

NORTH CAROLINA LIBRARIES

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NORTH CAROLINA LIBRARIES

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LIBRARY

GEORGIA HICKS FAISON

By *PATTIE B. MCINTYRE**



Georgia Hicks Faison, Reference Librarian at the University of North Carolina, will leave Chapel Hill this Spring for a tour of Europe. This trip was a gift to Miss Faison by her many friends among the faculty, students, and alumni of the University of North Carolina. A check to cover expenses for her European trip was presented to Miss Faison in a ceremony on November 15, which was attended by the Chancellor and many other well-wishers. On that occasion there were numerous sincere expressions of gratitude to Miss Faison for her many years of scholarly, loyal service.

Reference Librarian since 1928, Miss Faison came to the University Library as Head of the Circulation Department in 1924 when the University had a student body of 2,300 and the Library collection numbered 175,000. Before entering the library profession Miss Faison had taught Latin, history, and mathematics for seven years in various North Carolina school systems.

In 1919, Miss Faison went to Brooklyn for library training at Pratt Institute of Library Science. Later she earned a degree in Library Science at the New York State Library School in Albany. Before coming back to her native state, Miss Faison held two positions. She was a cataloger at the Yale University Library for a year and a half, and Librarian at Randolph-Macon Woman's College for two years.

Miss Faison's work as Reference Librarian has paralleled very closely the growth of the University's Graduate School and the growth of the library collection. She has always believed strongly that the library must play an integral part in the instruction and research programs of the University and has never missed an opportunity to help bring this about. She has had, almost daily, through the years, consultations and discussions with faculty members and graduate students in her effort to help make available the materials needed for graduate work and research. Her close cooperation with librarians in other universities helped to set up the Interlibrary Loan system of borrowing which has extended the limits of research facilities so greatly.

Although a great deal of her time and effort has been given to building up the collection for research and in helping graduate students and faculty with their prob-

*Reference Assistant, University of North Carolina Library, Chapel Hill, North Carolina.

lems, much of Miss Faison's interest has been centered on the undergraduate and his use of the library. For many years, she has investigated various systems of library instruction and worked with the teaching departments and officials of the University in order to arrive at the best plan of library instruction for the incoming freshman. The present system of two hours of instruction required of each freshman who has not passed a screening test was started by the Reference Department in 1949. The undergraduate, as well as the more advanced student, has been made to feel that he can expect understanding and willing assistance when he brings his problems to the Reference Department.

Miss Faison's contributions to professional organizations have been made chiefly through conscientious service on varied committees and her unfailing interest in new plans and projects. Librarians and students in Library Science are often grateful for the years of work which went into the preparation of the *ALA Glossary of Library Terms*, Chicago, 1943, prepared by the ALA Committee on Library Terminology, of which Miss Faison was Chairman from 1936-1938. Knowing that much ground-work was done in the Thirties on the ever-present problem of a clearing house or union list of German dissertations, we were interested to read Miss Faison's proposal on "The Care of German Dissertations" in the *ALA Bulletin* for July 1936. It is gratifying to learn that out of such thought and planning by many librarians, there is now the Midwest Interlibrary Center plan for a centralized depository of German dissertations.

She has been an enthusiastic member of the Southeastern Library Association, taking part in many discussions in the College and University Libraries Section. In 1947, she reported on "Reference Service in College and University Libraries in the Southeast" at the conference. This paper was included in the Papers and Proceedings of the Twelfth Biennial Conference. In 1951, she served as Secretary of the College and University Section of SELA. Last Fall, at the 1956 Roanoke meeting of the Southeastern Library Association, Miss Faison was a member of Dr. Kuhlman's panel which discussed the place of the library in the instructional program of the University.

She has been an active and interested member of the North Carolina Library Association, serving on various committees at different periods. An occasional contributor to the official publication, she wrote a delightful article on "Humor, a Librarian's Asset" in *North Carolina Libraries* for October, 1952.

The library staff and other bibliographers still find useful the two chapters which Miss Faison contributed to the University of North Carolina Sesquicentennial Publication, *Library Resources of the University of North Carolina*, 1945, "Bibliographical Apparatus", pages 55-67, and "Reference Resources", pages 68-82.

As Professor Richmond Bond of the English Department once commented on Miss Faison's accomplishments, "The evidence of her great work is found not in her

own publications, but rather in the acknowledgments in scores of theses, dissertations, and books where one so frequently reads, '. . . and to Miss Georgia Faison I also wish to express my gratitude for valuable suggestions, generous encouragement, and patience'."

Librarians associate Miss Faison with her unfailing enthusiasm for the problem at hand, her willingness to cooperate with her associates, and her keen interest in all phases of librarianship.

Miss Faison has served as Reference Librarian at the University of North Carolina under the directorship of five librarians—Louis R. Wilson, Robert B. Downs, Carl M. White, Charles E. Rush, and Andrew H. Horn. University Librarian Andrew Horn recently remarked, "It has been one of the real rewards of my own service at the University of North Carolina to come within the direct, magnetic field of Miss Faison—whom I had known by reputation, of course, in the Far West. This great lady and great librarian has left an everlasting stamp on the work of the University of North Carolina."

Chancellor Robert B. House, speaking at the ceremony honoring Miss Faison, summed up some of what she has meant to this University community by saying, "If I followed normal University tradition on this occasion, I would not have written this speech at all. I would have gotten Miss Georgia to write it for me."

Werner P. Friederich, Professor of Germanic Languages, and Chairman of the Faculty Committee which presented the gift to Miss Faison, said in his presentation speech, "We are not assembled here in order to listen to long speeches, but rather to indicate through our presence and by means of a tangible gift, just how grateful we are to Miss Faison for her helpfulness during the past decades, for the kindness, the graciousness, the goodness she has shown to all of us; and to tell her, too, how very much we will miss her now that she will retire from her position as our Reference Librarian. I do believe that the Library is the most important building, the center of any great university—and you, Miss Faison, have most certainly been the very soul of our Library. Thank you, once more, for all you have done for us and for all you have stood for during all these years."

Western Public Librarians Organize

A group of public librarians in the western part of North Carolina met in Asheville on March 28, 1957 and organized the Western North Carolina Public Librarians' Club. The organization is an informal one. It plans to meet four times a year to discuss problems common to public libraries of the area. Miss Joyce Bruner, librarian of the Caldwell County Library was elected as president. Mrs. E. E. Barr, librarian of the Rutherford County Library was elected as secretary.

TAR HEEL LIBRARIANS

Arnold BORDEN resigned as General College Librarian at the University of North Carolina Library as of October 31 in order to accept a position at the University of Texas Library in Austin.

Jean ELLIS (UNC '42) became head of circulation at the Greensboro Public Library on January 15, 1957. Miss Ellis was librarian of the Leesburg (Florida) Public Library.

Dr. Andrew H. HORN has resigned as University Librarian at the University of North Carolina effective June 30. At that time he will become Librarian at Occidental College near Los Angeles.

Sarah B. McALLISTER has been appointed to the position of Bookmobile Librarian with the May Memorial Library of Alamance County beginning March 1st. Miss McAllister will receive her Master's Degree in Library Science in June.

Betty Will McREYNOLDS, former head of adult services, Greensboro Public Library, was married to Robert Moose on April 6. They will live in Columbia, S. C.

Mrs. Dorothy MOORE became librarian of the Halifax County Library on March 1, 1957.

Mrs. Katherine Bradley MOUZON is on special appointment as a cataloger to the Serials Department, Duke University Library as of September, 1956. She is devoting her time to the cataloging of British Commonwealth materials. Mrs. Mouzon worked in the reference, cataloging, and periodicals departments at the UNC Library from 1947 to 1953.

Evelyn Day MULLEN became a Library Extension Specialist with the Services to Libraries Branch of the U. S. Office of Education on February 25. North Carolina is included in the list of states assigned to Miss Mullen.

Mary NORWOOD has been assistant librarian of the Greensboro Public Library since March 1, 1957.

Mrs. Carolyn Smith TYLER (Emory '45) joined the Duke University Library Serials Department as a cataloger in October. She was Librarian-Reviser in the Emory University Division of Librarianship from 1945 to 1956.

Mrs. Bessie VESTAL has been assistant librarian of the High Point Public Library since December 1, 1956. Mrs. Vestal was formerly with the Greensboro Public Library.

That Will be the Day

"The average college alumnus," says Governor Hodges, as an enthusiastic alumnus himself, "gets more excited about a good dribbler than he does about the library. It should not be that way, but I do believe we have to think about both."

