lively style permeates the text. This may be the secret of her success.

In spite of the fact that Hungary has been exposed to Eastern and Western cultural influences its folklore is not a mixture of these, but unique. For example in Western fables an old woman often turns out to be a witch, while old men are usually wise and kind. The old man of the title tale is crooked. His credulous victims are fooled easily more through their own greed than his cunning. "The Forfeit" features two businessmen, one of whom refuses to pay a debt to the other. King Mátyás the Just (he is called "King Matthias the Just" in the book), the most beloved of all Hungarian kings, passed a judgment in this case so simple and brilliant, that even King Solomon hardly could have excelled it. He hated injustice and always stood up for the indigent and oppressed. "Only One Dog Market in Buda" tells of two men plowing with oxen. King Mátyás, riding through the place, asked the one with six oxen to lend a pair to his neighbor who had only two, four animals being sufficient for the job. The wealthy peasant was furious. "Your Majesty," he sputtered, "I am surprised that you cannot see that he is a poor man and I am a rich one. Why should I give him any of my possessions or even lend him two of my oxen?"

For the most part the affluent are presented as ruthless and greedy, though some tyrants, like Baron Dobrogy in "Ludas Matyi," are reformed after several vigorous thrashings.



Astral beings often play parts in shaping destinies of men. Water sprites, witches, and wizards materialize and disappear in a puff of smoke, like incarnated vicious creatures which are born in nightmares and die away at dawn. Not only mortals are trapped in cause and effect situations; the Devil himself likewise suffers the results of his intrigues.

In "Zoli the Doctor" individual dishonesty and ingratitude are displayed by the villagers in a joint enterprise which originally aimed at pleasing Zoli, their devoted physician. As one sows so he reaps . . . Their inescapable fate after losing Doctor Zoli seems well deserved.

Bíró's drawings blend well with the stories. They admirably complement the characters and events. Unfortunately, as any Hungarian can see, he neglected to check the names. Thus such a fine book is marred by several annoying inaccuracies. For example Károly is accented properly while Béla came through as Bèla which is a grave error because there is no grave in the Hungarian language. Moreover Péter became Peter, István Istvan and so on. These are minor oversights, but they look unnatural and sound ridiculous. Mr. Bíró made sure that his name was correctly printed. His interest in accuracy seems to have ended there.

A work should not be condemned for small faults. On the whole the book is an example of translation at its best. Hungarian is thought to be difficult to translate. Professor Joseph Reményi writes in his essay, "Modern Hungarian Literature in English Translation:" "There are few Hungarians who speak and write English with perfection, and fewer non-Hungarians who know the Hungarian language perfectly. This fact bears a share of responsibility for the lack of competent translators. It is difficult to find truly dependable translators whose rendering does not interfere with the pleasure one rightly expects from plays, novels and poems."

Indeed, few works have been translated successfully into English, and not many of these have been folk tales. The only translations I could find on this subject are: *Hungarian Folk Tales* by Gyula Ortutay, and *Once Upon a Time* by Gyula Illyés. The third is *The Money Hat* which is the first to be translated and published in the U. S.

In *The Money Hat* and the other tales fantasy and reality intermingle. The heroes are frequently entangled with forces of evil in tragi-comic situations. In the struggle the good usually win, but when the wicked powers triumph the moral lesson is still clearly pointed out. It is not forced on the reader, but is a natural consequence of the dramatic development.

These stories talk to all ages. For the young American reader they open the gate to the enchanted castle of Hungarian folklore. The Money Hat can be a uniquely valuable addition to private collections and to school and public libraries.

Reviewed by  
Maxim Táborny

(Editor's Note: Mr. Táborny, a student in the Department of Library Science, East Carolina University, is a native of Hungary. Peggy Hoffmann, author whose book he reviews, is a North Carolinian.)

# North Carolina LIBRARY EDUCATION NEWS

## EAST CAROLINA UNIVERSITY

### *Department of Library Science*

Spring Quarter began at East Carolina with another record enrollment. Nineteen courses at the undergraduate and graduate level are being offered. Summer schedules are now available. Many courses are being offered during both terms. In addition to the regular faculty, Mrs. Elizabeth Detty of Salisbury, North Carolina, will be working with the classes in story telling and reading guidance for children. In addition to other classes, there will be a special program in media center management June 24-July 14 for librarians, library supervisors, or teachers. This workshop will be for six quarter hours of graduate credit and will be handled by a team of professors using the problem-solving and role playing approach. These credits may be used in the graduate degree program or for renewal of graduate teaching certificates.

The Department was happy recently to receive from Dr. Susan Grey Akers of Chapel Hill a portion of her personal library on cataloging and classification including titles dating back to 1908. The collection was recently on exhibit in the Joyner Library on campus and was arranged by the local chapter of Alpha Beta Alpha, national undergraduate library science fraternity.

