

# North Carolina Libraries

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## The New North Carolina Union Checklist of Scientific Serials — A Cooperative Project

By: I. T. LITTLETON\* AND FRANCES THACKSTON\*\*

The new North Carolina Union Checklist of scientific periodicals and selected serials has just recently become available to librarians and researchers. Those who have benefited from the use of the 1954 edition of *A Checklist of Scientific Periodicals and of Selected Serials in the Libraries of Duke University, North Carolina State College, the University of North Carolina, and the Woman's College of the University of North Carolina* welcome the appearance of this revised edition. Listing the scientific periodical and serial holdings of the four original contributors and the neighboring library of Chemstrand Research Center, the new edition up-dates the 1954 edition to June 30, 1963. A limited number of copies have been printed for distribution by participating libraries.

The number of scientific serial titles reported in the new *Checklist* represents a 76% increase during the ten year period. The 1954 *Checklist* contains an estimated 7,700 different titles; the 1963 list contains 13,568 titles and 21,439 different statements of holdings. There are several reasons for this increase in the number of titles reported. Part of the increase is due to expanded coverage of the list. The new list covers not only pure and applied science, engineering, and medicine, as in the old *Checklist*, but also includes psychology, anthropology, archaeology, home economics. The larger number of titles reflects more complete reporting by the participating libraries since each contributor, with the 1954 edition at hand, has had an opportunity to submit titles that had been omitted earlier for one reason or another. There is also more consistent reporting of U. S. government publications in the new edition. A selected list of U. S. documents which are within the subject scope of the *Checklist* was circulated to the five libraries to enable all libraries to report holdings for the same U. S. government publications. However, the greatest portion of the increase undoubtedly represents the great proliferation of scientific journals during recent years, as well as the increased financial ability of the libraries to acquire a greater proportion of current serial output. There is evidence that the rate of growth will increase even faster in the years ahead. For this reason, it was necessary to devise a way to facilitate the up-dating of future editions.

The revised *Checklist* represents the use of new technology to facilitate this up-dating. IBM cards were punched for each title and holdings statement and the entire *Checklist* was printed out by a 1410 computer at the N. C. State College Computing Center. In the future, new information can be inserted easily on tape and the new editions will be printed out by computer without re-editing and retyping the entire list. The new method of computer production constitutes the main difference between the old and new checklists. Both checklists were printed by photo offset.

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The basic purposes and general format of the new *Checklist* remain essentially the same as in the 1954 edition. Therefore, one perhaps can understand best the new *Checklist* by considering the circumstances which prompted the compilation of the 1954 edition.

The predecessors of the 1954 edition were various editions of *A Checklist Of Scientific Periodicals And Of Selected Serials In The Libraries Of Duke University* which appeared in 1935, 1939, and 1944. The 1954 union checklist was conceived in 1953, when work on the fourth edition of the Duke publication coincided with an examination of the existing cooperative arrangements between the libraries of Duke University and the University of North Carolina at Chapel Hill. There was already a history of cooperative endeavor between Duke and the other libraries of the Consolidated University dating back to the mid-1930's. The Inter-University Committee on Library Cooperation decided to enlarge the scope of the Duke list to include also the scientific holdings of the libraries of the Consolidated University of North Carolina.

There were a number of factors which led to the original cooperative checklist. Certainly, the timeliness of serials literature and the problems of bibliographical control prompted the appearance of the 1954 *Checklist*. The high cost of scientific material and the expectation that scientific holdings would continue to increase at a prodigious rate were considerations of primary importance. Also, there was the knowledge that the creation of departmental and professional libraries, which already had resulted in the dispersal of scientific materials to widely-scattered locations, represented a trend which was likely to continue; already the planners were concerned for the individual scholar who worked primarily in a single departmental library, but who needed a convenient way of locating related materials in other departmental units elsewhere on the same campus.

Both editions of the *Checklist* originated in response to a sustained demand and perform a limited, but well-defined function. As their titles imply, the old and new *Checklist* are alphabetical listings of scientific serials of the reporting libraries. Entry consists of corporate author and title or of title only. Following each entry is a statement of holdings, coded to indicate the location on the campus. With bibliographical detail limited to entry, holdings statement, location symbols and "see-references" from earlier or alternate entries, both editions of the *Checklist* exemplify the compilers' intention to produce a practical finding-tool rather than a local or specialized edition of the *Union List of Serials*.

The 1954 *Checklist* has been a useful tool, but it rapidly became out-of-date and a new edition has been needed for some time.

With the prodigious increase of new scientific serials, the need for a method of rapid future up-dating of the list became almost as important as did the preparation of a new edition. Therefore, it was decided to computerize the *Checklist*.

Mr. I. T. Littleton, then Assistant Director of the D. H. Hill Library at N. C. State College, agreed in 1961 to edit the new edition with the assistance of Mrs. Gloria Houser, Serials Librarian at N. C. State and her staff. Cards listing holdings were received from reporting libraries in February 1963 and the editing continued until late summer of 1963. The edited cards listing titles and holdings were released to the Computing Center at N. C. State College in the fall of 1963 for the punching of machine readable cards. A total of 36,825 cards were punched. By the fall of 1964 a preliminary computer print-out was available for proofreading. The punched cards were in two alphabetic sequences

—one for the unchanged entries in the 1954 *Checklist* and one for the new and revised entries.

The possibility of interfiling these cards alphabetically by machine was considered, but this would have meant a change from American Library Association filing order to a straight alphabetical order. It seemed desirable to maintain the ALA filing rules, but in order to do so, it was necessary to interfile the two sets of cards manually. This procedure involved hundreds of man-hours of work, but the list is now consistent with library practice and, we hope, easier to use than a strictly alphabetical list. By means of computer, sequential numbers were assigned to each title holdings statement, with a gap of 70 between each title, and a gap of 10 between each holdings statement. These gaps facilitate future revisions, as provisions has been made for the insertion of additional titles and holdings in proper order on the magnetic tape. A computer program for the final print-out was written by Mr. Thomas Della and Mr. Allen Brady of the N. C. State Computing Center.

The *Checklist* was made possible by a grant of \$5,000 from the North Carolina Board of Science and Technology, and by funds from a National Institutes of Health grant which was made available by the N. C. State Computing Center.

Planning is now going forward for continuous reporting by participating libraries so that supplements and revised editions can be issued frequently. A supplement is planned within a few months in order to bring the list up-to-date. Hopefully, the more rapid production of future editions and supplements will be a valuable aid to scientific research in that current scientific information will be more readily available to researchers in North Carolina.

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## Elaine von Oesen Named Acting State Librarian

Miss Elaine von Oesen was appointed Acting State Librarian by the North Carolina State Library Board and has been serving in this capacity since March 1 of this year. A native of Wilmington, N. C., she received a B.A. from Lenoir Rhyne College and both a B.S. in library science and an M.A. in history from the University of North Carolina. Since 1956, Miss von Oesen has been Extension Services Librarian of North Carolina State Library. Prior to that appointment, she served for four years as Field Librarian for the North Carolina Library Commission. Her other professional experience includes five years as Instructor and Assistant Professor in the School of Library Science, University of North Carolina at Chapel Hill.

## Warren Wilson College Library

MARTHA L. ELLISON

From a picturesque log and stone building constructed by high school students in 1933, the library of Warren Wilson Junior College near Asheville moved in June 1964 to a beautiful modern building. This move marked one more step in the transition of this unique school from a boarding elementary and high school for mountain boys to the senior college status which is now its goal.

To understand fully what this new library facility means to students, staff, and alumni, it is necessary to know something of the history of this school which Dr. William C. Archie, Director of the North Carolina State Board of Higher Education and a Trustee of the College, has called "by all odds the most distinctive institution of higher education in the state."