It will be a break for libraries when the thought about both is on an equal basis. And that day will come when a popular librarian gets the gift of a blue and white Cadillac with the golden keys. At the moment, however, librarians in our colleges will be glad to settle for the money necessary to buy books to keep their libraries in pace with the advance of other libraries in other colleges in other states.

Editorial in *Raleigh News and Observer*.

THE PUBLIC LIBRARY AND LOCAL HISTORICAL SOURCES

By CHRISTOPHER CRITTENDEN*

The records of our local history ought to be preserved. And if the public library does not do the job, probably it will not be done.

Throughout the United States today there are greater interest and activity than ever before in the field of local history. In North Carolina there are almost fifty local historical organizations—one for every other county in the State. The thousands of people in these groups, who pay part of the taxes that support the public libraries, want and need to study, write, and know their local history. Thus there would appear to be a special reason for preserving the source materials of that history.

What materials in this field may our public libraries appropriately collect and preserve? For one thing, there might well be included as complete as possible a collection of secondary works¹ on the history of the locality. This might encompass studies covering the area as a whole, or some geographical part thereof, or some period or phase of local history, or some church or school or corporation or other organization or group therein. Biographies of local persons would be included. As to form, the collection might comprise books, pamphlets, newspaper articles (which might be clipped for this special collection, in addition to the complete file of newspapers the preservation of which is suggested below), and even multicopied, typed, or sometimes manuscript copies of local history or biography articles such as might be presented to a book club or civic club. In other words, it is suggested that just about every type of secondary materials on the history of the area might suitably be preserved in the local public library.

As for primary source materials, one of the chief responsibilities would seem to lie in the field of newspapers. At the present time, Carolina, Duke, and the State Library all maintain large collections of North Carolina newspapers. None of these institutions, however, is keeping a complete statewide file. Sooner or later a complete or near-complete file may perhaps be kept in some central depository, but even then it would be well for the local library to have a security set. In all cases it would seem that such a library should preserve one or more complete sets of all local newspapers. For of all the sources of local history, covering in detail the many phases of the day-to-day life of the people, probably no other source contains information so much alive and so comprehensive.²

Other primary sources might include printed collections of letters relating to the locality. Diaries constitute a valuable source. Memoirs are usually not as reliable

*Director, North Carolina Department of Archives and History, Raleigh. For helpful suggestions the writer is grateful to Mr. Hoyt Galvin, Director of Libraries, Public Library of Charlotte and Mecklenburg County; Miss Margaret H. Ligon, Librarian, Pack Memorial Public Library, Asheville; Miss Elaine von Oesen, Editor, *North Carolina Libraries*, and Extension Services Librarian of the State Library, Raleigh; Mr. William S. Powell, North Carolina Collection, University of North Carolina, Chapel Hill; Miss Clyde Smith, Librarian, Olivia Raney Library, Raleigh; and several members of the staff of the State Department of Archives and History.

¹In the language of the historian, secondary works are those that are not based upon first-hand knowledge or observation. Primary sources, on the other hand, do involve such first-hand contact. For example, a history of such-and-such a county is a secondary work, while original wills, deeds, letters, diaries, newspaper accounts, and the like are all primary sources.

²We are all cognizant, of course, of the poor quality of modern newsprint, so that for permanent preservation our newspapers need to be microfilmed or otherwise reproduced.

but can nevertheless be useful. Accounts of travelers are often illuminating. Printed speeches may contain valuable information. Printed maps are frequently inaccurate but can be worth while, especially large-scale maps published in recent years by official agencies such as the State Highway Department and the United States Geological Survey.

Many of these primary sources are local imprints, and if not saved at the time they are lost forever. Among the most ephemeral of all ephemera would seem to be broadsides (what with modern means of communication, not now as common as in former years). Likewise programs of church services, of book clubs, of school commencements and other events, of theatrical productions, and of various other groups and activities are here today and gone tomorrow. Minutes of various groups, publications of chambers of commerce, and reports of local businesses are worth preserving. Menus of eating places are valuable historical sources.

Obviously we cannot preserve one or more copies of every one of these items. If we did, we would completely fill our stack areas and would have no space for anything else. But we can at least preserve samples and it might be well to draw up plans and procedures for this purpose. We could seek to preserve for a given year so many programs (only a few would be very much worth while) from such-and-such churches, so many menus, and so on down the line. If we could not do this every year, if we would do it at regular intervals, say every two or five or even ten years, we would be rendering a valuable service.

What about pictures? These, especially photographs, are among the most valuable of all primary sources of local history. Ordinarily the public library would seem to be the agency that should preserve them. Commercial photographers, camera clubs, and individuals would likely be glad to help.³

Almost every public library would seem to have an opportunity to build up one or more special collections on one or more persons or topics of local significance. For instance, Miss Margaret H. Ligon, Librarian of the Pack Memorial Library in Asheville, writes: "Asheville is the birthplace of Thomas Wolfe and this library has attempted to collect every item on or about Wolfe for a special collection. We have hundreds of photographs, his books in every language, and critical reviews. I think the collection today numbers almost three thousand items. All towns don't have a Thomas Wolfe, but other subjects could be developed. A city in the tobacco area could develop a collection on tobacco."⁴ Such a special collection would usually include both secondary and primary materials.

If the library does not have all the materials on local history, the librarian can render a service by supplying information as to where such materials may be found. Files of the local newspaper are often in the hands of the publisher, in another library, or elsewhere. Certain individuals may have useful collections. The official and unofficial manuscript sources are usually in courthouses, archives, or other libraries. Rare printed volumes are often in research libraries but, as we all know, some of these may be borrowed on interlibrary loan. Of course, in seeking to serve the public, a top-notch librarian suggests sources outside his own library.

³It is suggested, however, that very large collections of pictures, especially if they cover a broad area, be sent to an agency that is specially equipped to handle technical problems such as classification, cataloging, and reproduction. The State Department of Archives and History is a suitable depository for such collections.

⁴Letter to author, March 12, 1957.

And speaking of assistance to the public, how can the librarian advise the person who wants to know how to go about preparing, writing, and publishing a county or other local history? A useful brief pamphlet on the subject is by Dean Daniel Jay Whitener of Appalachian State Teachers College and is titled *Local History: How to Find and Write It*. (Order from the Secretary, Western North Carolina Historical Association, Box 5150, Asheville, N. C., 75 cents.) Another useful brief study in the field is *Writing Local History Articles*, by Marvin Wilson Schlegel. (Bulletins of the American Association for State and Local History, Vol. II, No. 2, May, 1949. Order from the Secretary, Old Sturbridge Village, Sturbridge, Mass. 50 cents.) More detailed but perhaps a little advanced for some amateur local historians is *Local History: How to Gather it, Write it, and Publish it*, by Donald Dean Parker. (Social Science Research Council, 231 Park Avenue, New York. \$1.00.)

A number of positive suggestions have not been made as to what local history materials our public libraries may appropriately collect. Perhaps it will clarify the situation if we suggest that on the negative side there are certain things that we would not ordinarily expect of them. Public libraries would not normally be expected to handle archives—the official records of the United States government, the states, the counties, or the municipalities. Such records under the law are provided for at one or more of the various levels of government and usually need not concern the public librarian—except that he should know the location of the different series that bear most directly on the history of the locality. Ordinarily, too, our public libraries are not expected to maintain collections of private and unofficial manuscripts—certainly not extensive ones. The manuscript field is highly specialized and usually would seem to be best left to the large research institution. Should the librarian learn of valuable collections of manuscripts that might be placed in a depository, it is suggested that he get in touch with the State Department of Archives and History, Raleigh; the Southern Historical Collection, University of North Carolina Library, Chapel Hill; or the Manuscript Collection, Duke University Library, Durham. Ordinarily we would not expect to find large numbers of government documents in most of our public libraries, though the librarian might appropriately seek copies of such documents as bear directly on the history of the locality—and there are far more of these than one might at first suspect.⁵ Likewise, most of our public libraries would not be expected to have extensive collections of general histories of the world, of Europe, or even of the United States—though probably there ought to be at least one good work in each of these fields.

It is realized that not all of what has been said above will apply to every one of our public libraries. The libraries in some of our larger cities are in a better position to build up research collections than is the case with libraries in most smaller communities. Proximity to large research collections is a factor to be considered. For example, there would seem to be less reason for the public libraries in Durham or Raleigh, close as they are to the research centers of Duke, Carolina, and the State Library, to build up research collections than for the public libraries of Wilmington or Charlotte to do so, since these latter are not so near to large research collections. Then too, we should of course think twice before duplicating the collections of institutions other than libraries. If a local historical museum, for instance, has a good collection of local history photographs, it would hardly seem necessary for the public

⁵See David Stick, "History in Your Own Back Yard," an article soon to be published in *The North Carolina Historical Review*.