Recent visitors to the Department of Library Science have included Miss Cora Paul Bomar, School of Education, University of North Carolina at Greensboro, and Dr. Milbrey Jones, Program Specialist, Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, U. S. Office of Education. They were serving in consultant roles. Also talking with classes recently was Mrs. Peggy Hoffman, North Carolina author and translator of children's books.

The local chapter of Alpha Beta Alpha is making plans for their spring banquet which will be held on the night of May 5. Dr. William F. Pritchard will be the speaker. Former members are invited to attend. The group have added twenty-three new members this year. Announcements will be made in the near future concerning the Outstanding Member Award. The name of the recipient will be engraved on the plaque which is on permanent display in the department. Mrs. Lois T. Berry serves as advisor to this group and Steve Howell has been president this year.

**THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL**

*School of Library Science*

The School is pleased to announce that Bruce E. Langdon of Grafton, Massachusetts, a candidate for the degree of Master of Science in Library Science, has been selected to participate in the Special Recruit Program of the Library of Congress for 1970-71. This is an honors program designed to recruit ten outstanding graduates of library schools for a broad range of professional and management positions at the Library of Congress. The program has been in effect for a number of years, and the School has been fortunate in having its graduates often selected. Mr. Langdon is a graduate of Brown University where he earned the A. B. degree with a major in political science and of Duke University where he earned an M.A. in political science. He began his work toward his library science degree in July, 1969. He is president of the School's Library Science Club and is a member of the School's Student-Faculty Committee.

The following lectures were presented under the School's auspices during the spring semester: "Current Work in Modeling Library and Information Networks," by Prof. Richard E. Nance, Computer Sciences Center, Southern Methodist University; "Being Female and Professional," by Dr. Ida Simpson, Sociology and Anthropology Departments, Duke University; "Supplemental Education Experimental Experiences for Minority Groups," by Dr. Margaret R. Martin, College Skills Program, Rockland Community College, Suffern, N. Y.; and "Some Comments on the Universal Decimal Classification: Its Development and Possible Future Use" and "Scientific and Technical Library Service and Facilities in Israel," by Prof. Hans Wellisch, School of Library and Information Services, University of Maryland.

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**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

*Library Education Program*

W. Hugh Hagaman, now completing requirements for the doctoral degree at the University of Virginia, will join the faculty in the Library Education-Instructional Media program area beginning in June 1970. Mr. Hagaman was formerly a school principal and director of the ESEA Title III program in the Mooresville City Schools.

Mrs. Weaver T. Sikes, librarian, Greensboro Public Schools, will serve as a visiting instructor in the second term of the 1970 Summer Session.

Cora Paul Bomar and Frances K. Johnson were participants in a regional conference held by the Knapp School Libraries Project (AASL) in New Orleans, May 7-9, 1970, at which Mrs. Johnson, a member of the Project's Curriculum Content committee, reported on the work of that group.

# NORTH CAROLINA LIBRARY ASSOCIATION STANDING COMMITTEES

## 1969 - 1971

### \*Archives (Same)

### \*Constitution and Codes

Chairman — Mrs. Elizabeth Holder, UNC-G Library  
 Mrs. Shirley Jones, Craven County Technical Institute  
 Mr. Flint Norwood, Statesville Public Library  
 Mrs. Wilhelmina Lash, Paisley Junior High School, Winston-Salem

### \*Education for Librarianship

Chairman — Miss Helen Hagan, UNC-W Library  
 Mrs. Louise Plybon, Eastover School Library, Charlotte  
 Dr. Doris Cox, ASU, Dept. of Library Science  
 Mr. James Carruth, State Dept. of Public Instruction  
 Dr. Budd Gambee, UNC-Chapel Hill Library School  
 Mrs. Ophelia Irving, State Library, Raleigh

### \*Governmental Relations

Chairman — Mr. Tommie Gaylord, P. O. Box 417, Cary  
 Mrs. Jean Johnson, Library Supervisor, Raleigh  
 Mrs. Lucy Bradshaw, WSSU, Winston-Salem  
 Mrs. Rosalind Campbell, Caldwell Community College, Lenoir  
 Mrs. Philip Sowers, Trustee, Salisbury  
 Mr. George Linder, Durham Public Library

### \*Honorary Membership

Chairman — Miss Irene Hester, Greensboro Public Library  
 Mrs. Ethel K. Smith, Wingate Junior College  
 Miss Barbara Glasscock, Winterfield School, Charlotte

### \*Intellectual Freedom

Chairman — Mr. James F. Wyatt, Mars Hill College Library  
 Mr. Neal Austin, High Point Public Library  
 Mrs. Linda Kay Osterman, Peace College  
 Mrs. Mabel Belton, South French Broad High School  
 Mrs. Johnny Walker, Goldsboro, Trustee

### \*North Carolina Library Association Library Resources

Chairman — Mr. Benjamin Speller, Elizabeth City State University  
 Mr. Cyrus B. King, N. C. State University  
 Mrs. Mertys Bell, Guilford Technical Institute  
 Miss Nancy Rider, Dallas High School  
 Miss Rebecca Weant, Rowan Public Library  
 Mrs. Betsy Cumby, Northeast Jr. High School, High Point  
 Miss Elaine Von Oesen, State Library