*Main entrance to the Warren Wilson College Library.*

Warren Wilson had its origin in the closing decades of the 19th century when the United Presbyterian Church, through its Board of National Missions, became concerned for the education of the Southern Mountain young people. Among the day and boarding schools established were Dorland-Bell School for girls at Hot Springs in 1893 and the Asheville Farm School for boys at Swannanoa in 1894. These two schools were united on the 1000 acre campus of the Farm School in 1942 as Warren Wilson College, two years of college work being added to the curriculum at that time. With the improvement and availability of public high schools in the mountain area, the need for the boarding high school department decreased, and the last class was graduated in 1957. Since

Miss Ellison has been Librarian, Warren Wilson College, Swannanoa, for the past two years.

that time the school has been a junior college, fully accredited by the North Carolina Department of Public Instruction and the Southern Association of Colleges and Secondary Schools, and a member of the North Carolina College Conference.

The end of World War II brought significant changes in the student body which, until then, had been drawn almost entirely from the near-by counties. Because of the unusual work-study program and opportunities for an education at Warren Wilson, increasing numbers of young people from outside the state and from overseas began seeking admission. Recognizing the need and challenge which lay behind these applications, and also recognizing that church institutions should no longer serve exclusively a particular regional, cultural, or racial group if these institutions were truly to promote a world-wide Christian communion, the United Presbyterian Board of National Missions authorized the acceptance of students from any section of the United States and from other countries. The 1964-65 student body of 262 comes from 25 states and 24 countries, the overseas students comprising about one-fifth of the enrollment. While operated by the United Presbyterian Church, the school welcomes to its fellowship young people of any denominational or religious background.

It is the boast of Warren Wilson that no deserving and qualified youth is turned away for lack of money. Financial help is provided through National Missions scholarships, through scholarships provided by friends and alumni, and in large part by the work program. Among American colleges, the work program is probably unique, both in its philosophy and its operation. The college is maintained in all aspects by the work of students and faculty, the saving in operational costs making it possible to keep tuition rates very low. Every student works part of each day, regardless of his tuition contract. There are no wages paid, no rates of pay according to the job. Everyone's work counts equally, and no student is asked to do work that is not essential to the well-being of the college community. In addition to earning part of his fees, the work experience for every student is regarded as a vital part of the college's educational program, not only for those who put theory into practice, but for every student to learn how to organize his time and efforts, how to work with other people, and learn the satisfaction of a job well done.

It was as part of the work program that high school boys constructed a log building for a library in 1933. Other students fashioned the large stone fireplace, made door hinges and other metal fixtures in the school shop, and built tables and shelves. Total construction costs were about \$1000, and it was a proud day for this small school when the book collection was moved from a room in the administration building to a library seating 50 students. Two stone wings were added by later students as the demands of the junior college brought about growth in the book collection and need for more seating space. Visiting alumni never fail to point out to latter-day librarians and students the part they had in the construction of the log library.

As this building was outgrowing its usefulness as a library, plans were underway for the next major step in the school's development-expansion to senior college status. In recent years more than 75% of those receiving the Associate in Arts degree from Warren Wilson have gone on to make fine records in senior colleges and universities in all parts of the U. S. Because Christian leaders are not really molded in two years, and because many students cannot finish college without the kind of help Warren Wilson

provides through its work program and scholarships, the school seeks to extend its usefulness by providing a four-year college program. A campaign is presently underway to secure funds for the remaining plant and equipment needed to expand the academic program and to increase the enrollment to approximately 500 students. A fixed date for the initiation of the senior college curriculum has not been set.

Meanwhile the Trustees and administration recognized the vital role the college library would play in this expansion and the need for strengthening the library in advance of curriculum changes. Thus construction of the library was one of the first steps in the building program.

Architect for the library was Anthony Lord of Six Associates, Asheville. The exterior of field stone, timber, and precast concrete panels blends with the design of the student center-dining hall building across the road.

The library has a floor area of approximately 14,424 square feet on two levels. At present, only the main floor of 8,286 square feet is being used. The site is on a slope, and the lower floor, when needed, will provide above ground reading room space with a beautiful view. The site and design of the building allow for further expansion.

The present book capacity is 40,000 volumes in open stacks provided by Estey. It is anticipated that shelving for another 40,000 volumes can be installed on the lower floor.

Seating capacity is now 96, thus accommodating more than one-third of the student body at any time. Additional seating which may be provided on the lower floor will be ample for the needs of an anticipated enrollment of 500. A variety of seating is available—at tables, in carrels, and in comfortable lounge chairs.

The accompanying interior picture, made immediately after the move last June, does not show the attractive lounge areas added at either end of the main reading room, where



*View of a study area and open stacks in the library.*

rugs, colorful upholstered chairs, and reading lamps provide comfort and an atmosphere conducive to reading. The picture does show the one sentimental yet practical tie with the old building—the study tables made by Farm School boys. While students had little part in the actual construction of the present building, they have built 10 individual study desks and other equipment.

The main floor houses, in addition to the reading, reference, and stack areas, the librarian's office, a conference room, listening room, and an adequate workroom with outside door opening onto a loading platform. Rest rooms are on the lower level.

The new building was made possible in part by gifts from the Public Welfare Fund, a private foundation in Washington, D. C. Total cost of the building, exclusive of site and equipment, was approximately \$175,000.00. Landscaping, a student work project, is now underway.

Policies for the library are determined by a strong faculty library committee with the Dean as chairman. There is a staff of two professional librarians and 11 part-time student assistants.

By the end of this school year, the library will have a book collection of approximately 20,000 volumes. With its vision fixed on the goal ahead, the aim is to double this collection in the next few years. To that end, the administration has greatly increased the annual book budget, the alumni have raised \$6000, many special gifts have been received, and \$60,000 of the \$1,000,000 expansion fund now sought is designated for the library collection.

Warren Wilson College has the building; it intends to have the books and other library materials when it takes that next step to senior college rank. Truly this is one small college which puts into action its belief that the library is the most important intellectual resource of the academic community.

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## Re: Proposed Adult Services Section of NCLA

At the 1963 NCLA Biennial Conference a meeting, sponsored by the Adult Services Committee of the Public Libraries Section, was held to discuss the Committee's recommendation to organize an Adult Services Section of the North Carolina Library Association. The objectives of the proposed Section, as stated by the Committee, were as follows:

- (a) To unite in this group North Carolina Library Association members interested in adult services.
- (b) To provide learning opportunities for librarians in all types of libraries serving adults.
- (c) To assist librarians and governing bodies in continuing efforts to interpret and emphasize the essential role of adult services in the library program.
- (d) To serve as a clearing house for information pertaining to adult education.



- (e) To continue to serve as a liaison for the North Carolina Library Association with state and national organizations serving adults.
- (f) To stimulate and initiate projects and studies designed to increase our knowledge and understanding of library adult services.
- (g) To seek to fulfill the objectives of the North Carolina Library Association.

Immediately after the 1963 Conference the NCLA Executive Board appointed a Committee To Organize An Adult Services Section. Members were Mrs. Elizabeth Ledford, Mrs. Rebecca Scoggin, Joe Dixon, and Florence Blakely and Dorothy Shue, co-chairmen.

After investigation and discussion this Committee concluded that the matter of organizing an Adult Services Section needed further study. The Committee noted that only a small minority, chiefly from the Public Libraries Section, of the total NCLA membership attended the meeting called during the 1963 Conference, and that some of those attending questioned the advisability of establishing the Section.

At the March 13, 1965, NCLA Work Session the Committee stated its concern lest a Section be organized which might fail because of lack of interest, and requested permission of the Executive Board to explore attitudes of the general NCLA membership. The Executive Board granted this permission.