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library also to enter this field. Thus the situation varies considerably from one community to another, and what will work in one will not work in another.

There are fine possibilities for cooperation between public libraries and local historical societies. The former can devote particular attention to local historical materials, with perhaps a special library section assigned for the purpose, while the latter can be of assistance in collecting the materials to be preserved. It is suggested that librarians call on the societies for such assistance. If the library facilities are inadequate, such societies can serve as a strong source of support in securing more adequate facilities and personnel.

In conclusion then, undoubtedly the sources of our local history ought to be preserved, and the agency best suited to perform this function is the public library of each locality.

CHECKLIST OF LOCAL HISTORICAL SOURCES THAT MAY BE COLLECTED BY THE LOCAL PUBLIC LIBRARY

Secondary Works

The locality as a whole	Schools
A geographical part of the area	Corporations
One or more periods of local history	Other organizations
One or more phases of local history	Biography
Churches	

Primary Sources

Newspapers	Broadsides
Letters	Programs
Diaries	Business Reports
Memoirs	Chamber of Commerce publications
Travelers' accounts	Menus
Addresses	Minutes
Maps	Pictures

Special Collections

These may include many of the types of materials listed above, both secondary and primary, relating to one or more subjects of special local significance.

"COOPERATION IS THE KEY"

(A Report of North Carolina's Workshop on the new standards, *Public Library Service*)

Librarians and trustees of North Carolina's public libraries profited from a workshop held at Charlotte, N. C. on February 28 and March 1, 1957. Using the new ALA publication, *Public Library Service*, as a basis for thinking and discussion, the workshop participants both absorbed and shared information and ideas. As a result of careful planning and preparation, each session of the workshop led logically into the next. It was an exciting and unique experience for many to find that in thinking together, in using information worked out by the participants, the group moved forward to new conceptions and definite recommendations for action.

In a keynote speech, Dan Lacy, Managing Director of the American Book Publishers Council, described the permanent and central role of libraries.

The Role of the American Public Library

The public library assumes a new importance, Dan Lacy stated, as it realizes fully its unique position in the educational scheme of American life. Society has responded to the urgencies and complexities in modern living by an emphasis on more and better education of the individual. Technological advances force upon us with ceaseless pressure the need in every area to know more and more in order to understand the whole pattern of our existence and to fit the individual securely into the integrated whole.

College education today is as commonplace as high school education was a generation ago. The next logical step in this continuing educational process is one outside the classroom. Here is the unique role and opportunity of the modern public library.

In this age of rapidly developing ideas, automation, and great scientific advances, there is no possible way to teach a student in college today what he will need to know twenty-five years hence. The intellectual habits implanted by formal education must find continuous use and outlet through the avenues provided by the free public library.

Most Americans spend hours every day viewing an image of the world. We're inundated with the image of the world as some one else sees it. We need to think for ourselves. We need to help the man who thinks for himself. The man who will save civilization in its headlong rush to destroy itself is the man who will come up with a new idea which has been allowed to germinate in the confines of an institution. The public library, with its "open door" policy, is such an institution where all views on all questions are allowed to exist side-by-side in a serene atmosphere of impartiality, uncontrolled by a persuasive voice, a charming personality, or the dictatorship of any one medium of communication.

The public library is the only mass medium wholly controlled by its users, where the user is not instructed what and how to think. The library has thousands of sources of ideas. The vitality and freedom of libraries are essential.

The challenge to librarians is to see themselves in these new terms; to acquire those skills and techniques in public relations and promotion which will enable them to interpret and explain the relation of the public library to the community and the individual; and to visualize their libraries as part of a great and useful pattern. As librarians succeed

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in helping their communities to see the public library in these terms, adequate financial support will be made available.

Thus, the public library will play a major role in this process of educating man to see himself in relation to the world about him, and to assume his place as a responsible member of a world society.

Public Library Standards

The standards as set forth in *Public Library Service* were summarized by a panel of librarians questioned by a layman, Walter Spearman, Professor of Journalism at the University of North Carolina. The six general topics presented were: "Structure and Government," "Library Service," "Books and Nonbook Materials," "Personnel," "Organization and Control of Materials," and "Physical Facilities."

Evaluation of North Carolina Libraries

The second session of the workshop was given over to the measurement of North Carolina public libraries. This was done by the individual librarians and trustees, each prepared by a preliminary reading and study of the standards, each checking his library's status and performance on an evaluation sheet. Gathered into small groups, the participants could clarify the items on the evaluation sheet for one another and tabulate their results, so that the whole picture could be reported to the total group.



Photo by Lone Proctor, Jr.

Reporters' Panel: (Left to right) Mrs. Dorothy Thomas, Librarian, Avery, Mitchell and Yancey County Libraries; Mrs. Dorothy Shue, Librarian, Cumberland County Library; Elizabeth Copeland, Librarian, Sheppard Memorial Library (Greenville); Ruth Warncke, Director, Library Community Project, American Library Association; Mrs. Edith Cannady, Librarian, Granville County Library; Jane McDaniel, Librarian, Stanly County Library; Jeannette Trotter, Associate Director, Public Library of Charlotte and Mecklenburg County.



Photo by Lone Proctor, Jr.

Small Group Discussion

In its evaluation of North Carolina libraries as measured against the standards, workshop members were in total agreement that North Carolina libraries were short of personnel. There was general agreement that libraries did not give the services they should, that books and other materials were inadequately supplied. Most libraries felt insufficiently informed about the communities they served. Half felt that library objectives were understood by staff and boards of trustees, but only a third reported that library objectives were clearly and specifically stated. Inadequate physical facilities were reported by the great majority of libraries.

In voting on priority needs of North Carolina libraries, the groups gave precedence to personnel and services over physical facilities, and placed books and materials even lower on the list.

Summarizing the needs brought out in the measurement process, Mrs. Elizabeth H. Hughey, state librarian, told the group in its third session: "We have come from nothing to not enough; our task is to move from the plateau of not enough to almost enough." "We're at the point where we're thinking beyond our own individual libraries. Cooperation is the key to acquiring materials and providing services not possible alone."

Planning for the Future

The kind of creative thinking required to make plans for the future needed the stimulation of a group. The participants, librarians and trustees from each of five areas of the state, gathered together with a leader and a reporter for each group. Each area group reviewed the obstacles to good library service, the hopeful factors, and made plans for the future. Consultants George Esser of the Institute of Government, Lucile Kelling, Dean of the School of Library Science, and Ruth Warncke, Director of the Library-Community Project of the American Library Association, made themselves available as resource persons for each group. The reporters, one from each group, formed themselves into a panel and brought together the recommendations of all the groups.

The Findings

The greatest obstacles to good library service in North Carolina were agreed to be: lack of money for personnel, materials, and facilities; lack of understanding of the purposes and program of the public library on the part of staff, boards, and general public; lack of willingness to experiment; and the isolation of some units of library service.

Hopeful factors are: strong state resources, including the State Library and State Aid, the University, the Library School; experience in cooperation, including the film circuit, the inter-library loan collections program, workshops; the Library Services Act; the stimulus provided by new library buildings.

Proposals

To improve library service, the group agreed on specific proposals to work on first:

1. To re-think and study the financing of library service.
2. To study our communities to understand their problems and resources.
3. To conduct some cooperative experiments in library service, such as cooperative purchasing and processing, sharing of personnel.
4. To provide in-service training for personnel.
5. To emphasize educational services to adults.
6. To plan a purposeful public relations program.
7. To recruit in every way possible, remembering that librarians may be men as well as women.
8. To reach out and get acquainted with neighboring libraries through informal district gatherings.

"Beginning in 1957 . . ."

Miss Warncke, in a concluding talk, described 1957 as *the* library year. Among many, the most important developments are the Library Services Act and the standards enumerated in *Public Library Service*. She suggested a review of the library's present program, a ruthless elimination of outmoded or ineffective services, and a paring down of routines. In order to be prepared to give modern, expanding service, a librarian should deliberately take time to think and plan, should read professional literature, and learn techniques of working effectively with groups—staff, board, and citizens.

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Some people and institutions, Miss Warncke pointed out, have had to be dragged kicking and screaming into the 20th century. Librarians are moving unreluctantly into 1957—the year of the Library Services Act and the Standards—but at a snail's pace, carrying the past on their backs.