### \*Membership

Chairman — Dr. I. T. Littleton, North Carolina State University  
 Mrs. Shirley McLaughlin, Asheville-Buncombe Technical Institute  
 Mrs. Ellen Day, UNC-G, Center for Instructional Media  
 Mr. Eugene Neely, Charlotte-Mecklenburg Public Library  
 Mrs. Leland M. Park, Davidson College  
 Miss Miriam Ricks, Lucille Hunter School, Raleigh

### \*Nominating

Chairman — Miss Mildred Herring, Grimsley High School, Greensboro  
 Mrs. Allie Hodgins, Appalachian State University  
 Miss Jean Freeman, UNC, Chapel Hill  
 Mr. Paul Ballance, Winston-Salem-Forsyth County  
 Mrs. Doris Brown, State Dept. of Public Instruction

### \*Scholarship

Chairman — Miss Mildred Mullis, (1973) Forest Hill Elementary School  
 Miss Marjorie Hood, (1970) UNC-Greensboro  
 Mrs. Hallie Bacelli, (1973) Guilford County Schools  
 Mrs. Douglas Barnett, (1971) Morganton-Burke Library  
 Miss Pennie Perry, (1975) N. C. Central University  
 Miss Mable Howell, (1975) Lenoir County Community College

\*Recruiting

Chairman — Mr. Donald R. Richardson, Louisburg College  
 Mr. H. V. Anderson, Sandhill Regional Library  
 Miss Nancy Wallace, State Library  
 Miss Shirley Brooks, Boyden High School, Salisbury  
 Mrs. Ollie Bond, Bertie County Schools  
 Miss Jane Snyder, Appalachian State University

\*Federal Relations Coordinator

David Hunsucker, Gaston College

\*North Carolina Periodicals Bibliography and Union List

Chairman — Mr. Carolton P. West, Wake Forest University  
 Mr. Paul Ballance, Winston-Salem-Forsyth County  
 Miss Mary Canada, Duke University  
 Miss Elizabeth Lassiter, State Dept. of Public Instruction  
 Mrs. Edna M. Gause, Brunswick County  
 Mrs. Jane Bahnsen, UNC at Chapel Hill

\*Miss Eunice Query, President, North Carolina Library Association Ex-Officio Member

## NORTH CAROLINA LIBRARY ASSOCIATION SPECIAL COMMITTEES

1969 - 1971

\*North Carolina Library Association—Organization (Same)

\*Representatives on State Legislative Council

Chairman — Mrs. Marion Johnson, N. C. State Library, Processing Center

\*Development

Chairman — Mr. Gary Barefoot, Mt. Olive Junior College  
 Miss Mae Tucker, Charlotte-Mecklenburg  
 Mrs. Elizabeth Storie, Statesville Senior High School  
 Mr. William Pollard, N. C. State  
 Mrs. Mollie Lee, Richard B. Harrison Library  
 Mr. Philip Ogilvie, N. C. State Librarian  
 Mrs. Scottie Cox, Wayne Community College

\*Automation

Chairman — Mr. Joseph L. Boykin, UNC at Charlotte  
 Mrs. Vergie Cox, State Dept. of Public Instruction  
 Mr. Arial Stephens, Charlotte-Mecklenburg  
 Mr. Warren Bird, Duke University  
 Mr. Frederick Marble, Gaylord Brothers  
 Mrs. Grace Farrior, UNC-G.

\*National Library Week

Ex. Director in North Carolina — Miss Charleganna Fox  
 Assistant Director — Mrs. Vera Melton  
 Mrs. Robert W. Scott, Chairman  
 Mrs. Darlene Ball (Special Libraries)  
 Mr. Tom Burgess (Friend of Libraries)  
 Mr. James W. Carruth (Special Libraries)  
 Mr. B. C. Crews, Jr. (University Libraries)  
 Dr. Lewis C. Dowdy (Friend of Libraries)  
 Mrs. Judith Garitano (School Libraries)  
 Mrs. Gladys Hontz (School Libraries — local)  
 Mrs. Jane Carroll McRae (Public Libraries — local)  
 Mr. Clifton Metcalf (Friend of Libraries)  
 Mr. Jim Ollis (Friend of Libraries)  
 Mr. Charles W. Phillips (Friend of Libraries)  
 Mr. Herbert Poole (College Libraries — Private)  
 Mr. Sam Poole (Friend of Libraries)  
 Senator Hector MacLean (President, North Carolinians for Better Libraries)  
 Miss Eunice Query (President, North Carolina Library Association)  
 Mr. Richard L. Rice (Friend of Libraries)  
 Mr. William Roberts (Friend of Libraries)  
 Miss Nancy Wallace (North Carolina State Library Representative)  
 Mrs. Carlton G. Watkins (Friend of Libraries)  
 Mr. Charles Whitehurst (Friend of Libraries)  
 Mr. James L. Williams (Friend of Libraries)