In order to obtain a representative expression from NCLA membership, therefore, the Committee requests members to indicate interest (either pro or con) by sending replies to the question listed below to:

Dorothy E. Shue  
Cumberland County Public Library  
Box 192  
Fayetteville, N. C. 28302

Answers may be written on a separate sheet and numbered to correspond with the following questions.

1. Of what NCLA section are you now a member?
2. Do you favor the establishment of an Adult Services Section of NCLA?
3. Would you join an Adult services Section?
4. If answer to 3 is Yes, Would this be *in addition to*, or *in place of* your present section membership?

(Note: NCLA dues entitle membership to one section; each additional section is 50c)

5. Would you be willing to serve in the Adult Services Section?  
Officer?  
Committee Chairman?  
Committee member?

6. Please state your: Name  
Position  
Library  
Address

## A Course in Bibliography for Freshmen At Asheville-Biltmore College

DANIEL GORE

Editor's note: Upon learning last year that Asheville-Biltmore College had instituted a compulsory course in bibliography carrying academic credit hours and taught by librarians, we were anxious to hear more of this approach. We do not know of any other institution in the state which has a similar plan, i.e., instructors who are librarians and academic credit hours granted. We would like to know whether there are others.

Mr. Gore's article offers some interesting avenues to controversy. We would welcome reactions from readers.

For each dollar that college libraries spend on books nowadays, they are spending a dollar and eighty-three cents on the salaries of librarians.<sup>1</sup> The severe economic strain that this distribution of funds imposes on library budgets reveals itself in the wretched condition of the book collection in most college libraries: less than half of those in the United States have collections that meet even the dubious minimum standard of 50,000 volumes established by the American Library Association.<sup>2</sup>

Librarians are fond of speaking of the services that they "give" to their patrons, but the fact is that patrons pay, and pay dearly for all services they receive, in terms of reduction in the value of the book collection exactly equal to the cost of the services rendered. This being the case, and the general inferiority of college library collections being an established fact, one may well question the propriety of spending nearly twice as much money on librarians as is spent on books.

The question has been a particularly urgent one for the library of Asheville-Biltmore College, which last year was elevated to senior college status at a time when the total book stock was only 10,000 volumes. The only possibility of building rapidly an adequate collection seemed to lie in the direction of drastic reduction of the salary portion of the total library funds that were likely to be available, thereby increasing the portion that could be spent on books. By rigorously excising all services that were not demonstrably necessary, we achieved a book fund-to-salary ratio of 1.00 to 0.47, the salary portion being about one fourth what it is in the average college library. The result is that, given the same total operating funds as other college libraries, we can build a book collection approximately twice the size that is usually possible. Our extremely low salary ratio was accomplished not by trimming any salaries, but by reducing the total number of positions on the staff, both clerical and professional, and by assuring that all clerical work is done exclusively by clerks.

One position that we eliminated was that of the reference librarian. Our motives for doing this were pedagogical as well as economic. The great aim of all teaching is to make the student successfully independent of his teachers, and eventually to liberate him from the special support of his elders. But the aim of the reference librarian, his *raison d'être*, in fact, is to render special support to the student, who, having never been taught to deal with any of the problems of practical bibliography, must perforce remain

1 *The Bowker Annual of Library and Book Trade Information*, 1964, p. 29. College libraries are currently spending sixty million dollars a year on books, and a hundred and ten million dollars a year on librarians: hence the ratio of 1.00 to 1.83.

2 *Ibid.*, p. 6.

dependent upon the costly services of the reference librarian. If it is proper for reference librarians to solve bibliographical problems for students, it is hard to see why, for example, mathematics should not be taught by having students come to the mathematics professor's office and have him solve each of their problems for them. Insofar as it abets and even encourages student dependency, the library's policy of offering reference service appears to be incompatible with the general educational aims of the larger institution of which the library is a part.

Now if the reference librarian is omitted from the staff, provision of some kind must still be made for remedying the bibliographical ineptitude of students. The obvious solution to this problem is simply to provide formal instruction in bibliography to the entire student body. To do this would resolve the peculiar conflict that usually exists between library policy and the educational goals of the college. It would also remove from the library's budget the entire cost of a reference staff, since the cost of instruction could be assigned to the regular instructional budget of the college, and the money thus saved could be spent on books.

Last year we submitted to our curriculum committee a proposal for a course in bibliography to be required of all students at Asheville-Biltmore College.<sup>3</sup> It was adopted unanimously and with evident enthusiasm. This favorable reception can be easily understood in the light of the College's general policy of promoting independent study among the students, and discouraging the conventional text-book approach to education. The faculty place heavy emphasis on the writing of research papers and the active use of library materials, so the students' facility in working with those materials becomes a matter of paramount importance. The logic of a course in bibliography in such an institutional context as ours is inescapable. It might be less compelling, however, in a more conventional college program.

By committee action the course was assigned one semester-hour credit, and all students are required to take it at some time during their freshman year. The course is taught by the library's professional staff, without the participation or assistance of any other faculty. It has only been presented for two terms, so we have much still to learn about it ourselves.

The chief problem in teaching the course was to provide a suitable manual for the students to work with. All of those that we have seen in print suffer from the twin vices of dullness and undue length. They treat extensively matters not directly related to the problems of a literature search, often failing to drive to the heart of the complexities of practical bibliography, and usually degenerating into interminable annotated bibliographies that dismay and repel with their formidable scope. It is not easy to tell precisely what audience these manuals were intended for, but they are clearly too prolix for a freshman reader. Confronted with this situation, we had no choice but to write our own manual, and produced one which, while it may not escape the censure of dullness, has at least the merit of brevity.

The topics covered in the manual are these: (1) Descriptive bibliography, including the techniques of making formal citations to books and periodical articles; (2) Access to book-length materials through the subject catalogs; (3) Arrangement of entries in the author-title and subject catalogs; (4) Principles and problems of corporate-name entries; (5) Access to materials in less-than-book-length form; (6) Structure and use of classification systems; (7) The reference and bibliography collections.

<sup>3</sup> A supporting paper for the proposal was subsequently published in the *Library Journal* (April 15, 1964, pp. 1688-92) under the title "Anachronistic Wizard: The College Reference Librarian."

Some people believe that formal lectures do not necessarily interfere with the learning process, but we suspect that they may in the case of subjects such as bibliography, which are admittedly deficient in inherent interest. It is possible to talk for hours about any of the topics listed above, and library school professors do just that. But we were never able to listen to any of them that long, and we doubt that the ordinary freshman has any greater capacity for attention in this area than we had as graduate students. Practical bibliography is undeniably a subject that rarely excites anyone's imagination, and is probably no more capable of being brightened up than a brickbat is of being polished. But what it lacks in Horace's *dulce* it assuredly makes up for in his *utile*, and so deserves to be both taught and learned.

Our solution to this problem was to construct the course manual in such a fashion that much of the students' work can be done independently of the instructor. For each of the seven topics discussed in the manual there is a corresponding set of practical exercises designed both to clarify the discussions and to give the student some experience in the problems of literature searching and bibliographical description. As each group of exercises is completed, the student brings his work in and the instructor reviews it with him individually, to ensure that he actually understands all of the things that he has done, and has not dashed through an exercise with the sole object of completing it with dispatch.

By following the tutorial system, and presenting the student a series of exercises that make active demands upon his understanding, ingenuity, and perseverance, we have managed to hold formal classroom instruction down to a total of about eight hours, and the students seem well contented with this arrangement. Most of them will spend between thirty and forty hours executing the assignments in the manual. In addition, they are required to read carefully the first ten chapters of McMurtrie's *The Book*, to acquaint themselves with some of the materials of historical bibliography, and this probably takes another ten hours of their time. A few students have complained that the quantity of work is excessive, but no one has protested that the exercises are dull or tedious; a few have confessed to a sense of enjoyment in the process of discovery that the exercises lead them into, and everyone appears to gain some real facility in using the complex bibliographical instrument that the modern library has become.