An inventory of services rather than of libraries is needed. Do the children need your story hour? Can you eliminate the bookmobile run that accomplishes nothing? There is no heresy in a library—any service can be discarded when it no longer serves its purpose. Knock off a service ruthlessly if you have your eyes on a more valuable service.



Photo by Lone Proctor, Jr.

Speakers and Sponsors: (*Seated, left to right*) Ruth Warncke, Director, Library Community Project, ALA, special consultant; Mrs. Elizabeth H. Hughey, State Librarian, sponsor; Lucile Kelling, Dean, School of Library Science, UNC, sponsor; Olivia Burwell, Chairman, Development Committee, Public Libraries Section, NCLA, sponsor; (*Standing*) Walter Spearman, School of Journalism, UNC, interrogator of panel; Elaine von Oesen, Extension Services Librarian, State Library, workshop coordinator; Dan Lacy, Managing Director, American Book Publishers Council, keynote speaker; Carlyle J. Frarey, Associate Professor of Library Science, UNC, sponsor; and Hoyt Calvin, Director of Libraries, Charlotte and Mecklenburg County; host. Miss Charlesanna Fox, Librarian, Randolph Public Library, Asheboro, and Chairman, Adult Services Committee, Public Libraries Section, NCLA, was also a sponsor.

Simplify routines. Are you still counting circulation cards rather than measuring them with a ruler? Do you paste pockets as if they were to endure forever?

Librarians need time to think. Take an afternoon a week—let the immediate work go—and think of what you are doing, how you can do a better job by planning. Assess what you're doing in terms of its importance.

Take time to rest and be a person.

Read professional literature. You will not know how to give modern library service if you do not know what is said about it.

Learn the techniques of group work. You can save time and get better results if you know how to work with trustees, staff, and—of greatest importance in the new library picture—with the people of your community.

The Plan of the Workshop

The workshop in itself was an example of cooperative thinking and planning. The Adult Services Committee and the Development Committee of the Public Library Section of the North Carolina Library Association, the School of Library Science of the University of North Carolina, and the North Carolina State Library sponsored the workshop. Consultants from the Library School, the Institute of Government, and the American Library Association assisted. A committee of eighteen North Carolina librarians planned it.

The aim was to find the library's proper role in the United States in 1957, to analyze the standards for public library service, to measure North Carolina practice against the standards, and to make a plan for the future. For each part, a method likely to achieve the objective was chosen. Thirty librarians took part in the program. All persons on the program attended a briefing session to help them see their part in relation to the whole. Every one of the eighty-seven librarians and sixteen trustees who were present contributed to the discussion and together decided what seemed most vital and immediate to do.

Reaction of Participants

The impact of the workshop on persons attending was summed up by one librarian: "My library looked at your library and became our library." Librarians and trustees went home with a new sense of direction for their own library program, with a realization of the need for greater cooperation with other libraries, and, above all, with a *will* to try some cooperative ventures.

MRS. LOUELLA S. POSEY

MRS. DOROTHY B. THOMAS

Reporters.



Photo by A. C. Summerville

South Branch

NEW LIBRARY BUILDINGS IN CHARLOTTE AND MECKLENBURG COUNTY

By HOYT R. GALVIN* AND A. G. ODELL, JR.†

Ten new library buildings were authorized by a vote of the people of Charlotte and Mecklenburg County in a bond election held on December 13, 1952. The expenditure of \$1,600,000 was approved in a joint City-County bond issue of \$800,000 for each governmental unit.

Projected for the building program were four city branches of approximately 4,000 square feet each; five other town branches of approximately 1,900 square feet each; and a new main building of some 60,000 square feet. As constructed, the Main Library has 58,859 square feet. When the upper deck of book stacks is added in the basement, the square footage will be increased to 71,059. If a third and fourth floors are added, and the building is structurally ready for such floors, the square footage would be increased to 95,259. The bond funds were to be used for sites, buildings, furnishings and equipment. Cost averages in round numbers were as follows:

	Sites	Buildings	Stacks & Furnishings*	Total
Town Branches	\$ 2,500.	\$ 23,000.	\$ 5,500.	\$ 31,000. (each)
City Branches	16,000.	56,000.	9,000.	81,000. (each)
Main Library	—	973,000.	127,000.	1,100,000.

* (Includes architect and interiors consultant fees.)

*Director of Libraries, Charlotte and Mecklenburg County.

†Architect for Main Library, Charlotte, N. C.

NORTH CAROLINA LIBRARIES

Nine of the ten buildings have been completed. The 10th is one of the city branches for which a site has not yet been acquired. The following is a list of the buildings and the architects for each:

Cornelius Branch, Cornelius

James H. Benton, Architect

Davidson Branch, Davidson

James A. Malcolm, Architect

East Branch, Charlotte

R. Edwin Wilson, Architect

Huntersville Branch, Huntersville

D. M. Mackintosh, Architect

North Branch, Charlotte

James A. Malcolm, Architect

Pineville Branch, Pineville

Marsh & Hawkins, Architects

South Branch, Charlotte

Marsh & Hawkins, Architects

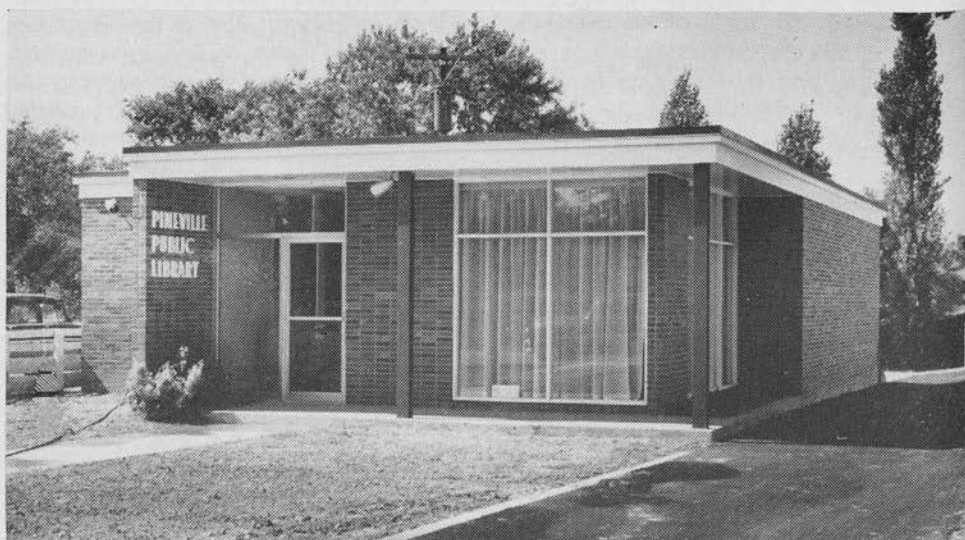
West Branch, Charlotte

D. M. Mackintosh, Architect

(Not constructed as this is published in May, 1957.)

Main Library, Charlotte

A. G. Odell, Jr., Architect



Pineville Branch

Photo by Tom Franklin's

Martin Van Buren of M. Van Buren, Inc., Charlotte, was engaged as the Interiors Consultant for all the library buildings. He was given a furnishings budget for each building and was paid on a fee basis as the architects were paid. The Interiors Consultant coordinated his work with the architects from the beginning of each project. This proved to be an excellent procedure.

Main Library Data

Problems: To provide a central library in the commercial heart of the city. This library would also serve as the point of service and control of eleven branch libraries and two bookmobiles.

Property: With a 110 foot frontage on North Tryon Street, the principal business street, the existing Carnegie Library built at the turn of the century was demolished in order to accommodate the new library. This property was approximately 75 feet from the corner of Tryon and Sixth Streets. The procurement of the corner property proved to be impossible, and resulted in an L-shaped piece of property, with the entire area being approximately 200 x 180 feet, but with a notch of approximately 90 x 72 feet at the corner of Sixth and Tryon, presently occupied by commercial buildings.

Pedestrian Access: It was desired that all pedestrians enter from a single main entrance on North Tryon Street, with chute for the return of books at night.

Vehicular Access: To provide drive-in return facilities for books and other library materials, and to provide easy pick-up of audio-visual materials and equipment, a driveway immediately off Sixth Street was provided where automobiles could turn in across the sidewalk and pause for service at a drive-in window. It was not anticipated that book lending service would be provided at this window since this would require more staff time than would be available for such service.

Service: In addition to the receipt and distribution of all new books for the library system by express and otherwise, it was desired to stock and maintain the bookmobiles from the central library. It was considered necessary to have a covered and heated area for this purpose. It was recognized that if bookmobiles and service trucks could turn off Sixth Street and enter that portion of the building at the rear of the property, they could exit by way of the alley (Garland Court).

Size Requirements: The central library at the present time has approximately 200,000 books. Since a much larger collection was needed, and since the building must house the principal information and research book collection for a large area of the Piedmont Carolinas, it was proposed that the building be designed so it could accommodate 500,000 books, but with provision for future construction for 350,000 volumes, or a projected grand total of 850,000. Some of the future expansion might be consumed for additional reading rooms, but a future book stock with additional reading rooms would be at least 750,000. It was decided to have two tiers of stacks in the basement which would accommodate 400,000 volumes. By getting as much of the book load in the basement as possible, it of course resulted in some structural economy. Approximately 75,000 volumes will be accommodated on the first floor and 25,000 on the second floor of the library.

building, with structural provision made for the future construction, on the rear two-thirds of the roof, of a two-tier stack addition of 370,000 volumes.

Operation: This library is not large enough at present to justify a departmentalized arrangement. No load bearing walls were used, and many movable partitions were used so that a departmentalized arrangement is possible in the future.

Staff Work Space: In addition to staff offices and the Processing Division for ordering and cataloging, all of which are on second floor, work space was needed for personnel at the front check-out desk and at the information desk. First floor space was considered of premium value for public service. A small work space was provided behind the check-out desk on first floor and a large work space was provided in the basement stack area adjacent to two elevators, providing the needed requirements for staff work space.

Librarian Control: The size of the library warrants the use of several librarians thoroughly familiar with one or more departments and skilled in expeditiously handling specialized requirements. It was considered advisable to position these librarians as near as possible to the center of the library. Immediately adjacent to their position is a stair leading directly to the stacks below as well as an elevator going upstairs and to the stacks. A portion of the first floor ceiling was also eliminated immediately over the librarians' area in order that they might have some visual control of the second floor area.

Departments: The various book classifications are arranged on the first and second floors. The children's area is located at the front of the building so that the noise of their movement will not disturb the adult reading areas toward the rear of the building, and where it would have good control from the front check-out desk. On the second floor are such specialized departments as local history, rare books, conference rooms and a small auditorium. A number of local students spend day after day in these specialized book rooms. Older students are allowed to use the elevator under supervision of the librarians.

Exhibition Area: The principal exhibition area is on the second floor. The stair leading to the second floor was made as inviting as possible. Exhibits of paintings and other items are on continuous display.

Advertising: The glass front on Tryon Street is continually backed up by exhibits, placards, posters, etc., to stimulate the general public in the use of the library. In fact, one of the main reasons of the Library Board for maintaining the library in the heart of downtown rather than moving to the suburbs was to sell the library's services to the passing customer much as the nearby department stores sell merchandise.

Interior Design: A simple two story loft building, windowless, air-conditioned and properly lighted could conceivably have functioned as a library. Recognition was given to the fact that as a public building its appearance should proclaim this fact. In addition, the desirability of being able to see outdoors from a building was appreciated. Consequently it was determined to provide an interior court onto which the general areas could open and to provide windows for the administrative office suite on the second floor. It was felt that the front of the library should serve as a show window. An entrance court immediately off the sidewalk with the curved planting box on the exterior which continued through the glass wall to serving inside as a check-out desk was



Photo by Joseph W. Molitor

Entrance Lobby, Main Library

intended to draw the passerby toward and through the entrance. By providing these courts, it was possible to save two old and very large trees. In addition, it has proven an incentive to the local government officials to obtain and convert the corner property into a park. The minimum possible ceiling heights were maintained. However, in order to maintain a feeling of spaciousness, the interior of the main entrance area fronting on Tryon Street is two stories high. An additional portion of the first floor front ceiling is cut away so that the second floor gives a mezzanine appearance at the interior corner of the L-shaped structure. The circular or drum-like element was designed in the hope of giving further emphasis and character to the building as well as housing two of the main areas of activity, namely, the magazine reading room on the first floor and the small auditorium on the second floor. The name of the library is placed in metal letters around the upper perimeter of this drum and will be even more prominent and appropriate in the event the corner property is converted into a park.

Sun and Temperature Control: The entire building is provided with a year round air-conditioning system with electronic filters. An electronic vacuum grille acts as a floor mat within the main entrance vestibule, and the preservation of the two old trees plus the existence of taller structures to the south and southwest provide considerable protection from the sun for the glass areas. There are no windows on the left side and rear as the outlook from these sides is toward unpleasant surroundings. On the Tryon

NORTH CAROLINA LIBRARIES

Street side, the afternoon is a considerable problem, and for this reason panels of translucent marble were set in the upper portion of this facade. From the inside luminescence is obtained from the afternoon sun during the day and from the outside some luminescence is apparent at night from the interior lighting. The children's area is protected by the low ceiling of the stair landing plus a drapery track for the addition of draperies if they prove to be needed. All glass is heat absorbing.

Acoustics: Acoustical fiber tile is used throughout the office, administrative areas, work spaces, meeting rooms, and similar spaces. In the main portion of the library downstairs as well as on the second floor, acoustical treatment is used by spraying acoustical asbestos fibers on the exposed concrete structure and duct work, sound absorption was also supplemented by the use of the continuous plastic luminous ceiling.

Lighting: Fluorescent lighting is generally used throughout, the principal exceptions being the auditorium and general reading room. Both are lighted with recessed down lights, and the magazine reading room is supplemented by floor and table lamps to enhance its character as a lounge.

Penthouse and Roof: The upper portion and roof of the library is visible from a number of hotels and taller buildings in the vicinity. Great care was taken to have a minimum of vents and other projections coming through the roof. All elevators are hydraulic, thereby eliminating penthouses and the cooling tower, smoke stack, and other similar elements are housed at one location within an enclosed free standing penthouse screen.

Structure: In addition to considerations of stability in catastrophe, the reinforced concrete flat slab assisted in obtaining minimum overall heights and maximum furred spaces. Reinforced concrete columns in the basement stack areas are approximately 20 feet high.

Exterior Walls: Aside from aluminum sub-frame glazed with porcelain enamel, heat absorbing glass or translucent marble, all principal walls are of precast concrete panels locally manufactured with variegated colored stones embedded in the surface.

Costs: Counting the basement stack area as a single floor level, although it accommodates two levels of stacks, the total square footage of the project is 58,859. This results in a unit cost of \$18.66 a square foot including all furnishings, fixtures, book-stacks, landscaping and fees.

1. Site preparation (demolition, tests, etc.)	\$ 5,448.50
2. General Contract—J. A. Jones Construction Co.	674,996.83
3. Plumbing Contract—A. Z. Price & Associates	21,249.00
4. Heating & Air Cond. Contract—Buensod-Stacey, Inc.	125,944.00
5. Electrical Contract—F. E. Robinson Co., Inc.	74,250.00
6. Steel Book Stacks—Remington Rand	46,704.74
7. Furnishings, Furniture and Equipment	81,000.00
8. Intercommunications System contract—Dixie Radio Supply	4,824.18
9. Landscaping—Carolina Nurseries, Inc.	2,247.00
10. Architects—A. G. Odell, Jr.	61,011.98

Total cost	\$1,097,676.23
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The membership of the Board of Trustees of the Public Library of Charlotte and Mecklenburg County throughout the promotion of the bond issue and the construction of the buildings did not change. Those Board members were: J. A. Mayo, Chairman; Dr. Roy B. McKnight, Vice-Chairman; James R. Bryant, Mrs. B. S. Howell, Dr. E. H. Garinger, S. Y. McAden, Phillip Van Every, J. W. Wilson.

Trustee Plans for NCLA Meeting

By MRS. W. H. MAY, JR.*

At a meeting of the executive board of the North Carolina Association of Library Trustees held in May Memorial Library, Burlington, on March 21, 1957, a committee was named to nominate new officers for the next biennium. The slate will be voted on at the fall meeting of NCLA.

Excellent speakers are lined up both for the general sessions meeting and the Trustee Association meeting and it is hoped that a good representation of Trustee members will be on hand. Trustees who have joined the Association during this past biennium are especially urged to be present so that they may have a better understanding of the part played by trustees in the over-all matter of library service.

Several proposals will come before the Trustee Association Board in the hope of further strengthening this section of NCLA.

A good attendance is urged and hoped for!