To teach this course once is to experience a revelation. The bibliographical confusion of college students reaches depths that librarians cannot easily fathom who have not made the descent with them. Their ignorance of search strategy, of the use of the catalog and other bibliographies, of the arrangement and general contents of the reference collection, and of the uses of shelf classification may best be described as comprehensive. Worst of all, in their innocence they do not even suspect that they are incompetent to make adequate use of the library until they discover, as the course progresses, that they are unable to solve the problems presented in the exercise without a certain amount of instruction, reflection, and industry. It is a fair supposition that if our students were not given instruction in bibliographical procedure, they would conclude in every instance of an abortive information search that it was the library, not themselves, that failed to produce. This points up another serious shortcoming of the reference librarian's service: often a student will not even realize that he is in need of expert help, and the questions that he does not think to ask the reference librarian may well be more

important than the ones he does. If he is not told, how is the student to know that a failed search is more likely to be his fault than the library's?

It is still too early to state precisely what results have been achieved through the teaching of the bibliography course. One may fairly presume that a person who has been taught to use a complex instrument will use it more efficiently than one who has not, but we have no objective data to confirm this proposition in relation to the bibliography course. We do not know that our students become more adept bibliographers through being taught the elements of bibliographical procedure, but common sense suggests that this does happen often enough to make the course worthwhile. Probably no one student develops expertise in all search techniques; but since all students are required to take the course, a common fund of bibliographical knowledge should eventually develop within the student body which will enable them to help not only themselves, but each other, in the solution of the various problems they will encounter.

"Knowledge is of two kinds," said the redoubtable Doctor Johnson. "We know a subject ourselves, or we know where we can find information on it." As the possessors of this latter kind of knowledge grow more numerous on our campus, it seems reasonable to expect that possession of the former half will also grow more common. And when our students leave our campus as bachelors of arts—that is, as *candidates* for the learning that they have only begun to acquire as undergraduates—they should be far better equipped to continue their studies in any field than students who have not been introduced to Johnson's second kind of knowledge. We have here only inference or fact can be adduced in opposition to it.

The one thing we are reasonably certain of is the economic consequences of teaching bibliography instead of offering conventional reference service. We have noted above that the entire cost of instruction can be deducted from the library's budget and assigned to the instructional budget. This statement may invite the rejoinder that here the savings are illusory, since from the standpoint of the whole institution we have merely transferred an expense from one department to another without any net gain taking place. But this is not the case: to teach the bibliography course to our entire freshman class during an academic year requires only a fourth of one professional librarian's entire efforts; whereas one and perhaps two full-time professionals would be required to offer reference service during all the hours when the library is open. This constitutes a genuine gain both to the college and to the library, since substantial sums of money that would have been devoted to the salaries of librarians are freed for the purchase of books. And the true university is a collection of books, not a collection of librarians: library budgets being always of finite size, it follows that the fewer librarians a library requires, the larger the collection of books can be.

The joint force of the economic and pedagogical reasons for discontinuing reference service and installing a bibliography course compels us to believe that our practice at Asheville-Biltmore College will bear good fruit both for the library and the student it serves. We will certainly have a better collection, and we believe that we will also have better students.

## The Making Of A Regional Library

DOROTHY B. THOMAS

Editor's note: Once again, a public library in our state has been named a winner in the annual Book-of-the-Month Club Library Awards program. Avery-Mitchell-Yancey Regional Library was awarded \$1,000 on April 25th, the opening day of the 1965 National Library Week. We are pleased to publish here the evolution of this regional library.

What goes into the making of a regional library? Probably no two libraries are alike in their history or in their development. A few seem almost to have been created, but most have had to grow from their roots in the culture and the economic structure of the area. Where the economy is expanding, rapid growth is possible. Where population is shrinking and the economy is in a process of transition, the uncertainties and the discouragements of an area affect its institutions.

Libraries—public libraries—are comparatively new institutions in our area, and they have grown slowly. The complicated process of growth is not always visible. The watering by state and federal aid is plain, but the nourishment from the soil for the roots is just as important, and not so easily seen.

In North Carolina's western counties, the geography of high mountains and deep, winding valleys results in difficult access to and communication among scattered small communities and isolated homes. Avery, Mitchell, and Yancey counties include three of the highest and the most beautiful mountains in the state, as well as the ridges that have, in the past, cut off neighbors, communities, and counties from easy acquaintance and cooperation with each other.

The population is classified as rural, and yet there is only a limited amount of agricultural land, since steep and often heavily wooded slopes do not lend themselves easily to cultivation or even forestry. The small number of industries in the area has been a factor in the low average income and the consequent painfully inadequate support of most public services. The per capita income in two of the three counties is among the lowest in the state. The fifty years after the Civil War was almost a "Dark Ages" for mountain people as they struggled to hold their own against economic disadvantages and their isolation from the mainstream of American life.

Avery-Mitchell-Yancey Regional Library was formed from three existing libraries: Avery County Library with headquarters in Newland, Mitchell County Library with headquarters in Bakersville, and Yancey County Library with headquarters in Burnsville. Each had grown out of the vision and the efforts of the people of the county.

The beginnings of library service were typical of many such beginnings in the state. In one county service had its origin in a small collection of gift books, sponsored by the local woman's club and presided over by a devoted and unpaid club member and home mission worker. In another county a series of subscriptions, donations and meetings by a handful of citizens was combined with a WPA depression library project. In WPA days, also, a borrowed bookmobile gave a brief sampling of library service. In a third county individuals solicited gifts from civic clubs.

Mrs. Thomas is the Regional Librarian of The Avery-Mitchell-Yancey Regional Library.

In the 1940's state aid to public libraries under the administration of the North Carolina Library Commission gave impetus to the formation of county libraries with legal boards and appropriations from the County Commissioners. Avery authorized its county library in 1942, Yancey in 1945, and Mitchell in 1948. Fortunately or unfortunately—probably the latter—state rules permitted a county library to qualify at that time for state aid with only a token appropriation from the county; and library boards and commissioners labored under the delusion for the next ten years that a few hundred dollars per year was all that it took to have a library.



*Avery County Library of the Avery-Mitchell-Yancey Regional Library.*

The library boards managed for the next five or six years to plan and administer library service, beg for local budget help, and stave off periodic proposals to eliminate library service completely as an expensive and irrelevant frill. Even today, after twenty years of public library service, an occasional candidate for a county office campaigns on the promise to save the county money by getting rid of the library and bookmobile service.

The state requirement of the employment of a professional librarian to administer state funds was frequently waived since there were almost no professional librarians to be had. The heroic but sporadic and part-time services of any occasional professional did little to convince people that there was any need to spend good money to hire an "outsider" to do what could be done by a local, unemployed, and sensible housewife.

The coincidental move of a trained librarian into the area made it possible to have continuity in professional service. The Library Commission of the state "shoe-horned" or "strong-armed" the librarian into one county library after another with a combination of tact and firm reminders of the state aid regulations. The librarian was hired almost as a necessary evil to meet the requirements for receiving state funds, but with some thought that this might be only a temporary expedient. Other librarians had worked for a while, and then found distances and difficulties too great. Two days a

week was the most that each library could hope to employ a trained librarian with the funds available.

In the 1940's, part of the mountain area was a world of unconsolidated schools, unimproved roads, precious little cash income, and generally low educational levels. There were some good schools and well-educated people, but not enough of either. It was a world where unemployment and lack of either public or private transportation kept people home, where radios were few and television non-existent, and so books were at a premium. Fortunately, it was a world where you could buy a bookmobile for \$1800. Out of its state aid allotment, each county bought books and began saving for eventual ownership of a bookmobile.