Other Trustee News

Mrs. Henry C. Bourne, a former chairman of the Trustee Section, NCLA, and who has been a Trustee of the Edgecombe County Library for 20 years, retired from the board in December.

Mrs. T. Lenoir Gwyn of Waynesville has been elected chairman of the Haywood County Library Board. Mrs. Gwyn was a former member of the North Carolina Library Commission and has been an active trustee for a number of years.

All board members of the McDowell County Library have joined NCLA and the North Carolina Association of Library Trustees. This is the second library board to achieve 100% membership.

*Secretary, North Carolina Association of Library Trustees.

NOMINATING COMMITTEE REPORT

The Nominating Committee has presented the following slate of officers for the biennium, 1957-59:

President:

MRS. VERNELLE G. PALMER

First Vice President:

MISS ANTONETTE EARLE

MRS. ELIZABETH H. HUGHEY

Second Vice-President:

MARGARET E. KALP

EUNICE QUERY

Recording Secretary:

MRS. DOROTHY H. AVERY

MYRL EBERT

Corresponding Secretary:

GLADYS JOHNSON

ELIZABETH S. WALKER

Treasurer:

MARJORIE HOOD

MRS. JULIA K. IVEY

Director:

WILLIAM L. EURY

CARLYLE J. FRAREY

EVELYN B. POPE

MRS. NELL B. WRIGHT

Ballots have been mailed and members are urged to return their votes promptly.

SUSAN GREY AKERS

MRS. MARY P. DOUGLAS

MARGARET LIGON

MRS. DOROTHY SHUE

THOMAS M. SIMKINS, JR.

ELIZABETH WILLIAMS

VIRGINIA TRUMPER, *Chairman*

Biennial Conference of NCLA

A number of difficulties have postponed the scheduling of the biennial conference of NCLA in the fall. As this goes to press the dates have not yet been definitely set. The President plans to send a communication to the membership as soon as the final information is available. It will probably be in the hands of the members before this issue is in the mail.

Attention, Committee and Section Chairmen!

Biennial reports of committees and sections must be received by August 1, 1957, if they are to be included in the fall issue of *North Carolina Libraries*. It would be helpful to have a list of committees and sections which plan to send in a report. Please send this information on a postal card to North Carolina Libraries, Box 2889, Raleigh, N. C., stating that a report will be mailed to this address by August 1.

NEW CHILDREN'S BOOK REVIEWING PROJECT

By LOTTIE HOOD*

In 1956, The School and Children's Section of the North Carolina Library Association, looking for a project with widespread and lasting benefit, decided to undertake a statewide book reviewing project proposed by the State School Library Adviser, Miss Cora Paul Bomar. In March, the Executive Board of the North Carolina Library Association gave its approval to the project.

The purpose of the project is "the evaluation of current book publications in the field of literature for children and young people." The sponsors include a Joint Committee (of the School Librarians' Section of the North Carolina Education Association and the School and Children's Section of the North Carolina Library Association) and the office of the State School Library Adviser.

On Saturday, October 20, the Executive Board of the School and Children's Section, NCLA, met in Conover to work out plans for the book reviewing project. Present for the meeting were: Cora Paul Bomar, Catherine Weir, Elizabeth Williams, and Lottie Hood. Miss Hood was elected chairman of the reviewing committee. Seven book review regions, representing all sections of North Carolina, were set up. For each region, a committee of book reviewers and a regional chairman were appointed. The committee members, including school and public librarians, were asked to serve for a three year period. The regions, with chairmen, include: Greenville, Mrs. Margaret Farley; Raleigh, Mrs. Dorothy Ellis; Charlotte, Elizabeth Williams; Catawba County, Elisabeth Councill; Greensboro, Margaret McIntyre; Asheville, Mrs. Elizabeth H. Fortner; and Boone, Eunice Query.

Procedures for book reviewing, developed by the office of the State School Library Adviser, and adopted by the state reviewing committee are summarized below.

Selection and assignment of review titles. Titles for review are provided by the State School Library Adviser, whose office receives review copies of most current publications for children and young people. At intervals fixed by the sponsoring body, the titles available for reviewing are divided among the seven regions, each region receiving a sampling of books representing various classifications. During the 1956-57 school year, two review periods have been set: December 15-March 15, and March 15-May 15. Within each region, the chairman is responsible for assigning books sent to that region to the members of her committee. It is recommended that each book be reviewed by two persons, in order to obtain varied opinions. Books which present a controversial subject or approach may require three or more reviews, and books in specialized fields or subjects may need evaluation by a specialist in this field.

Compilation of reviews. The chairman of each region is responsible for collecting reviews, and for returning reviews and books to the State School Library Adviser at the end of each review period. Her office will distribute mimeographed lists of the reviews periodically, and will compile bibliographies in special areas, from time to time, of titles recommended by reviewers.

*Library Supervisor, Catawba County Schools.

The book review. Mimeographed slips are being used for the reviews, with space for trade information and for listing areas and features to be evaluated. With each book assigned to a region, the School Library Adviser's office supplies two review slips, on which the trade information (author, title, publisher, date, price, etc.) and a tentative classification and reading level are given. The reviewer is asked to evaluate the physical features of the book (type, margins, cover stitching, and illustrations) according to a rating scale given on the review slip. Space is provided for the reviewer to suggest potential uses of the book, in terms of its probable audience and its value for recreational reading, curriculum areas, etc. The back of the slip is used for the reviewer's descriptive annotation of the book, followed by critical comment on any special features of the book, comparison with related titles, and the reviewer's purchase rating. Each review is signed, and any published reviews will bear the reviewer's name.

The first state meeting of the Book Reviewing Project was held in Raleigh on Saturday, December 8, when the sponsors and members of the seven regional committees met together to get the project underway. It is to be the forerunner of other such meetings, in which ideas and techniques for book reviewing can be shared. Several regions have already reported group meetings of committees, with enthusiastic response from reviewers. This may be one of the most helpful projects attempted by this section of NCLA. Reviews from the regional committees, compiled and distributed by the State School Library Adviser, should be of benefit in book selection throughout the state. Members of the book reviewing committees will profit from the experience of sharing together, and anticipate many happy moments in the future as books for children and young people are reviewed.

Duke Library Gets Lambeth Papers

J. Walter Lambeth, former United States Congressman from North Carolina, recently presented his official correspondence, papers and documents to the Duke University Library in commemoration of the 100th Anniversary of the birth of Woodrow Wilson. Included in the collection are about 1,000 books and the texts of many addresses delivered by Lambeth both in and out of Congress. An ardent admirer of President Wilson, Mr. Lambeth's interests lie in the fields of international politics and world problems. Accompanying the above gift is a substantial fund for the establishment of the "J. Walter Lambeth Collection" of materials in these fields. Special emphasis will be placed on collecting the writings of statesmen and historians of Asian, African and European nations.

Combined Issue

This issue of *North Carolina Libraries* is a combination of two issues, March and May. The decision to combine the two numbers was made by the Editorial Board when it became evident that much of the material scheduled for March issue would not be received by the publication deadline.

A School Library Serves the Community in Summer

By DOROTHY H. ELLIS*

Since Chapel Hill does not have a public library, the elementary school libraries serve a dual purpose in as much as they remain open during the summer months and library service is offered to children of every age. Both elementary school libraries are memorial libraries and are partially supported by the local community chest. The funds for the summer program come entirely from this source.

In Summer of 1956 was the first time the Peter Garvin Library in the Glenwood Elementary School was open to the public. It was open four afternoons each week beginning on June 11 and closing August 3.

The library is an attractive room, well lighted and easily accessible to children of the neighborhood. Although the library is rather small with only 2,100 books, about three hundred children took out summer library cards before classes were dismissed in June. Of this number a few more than two hundred actually used the services of the library during the vacation months. Library users included the following:

Vivian came with her five year old brother, Tommy, both of them browsed for some time. Vivian, a third grader, was interested in biographies. She selected two published by Bobbs-Merrill. Then she asked to sit at the "little round table" to read aloud to Tommy. As she read very fluently, young Tommy gazed about the room. He sat awhile; then stood awhile apparently not listening to a word being read. But each time Vivian paused, Tommy urged, "Read." So Vivian continued for a solid hour. Finally she put the book down. Her voice was tired. This resulted in a strong protest from Tommy and the usual, "Read."