As soon as funds accumulated, bookmobiles were bought. Each county bought one, even though it could not hope to put it on the road more than one or two days each week. The possibility of sharing a vehicle with another county library was not even mentioned. The pattern of cooperation or joint ownership seemed very remote.

For almost ten years bookmobiles provided more than half—in some places three-fourths—of the library service in each county. It was meager service in many ways. With the total library staff (including the librarian) amounting to less than the equivalent of one full-time person in each of two counties, it took two months or more to make the round of stops before the bookmobile could come back to the same community. With an average of 14,000 people in each county (not even one thousand of them grouped together in Avery County), scattered among the mountains, valleys, and coves, it took time, energy, and determination, not to mention physical stamina to reach people. But it accomplished many of the purposes of public relations, community survey, readers' advisory service, all rolled into one. In addition it circulated books!

Library boards were thrilled by the enthusiastic response to bookmobile service, but quickly discovered that circulation figures meant nothing to county budget officials. What did it matter whether people borrowed one thousand books or ten thousand books? They ought to be working instead of reading, anyway. Commissioners reflected the experience of earlier days when most of what you really needed to know could be passed on by word-of-mouth, and reading interfered with the main business of making a living. Not so many went as far as the man who said, "When I see someone reading a book, I want to hit him in the head with the back of an axe." But many thought of books only as foolish novels for women or stories for children. The wide range of ideas and information in books was not generally known, and perhaps it was just as well because in the early days the book collection had very few books to meet requests. As requests came in and as knowledge of the community grew, the book collection could be selected to meet real needs. Today it has the depth and breadth of mountain interests, and is a source of amazement to the stranger from outside the area.

Books and bookmobile service were in large part provided by the state. It was not enough to demonstrate real library service, but it gave people a taste, an appetite for books. There was a long period of discouraging and often discouraged work by library board members to secure larger county appropriations. Knowledgeable about the scanty non-tax revenues of rural counties, boards were fearful of asking for increases. In a county where the annual appropriation was \$400 to provide library service to 14,000 people, a board member was appalled that the library board had voted in his absence



to ask for \$1,000. "The Commissioners will think we're crazy!" He was right. The problem of library support was little different from that of nearly all public service agencies in the area. A school principal told of having an allotment of \$60 to buy all his supplies for a 300-pupil school for a whole school year. "We didn't educate; we just raised money all year."

Library boards and staffs became used to the many necessary but awkward expedients for stretching the budget: the use of discarded furniture, second-hand stoves, gift-shelving, old auto license plates folded to make bookends, and begging from civic clubs for money to pay for rent, heat, and light. It was five years before a typewriter (not new, of course) could be bought to replace the librarian's own little portable machine that was carried from county to county.

Much of library operation was "cheese-paring" business, but it was not without its humor. One could always contrast the affluence of a library that had pipes to freeze and make a miniature skating-rink on the floor as compared to the low estate of library quarters that had no pipes at all and where the staff had to travel across the street or down town for water. A location over the courthouse coal-pile might not seem to have much status, but it represented a real advance beyond the courthouse lawyers' room on the second floor with access by way of way of the pie-shaped iron treads of a spiraling staircase.

All three of the county libraries made several moves, each time to better quarters. Local effort went into providing more nearly adequate space for library service, and often into vain attempts to scrape together enough money for maintenance. More of



*Record Collection in use by teen-agers in the Yancey County Library in the Avery-Mitchell-Yancey Regional Library.*

everything seemed to be needed as requests for service increased, but it was rarely possible to take more than one step at a time. Board members were gratified by each step, but frustrated by the long delays in securing budget recognition of increasing service. Public interest and understanding were providing moral support, but moral support alone would not pay for additional staff time. Library boards and staff were not willing to "cut their coats according to their cloth," but were concerned about ways to find cloth to cover their expanding services.

Friends of the library, board members, and concerned individuals everywhere helped to find some of the answers. Spruce Pine, the largest town in the area (population 2500) provided, through its civic clubs space and a part-time staff member to serve the town and the surrounding area. With the cooperation of all the county libraries, books were lent to stock it.

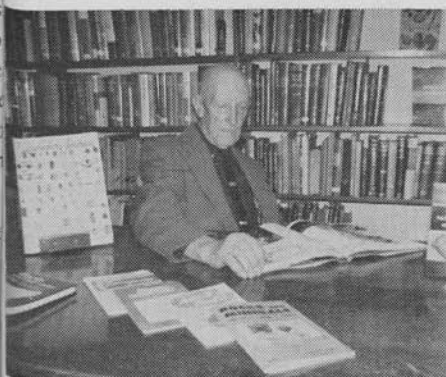
In the 10-year plan set up by each county library in 1952, there was no program mentioned for cooperation among the counties. Each library board was so involved in the problem of keeping its library alive that it did not look beyond the boundaries of its own county. However, by virtue of having the same librarian employed by each of the three counties, book purchases had been coordinated to some degree, a wider selection of titles was available to each library, and increasingly free interchange of books benefited all borrowers. Each library had only a shelf-list record of its books, but the librarian's memory served as catalog and union list.

Following closely on the 10-year plan came the first cooperative project officially planned by representatives of the separate libraries of the four counties and one town. With permission from the State Library Board, a mineral book collection was begun as part of the Interlibrary Loan subject collection program among the larger libraries of the state. Representatives of each library met to work on policy and selection for the collection. Community leaders and board members from all three counties became acquainted. The experience of working together showed some of the benefits of a regional approach to problems—and to sources of financial help.

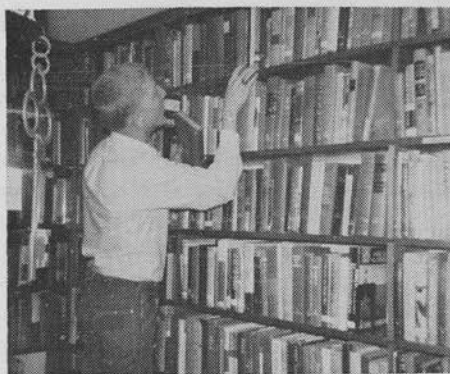
Federal aid, beginning in 1957, helped to bring about the first major increases in county support. Not immediately, to be sure; nothing changed over night, but after two years of increased hours of opening and more frequent bookmobile trips—and with the incentive of a dangled grant—one county voted enough money to double the staff. Doubling the staff meant that the one half-time assistant could work full-time with pay!

Even more important was the fact that planning for future cooperative programs brought library boards together occasionally for joint planning and discussion. First meetings were rather stiff, with cautious questions and many thoughts unspoken. Cooperation for mutual benefit was one thing, but involvement with another county was a different matter. Reasonably enough, board members felt that they might lose what had been built up so carefully over a long period and might be pulled down to the level of service in the poorer counties.

The first bookmobile serving all three counties was a "walk-in" that was enjoyed by both public and staff. Both had become used to standing out in blustery winds, slushy puddles, and poison ivy, but had never learned to enjoy these hardships. Staff members crossed county lines and became familiar with the problems and resources of the area. Each county book-collection was cataloged and a union author-file made the



*Borrower in the Mitchell County Library using the Mineral Book Collection of the Avery-Mitchell-Yancey Regional Library.*



*Borrower seeking research materials in the Mitchell County Library of the Avery-Mitchell-Yancey Regional Library.*

first comprehensive listing of the four book collections to supplement the librarian's memory file.

For a few years federal aid, in one form or another, provided a demonstration of minimum service, but the counties were by no means able at the end of the project period to continue the whole program on the basis of local support. Public approval of library service had grown, but the precarious financial situation of mountain counties losing 10 to 20% of their population every ten years did not make for optimism in public expenditures, especially with tax-rates already among the highest in the state.

Public libraries never operate independently of the surrounding cultures. Life was changing in the mountains and all over the state: more and better roads, fewer and better schools, more cars and trucks, and more persons who knew how to drive, television and eventually telephones, more persons who commuted to mills or factories or businesses, more people who needed facts and information and ideas instead of just "a good book to read."