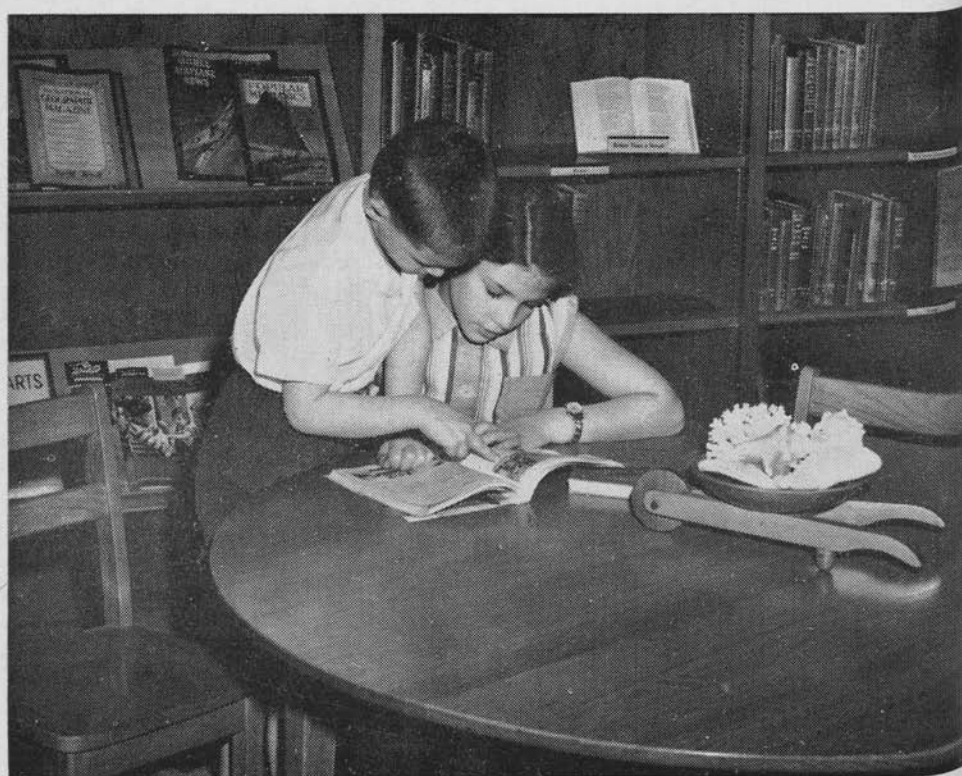
I carefully selected a magazine which I supposed a five year old boy might enjoy. Then I suggested to Tommy that he look at the magazine while Vivian rested. The magazine idea fascinated him. He quickly thumbed through the publication. Then he walked over to the magazine shelf. He finally returned with a copy of *Popular Mechanics*. He looked through the pages quietly for awhile but he turned back toward the first pages and insisted that Vivian stop reading her book. He wanted the captions under each picture read aloud. Vivian agreed. Thus they continued through that afternoon until I told them it was closing time.

Harold, fourth grader, wanted an adventure book full of excitement. I suggested several books. He rejected them. Finally I picked up *The Matchlock Gun*. I told him this book was really an exciting story and I followed with, "there's considerable suspense throughout the story." Harold pushed the book away exclaiming, "Put it back! My mother doesn't let me read suspense stories."

Christine, a first grader, spent one afternoon in the library while her mother took baby brother for a check-up. Christine went directly to the picture book shelves. She carefully selected several books. Then she found a place at the round table where she stayed most of that afternoon.

She had promised her daddy that she'd be a big girl. She surely was. Had I

*Librarian, Peter Garvin Library, Glenwood Elementary School, Chapel Hill.



Tommy wanted the captions under each picture read aloud.

not known she was in the library, I never would have been aware of her presence. She said hardly a word. She kept herself busy enjoying the books she selected . . . merely looking at the pictures I feel certain, but learning early in life that truly books "are gates to lands of pleasure."

On Friday afternoon we had story hour. We announced that the stories would be geared to children below the fourth grade. We had listeners varying in ages from three to eight years. Between four and thirty children were present each Friday. In our community many families go to the beaches for the week-ends so Friday afternoon proved to be a poor time for the story hours. In another summer we will have story-telling on a different day.

Most children enjoy helping in the library even during the summer vacation time so we had many helpers—some unsolicited. Usually we used two helpers each afternoon. Sometimes the older children wanted to leave at three o'clock to go swimming. One younger child soon noticed that some helpers left early so almost daily, she came by to check on them. She was always eager and most happy to substitute.

When we closed the early part of August thirty books had not been returned. Most of these borrowers had gone away on vacation trips. All of the thirty books were returned when school opened in September.

Possibly there are other towns in North Carolina where the school library supplies the only reading material available to children. Vacation time provides a wonderful opportunity to stimulate children to read. It is a time when pre-school children can come to the school and to the library. Guidance is important during the pre-school period as well as during the school life of a child. The present first graders in our school who participated in our summer program are as a whole the most enthusiastic users of the library now. They encourage their classmates to select books they enjoy; they are familiar with the names of several authors and from the first day of class in September, they felt at home in school. The library has served them well.

Older children are already asking to help in the library this summer. They enjoyed the program last year and are looking forward to another happy vacation period of free reading. I strongly recommend that other school libraries give the summer program a try.

Library School to Receive Scholarship Gift

The School of Library Science, University of North Carolina, will receive a \$500 scholarship fund in 1959 from the H. W. Wilson Company. The publishing firm continues a policy of support to the libraries of the country in announcing the gift of \$500 for scholarships to each of the library schools accredited by the American Library Association. Ten schools per year will get scholarship funds. The order in which the schools will receive grants was determined by a drawing.

Mrs. Douglas' New Book Available

This month the American Library Association will publish a new book by Mary Peacock Douglas, *The Pupil Assistant in the School Library**. A lifelong resident of North Carolina—where she was formerly State Supervisor of school libraries and is now supervisor of school libraries in Raleigh—Mrs. Douglas has earned a national reputation in her field. Among her previous books are *The Teacher-Librarian's Handbook* (American Library Association) and the official *North Carolina School Library Handbook*. Each has gone through many editions and is widely considered as a standard work on its subject.

While much has been written about the use of pupils as assistants in school libraries, at the present time no one work provides basic information on all phases of the subject. Drawing on her wide experience as a teacher, librarian and administrator, the author has produced a needed handbook for a program that can be as valuable for the pupil as for the school and its library.

Schools have found that student library assistants can have an important place in their total program. Moreover, as the new book by Mrs. Douglas, shows, pupils can perform many important routine functions that release the librarian for the duties that require his professional skill. For the library that has or needs a student program, the book provides a concise manual on the means and possibilities of student service, showing how to plan and use it effectively.

*American Library Association. May, 1957. Price to be announced.

THE MANUSCRIPT DEPARTMENT OF DUKE UNIVERSITY LIBRARY

By MATTIE RUSSELL*

There is less uniformity in the particular holdings (but not in the types of holdings) of manuscript depositories than is usually true of book collections. When one walks into a library, be it a research library of a large university, a college library, or a public library, he is able to anticipate many of the books he will find on the shelves. If he knows anything at all about manuscript collections, he knows that they often consist of the private papers of individuals—their correspondence, legal documents, bills and receipts, miscellany, possibly a diary or journal, and often manuscripts of authors' writings; account books; letter books; scrapbooks; ships' logs; military records; records of governmental units, educational institutions, churches, societies, courts, banks, and business concerns. One of the main problems in using such a collection is determining the holdings. One should not depend solely upon printed guides and checklists, for even the best of these are likely out of date by the time they are printed. For instance, the *Guide to the Manuscript Collections in the Duke University Library*, prepared by Nannie M. Tilley and Noma Lee Goodwin, went to press in 1943, but due to delay during the war did not come out until 1947.

Many collections of the manuscripts records of an individual have been scattered to the four winds, and stamp collectors and autograph dealers are not the only ones to blame. Descendants who put the interest of mammon above that of scholarship have been known to break up collections and sell pieces to the highest bidder. Personal and family pride are often responsible for papers being saved but, at times, also accounts for their being dispersed. People sometimes give away individual items from their collections, or their children divide the papers among themselves. The more famous the man, the more likely his papers are to be scattered. If he is a Napoleon or a Washington, they will probably end up on several continents and in depositories and private libraries all over this country. Furthermore, the outgoing correspondence of a prominent man is naturally to be found among the papers of many of his contemporaries.