In 1961, after prolonged consideration by all three county library boards, it was voted to approve the formation of a legal regional library for a two-year trial period. The three Boards of County Commissioners contracted with each other, and the Avery-Mitchell-Yancey Regional library was created. The prospect of an initial regional grant helped make the merger look desirable, but the experience in cooperation was the most important factor in the decision.

The legal union made little immediate change in services. The combined budget was mostly the result of adding together the three separate county budgets, skimpy as they were.

There were—and still are—problems of finance, varying levels of county support, the fear of domination or advantage of one library over another, and the push and pull of local politics — all aggravated by the low level of support from all counties.

One of the most helpful developments was a spontaneous surge of community leadership and support in Avery County that resulted in the purchase and remodeling of a dwelling to serve as "home" for the Avery County Library. The very fact that a single

county — probably the least able financially — could raise funds and acquire a building without its being lost in the Regional Library was a demonstration of freedom to progress on one's own while cooperating with others. It dissipated some of the fear of losing a library's historic identity.

No one — whether librarian, staff member, board member, or friend — has any illusion that the formation of the Regional Library has solved all problems. Poverty is still our all-encompassing problem, but cooperation has proved to be one way of multiplying resources without money. Instead of having 3,000 or 10,000 books to draw on, it is better to have 33,000. It is better to have one professional librarian whose skills have to be spread thinly over three counties, than to try to find three professionals, each willing to work for one-third of a salary.

No one — least of all the librarian — would call the story of library service in Avery, Mitchell, and Yancey counties a "success story" yet. It's a miracle, perhaps, and surely a testimony to the almost endless hard work and resolution of literally hundreds of citizens. It represents the vision and dedication of many people.

The advantages and the need of cooperative services are widely recognized, perhaps more by some board members than others, and even more generally by the public that benefits from the services. The actual operation limps along, hampered by shoe-string staff and budget. There is no one central library — an office here, a work-room there — as the decentralized service is divided among the space available at four different locations. The union catalog is housed in one place, the union shelf-list in another. The bulk of the collection of mineral books reposes in a third location, the periodicals are stored in a fourth. All facilities are separated by mountain miles (ranging from 16 miles apart to a maximum of 35 miles) with no public transportation between and toll calls to pay. Local fear of neighboring library ambitions is still a force to be reckoned with. After 16 years two counties have still only one staff member each, and one county has only a half-time employee. Each of these must serve as jack-of-all-trades in the library quarters for half the week and bookmobile librarian for the other half. Without even a clerk-typist, the librarian finds clerical chores piling up while professional work is being done, and must choose between "blowing the whistle of turning the paddle wheel."

In spite of financial starvation — or at least financial undernourishment — the library is an educational force in the whole region. Volunteers add extra hours of library service, and friends of the library help to supplement the budget. Film programs (both in the library and in a wide range of community groups outside the library), recordings, discussion groups, speakers, exhibits, participation by staff members in community activities, all are felt to be as much a part of the library's service as books. The library program makes up in quality and vitality some of what it lacks in quantity and adequacy of financial support. Every opportunity to improve the services has been seized upon: participation in the film program of the state, the processing center, the inter-library loan subject collections, cooperative use of federal aid. There is little question that the Regional Library and its Board members have earned "A" for effort, even though our zeal sometimes exceeds the time and energy of the staff.

The Regional Library is not traditional in its services nor standardized in its book collection. It has not been afraid to experiment, and its staff members have been skilled

in human relations long before they learned library techniques. The Library has had staff and board members and friends who have given unstintingly of their time. It has not been content to sit and wait to be appreciated and supported, but has taken its services as best it could to all citizens, regardless of their age, educational advantages, social status, or community standing. The area has had the leadership of a trained librarian, but the area in turn has trained the librarian. The Library does not have sufficient financial support yet, but it has the efforts of many people to achieve it, and it has the strength and vitality of the many people who stand firmly ready to back it up.

What went into the making of the Avery-Mitchell-Yancey Regional Library? Sometimes I think the chief explanation is simply endurance. All three original library boards have passed up some very appropriate moments to give up and die in discouragement. Next in importance might be the changing times that have made cooperation both easier and more urgent. A third factor is the steady stimulation, leadership, and help of the State Library, and a fourth factor has been the creative inter-action of boards, staff, and the users of books. Last of all, but absolutely vital, have been state and federal aid. No library stands alone.

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## Catalog Card Reproduction Manual Published

Chicago, March 19, 1965—Processes for reproducing catalog cards in libraries are described and analyzed in a report just published by the Library Technology Project of the American Library Association. The manual, which discusses equipment, materials, techniques, and procedures for duplicating catalog cards in a variety of library situations, is based on a study by George Fry & Associates, a management consulting firm in Chicago, under a grant from the Council on Library Resources, Inc., Washington, D. C.

The book is divided into three parts. The first reviews the general problem of obtaining catalog cards with recommendations on the most efficient and economical systems for card requirements applicable to two categories of libraries—those with low-volume requirements and those with high-volume needs.

The second part includes descriptions and discussion of the equipment and procedures necessary for thirteen processes for obtaining catalog cards which were observed in various libraries during the study. The processes range from purchasing printed cards from outside sources, through stencil and offset duplication, to more complex duplicating processes such as electrostatic and diffusion-transfer photo-copying.

The third part of the manual consists of tables showing the comparative costs of the various processes for reproducing cards. Tables for each process give purchase prices of equipment, service charges, costs of materials and supplies, and the number of staff hours needed to carry out all relevant operations. In this section, a method is given by which librarians can make systematic cost comparisons between the process currently being used in their libraries and other processes which might be suitable.

*Catalog Card Reproduction* is the ninth in a series of research reports and manuals published by the Library Technology Project since its inception in 1959.

## Ready, Reference?

BY WYAT HELSABECK\*

Once upon a patron's query, while I pondered weak and weary,  
 Cursing Shankle, Dewey, Ulrich, Winchell, Mudge, and all their kind,  
 Suddenly, the desk untended, four phones ringing, drawers up-ended,  
 Half the town at once descended on that little world of mine.  
 God! I thought — we'll earn our wages! Frantically I rang for pages;  
 And at last in what seemed ages, what I thought I'd never find  
 Turned up (God knows why!) in Shankle — where nobody but a crank'll  
 Look for what that dame called Constance to some other source assigned.  
 Back to grab one phone I speeded — dizzy, blind, but undefeated,  
 With just what this lady needed, then with voice sweet, refined,  
 Quoth the patron, "Never mind!"

This displeased me — I admit it. Picked a pencil up and bit it,  
 Felt my temper rise, but hid it, smiled and waxed polite once more.  
 Up there rushed a sweet old lady (bless her, every day of eighty!)  
 "Young man," said she, "something's shady. Where's that book I had before?"  
 "Who's the author? What's the title?" This I knew was suicidal!  
 Still — such trivia being vital in this rat race, I implore!  
 "Don't expect *me* to remember. I reserved it last September.  
 Someone in here should remember! That's what librarians are for!  
 Find it! If you get contrary — I'll hit you with this dictionary!"  
 (Webster's third, the eighty pound one, was the one she headed for!)  
 "James!" I yelled; but she'd just wandered somewhere over in three hundred,  
 Then to fiction, where she plundered, seeking recipes, she swore.  
 "Madam," said I, with conviction, "you won't find cookbooks in fiction."  
 Me and my big mouth — that section held not one, but cookbooks four.  
 Quoth the patron, "Look — there's more!"