The beginnings of the Duke Manuscript Department date back to 1894 when the Trinity College Historical Society, under the leadership of John Spencer Bassett, started a collection of manuscripts. This work was continued after Dr. Bassett left Trinity College by Professor William Kenneth Boyd, then the guiding spirit of the Society. Thanks to his foresight and industry and the generosity of William W. Flowers, a sizeable group of manuscripts had been collected by 1931. In that year the department was formally organized with Dr. Ruth Ketring Nuernberger as curator. Without previous experience in handling manuscripts, with an inadequate staff, and without any expert advice, Dr. Nuernberger took this mass of unaccessioned and uncataloged material, along with a constant flow of new acquisitions, and devised a sound system of arranging and cataloging it.

The holdings of the Manuscript Department now number well over two million unbound items and approximately eight thousand manuscript volumes. By far the larger portion of these are part of the George Washington Memorial Collection of Southern

*Head of Manuscript Department, Duke University Library, Durham.

Americana. These materials have either been purchased with money from the Flowers Fund or secured as gifts through the efforts of the directors of the Flowers Collection.

The majority of the papers start about 1820 and come down to the present day, but there are several significant collections and many single items of the Colonial and Revolutionary periods. The states most prominently represented are North Carolina, Virginia, South Carolina, and Georgia, and many of the most famous names in American history appear among the autographs. The subjects covered are numberless, but those about which there is the greatest amount of information are politics and government, on both the state and national level; agriculture, plantation life, and slavery; merchandising, shipping, banking, and lumbering; internal improvements; conservation; labor; religious denominations, especially the Methodist Church in post-bellum North Carolina; southern literature; the various wars in which the United States has been involved; and Reconstruction. The records of the Civil War are very extensive. They consist of thousands of manuscripts of civil and military leaders, principally Confederate (Jefferson Davis, Alexander H. Stephens, Robert E. Lee, and "Stonewall" Jackson, to name a few), and hundreds of letters and diaries by Confederate and Union soldiers. The southern writers who are most prolifically represented are Paul Hamilton Hayne, Thomas Nelson Page, Thomas Holley Chivers, John Esten Cooke, William Gilmore Simms, Augustin Louis Taveau, and Margaret Junkin Preston.

Most of the larger southern collections fall mainly in the twentieth century. They include the papers of several United States Senators and Congressmen, prominent newspaper editors and churchmen, a well known general, a leading conservationist, and labor organizations in the Southeast.

Among the non-Flowers materials are quite a few collections of British literary, political, and ecclesiastical figures and some collections in foreign languages, principally Spanish, French, and Greek. The more notable non-Flowers collections include the papers of the Socialist Party of America, Walt Whitman, William Michael and Dante Gabriel Rossetti, Joseph Conrad, Alfred Tennyson, and William Wilberforce; medieval manuscripts, the most important of which are fifteen Greek New Testament manuscripts; and Peruvian collection (1580-1872). The medieval manuscripts and Walt Whitman's papers are housed as special collections in the Rare Book Room. Duke Library is now regarded as the official depository for the inactive files of the Socialist Party of America, and the collection here comprises approximately 125,000 manuscripts and hundreds of pamphlets and broadsides.

The aims of the Manuscript Department have continued to be the preservation, processing, and servicing of papers in such a way that they will be of maximum use to researchers. There are no restrictions on the use of manuscripts except those imposed by the donors of several collections.

The collections vary in size from one item to approximately 670,000, but with manuscripts, as with everything else, it is quality that counts. A few highly informative letters can have more research value than hundreds of other papers. Today this department is so widely known that it is visited by scholars from all over the United States and occasionally from abroad.

PUBLIC LIBRARY SERVICE TO SCHOOLS

How much service should the public library give to schools? The North Carolina State Superintendent of Public Instruction invited a group of public librarians, the State Librarian and members of her staff to meet with school superintendents, principals, supervisors, librarians and members of his staff on January 9, 1957, to discuss answers to this question. Although no definitive, single answer was found, the discussion was lively and paths to the answer were revealed.

Participants were asked to consider six topics:

What are the primary objectives of the school library?

What are the primary objectives of the public library?

What are the responsibilities of the school for establishing and maintaining the school library?

What services can public libraries render to schools?

What are procedures for rendering these services?

How can the school encourage the student to use his public library?

After brief discussions of the objectives of school and public libraries the group obtained a sampling of services now given by public libraries to schools. Although practice varies widely, the following services are given by at least one public library represented at the conference:

1. Lending materials to schools. Types of material loaned include the regular book collection, professional references, and audio-visual materials. Methods of loan include individual and class visits to the public library; reserve collections in the public library; loan collections of books to central school library or to classrooms; and bookmobile service to individual pupils or to teacher-pupil committees.
2. Consultant service in technical processes and organization.
3. Cooperation in book selection (sharing reviews and expensive bibliographic tools).
4. Sharing information concerning available book resources (through bibliographies and book exhibits).

All through the day long meeting it was evident that common problems exist which may be at least partially solved cooperatively. The following recommendations were agreed upon by all.

1. There is need for cooperative planning by both school and public library representatives at all levels. Advance planning for borrowing-lending procedures was considered most important. A manual of such procedures for teacher use, and conferences with teachers at the beginning of each school year have been found helpful. Systems for making advance requests were recommended.
2. Public library service to a school should decrease as the school library becomes more adequate. The public library service to schools should supplement school library service. The book resources of North Carolina public schools (5 million volumes) are greater than the resources of public libraries (2 million volumes).

3. Knowledge of available library resources is needed—awareness by the public librarian of school library resources and awareness by school personnel of public library resources. Techniques for cooperation in selecting, displaying, and publicizing materials were discussed.
4. Public library services to schools should be given through the central school library where there is a "concerned, responsible" person in charge and adequate physical facilities exist. Such loans should be carefully selected by teachers, librarian, and principal working together with the public library staff to select titles which supplement the school's resources.

A final suggestion was made that it would be helpful to work out a questionnaire which public libraries could send to schools in their service area, and which would ask schools to specify the types of service they need from the public library.

The widespread interest in school and public library relationships was indicated by the fact that all persons invited to participate in the Conference were present. It was the consensus of the participants that the conference was beneficial to all concerned and that further meetings of this nature should be held on every level—local, county, regional, and state—for further consideration of mutual objectives, problems, and practices.

ALA Library-Community Project to be Continued

The American Library Association has received a new grant of \$200,000 from the Fund for Adult Education for further development of long-range adult education programs in libraries, it is announced by David H. Clift, ALA Executive Secretary, at ALA Headquarters in Chicago.

The funds will extend the current ALA Library-Community Project, which began in 1955 under a similar grant, until August 31, 1959. Additionally, a grant of \$29,500 will continue the services of the ALA Office for Adult Education to August 31, 1961.

The Project, studies to determine community needs in relation to library resources for the development of services for adults, is carried on in four states—Kansas, Maryland, Michigan, and Tennessee. Directors of pilot libraries work with the heads of the state library extension agencies and citizen groups in their own communities.

The extended Project offers to as many as four more state library agencies grants of \$12,000 each for the two-year period, the grant state in each case to be selected by a committee of the ALA Adult Education Division. Applications have been sent out to all state agencies, with a deadline of May 10, 1957 for their return to the Project office at ALA Headquarters. The committee will consider applications during this year's Annual Conference of the American Library Association in Kansas City (Mo.), June 23-29. Announcement of grantees will be made as early as possible during the Conference.

PRESIDENT'S CORNER

When Ts'ai Lun in A.D. 105 reported the invention of a process of making paper, his wildest dreams could not have revealed the significance of that commodity in a twentieth century civilization. Of all of the thousands of uses made of paper the most important is that of the manufacturing of books.

When John Gutenberg in or about the year 1440 set the type and printed the first pages from movable type, it is doubted that even he, a most imaginative man, could visualize the extent to which printing would shape the world.

In 1956 a total of 12,538 new books or new editions of books were published in the United States. Quantitatively, other countries have done as well or better with Russia being the leading publisher in the world today. A recent United Nations survey shows that the world-wide output of books amounts to more than 150,000 titles annually. In other words, a new book is published every three and one-half minutes. The U.N. definition of a book is "a literary publication containing 49 or more pages" which excludes countless thousands of printed items and tons and tons of brochures, pamphlets, journals, newspapers, and the like.

Here, librarians and teachers, are our tools; the tools to be used in the continuous reshaping of the world. The tremendous responsibility of acquiring, processing, housing, and making available to users the great bodies of materials rests upon our shoulders and the shoulders of those who provide the material means for accomplishing our objectives. Let us not take this responsibility lightly.

O. V. Cook

NORTH CAROLINA LIBRARY ASSOCIATION

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