Back I slunk, my ego busted — irked, exhausted, plumb disgusted.  
 "That damn Melvil can't be trusted!" I was muttering as I flew.  
 Barely had I sneaked by Thomas, when some foreign lad said, "Vamos!  
 Please to show me Nostradamus." That had got in fiction, too!  
 Slowly, then, my poise returning, still my lesson never learning,  
 Up there rushed a lady burning, with a great big book in tow.  
 "Why don't annuals come out weekly?" "Beg your pardon?" said I meekly.  
 "Get me something recent — queekly! Some folks have to work, you know."

\*Mr. Helsabeck is a member of the Reference Department, Public Library of Charlotte and Mecklenburg County. This poem was originally published in this library's newsletter *Down Library Lane*, Vol. 7, No. 1, 1965.

Wish I had a job this easy; you don't get your hands all greasy.

That young man in specs — who is he? When does *he* work? You're too slow."

That made me antagonistic. "Lady, let's be realistic.

You're just one more damn statistic!" said I, crossing out a row.

Quoth she, "You know where to go!"

Next, a lady with a hat on, slammed a book at what I sat on.

"What librarian dared put that on shelves? I'd pitch it out the door-

It's plain nasty — just read through it!" "Thank you, ma'am, I'll hop right to it.

Haven't had time yet to do it." (Better order several more!)

Naturally the book she needed had been lost or superseded —

So a loan form I completed, asking questions by the score.

"Now — just tell us why you need it." "Such fool questions! Think I'll eat it?

All I want to do is read it!" said she, stomping on the floor.

"How come Greek books in eight-eighty?" "That's where Dewey put 'em lady."

"Well — that man's a kook, already. Move 'em closer to the door!"

Quoth I, "Where's my two-by-four?"

What's a googol? Who shot Hector? Where's the nearest lie detector?

Who was Lincoln's cousin's sister's husband's nephew's only son?

Is that tree out there a ginkgo? I don't know, sir. I don't think so.

What makes all libraries stink so? You're a strange one — where your bun?

Is a platypus a plant, sir? Spell hors d'oeuvre — I bet you can't, sir.

Don't you *ever* know the answer? How'd you get a job in here?

We're mixed up, young man; unsnare us. Who stabbed Hamlet in the arras?

Watch your language, madam — spare us! What you're asking's not quite clear.

"Sir, this paper's due on Friday," quoth a teen-age Aphrodite.

"Tell me what it's on." "All rightey — here's some notes I tried to take.

Oedipus in Oklahoma! Sir, my boy friend's in a coma.

They won't give him his diploma till it's read, for heaven's sake!"

Quoth my colleague, "Take a break."

Off I went, my poor nerves twitchin' — had a cola in the kitchen,

Then back down to put my hitch in (two more hours, and home I go!)

"There's my teacher, that old geezer!" said a beatnik, reading a Caesar.

"Guess I'll dig this stuff, to please 'er—least, it's not that square Thoreau!"

"Hey, you! This ain't illustrated. It's too long, too complicated!

Who reads stuff ain't even rated in the best-seller list?"

"Well — there's other things worth reading." "Yeah — like what?" (Our minds aren't meeting!)

This kid needs a good stiff beating — not a psychotherapist!

Night and day — there's no end to it. I can't figure why we do it

Just ourselves to blame — we knew it, when we crammed for that degree.

Quoth the patron, "C'est la vie!"

## Selection of School Library Materials

### *Report of Work Conference*

BY FRANCES KENNON JOHNSON

The School and Children's Section of the North Carolina Library Association, in cooperation with the State Department of Public Instruction, held its biennial work conference at the Jack Tar Hotel in Durham, September 24-26, 1964. The theme for the meeting, attended by more than six hundred school librarians, library supervisors, and instructional supervisors from all parts of the state, was "Selection of School Library Materials." Planning for the conference was led by Mrs. Peggy K. Mann of Enka High School, section chairman; Carroll R. Powell of the Fayetteville City Schools, vice-chairman; Mrs. Arline Campbell of the Buncombe County Schools, secretary; and Cora Paul Bomar, State Supervisor, Library and Instructional Materials Services. Carolyn I. Whitenack, associate professor of library and audio-visual education, Purdue University, and Dr. Eugene E. Pfaff, professor of history, University of North Carolina at Greensboro, were featured speakers.

At the opening session on Thursday night, September 24, Miss Whitenack gave the keynote speech on "Current Issues in the Selection of Library Resources."

Conference participants divided into groups on Friday morning and afternoon for discussion of basic book collections for elementary, junior high, and senior high school libraries; social studies materials for elementary and secondary schools; periodicals; information films; filmstrips and recordings; and professional library collections.

A formula to guide schools in developing basic collections of filmstrips and recordings was proposed by James Carruth, Fayetteville City Schools.

At the Friday evening dinner meeting, Dr. Eugene E. Pfaff, professor of history at the University of North Carolina at Greensboro, spoke on "Our Widening World." He stressed the responsibility of educators for bringing students into awareness of the nature of the world today, a world in which the "underdeveloped regions" will help to shape the future for all.

"... And Something More," the film on elementary school library service featuring Sedgfield Elementary School in Charlotte, was shown following Dr. Pfaff's speech. Sponsored by the Knapp School Libraries Project of the American Association of School Librarians, "... And Something More" was filmed in Charlotte last spring and released in July followed a premiere showing at the American Library Association conference in St. Louis. Loan prints are available from Modern Talking Pictures Service, Inc.

The closing session of the conference, on Saturday, September 26, featured a symposium on the selection of North Carolina materials for the school library, led by Mrs. Mary Peacock Douglas, director of libraries, Raleigh Public Schools. Mrs. Douglas and her group reviewed books, periodicals, pamphlets, filmstrips, recordings, and other materials about North Carolina and indicated major selection aids and sources for



obtaining materials. An extensive bibliography prepared by Mrs. Douglas will be used as the basis for a bulletin to be developed by the State Department of Public Instruction. Mrs. Memory Blackwelder discussed the publications and services of the State Department of Archives and History.

In the business meeting which closed the conference, members of the School and Children's Section voted to adopt a new name: the North Carolina Association of School Librarians. Cora Paul Bomar informed the group about pending Federal legislation (since enacted into law) to amend and extend the National Defense Education Act, offering matching funds for the acquisition of materials and related equipment in the areas of literature, reading, history, geography, and civics.

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## School Library News Items

On January 12, Elizabeth Lassiter joined the staff of the Library and Instructional Materials Services Section, State Department of Public Instruction, as School Library Supervisor. Miss Lassiter, formerly an elementary school librarian in the Raleigh Public Schools, graduated from Wake Forest College with an A.B. degree in English, and holds a master's degree, with a major in library science, from Appalachian State Teachers College.

David Hunsucker, also of the Library and Instructional Materials Services Section, has been appointed Instructional Materials Supervisor. Mr. Hunsucker will continue to provide consultant service to a number of school administrative units. In addition, he will spend a large portion of his time assisting local school units in the selection of materials for purchase under the recently-expanded provisions of Title III of the National Defense Education Act, which now provides matching funds for the acquisition of materials in the areas of literature, reading, history, geography, and civics.

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## University Press Books to be Selected by Librarians

A panel of five librarians will choose the university press books to be exhibited in the university press booth at the American Library Association's Detroit meeting, July 4-10. Charles Adams, Director of Libraries at the University of North Carolina at Greensboro, has been appointed panel chairman. He is also President-elect of the College and University Section of the Southeastern Library Association. The panelists represent public libraries, high school libraries, and college and university libraries.

The panel will select recent university press books which have general appeal; books by prize-winning authors, books which have had outstanding reviews; and books which deal with subjects on the frontiers of knowledge.

Members of the panel include Robert S. Ake, Director of the Finkelstein Memorial Library, Spring Valley, N. Y.; Philip Fairstone, Director of the Ridgefield Free Public Library, Ridgefield, N. J.; Mrs. Lillian L. Shapiro, Acting Assistant Director for Senior High School Libraries, New York City Board of Education; and Lynn Robinson, Reference Coordinator for the Suffolk Cooperative Library System, Patchogue, N. Y.

## New North Carolina Books

By WILLIAM S. POWELL

THOMAS P. HARRISON, editor. *The First Water Colors of North American Birds*. Austin: University of Texas Press, (1964?). 59pp. \$5.00.

John White, artist of the Roanoke voyages in the sixteenth century, painted more pictures of birds (and other wildlife) than have survived. Contemporary or near-contemporary copies of some of his paintings have survived, however, and it is those with which this book is concerned. Some are to be found in the Sloane Collection in the British Museum (perhaps made by a relative of White's) and others are in a manuscript by Edward Topsell, "The Fowles of Heauen," now in the Huntington Library in California. These are reproduced in very good color with an interesting explanatory text and very useful notes and a selected bibliography. Handsomely printed in England, this is a book which should be in every library of North Caroliniana.

JEAN CRAWFORD. *Jugtown Pottery: History and Design*. Winston-Salem: John F. Blair, Publisher, 1964. 127pp. \$8.00.

Any North Carolinian who doesn't know what Jugtown pottery is stands in immediate need of this book. Those who do know will simply appreciate it all the more. It is a complete and carefully documented account of the world-famous pottery in Moore County. Potters were in the vicinity quite early, and their story forms an introduction to the more elaborate account of Jugtown proper. The efforts and the success of Jacques and Juliana Busbee in reviving and publicizing this ancient North Carolina industry are related in detail. Many illustrations, including a dozen in color, add greatly to the usefulness of the book. Facts about the efforts to preserve the kilns and other features of the Jugtown pottery and the confusing reports sometimes published in the state newspapers at the time concerning these efforts are made quite clear in the book.

IRWIN R. BLACKER, editor. *Hakluyt's Voyages*. New York: The Viking Press, 1965. 522pp. \$8.50.

Professor Blacker, of the University of Southern California, has selected the most choice travel accounts collected by Richard Hakluyt (whose lifetime almost exactly coincided with that of Raleigh). They are presented in an attractively bound volume and in a readable type. There is some modernization of spelling and punctuation, but enough of the old style remains to give the reader a real feeling of reading Elizabethan English. All of the documents relating to the early English efforts to explore and colonize the North Carolina area are present from Queen Elizabeth's charter to Sir Walter Raleigh through John White's letter of February, 1593. This is a choice edition which should appeal to both the researcher in need of contemporary documents and to the reader who enjoys the literature of the Elizabethan Age.

ALLAN CARPENTER. *North Carolina, From Its Glorious Past to the Present*. Chicago: Childrens Press, 1965. 93pp. \$3.50.

A volume in the Enchantment of America series, this is a most attractively illustrated book with many full color paintings and maps. It is intended for the 10 to 14-year-old, but its style will not be found distracting by even more advanced readers. The whole sweep of North Carolina history is covered from the days of Indians and the earliest explorers to the development of the Research Triangle. We would take issue with the author's statement that the town of Edenton came into being about 1658 (p. 22); we commend him for very properly making no mention of the fictitious "Mecklenburg Declaration of Independence"; and we admire him for devising still another name for old State College: "the State University of North Carolina at Raleigh." There as a number of careless errors (Lawson's "history" was not written in 1710 — it was published in 1709 and written several years earlier — as stated on page 58, for example), but these will distract only those who demand absolute accuracy in their history. The author has also produced similar volumes on eleven other states.

BEN STAHL. *Blackbeard's Ghost*. Boston: Houghton Mifflin Company, 1965. 184pp. \$3.50.

A combination of pirates, ghosts, history, and mystery make this novel for young people one which will hold the reader's interest throughout. Set in a small Carolina town (Edenton?) with some historical characters (Blackbeard, of course, and Governor Eden and Tobias Knight) and some fictional characters of today, the story recounts Blackbeard's efforts to prevent the destruction of his favorite haunt of the past and present, the Old Boar's Head Tavern. It should be on every school's fiction shelf for young Tar Heels who would like an encounter with a mischievous pirate's ghost.

RICHARD BENBURY CREECY. *Grandfather's Tales of North Carolina History*.  
ALEXANDER GREGG. *History of the Old Cheraus*.

Facsimile reprints of these two long out-of-print works are now available from The Reprint Company, 154 W. Cleveland Park Drive, Spartanburg, S. C., for \$10.50 and \$12.50, respectively. The former, first published in Raleigh in 1901, contains 301 pages, and the latter, originally published in New York in 1867, has 546 pages. Both are in good clear type on substantial white paper with black fabric bindings.

ROBERT W. RAMSEY. *Carolina Cradle, Settlement of the Northwest Carolina Frontier, 1747-1762*. Chapel Hill: University of North Carolina Press, 1964. 251pp. \$6.00.

Like Merrens' *Colonial North Carolina in the Eighteenth Century* published last year by the University Press, Ramsey's book is a new and a careful study of a section of North Carolina. Both books make new use of local records and it is to be hoped that they will serve as good examples for similar studies to follow. This is a careful account of the movement of Scotch-Irish, German, and other settlers into Rowan County and vicinity between 1747 and 1762. The origin and destination of many settlers, all cited by name, are given. In many cases their occupations are indicated (though this

information, regrettably, does not always show up in the index), and for many of these people the original spelling of surnames is given.

North Carolinians who live in the region described in this book or who are descendants of people who lived there will find it to be of a great deal of personal interest. Others should find it to be a book well worth reading for the detailed account it gives of the problems encountered in settling on the American frontier when it was in North Carolina.

KATHERINE WOOTEN SPRINGS. *The Squires of Springfield*. Charlotte: William Loftin, Publisher, 1964. 350pp. \$6.75.

This is a family saga to end all family sagas. The Silversteen or Silvers family came to America from Holland in 1652 and descendants now live in various parts of America, including the two Carolinas. The author, a resident of Charlotte, has drawn on extensive files of family correspondence for this volume of social history. The index is a model of completeness and should be checked by historians of the Carolinas for references to numerous persons and subjects of importance and obscurity. Some of the text will be of interest to general readers of history and biography, some to genealogists, all to members of the Springs family, but some of it will puzzle the uninitiated (who, where, or what is "Voisin" on page 321?). And it's a handsome book, as might be expected from William Loftin's press.

THOMAS C. PARRAMORE, F. ROY JOHNSON, AND E. FRANK STEPHENSON, JR. *Before the Rebel Flag Fell*. Murfreesboro: Johnson Publishing Company, 1965. 132pp. \$3.00.

Represented here is an original idea which might well be taken up by local historians in other parts of North Carolina. Civil War diaries, journals, or recollections of a plantation housewife, two soldiers, an infantry officer, and an artillery officer are reprinted in part to make a most pleasing little book. The unifying theme is that all five were from the same section (the Albemarle) of the state and shared hardships common to all. There are brief biographical notes on the writers of these documents but no index. The book is intended to be read for information and pleasure (as it can at this point in time, removed from the sufferings of a century ago) but not for serious or scholarly research.

RICHARD L. ZUBER. *Jonathan Worth, A Biography of a Southern Unionist*. Chapel Hill: University of North Carolina Press, 1965. 351pp. \$7.50.

In an extremely readable style the author leads the reader rapidly through fact-filled pages about a native North Carolinian who has frequently been the subject of controversy. Worth, just before the Civil War, was a strong Unionist, but during the War he was State Treasurer and by 1864 was advocating almost any honorable terms of peace. After the War, from 1865 to 1868, he was governor.

This biography includes material on Worth's ancestors and covers his life from his birth in 1802 in the Quaker community of New Garden in Guilford County to his death and burial in Raleigh in 1869. Because of Worth's wide interests it is also, in many respects, a history of North Carolina for much of this period.